

OVERVIEW

A continuum of proficiency in Literacy from Kindergarten through Grade 12.

The grade level proficiency descriptors highlight what a thinking or communication skill may look like for a proficient student across all learning areas, emphasizing their **CROSS-CURRICULAR** nature.

A continuum of proficiency in Literacy from Kindergarten through Grade 12.

The grade level proficiency descriptors highlight what a thinking or communication skill may look like for a proficient student across all learning areas, emphasizing their **CROSS-CURRICULAR** nature.

K-12 CROSS CURRICULAR LITERACY LEARNING PROGRESSIONS – GRADE LEVEL PROFICIENCY DESCRIPTORS

Each **ASPECT** represents a set of transferrable thinking or communication skills

A proficient student must develop, practice, and demonstrate each aspect to become a Literate Learner

All aspects are important when building Literacy skills

Each **ASPECT** represents a set of transferrable thinking or communication skills

A proficient student must develop, practice, and demonstrate each aspect to become a Literate Learner

All aspects are important when building Literacy skills

Each **ASPECT** represents a set of transferrable thinking or communication skills

A proficient student must develop, practice, and demonstrate each aspect to become a Literate Learner

All aspects are important when building Literacy skills

Each **SUB-ASPECT** further defines the transferrable skills within each aspect

The **DESCRIPTOR** is grade specific and describes what proficient student learning looks like at the end of the year/term

[illegible]

K-12 CROSS CURRICULAR LITERACY LEARNING PROGRESSIONS – GRADE LEVEL PROFICIENCY DESCRIPTORS

Aspect	Sub-aspect	K	1	2	3	4	5	6	7	8	9	10	11	12
--------	------------	---	---	---	---	---	---	---	---	---	---	----	----	----

[illegible]

K-12 CROSS CURRICULAR LITERACY LEARNING PROGRESSIONS – GRADE LEVEL PROFICIENCY DESCRIPTORS												
--	--	--	--	--	--	--	--	--	--	--	--	--

Aspect	Sub-aspect	K	1	2	3	4	5	6	7	8	9	10	11	12
--------	------------	---	---	---	---	---	---	---	---	---	---	----	----	----

[illegible]

K-12 CROSS CURRICULAR LITERACY LEARNING PROGRESSIONS – GRADE LEVEL PROFICIENCY DESCRIPTORS														
Aspect	Sub-aspect	K	1	2	3	4	5	6	7	8	9	10	11	12
Develops ideas <i>Generates, evaluates, and refines workable ideas relevant to the task or purpose</i>	Generates ideas <i>Generates and selects ideas relevant to the task and purpose</i>	Generates ideas, using experience(s)	Generates ideas, using experience(s)	Generates ideas, using strategies and experience(s)	Generates ideas, using strategies and experience(s), and identifies ideas appropriate to the task and purpose	Generates ideas, using strategies and experience(s), and identifies ideas appropriate to the task and purpose	Generates ideas, using strategies and experience(s), and identifies ideas appropriate to the task and purpose	Generates relevant ideas, using experiences, gathering information, and applying strategies	Generates relevant ideas, using experiences, gathering information, and applying strategies	Generates relevant ideas, using experiences and a variety of strategies; selects idea(s) to support task and purpose	Generates relevant ideas using experiences and a variety of strategies; selects idea(s) to support task and purpose	Uses effective strategies to generate and select relevant ideas; selects information to support the main idea	Uses effective strategies to generate and select relevant ideas; selects information to support the main idea	Uses effective strategies to generate and select relevant ideas; selects information to support the main idea
		<i>experiences(s): personal, prior learning, etc.</i>	<i>experiences(s): personal, prior learning, etc.</i>	<i>strategies: e.g., listing, asking questions, free-writing, using word webs, peer discussion, research</i> <i>experiences(s): personal, prior learning, etc.</i>	<i>strategies: e.g., listing, asking questions, free-writing, using word webs, peer discussion, research</i> <i>experiences(s): personal, prior learning, etc.</i>	<i>strategies: e.g., listing, asking questions, free-writing, using word webs, peer discussion, research</i> <i>experiences(s): personal, prior learning, etc.</i>	<i>strategies: e.g., listing, asking questions, free-writing, using word webs, peer discussion, research</i> <i>experiences(s): personal, prior learning, etc.</i>	<i>relevant: related to task, learning, etc.</i> <i>experiences(s): personal, prior learning, etc.</i>	<i>relevant: related to task, learning, etc.</i> <i>experiences(s): personal, prior learning, etc.</i>	<i>relevant: related to task, learning, etc.</i> <i>experiences(s): personal, prior learning, etc.</i>	<i>relevant: related to task, learning, etc.</i> <i>experiences(s): personal, prior learning, etc.</i>	<i>strategies: e.g., listing, asking questions, free-writing, word web, peer discussion, research</i> <i>relevant: related to task, learning, etc.</i>	<i>strategies: e.g., listing, asking questions, free-writing, word web, peer discussion, research</i> <i>relevant: related to task, learning, etc.</i>	<i>strategies: e.g., listing, asking questions, free-writing, word web, peer discussion, research</i> <i>relevant: related to task, learning, etc.</i>
	Evaluates ideas <i>Determines usability of idea(s) relevant to task and purpose</i>	Checks to ensure that the generated idea(s) are related to the activity	Checks to ensure that the generated idea(s) are related to the activity	Reviews the generated idea(s) based on prior learning and/or strategies	Assesses the generated idea(s) based on prior learning and/or familiar strategies	Assesses the generated idea(s), using task criteria, prior learning, and/or strategies	Assesses the generated idea(s), using task criteria, prior learning, and/or strategies	Assesses the generated idea(s), using task criteria and strategies to determine the usability of the idea(s) in relation to the task and purpose	Assesses the generated idea(s), using task criteria and strategies to determine the usability of the idea(s) in relation to the task and purpose	Assesses the generated idea(s), using strategies and applying criteria to determine the usability of the idea(s) in relation to the task and purpose	Assesses the generated idea(s), using strategies and applying criteria to determine the usability of the idea(s) in relation to the task and purpose	Evaluates the generated ideas, using criteria to determine the usability of the ideas in relation to the task and purpose	Evaluates the generated ideas, using criteria to determine the usability of the ideas in relation to the task and purpose	Evaluates the generated ideas, using criteria to determine the usability of the ideas in relation to the task and purpose
		<i>checks: through conversation with teacher or peer, applies prompts, etc.</i>	<i>checks: through conversation with teacher or peer, applies prompts, etc.</i>	<i>strategies: e.g., self/peer assessment, questioning, feedback collection</i>	<i>strategies: e.g., self/peer assessment, questioning, feedback collection</i>	<i>strategies: e.g., self/peer assessment, questioning, feedback collection</i>	<i>strategies: e.g., self/peer assessment, questioning, feedback collection</i>	<i>strategies: e.g., self/peer assessment, questioning, feedback collection</i>	<i>strategies: e.g., self/peer assessment, questioning, feedback collection</i>	<i>strategies: e.g., self/peer assessment, questioning, feedback collection</i> <i>criteria: provided, co-created, self-generated</i>	<i>strategies: e.g., self/peer assessment, questioning, feedback collection</i> <i>criteria: provided, co-created, self-generated</i>	<i>evaluates the generated ideas: by gathering information, reflecting, observing, questioning</i> <i>criteria: provided, co-created, self-generated</i>	<i>evaluates the generated ideas: by gathering information, reflecting, observing, questioning</i> <i>criteria: provided, co-created, self-generated</i>	<i>evaluates the generated ideas: by gathering information, reflecting, observing, questioning</i> <i>criteria: provided, co-created, self-generated</i>
	Refines ideas <i>Refines idea(s) using relevant feedback</i>	Revises idea(s) based on directed and specific feedback	Revises idea(s) based on directed and specific feedback	Revises and/or refines ideas, using relevant feedback	Revises and/or refines ideas, using relevant feedback	Revises and/or refines ideas and/or supporting details, using relevant feedback	Revises and/or refines ideas and/or supporting details, using relevant feedback	Revises and/or refines ideas and/or supporting details, using relevant feedback	Revises and/or refines ideas and/or supporting details, using relevant feedback	Selectively applies relevant feedback to refine idea(s) and/or supporting details	Selectively applies relevant feedback to refine idea(s) and/or supporting details	Effectively incorporates feedback and criteria to make edits and refine idea(s) iteratively as necessary	Effectively incorporates feedback and criteria to make edits and refine idea(s) as necessary	Effectively incorporates feedback and criteria to make edits and refine idea(s) as necessary
		<i>revises: reworks</i>	<i>revises: reworks</i>	<i>revises: reworks</i> <i>refines: improves through small changes</i>	<i>revises: reworks</i> <i>refines: improves through small changes</i>	<i>revises: reworks</i> <i>refines: improves through small changes</i>	<i>revises: reworks</i> <i>refines: improves through small changes</i>	<i>revises: reworks</i> <i>refines: improves through small changes</i>	<i>revises: reworks</i> <i>refines: improves through small changes</i>	<i>refines: improves through small changes</i>	<i>refines: improves through small changes</i>	<i>iteratively: a repeated process of refining</i> <i>refines: improves through small changes</i>	<i>refines: improves through small changes</i>	<i>refines: improves through small changes</i>

K-12 CROSS CURRICULAR LITERACY LEARNING PROGRESSIONS – GRADE LEVEL PROFICIENCY DESCRIPTORS														
Aspect	Sub-aspect	K	1	2	3	4	5	6	7	8	9	10	11	12
Communicates ideas and information	Expresses ideas and information	Shares ideas, using learning area materials	Shares ideas, using learning area materials	Shares ideas and/or information, using relevant learning area materials	Shares ideas and/or information, using relevant learning area materials	Describes ideas and/or information, using relevant learning area materials	Describes ideas and/or information, using relevant learning area materials	Demonstrates thinking by sharing ideas and/or information clearly, using relevant learning area materials	Demonstrates thinking by sharing ideas and/or information clearly, using relevant learning area materials	Explains learned material and/or ideas, using learning area materials	Explains learned material and/or ideas, using learning area materials	Explains ideas and understanding clearly, using details and specific learning area materials to support thinking and convey information	Represents ideas and understanding clearly, using relevant learning area materials to support thinking and convey information	Represents ideas and understanding clearly, using relevant learning area materials to support thinking and convey information
	Effectively communicates thinking/ understanding, using learned material (content, ideas, message, information, etc.)	materials: e.g., vocabulary, images, manipulatives	materials: e.g., vocabulary, images, manipulatives	materials: e.g., vocabulary, images, manipulatives	materials: e.g., vocabulary, images, manipulatives, etc.	materials: e.g., vocabulary, images, manipulatives, text features, graphs, data, conventions	materials: e.g., vocabulary, images, manipulatives, text features, graphs, data, conventions	materials: e.g., vocabulary, images, manipulatives, text features, graphs, data, conventions, etc.	materials: e.g., vocabulary, images, manipulatives, text features, graphs, data, conventions	explains: demonstrates a deeper understanding materials: e.g., vocabulary, images, manipulatives, text features, graphs, data, conventions	explains: demonstrates a deeper understanding materials: e.g., vocabulary, images, manipulatives, text features, graphs, data, conventions	details: prior learning and knowledge, experience, examples materials: e.g., vocabulary, images, manipulatives, text features, graphs, data, conventions	materials: e.g., vocabulary, images, manipulatives, text features, graphs, data, conventions	materials: e.g., vocabulary, images, manipulatives, text features, graphs, data, conventions
	Presents ideas and information	Explores a variety of media with which to present idea(s) and information	Explores a variety of media with which to present idea(s) and information	Selects the medium/media with which to present ideas and information that support the task and purpose	Selects the medium/media with which to present idea(s) and information that support the task and purpose	Presents idea(s) and information, using an appropriate medium/media	Presents idea(s) and information, using an appropriate medium/media	Organizes the presentation of idea(s) and information clearly, within a medium/media appropriate to the audience, task, and purpose	Organizes the presentation of idea(s) and information clearly, within a medium/media appropriate to the audience, task, and purpose	Presents relevant material, information, and/or idea(s) within a medium/media that is appropriate to the audience, task, and purpose	Presents relevant material, information, and/or idea(s) within a medium/media that is appropriate to the audience, task, and purpose	Organizes and presents idea(s) based on audience, task, and purpose; uses a communication medium/media to present ideas and information	Organizes and presents idea(s) based on audience, task, and purpose; intentionally selects a communication medium/media to present ideas and information	Organizes and presents idea(s) based on audience, task, and purpose; intentionally selects a communication medium/media to present ideas and information
Communicates ideas and information	Represents, explains, and defends final product in context	Identifies a reason that supports decisions and/or ideas	Identifies a reason that supports decisions and/or ideas	Supports decisions and/or ideas using a relevant explanation	Supports decisions and/or ideas using a relevant explanation	Provides a rationale to support ideas, decisions, and/or approach taken	Provides a rationale to support ideas, decisions, and/or approach taken	Uses prior learning to defend ideas, decisions, and/or approach taken	Uses prior learning to defend ideas, decisions, and/or approach taken	Justifies decisions and approach taken by including key ideas and/or supporting details; may include references from text(s) with reasoning	Justifies decisions and approach taken by including key ideas and/or supporting details; may include references from text(s) with reasoning	Defends decisions and justifies approach taken, using key ideas and/or supporting details; may include references from text(s) with reasoning	Defends decisions and justifies approach taken, using key ideas and/or supporting details; supports justification with cited references to texts	Defends decisions and justifies approach taken, using key ideas and/or supporting details; supports justification with cited references to texts
	Justifies and defends decisions and/or ideas													
	Clearly justifies and can debate ideas, thinking, and decisions made			relevant: related to task, decisions, prior learning, etc.	relevant: related to task, decisions, prior learning, etc.	rationale: reasoning, thinking, logic, hypothesis, etc.	rationale: reasoning, thinking, logic, hypothesis, etc.			texts: oral, visual, digital, etc.	texts: oral, visual, digital, etc.	texts: oral, visual, digital, etc.	texts: oral, visual, digital, etc.	texts: oral, visual, digital, etc.