

EIGHT ABILITIES

In order to graduate from Carmen High School of Science and Technology, all students need to master eight abilities to develop life skills that are necessary to be successful in their education, careers, families and communities. Students will develop these skills throughout their courses, work, internships, and community service. Students will have many opportunities to assess their own performance in relation to these abilities and will receive feedback from teachers and peers.

Carmen High School of Science and Technology has adopted the eight abilities developed by Alverno College (Milwaukee, Wisconsin): Communication, Analysis, Problem Solving, Valuing, Social Interaction, Global Perspective, Effective Citizenship, and Aesthetic Engagement.

Communication

Everyday we communicate with people. Our parents, siblings, neighbors, friends, teachers, and even strangers, are constantly sending messages to us and receiving messages from us. To become an effective communicator, a person needs to read and write different types of information (i.e. description of an event or information presented in numbers), and a person needs to listen and to speak to different audiences and for different purposes.

Analysis

The ability to analyze helps anyone become a better thinker. To be a critical thinker is to be a person that actively examines, searches, compares, dissects, and synthesizes. These processes help us understand events better and help us make more informed decisions.

Problem Solving

Regardless of our age, we are constantly facing 'problems' that need to be solved. To be able to solve all kinds of problems, we need to be able to ask the right questions, think about different solutions, identify and understand the real problem, etc. Problem solving also requires predicting the consequences of possible solutions and remaining flexible to learn from good and bad experiences.

Valuing

We can all benefit from exploring our values, how they change throughout our lives, and how they affect the way we choose to think and act. In addition, we are more effective people when we understand the values other people hold and how those values affect their decisions. We should strive to use behaviors that express our values, even though it is sometimes difficult. Our goal is to be able to base every decision of our lives on the values that we hold.

Social Interaction

The ability to deal with other people is crucial in our success. We receive our first lessons in social interaction from our families. In elementary school we learn to read and write. Now, in high school, we want to also focus on speaking and, most importantly, listening. We want to know our own attitudes, beliefs, and emotions; we want to recognize other people's attitudes, beliefs and

emotions; and we want to identify what helps us relate to or what becomes a barrier between others and ourselves.

Global Perspective

To think globally is to recognize and understand how many issues are globally interconnected (i.e. connected geographically, culturally). We need to develop a global perspective because decisions that we make have the potential of having long-term consequences for people outside of our local communities. To develop this global perspective, we need to recognize that more than one solution may be needed to address a problem or a concern. We also need to find a balance between recognizing our diversity and identifying our common interests. We want to use our other abilities, such as analysis, valuing and communication, to understand not only our own points of view, but also those of others.

Effective Citizenship

Effective citizenship means that we feel socially responsible for our communities and become actively involved in supporting and improving them. To be able to do this, we must not only know ourselves and others, but we also must be aware of the state of our communities. We need to have information that will help us participate in solving different community problems and to know when we need to lead others and when we need to support others.

Aesthetic Engagement

Aesthetic engagement means that we not only appreciate different forms of art, but that we have become involved in the processes of creating art. We believe that this involvement is a very important part of our education because it has many benefits, such as balancing our intellectual and emotional selves, learning by doing, and recognizing our own culture and other cultures.

Carmen High School of Science and Technology
AESTHETIC ENGAGEMENT

Dimensions	Level 1	Level 2	Level 3	Level 4
Develops a willingness to explore mediums	Engages in imaginative play through art mediums	Immerses in process to explore ideas and feelings	Manipulates mediums for personal expression	Identifies how different mediums are used for expression
Develops a sense of self-identity in community	Reflects on self (“Who am I?”); sees self as active participant in making choices	Articulates rationale for artistic choices “Who am I in my community?”	Developing a voice for engaging with others regarding artistic choices	Is open to multiple interpretation and cooperative creativity
Demonstrates idea development through a variety of artistic methods	Uses intuitive emotional response to solve problem	Uses design-based response to solve problem	Uses stimulus-based response to express point of view	Develops a preference to idea development and expands creative process
Develops the ability to verbalize and write artistic interpretation /Artistic Response	Learns basic vocabulary and identifies basic art elements/ Students can express the ideas they see	Begins to express a personal viewpoint about interpretive choices	Expands vocabulary and interpretive aesthetic point of view	Connects vocabulary and personal choices within historical contexts

Carmen High School of Science and Technology
ANALYSIS

Dimensions	Level 1	Level 2	Level 3	Level 4
Makes Careful Observations and Logical Inferences	Students will be able to observe a situation accurately. They will be able to state facts about what was observed <u>without</u> making inferences.	Students will be able to use observed facts to make accurate inferences.	Students will be able to verbally articulate connections between observations and the inferences they make.	Students will be able to draw on prior experiences to analyze current situations and use multiple inferences to accurately analyze situations.
See Patterns and Relationships	Student observes patterns.	Student identifies significant patterns, including cause and effect, contrast, and repetition.	Student is able to articulate the relationships among ideas and elements.	Student identifies the structures of texts, ideas, and works of art.
Uses Vocabulary and Methods of Different Subject Matters	Student recognizes appropriate vocabulary used in various disciplines.	Student accurately uses vocabulary of the discipline.	Student uses course concepts to identify elements and patterns.	Student uses methodology of practitioners in various subjects.

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COMMUNICATION: SPEAKING

DIMENSIONS	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
Connecting with Audience	Speaks to an audience for at least a minute with little use of notes	Communicates <i>to</i> an audience, long enough to suggest the speaker fully understands the message	Communicates <i>with</i> the audience, with emerging spontaneity	Interacts with the audience, without using notes
Context-Setting	Develops the topic with some sense of accuracy and purpose	Develops the topic accurately with purpose	Develops the topic accurately with a sense of audience and purpose	Develops the topic accurately and with a keen awareness of audience and purpose
Verbal Expression	Attempts to use grade-level appropriate vocabulary; errors only slightly distract from speech	Uses grade-level appropriate vocabulary. Errors do not hinder comprehension.	Attempt to use higher level vocabulary. Demonstrates a grasp of standard English conventions. language that shows consistent awareness of appropriate style/ tone and varied word choice	Uses words that are specific and accurate and convey the intended message in an interesting way.
Effective Delivery	Speaks with some elements of effective volume, voice, gestures, eye contact, movement	Speaks with most elements of effective volume, voice, gestures, and eye contact, movement	Speaks consistently with elements of effective volume, voice, gestures, and eye contact, movement	Speaks with an engaging delivery that includes nearly all of effective elements, including volume, voice, gestures, eye contact, and movement
Purposeful Structure	Presents a message with recognizable introduction, development, and conclusion	Establishes and maintains focus on a clear purpose, providing transitions to clarify relationships between most points of development	Includes a recognizable introduction; includes main ideas with supporting details and transitions between ideas; develops a conclusion that leaves the reader with a sense of resolution	Begins with an interesting introduction; includes main ideas supported with evidence and clear transitions; develops a conclusion that leaves the reader with a clear sense of resolution
Use of Media	Incorporates a visual that is legible, understandable, and appropriate to topic and audience	Purposefully creates and uses eye-appealing visuals to enhance presentation	Smoothly incorporates media whose messages reflect the core concepts of a presentation	Incorporates high quality and diverse within a specific context to aid in clarifying, and enhancing the presentation
Self Assessment	Shows awareness of a few strengths and weaknesses in a presentation	Shows some understanding of development in speaking ability	Articulates how strengths and weaknesses as a speaker affected performance	Provides a realistic sense of performance, using evidence

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COMMUNICATION: WRITING

DIMENSIONS	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
<p>Context Gives audience some sense of purpose <i>6 Trait: Ideas</i></p>	Develops the topic with some sense of accuracy and purpose	Develops the topic accurately with purpose	Develops the topic accurately with a sense of audience and purpose	Develops the topic accurately and with a keen awareness of audience and purpose
<p>Content Articulates ideas accurately <i>6 Trait: Ideas</i></p>	Conveys main ideas with general support	Articulates main ideas and attempts to support them with basic information	Articulates clear main ideas and supports them with accurate evidence and logic	Articulates clear, effective main ideas and supports them with accurate and specific evidence and logic
<p>Support/ Development Uses meaningful examples <i>6 Trait: Ideas</i></p>	Smoothly integrates and elaborates on specific textual evidence from a variety of sources.	Effectively integrates and elaborates on specific textual evidence from a variety of sources	Develops ideas and includes specific relevant textual evidence from multiple sources	Attempts to develop ideas and includes relevant textual evidence from sources
<p>Purposeful Structure Includes introduction, middle, and conclusion <i>6 Trait: Organization</i></p>	Develops recognizable introduction; includes main ideas with attempts at supporting details and transitions between ideas. The conclusion attempts to leave the reader with a sense of resolution	Begins with an acceptable introduction; includes strong main ideas supported with relevant evidence and transitions	Includes a recognizable introduction; includes main ideas with supporting details and transitions between ideas; develops a conclusion that leaves the reader with a sense of resolution	Begins with an interesting introduction; includes main ideas supported with evidence and clear transitions; develops a conclusion that leaves the reader with a clear sense of resolution
<p>Expression Shows awareness of appropriate word choice, style and tone <i>6 Traits: Word Choice, Sentence Fluency, Voice</i></p>	Attempts to use grade-level appropriate vocabulary. Errors only slightly distract from the text	Uses grade-level appropriate vocabulary. Errors do not hinder comprehension. Words are logical and make the message clear on a general level	Uses grade-level appropriate vocabulary fluently. Attempts to use higher-level vocabulary. Words are logical and interesting and make the message clear	Uses words that are specific and accurate and convey the intended message in an interesting way
<p>Conventions Generally follows appropriate conventions <i>6 Trait: Conventions</i></p>	Demonstrates a basic understanding of basic writing conventions. Errors are not serious enough to distort meaning, but may be distracting at times	Demonstrates a basic understanding of most writing conventions. Skills are mostly correct and errors do not detract from the meaning	Demonstrates a grasp of standard writing conventions. Errors tend to be so few and so minor that the reader can easily overlook them	Demonstrates a solid grasp of standard writing conventions. Grammar and usage skills support the meaning

Carmen High School of Science and Technology **READING**

DIMENSIONS	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
Previous Knowledge and Experience	Identifies and clearly articulates previous experience and knowledge of the subject	Makes comparisons between what is previously known or experienced about the subject	Considers previous knowledge and experience within the context of the subject	Synthesizes previous knowledge and experience and relates to the subject
Content Comprehension	Engages with text by: <ul style="list-style-type: none"> • finding clear evidence for author’s message or main point and purpose • annotating, summarizing, or mapping author’s ideas 	Draws inferences about the text based on explicit evidence of author’s: <ul style="list-style-type: none"> • perspective • attitude • assumptions 	Uses textual evidence to draw logical conclusions and make connections between ideas and perspectives based on multiple readings	Synthesizes relationships among multiple and diverse readings by applying ideas or concepts in varied contexts
Understanding of Structure	Identifies basic organizational structure and main point of the text	Identifies how organizational structure connects and supports ideas in the text	Identifies how organizational structure helps create relationships between ideas	Identifies how organizational structure creates relationships between ideas which contribute to further understandings
Vocabulary and Language	Infers new word meaning through context clues	Uses discipline specific vocabulary to articulate ideas	Identifies how author’s use of figurative and literal language supports ideas	Identifies and analyzes the relationship between language and ideas
Self Assessment	Identifies strengths and weaknesses in using content comprehension strategies	Identifies strengths and weaknesses in inferring meaning of texts	Identifies strengths and weaknesses in using evidence to draw conclusions and make connections	Identifies strengths and weaknesses in analyzing and applying ideas in context

Carmen High School of Science and Technology
DEVELOPING A GLOBAL PERSPECTIVE

Dimensions	Level 1	Level 2	Level 3	Level 4
Forms own opinion on global issues	Articulates opinion on global issue	Remembers and understands, and applies new information to defend an opinion	Uses a variety of sources to defend an opinion and refute opposing arguments	Develops an effective action plan to address global issues
Understands of concepts are interrelated globally	Locates similarities and differences between global concepts	Compares and contrasts different forms of government and different historical epochs	Analyzes the inter-connected among world events	Integrates own values in their understanding of similarities and differences between concepts
Enhances knowledge and understanding of global issues by collecting a variety of information	Utilizes credible sources	Identifies, utilizes, and cites a variety of credible sources to support knowledge and understanding	Evaluates information for its effectiveness, relevant, and timeliness	Relates credible sources to other concepts to create new knowledge and understanding
Uses ideas from subjects to formulate own judgment on a global issue	Considers a few aspects of a concept	Considers many aspects of a concept to better inform judgments	Considers all aspects of a concept to better inform and defend judgments	Uses sources, considers all aspects of a concept, and forms own judgments to create publishable work

Carmen High School of Science and Technology
EFFECTIVE CITIZENSHIP

Dimensions	Level 1	Level 2	Level 3	Level 4
Develops awareness of own community	Explores community issues	Explains what is going on in own community	Observes and analyzes communities in other parts of the world	Analyzes communities in relationship to each other and own community
Determines how decisions are made within a community	Identifies decision-makers in the community	Analyzes influences on government and communities	Compares and contrasts differing concepts of individuality and community	Analyzes differing concepts of community and the values therein, juxtaposed with those locally
Works with community members to achieve goals	Connects with major issues in their community	Researches movements in history when people organized to enact change	Creates an action plan that considers multiple community interests	Creates and implements an action plan to solve a problem in own community

Carmen High School of Science and Technology
PROBLEM SOLVING

Dimensions	Level 1	Level 2	Level 3	Level 4
Articulates the problem solving process and how it is related to course concepts	Explains the problem solving “process” by describing clearly the steps taken to approach the problem	Exemplifies appropriate vocabulary and terminology related to course concept to describe the problem	Performs accurately all steps in the problem solving process, including the implementation of steps and evaluation of final product	Independently analyzes, selects, uses and evaluates various problem solving methods to develop solutions
Analyzes the Problem	Describes the problem solving process in their own words	Implements and correctly applies content vocabulary to the problem	Integrates the steps with course vocabulary into the problem solving process	Monitors evidence of their own problem solving process
Designs a Procedure	Interprets the steps needed to solve the problem	Uses course concepts to identify the components (parts) of the problem	Uses course concepts to synthesize the components of the problem	Selects and implements an accurate problem solving method
Clarifies and Summarizes the Solution	Identifies steps needed to solve the problem	Clearly integrates the objective using appropriate vocabulary to explore the course concept	Detects and demonstrates how their solution addresses the problem	Develops a conclusion that explores the possibilities of future problems
Critiques the Consequences	Articulates anticipated or desired results	Compare expected results of solution with actual results	Demonstrates ability to evaluate the consequences of their solution	Demonstrates ability to synthesize consequences of the relationship between several perspectives

Carmen High School of Science and Technology
SOCIAL INTERACTION

Dimensions	Level 1	Level 2	Level 3	Level 4
Analytical Framework	Recognizes categories by which differences between people are constructed and the force that these differences may have on people's lives	Engages in the Task-Oriented Model and the Interpersonal Social Model and applies both models to new situations	Increases own effectiveness in group and interpretational interactions, based on analysis of social interaction situations	Displays increasingly effective interactions in a variety of group and interpersonal situations
Willingness to Engage	Participates in interactions by listening, summarizing, and providing contributions	Uses different approaches, as appropriate, to seek fuller understanding of another person's perspective	Seeks perspectives from those outside her own circles, including perspectives of those with whom she is interacting	Assumes responsibility to interact effectively with others
Cultural Perspectives	Becomes aware of categories based on cultural distinctions	Demonstrates awareness of how social phenomena function in communication	Building on his/her understanding of social-cultural frameworks, evaluates the effectiveness of own responses in interactions with others in a range of situations	Develops new interactive styles based on her experiences with others who are different from herself
Self-Awareness	Identifies attitudes, beliefs, and emotions that are triggered in interaction situations	Compares and contrasts own behaviors with those s/he observes in role models who effectively navigate social interactions	Recognizes her own possible misinterpretations and consequent behaviors within group interactions	Incorporates self-assessment to create action plans for effective interpersonal situations

Carmen High School of Science and Technology
VALUING IN DECISION MAKING

Dimensions	Level 1	Level 2	Level 3	Level 4
Identifies Own Values	Names own values and sources of those values	Reflects on relationship between values and behavior, including conflicts	Examine ways own values are socially influenced	Critiques own value stance and articulate how such examination may lead to changes in values
Recognizes Values of Others	Infers values of others	Expresses how communities other than she/her own believe and act out of the values they hold	Articulates ways that values of entire communities are socially developed	Critiques decisions and policies emerging from various value frameworks
Analyzes Values in Course Concepts and Texts	Infers values implicit in literature, art, historical, and other documents	Provides evidence for her inferences about values implicit in works	Compares and contrasts values in course concepts and texts with own values	Specifies core values at the heart of specific disciplines
Reflects on Valuing in Community and Work Environments	Identifies how s/he uses the values s/he holds in roles as family member, friend, student, employee, and citizen	Examines the consequences of past decisions and use them to work through alternatives in a social issue	Explain how actions and decisions influences values of broader community or work environments	Interacts in professional and community decision-making situations in moving towards the achievement of goals