

**Year 10-13 (Grade 9-12) Portrait Attributes Developed Through Inquiry**

Attributes	Independent Learning	Strong Self-Identity	Social and Emotional	Cultural Responsiveness	Voice and Agency	Growth Mindset
<b>Year 10-13</b>	I have developed an inquiry stance. I choose to pursue new ideas and questions by following an inquiry process and using my critical-thinking and creative skills to construct my own understandings.	I respect myself. I am comfortable with who I am and accept others for who they are.	I am empathetic. I maintain healthy and mature relationships with my peers and my community.	I actively seek multiple perspectives. I challenge inequity when I see it because I understand the dynamics of bias, power, and privilege.	I have the self-confidence to speak my mind, the agency to make informed decisions, and the leadership to collaborate with others to solve problems and take action.	I am receptive to new ideas and see mistakes and challenges to my own assumptions as new opportunities to learn. I use information and technology to address personal issues and investigate opportunities for the future.
Many skills and attitudes may be taught <b>explicitly</b> . Others may be included <b>implicitly</b> . Assessment strategies and Graphic Organizer numbers are noted for explicit teaching of skills and attitudes.						
Stages	Independent Learning	Strong Self-Identity	Social and Emotional	Cultural Responsiveness	Voice and Agency	Growth Mindset
<b>Connect</b>	I can develop a schema or mind map to express the big idea and the relationships among supporting ideas and topics that interest me <a href="#">[9-12.1]</a>	I can examine my own assumptions and prior knowledge about the topic to determine which are valid and which must be verified during research <a href="#">[9-12.2]</a> [Conversation]	I can develop and refine the topic, problem, or question independently to arrive at a worthy and manageable topic for inquiry <a href="#">[9-12.4; 9-12.5; 9-12.6]</a>	I can gather context about the time period, people, and issues surrounding the topic by reading laterally across both primary and secondary sources <a href="#">[9-12.2; 9-12.3]</a>	I can build on real-world experiences to broaden perspectives and open creative possibilities (e.g., field trips, makerspaces, hack-a-thon, coding camps, video production centers) [Observation]	I can develop a flexible plan and timeline for following the inquiry process to research this topic and explore diverse perspectives, given the expected level of complexity and final product for the assignment <a href="#">[9-12.6; 9-12.7; 9-12.8]</a>
<b>Wonder</b>	I can create questions to lead to basic information and, in addition, to information that is more critical, complex, and diverse in perspectives <a href="#">[9-12.4; 9-12.8]</a>	I can explore problems or questions for which there are multiple answers or no “best” answer <a href="#">[9-12.7]</a>		I can create questions to lead to basic information and, in addition, to information that is more critical, complex, and diverse in perspectives <a href="#">[9-12.8]</a>		
<b>Investigate</b>	I can evaluate and select evidence from multiple sources based on relevance and usefulness to answer research questions, currency, authority, accuracy, comprehensiveness, and point of view <a href="#">[9-12.10; 9-12.11; 9-12.13]</a>	I can retrieve and use images, sound, and visual media according to ethical and legal standards <a href="#">[9-12.21]</a>	I can identify misinformation or biased information by analyzing and evaluating the motivations and creators of the false or misleading information (e.g., profit, political motives, influence, point of view, social bots) <a href="#">[9-12.14; 9-12.19]</a>	I can analyze the impact of point of view, perspective, and purpose on the information provided by a source <a href="#">[9-12.15]</a>	I can question or challenge the text while reading or viewing to ensure comprehension and validation of accuracy and authority during my process of gathering information.	I can use information and technology to address my personal issues and investigate opportunities for the future, including higher education, career training, vocational training [Observation; Conversation; Book Checkout]
<b>Construct</b>	I can develop a line of argument or claim that incorporates and/or refutes competing interpretations or conflicting evidence with credible evidence <a href="#">[9-12.26]</a>	I can develop my own opinion, perspective, or claim and support it with evidence and a clear line of reasoning <a href="#">[9-12.27]</a>	I can develop interpersonal skills to build trusting relationships with diverse peers and adults through collaboration and communication [Observation]	I can engage in civic online reasoning by verifying information that is presented as the truth, recognizing the impact of social-media format on information, and actively seeking multiple perspectives <a href="#">[9-12.18]</a>	I can display self-confidence in my own ability to take risks in learning, fail, learn from failure, and change my approach, conclusions, or opinions based on new or more accurate information [Observation]	
<b>Reflect</b>	I can record and reflect on my individual experience of the inquiry process – the hardest part, best part, important skills learned, insights experienced, emotional highs and lows, etc. [Process Log]	I can identify my own strengths (academic, social, and emotional) and set goals about specific ways to improve in the future <a href="#">[9-12.36]</a>	I can take a leadership role in collaborative groups and completion of group projects by fulfilling my own responsibilities effectively while enabling others to contribute their best work as well [Observation]		I can display self-confidence in forming and sharing my own opinion and ideas and questioning ideas that are different from or conflict with my own [Observation; Class Discussion]	I can develop a growth mindset [Conversation]
<b>Express</b>	I can publish my final product for an authentic audience and real-world application <a href="#">[9-12.28]</a>	I can demonstrate netiquette behavior by respecting others; using appropriate language, images and emoticons; thinking before sending or forwarding messages; creating safe screen names; and challenging cyberbullying <a href="#">[9-12.35]</a>	I can work collaboratively to design, develop, publish, and present multimedia projects that effectively communicate information and ideas about the curriculum to authentic audiences [Observation; Assessment of Final Product]	I can use social media (e.g., Wikipedia, Twitter, YouTube, online blogs) responsibly for the exchange of information and ideas by fact-checking the information, avoiding the spread of misinformation, engaging in interactions around fact-based information, and respecting and thoughtfully responding to the ideas of others <a href="#">[9-12.33; 9-12.34]</a>	I can deliver presentations to authentic audiences and peers with self-confidence, clarity, attention to the intended impact on the audience, and an “expert” or “professional” stance <a href="#">[9-12.29]</a>	I can evaluate my own product and process throughout the work and use self-assessment, teacher feedback, and peer feedback to make revisions when necessary <a href="#">[9-12.30; 9-12.31]</a>