Appendix

Purposeful communication is a habit of mind characterized by the construction of meaning through interactions with texts and people and the creation of new messages. "Text" refers broadly to any communicative message, including, but not limited to, messages that are spoken or written, read or listened to, non-verbal, and/or delivered through any form of media (digital, social, artistic, print, etc.). Construction of meaning and creation of messages are influenced by individuals' prior experiences as well as cultural and historical contexts. Creation of messages involves the development and purposeful expression of ideas and is designed to increase knowledge, foster understanding, and/or promote change in others' attitudes, values, beliefs, or behaviors. To be effective, messages must engage the perspectives of others and foster dialog among individuals and the community.

Purposeful Communication			
Signposts	**Base Camp**	**Climbing**	**Summit**
Awareness of Context	Recognizes that every message is created and received within a cultural and historical context	Draws on knowledge about cultural and historical context, in both the creation of messages and the construction of meaning from messages	Seeks additional knowledge to understand the cultural and historical context, in both the creation of messages and the construction of meaning from messages
Comprehension	Shows understanding of the basic meaning of the text by paraphrasing or summarizing the information the text communicates	Uses information in the text, general background knowledge, and/or specific knowledge of the context in which the message was created to draw more complex inferences	Recognizes that the text has implications beyond its explicit message; identifies broader questions raised by the text; and/or suggests counterarguments in response to the text.
Purposeful Expression	Paraphrases, summarizes, and/or quotes from information sources to create a message with a specific purpose	Organizes and synthesizes information from relevant sources to create a clear message with a specific purpose	Organizes and synthesizes information to create a clear message containing new insights that achieves a specific purpose
Effective Application of Strategies for Communication	Recognizes that others may bring different perspectives and experiences to the creation of messages and the construction of meaning from messages	Uses communication strategies that take into account the perspectives of others and encourage the exchange of ideas and information	Tailors communication strategies to effectively involve and/or address different audiences, foster respectful dialogue, and build relationships based on mutual understandings

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Problem Solving is a habit of mind that involves an iterative process of identifying, explaining, and exploring problems, describing challenges, envisioning possible solutions and their implications, and making decisions about how to proceed based on all of these considerations. Problem solving encompasses a broad array of activities and approaches. Problems range widely in scale and scope—small to large, local to global, well-defined to ambiguous, simulated to real-world—and problem solving may be undertaken individually or in collaboration with others. In all cases, engaging in problem solving requires the ability to think creatively, adapt and extend one's thinking, acknowledge different contexts and incorporate different perspectives, embrace flexibility, consider potential implications, determine courses of action, persist and adapt despite failure, and reflect on the results. While the types of problems encountered and the strategies used to grapple with problems vary across disciplines, the problem solving habit of mind is relevant to all disciplines.

Problem Solving			
Signposts	**Base Camp**	**Climbing**	**Summit**
Problem Framing	When presented with a problem, describes key components of the problem	Explains the problem clearly and concisely so that others can understand it and articulates relevant components of the problem in detail	Explores multiple perspectives on the problem and incorporates those perspectives in explaining and describing the problem
Challenge Identification	Recognizes general challenges to solving the problem	Describes, in detail, challenges that are relevant to the particular problem and how it was framed	Surveys the problem from various points of view in order to uncover additional challenges and determine the ways in which challenges are interrelated
Plan Development	Relies on one or two strategies to identify possible solution(s) to the problem	Uses strategies appropriate to the situation to develop possible solutions to the problem	Employs a repertoire of relevant strategies and perspectives to develop possible solutions to the problem and explores the potential implications of those solutions
Decision-Making and Revision	Identifies a preferred approach to solving the problem and sticks with the plan	Takes into account the nature and scope of the problem, potential challenges, and possible solutions, and makes a case for a specific course of action, revising the plan as needed in response to ongoing feedback	Weighs the potential implications of possible solutions in order to determine the most desirable course of action, providing a strong justification for that decision, and revising the plan as needed in response to ongoing feedback
Evaluation of Progress	Evaluates progress in terms of whether desired outcomes have been achieved	Identifies and evaluates evidence to determine whether there has been progress toward achieving the desired outcomes	Reflects on positive and negative impacts of strategies employed and understandings gained from the problem-solving process

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Integrated Perspective is a habit of mind characterized by the recognition that individual beliefs, ideas, and values are influenced by personal experience as well as multiple contextual factors—cultural, historical, political, etc. All human beings are interconnected through their participation in natural and social systems. An integrated perspective recognizes that individual decisions impact the self, the community, and the environment. Students will acknowledge the limitations of singular points of view and recognize the benefits of engaging with and learning from others in order to integrate multiple perspectives for effective communication, problem-solving, and collaboration.

Integrated Perspective			
Signposts	**Base Camp**	**Climbing**	**Summit**
Self-Awareness	Recognizes that one's ideas, beliefs, and values are influenced by personal experience as well as multiple contextual factors	Recognizes that one's perspective influences the ways in which one understands and interprets the natural and social world	Considers multiple perspectives and adjusts one's own ideas, beliefs, and values as appropriate
Perspective Seeking	When presented with various perspectives, recognizes their validity while maintaining a preference for one's own perspective	Acknowledging the limitations of a singular perspective, seeks to understand various perspectives and how they came to be	Seeks to augment one's own limited perspective with others, even those that may be conflicting
Interconnectedness	Identifies some connections between an individual's personal decision-making and the larger natural and social world	Analyzes the ways that an individual's or a group's decision-making influences and is influenced by the larger natural and social world	Analyzes and explains the interconnectedness between and within natural and social systems and how shifts within those systems create changes
Collaboration	Articulates one's own perspective and listens to other perspectives when collaborating with others	Compromises between own perspective and others' perspectives when working collaboratively	Critically analyzes different perspectives and purposefully communicates to contribute to an optimal outcome

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Self-Regulated Learning is a habit of mind that encompasses the desire to learn, the ability to set personal goals for learning, and the capacity to engage in a self-monitored learning process. Self-regulated learners demonstrate strong commitment to the process of learning and take responsibility for their own learning. They take intellectual risks, persist in the face of challenges, and learn from their mistakes. They are able to organize and reorganize information, interpret information in new ways, and generate their own ideas. Self-regulated learners demonstrate metacognitive awareness (an understanding of the factors that influence their own learning) and cultivate the skills and confidence they need in order to be effective learners.

Self-Regulated Learning			
Signposts	**Base Camp**	**Climbing**	**Summit**
Responsibility for Own Learning	Strives to meet learning goals and evaluation criteria embedded in assignments and courses	Identifies goals for improving as a learner, seeks help and resources if needed, and asks for and responds to feedback from others	Sets high expectations for oneself and develops a plan to meet those expectations
Engagement in the Learning Process	Recognizes that acquiring new knowledge and skills requires commitment to the learning process	Investigates ideas and questions and persists in the face of challenges, recognizing that mistakes provide opportunities for learning and that learning takes time	Generates ideas and questions, takes intellectual risks, displays resourcefulness in grappling with challenges, and shows confidence in own ability to learn
Metacognitive Awareness	Identifies own strengths and weaknesses as a learner and selects general strategies to aid learning	With feedback or prompting, reflects on own thinking and learning and chooses strategies to strengthen understandings and skills	Reflects independently on own thinking and learning and uses strategies effectively to strengthen understandings and skills

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