

## TRUMAN CAMPUS COMPETENCIES

### Personal Qualities

*How do I contribute to my growth and the growth of my community?*

<b>Better the World</b> How do I contribute to and improve my community?	
Targets	Possible Indicators
<b>Leadership</b> Demonstrate strong leadership in all areas of life	Demonstrates ethical decision making, social responsibility and advocacy Takes risks and experiences failure in order to succeed Expands worldview through meaningful and authentic experiences Works with diverse groups of people for sustained periods Empathizes with those holding different beliefs Shows appreciation for contributions of past generations Engages in meaningful and sustained community service Pursues community service that emerges from interests
<b>Empathy</b> Demonstrate empathy for the needs of a diverse world	
<b>Sense of Responsibility for the Future</b> Demonstrate a sense of responsibility for the future	
<b>Community Engagement</b> Engage in school and local community in a meaningful and authentic way	
<b>Creativity and Imagination</b> How do I develop and use my creative and imaginative skills?	
Targets	Possible Indicators
<b>Inventive Thinking</b> Use original, creative thinking to solve problems in various contexts	Uses flexible thinking, adapting own perspective to solve problems Asks thoughtful questions and seeks answers Identifies, gathers, evaluates and considers multiple perspectives to make informed decisions Learns new things Learns from challenges, overcoming fears
<b>Investigation</b> Investigate the world deeply through interdisciplinary study	
<b>Passions, Interests, Strengths</b> Discover strengths and learn by pursuing passions, interests, and talents	
<b>Products and Performances</b> Create original, well-crafted, high quality products or performances	
<b>Productive Mindset</b> How do I persist to meet responsibilities and challenges?	
Targets	Possible Indicators
<b>Goal Setting and Lifelong Learning</b> Set and pursue short and long term goals that align with personal vision	Thinks realistically and has motivation to achieve goals Demonstrates time and task management to achieve goals Sees effort as path to mastery Seeks help in solving problems and making decisions
<b>Perseverance</b> Embrace and persevere through academic and personal challenges	

<b>Honesty and Integrity</b> Demonstrate consistent honesty and integrity	Demonstrates confidence, strength of character, determination and independence
<b>Reflective Learning</b> Consistently reflect on experiences and make changes for improvement	Treats others with respect and kindness Strives to become a better person Demonstrates ability to reflect on positives and negatives of an experience and grow from it Accepts feedback and critiques
<b>Health and Wellness</b> <b>How do I pursue and maintain a positive, balanced life?</b>	
<b>Targets</b>	<b>Possible Indicators</b>
<b>Active Life</b> Develop the knowledge and skills necessary to maintain an active life	Develops movement, flexibility, strength and/or nutrition skills or knowledge Demonstrates ability to make informed choices about personal wellness
<b>Healthy Choices</b> Develop the knowledge and skills related to mental, spiritual, financial, community, emotional and/or physical wellness	Demonstrates ability to balance school, extracurricular activities, leisure, friends and family.

## Communication

### *How do I take in and express ideas?*

<b>Collaboration</b> <b>How do I work with others to identify and address challenges?</b>	
<b>Targets</b>	<b>Possible Indicators</b>
<b>Discussions</b> Initiate and participate in rich collaborative discussions	Participates in discussions with peers and community members
<b>Communication Strategies</b> Demonstrate a variety of communication strategies	Contributes relevant information to conversations
<b>Diverse Perspectives</b> Expand understanding based on the diverse ideas of others	Participates in small and large group discussions Applies appropriate strategies of facilitation, collaboration, public speaking and nonverbal behavior
<b>Critical Conversations</b> Participate in conversations to solve problems	Actively listens and asks questions Empathizes with others Seeks and synthesizes diverse ideas Works with others to solve problems
<b>Understanding</b> <b>How do I deeply understand challenging ideas and information?</b>	
<b>Targets</b>	<b>Possible Indicators</b>
<b>Read for Understanding</b> Read a broad range of challenging texts over a wide range of topics	Reads, comprehends, analyzes and synthesizes a variety of sources such as media, novels, short stories, articles, academic papers, websites, plays, films, videos and informational sources.
<b>Text Analysis</b> Understand and analyze a wide range of texts	Increases reading and information gathering challenges over time.
<b>Multiple Source Synthesis</b> Synthesize multiple sources to form an understanding	

<b>Expression</b> How do I express ideas in a variety of forms for a variety of purposes?	
Targets	Possible Indicators
<b>Creative Expression</b> Produce a range of effective creative expressions for a variety of purposes	Produces a range of increasingly skilled and complex expression Expresses ideas creatively either verbally or in writing, film, art or music Expresses ideas in informal and formal contexts (academic, professional, journalism, social media, etc.) Reflects on effectiveness of writing/speech/art, seeks feedback and revises Applies appropriate grammar, word choice, tone and fluency for the context and purpose
<b>Written Expression</b> Produce a range of effective written expressions for a variety of purposes	
<b>Verbal Expression</b> Produce a range of effective verbal expressions for a variety of purposes	
<b>Language Use</b> Skillfully use language to clearly communicate meaning	
<b>Adaptive Communication</b> Adapt language and expression for a variety of purposes and audiences	
<b>Evaluation &amp; Research</b> How do I find and apply valid, reliable information?	
Targets	Possible Indicators
<b>Source Evaluation &amp; Bias</b> Evaluate the credibility of sources and demonstrate an awareness of bias	Uses appropriate MLA, APA or other relevant conventions for in-text citations, works cited pages and bibliographies Uses a range of credible and relevant sources, accessing academic, technical and discipline-specific sources as needed, as well as knowledgeable people
<b>Citation</b> Cite sources with accepted methods	
<b>Others' Research</b> Compile others' research while avoiding plagiarizing	
<b>Expert Review</b> Ask for feedback from experts and revise work based on that feedback	

## Empirical Reasoning

*How do I prove it? How do I reason?*

<b>Empirical Investigation</b> How do I design and conduct an investigation?	
Targets	Possible Indicators
<b>Scientific Questioning</b> Pose a scientific question that can be tested	Distinguishes between scientific and non-scientific questions Determines what data to collect Determines what tools are appropriate for data collection Determines how to record data
<b>Empirical Investigations</b> Design an empirical investigation to collect data	
<b>Independent and Dependant Variables</b> Define and analyze independent and dependent variables and experimental controls	

<b>Evidence Collection</b> Collect empirical evidence to construct and refine explanations	Determines how much data is needed to produce reliable measurements, show a pattern or trend, or show a relationship between variables Uses valid data to explain phenomena, systems, etc.
<b>Scientific Knowledge and Theories</b> <b>How deeply do I understand scientific ideas?</b>	
<b>Targets</b>	<b>Possible Indicators</b>
<b>Scientific Concepts</b> Explain complex scientific concepts, theories or controversies	Demonstrates an understanding of scientific ideas Makes changes to ideas based on evidence
<b>Predictions</b> Revise predictions or explanations based on new evidence and information	Uses acceptable scientific resources (primary and secondary) and evidence to support investigations Asks questions about constraints and specifications when claiming a possible solution or explanation
<b>Scientific Evidence &amp; Models</b> Use scientific evidence and models to support or refute explanations	
<b>Constraints &amp; Specifications</b> Question the constraints and specifications of possible solutions	
<b>Empirical Modeling</b> <b>How do I create representations of complex ideas and systems?</b>	
<b>Targets</b>	<b>Possible Indicators</b>
<b>Modeling</b> Create accurate, visual two- and three-dimensional representations of organisms, concepts or systems	Uses models to communicate understanding and ideas of observable and unobservable phenomena Uses models to test understanding and experimental ideas
<b>Tools &amp; Technology</b> Use tools and technology to understand, investigate, create or synthesize ideas, concepts or systems	Uses modeling to identify flaws or areas of improvement
<b>Limits and Precisions of Models</b> Recognize and expand on the limits of a model	Uses modeling to propose new understandings or communicate complex ideas Uses technology such as laser cutting, 3D printing, or programming to test and explore phenomena or ideas that may not otherwise be accessible
<b>Empirical Arguments</b> <b>How do I create a well-reasoned argument?</b>	
<b>Targets</b>	<b>Possible Indicators</b>
<b>Data to Support a Claim</b> Construct an empirical argument using data to support a claim	Applies conventions of scientific research and writing to make and support claims
<b>Patterns of Evidence</b> Distinguish patterns of evidence that do and do not support conclusions	Draws conclusions based on empirical data Identifies outliers in collections of evidence Sorts relevant and irrelevant evidence Identifies correlations
<b>Correlation &amp; Causation</b> Identify a correlation between variables and determine if there is cause and effect	Shows cause and effect Reflects on results and determines next steps
<b>Weaknesses in an Argument</b> Identify possible weaknesses or flaws in conclusions	

# Quantitative Reasoning

## *How do I measure, compare or represent it?*

<b>Interpretation</b> How do I make sense of displays of numeric information?	
Targets	Possible Indicators
<b>Text</b> Understand and summarize quantitative data given in text form	Accurately explains a range of quantitative information--charts, graphs, diagrams, text, equations, expressions, etc. Demonstrates understandings in real world contexts
<b>Graphs &amp; Tables</b> Understand and explain information presented in a graph or table	
<b>Diagrams and Geometric Figures</b> Understand and explain information presented in a diagram or visual form	
<b>Equations &amp; Expressions</b> Understand and explain information presented as mathematical expressions	
<b>Representation</b> How do I display numeric information to communicate what I understand?	
Targets	Possible Indicators
<b>Equivalent Expressions</b> Write expressions or equations to solve real world problems	Selects most appropriate forms (spreadsheets, databases, graphs, tables) and methods (equations, expressions, mean, mode, etc.) of representation for real world contexts Communicates numerical solutions to real world problems
<b>Summary Values</b> Choose appropriate summary values (e.g., mean, standard of deviation) to represent quantitative information	
<b>Graphic Representation</b> Use spreadsheets, databases, tables, graphs and statistics to summarize, display and communicate data	
<b>Calculation</b> How do I use numbers to find and share answers?	
Targets	Possible Indicators
<b>Estimation</b> Estimate and check answers to numerical problems	Uses estimates to determine reasonableness, identify alternatives, select optimal results Presents calculations accurately, clearly and concisely, following the conventions of the real world context Writes accurate code
<b>Methods for Solutions</b> Use arithmetic, algebra and geometry to solve problems	
<b>Operational Order</b> Apply correct mathematical operations in the correct order	
<b>Simplification</b> Present calculations in the simplest form relevant to the problem	
<b>Application &amp; Analysis</b> How do I use numbers to understand and solve real world problems?	
Targets	Possible Indicators
<b>Quantitative Analysis</b>	

Analyze quantitative data and use it to make a judgment or support a conclusion	Uses specific data (surveys, datasets, equations, etc.) to form larger hypothesis or claims about real world contexts Uses theorems, principles or knowledge to understand specific cases or problems Uses specific cases or problems to test quantitative hypotheses Uses quantitative information to understand problems Uses quantitative information to address challenges
<b>Inductive Reasoning</b> Use inductive reasoning to predict outcomes to a real world problem	
<b>Deductive Reasoning</b> Use deductive reasoning to support conclusions for a real world argument	
<b>Quantitative Problem Solving</b> Use quantitative data to solve real world problems	

## Social Reasoning

*What are others' perspectives? How do actions influence outcomes?*

<b>Critical Issues &amp; Events</b> How do I understand past, present and future events?	
Targets	Possible Indicators
<b>Historical Events</b> Understand past events through sustained research of those events	Reads, interprets and analyzes historical and contemporary sources, including historical documents and primary sources Applies research methods associated with historical inquiry Develops well formed hypotheses based on valid and reliable sources Considers connection between human decisions and consequences
<b>Current Events</b> Explain the causes and consequences of current events	
<b>Past, Present, Future</b> Use an understanding of past and current events to provide a solution for a current or future problem	
<b>Geography &amp; Environment</b> How do I understand influences of culture, economics, politics and environment?	
Targets	Possible Indicators
<b>Geographic Information</b> Apply geographic information to interpret events	Applies geographic information to more deeply understand real world challenges Examines relationship between geography and economic, political or social patterns in real world contexts Considers impact of equity, access and opportunity on a range of groups of people in a range of contexts <b>Geography: physical, cultural, economic, political, regional systems</b>
<b>People &amp; Their Environment</b> Explain the relationship between people and their environment	
<b>Political Impact</b> Explain the causes and effects of resource distribution (who gets what) on people and the environment	
<b>Equity &amp; Access</b> Demonstrate how equity and access shape people and their environment	
<b>Institutions, Systems &amp; Government</b> How do I access and contribute to my community?	
Targets	Possible Indicators
<b>Citizens and Government</b> Show an understanding of the rights and responsibilities of individuals	Understands rights and responsibilities in various contexts

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<b>Government Engagement</b> Apply an understanding of rights and responsibilities to pursue change	Uses an understanding of policies, laws or practices to engage in local, state or national government Demonstrates an understanding of large and small scale finance
<b>Large and Small Scale Finance</b> Address real world financial challenges in large, small or personal systems	Creates or modifies systems to improve access or usability
<b>Systems</b> Explain the effects of a variety of systems on one another	Demonstrates understanding of effect of local and national policies on other nations and vice versa Uses understandings to address real world challenges

## Human Behavior & Expression    How do I understand the causes and effects of human behavior?

Targets	Possible Indicators
<b>Belief Systems</b> Demonstrate how social influences and beliefs shape behavior	Examines group dynamics and evaluates the role of power and/or privilege in interpersonal and group relationships  Uses an understanding of human behavior to address real world problems  Demonstrates an understanding of economics, psychology and/or sociology studies and their applications
<b>Human Behavior</b> Demonstrate how biology and thought processes shape behavior	
<b>Ethics</b> Analyze ethical issues and dilemmas to support a course of action	
<b>Power &amp; Relationships</b> Evaluate the role of power and privilege in a real world context	