

Context/Objective with Competencies

Proposed PSII Graduation Framework		Competency							
		Ecological Literacy	Reading, Writing, Speaking, Listening	Mathematical Literacy	Collaboration and Leadership	Critical and Creative Thinking	Cultural Awareness and Understanding	Information and Media Literacy	Personal Planning and Responsibility
Objective/ context	Scientific Process and Application								
	Significant Events and Figures in History								
	Artistic, Literary, and Musical Expression, and Appreciation								
	Identifying and Solving Problems and Making Decisions								
	Physical and Mental Health, Development, and Lifestyle								
	Indigenous Peoples								
	Structured and Unstructured Play								
	Exploring Physical Universe								
	Ethics Awareness and Application								
	Designing and Making								
	Language Acquisition								

When planning learning activities with assessment in mind, learners will consider contexts and objectives as well as competencies. Then, when assessment conversations are taking place (formative, early summative, summative, short- and long-term....) competencies can be discussed in terms of context and not just in an abstract way.

PSII Competency Descriptions

	Ecological Literacy	The understanding of closed systems, including the relationships of elements or organisms with one another and with their context or physical surroundings.
	Reading, Writing, Speaking, and Listening	The application of skills and techniques involved in effective communication in today's world.
	Mathematical Literacy	A working knowledge of the language of math, including what numbers and other symbols mean, how space (both real and imaginary) can be explored and described through math, and choosing mathematical strategies to solve problems effectively.
	Collaboration and Leadership	The application of skills, attitudes, and techniques involved in interpersonal relationships, especially in the employ of creativity, analysis, understanding, evaluation, and problem- and solution-finding.
	Critical and Creative Thinking	The awareness and application of different techniques, thought-framing models, and approaches to a variety of challenges, problems, and opportunities.
	Cultural Awareness and Understanding	The development of intercultural competency, including the understanding of the dynamic nature of culture, one's own culture, the relationship of culture to the physical world, and the role of culture on the development of world view.
	Media and Information Literacy	The application of how to share information, how to recognize and analyze bias and purpose, and how to use multiple forms of media to express ideas.
	Personal Planning and Responsibility	The understanding of the balance between rights, freedoms, opportunities, and responsibilities. Developing skills, habits of mind, and knowledge that will allow a person to feel competent in the pursuit of their life goals.

Ecological Literacy - Competency Assessment Framework

Indicators	Guiding Questions	<-developing-> <-expanding-> <-fluent-> <-proficient->					
<i>Indicators used to help learner/teacher better specify the nature of the learning within each competency</i>	<i>Questions to help guide formative or summative assessment when discussing learning process or an artifact of learning</i>						
Evidence of systems thinking	What is a system that you have investigated through your inquiry? A project? A session?	Knowledge: arrange, define, describe, identify, label, recognize, recall, reproduce, select, repeat, duplicate, list, order, name, match	Comprehension: explain, convert, summarize, paraphrase, illustrate, classify, estimate, express, give examples, infer, locate, select, rewrite, review, translate, discuss	Application & Analysis: use, compute, solve, demonstrate, apply, construct, dramatize, interpret, manipulate, predict, produce, relate, show, analyze, categorize, compare, contrast modify, interpret, change, illustrate, sketch, write	Synthesis: create, design, hypothesize, invent, develop, arrange, assemble, rewrite, synthesize, collect and categorize, combine, compose, construct, devise, formulate, reconstruct, revise	Evaluation: Judge, recommend, critique, justify, appraise, argue, conclude, defend, discriminate, evaluate, interpret, predict, value, rate	
Recognizes the universe as an integrated whole rather than a collection of individual elements	What are the components of that system?						
Aware of a system's capacity and the factors that influence it	How do the components of a system interact?						
Understands the interconnectedness of systems	How have you used a systems approach to solve or understand an problem or idea?						
Considers the impact that a behaviour or a decision can have/did have on a system	What is a system that you have used to solve a problem or to understand a concept?						
Creates a system in order to meet a need and/or solve a problem	How do you demonstrate evaluation within the system? (such as make recommendations, judgements, conclusions, predictions)						
	Have you seen a way that multiple systems are interconnected? How?						

Reading, Writing, Speaking, Listening - Competency Assessment Framework

Indicators	Guiding Questions	<-developing->				
Indicators used to help learner/teacher better specify the nature of the learning within each competency	Questions to help guide formative or summative assessment when discussing learning process or an artifact of learning	<-expanding->		<-fluent->		<-proficient->
Reads from a variety of sources	What criteria do you use to choose texts?	Knowledge: arrange, define, describe, identify, label, recognize, recall, reproduce, select, repeat, duplicate, list, order, name, match	Comprehension: explain, convert, summarize, paraphrase, illustrate, classify, estimate, express, give examples, infer, locate, select, rewrite, review, translate, discuss	Application & Analysis: use, compute, solve, demonstrate, apply, construct, dramatize, interpret, manipulate, predict, produce, relate, show, analyze, categorize, compare, contrast modify, interpret, change, illustrate, sketch, write	Synthesis: create, design, hypothesize, invent, develop, arrange, assemble, rewrite, synthesize, collect and categorize, combine, compose, construct, devise, formulate, reconstruct, revise	Evaluation: Judge, recommend, critique, justify, appraise, argue, conclude, defend, discriminate, evaluate, interpret, predict, value, rate
Constructs meaning from text	What kinds of texts did you consider for this inquiry?					
Analyzes key elements & features of text	What kinds of texts are you experimenting with?					
Responds in a variety of forms	How do you approach or prepare to engage with text?					
Identifies as applicable: theme, bias, main idea, purpose, tone, voice, characterization narration, suspense, literary devices	What questions did you ask yourself before/ while/after reading?					
Selects text that supports learning goals, including context/objective goals	What writing devices/techniques/styles do you appreciate when reading?					
Demonstrates inferential comprehension	What is the author's central message? How do you know?					
Demonstrates literal comprehension	What techniques do you use to help keep track of important details in what you are reading?					

Reading, Writing, Speaking, Listening - Competency Assessment Framework

Indicators	Guiding Questions	<-developing->					
<i>Indicators used to help learner/teacher better specify the nature of the learning within each competency</i>	<i>Questions to help guide formative or summative assessment when discussing learning process or an artifact of learning</i>	<-expanding->		<-fluent->			
						<-proficient->	
Employs writing format appropriate to the learning goal and/or purpose of the writing Uses pre-writing strategies to organize and to plan Chooses language that is purposive, including word choice, style, voice, tone, sentence structure, etc. Communicates main idea(s), either explicitly or implicitly, depending on goal Uses literary devices in writing as appropriate to the goal(s) of the writing Employs editing and revision strategies Uses writing to synthesize/summarize ideas from other sources Uses grammar and other writing conventions as appropriate to context Demonstrates awareness of social and cultural conventions and the impact of word choice on others	What is the intention in what you are writing? How do you plan for writing? What criteria do you use to choose a format or style of writing? How do you seek feedback on your writing? How do you consider purpose and/or audience when you write? What proof-reading/revision strategies do you employ? What are your writing competency goals? How do you measure progress toward goals? What formats are you experimenting with? What strategies/techniques have you used to bring greater depth to your writing?	Knowledge: arrange, define, describe, identify, label, recognize, recall, reproduce, select, repeat, duplicate, list, order, name, match	Comprehension: explain, convert, summarize, paraphrase, illustrate, classify, estimate, express, give examples, infer, locate, select, rewrite, review, translate, discuss	Application & Analysis: use, compute, solve, demonstrate, apply, construct, dramatize, interpret, manipulate, predict, produce, relate, show, analyze, categorize, compare, contrast, modify, interpret, change, illustrate, sketch, write	Synthesis: create, design, hypothesize, invent, develop, arrange, assemble, rewrite, synthesize, collect and categorize, combine, compose, construct, devise, formulate, reconstruct, revise	Evaluation: Judge, recommend, critique, justify, appraise, argue, conclude, defend, discriminate, evaluate, interpret, predict, value, rate	

Reading, Writing, Speaking, Listening - Competency Assessment Framework

Indicators	Guiding Questions	<-developing->					
<i>Indicators used to help learner/teacher better specify the nature of the learning within each competency</i>	<i>Questions to help guide formative or summative assessment when discussing learning process or an artifact of learning</i>		<-expanding->				
				<-fluent->			
				<-proficient->			
Uses strategies to organize and to plan before speaking, when appropriate. Chooses language that is purposive, including word choice, style, voice, tone, sentence structure, etc. Communicates main idea(s), either explicitly or implicitly, depending on goal Chooses structure, content, language, and tone of language with intentionality and to match setting, goal, and audience Awareness of social and cultural conventions and the impact of word choice Responds to others in a way that enhances or builds conversation Employs speaking techniques appropriate to context, subject, purpose, audience Employs self-correction/honing /editing of speech to acquire greater accuracy	How do you select a speaking format to best support your communication/learning goal? What strategies/techniques have you used to improve the effect of your speaking? How do you consider purpose and/or audience when you speak? (vocabulary, tone, cadence, speed, ...) How do you plan for speaking? What tools do you use to support formal speaking? (i.e. debate, speech) How do you use audience response as a gauge for the effectiveness of your speaking? What are your speaking competency goals? How do you measure progress? How do maintain awareness of connotations of words/patterns of speech in a context?	Knowledge: arrange, define, describe, identify, label, recognize, recall, reproduce, select, repeat, duplicate, list, order, name, match	Comprehension: explain, convert, summarize, paraphrase, illustrate, classify, estimate, express, give examples, infer, locate, select, rewrite, review, translate, discuss	Application & Analysis: use, compute, solve, demonstrate, apply, construct, dramatize, interpret, manipulate, predict, produce, relate, show, analyze, categorize, compare, contrast, modify, interpret, change, illustrate, sketch, write	Synthesis: create, design, hypothesize, invent, develop, arrange, assemble, rewrite, synthesize, collect and categorize, combine, compose, construct, devise, formulate, reconstruct, revise	Evaluation: Judge, recommend, critique, justify, appraise, argue, conclude, defend, discriminate, evaluate, interpret, predict, value, rate	

Reading, Writing, Speaking, Listening - Competency Assessment Framework

Indicators	Guiding Questions	<-developing->				
<i>Indicators used to help learner/teacher better specify the nature of the learning within each competency</i>	<i>Questions to help guide formative or summative assessment when discussing learning process or an artifact of learning</i>	<-expanding->		<-fluent->		<-proficient->
Employs active listening skills, encouraging/ supporting others to speak/share ideas Seeks understanding; asks clarifying questions Takes into account own bias and how it may affect meaning and/or empathy Demonstrates an awareness of how context, body language, and nonverbal communication inform meaning Employs recording strategies to retain ideas that are received through listening. Listens with attention and to the point necessary to uncover main idea/theme	How did you employ active listening? What tools do you use when listening to support memory? Understanding? Analysis? How do you remain aware of speaking techniques that are being used to persuade? What characteristics of an oral narrative do you most appreciate? Why? What are your listening competency goals? How have you used listening as a way of preparing to speak/write/act effectively?	Knowledge: arrange, define, describe, identify, label, recognize, recall, reproduce, select, repeat, duplicate, list, order, name, match	Comprehension: explain, convert, summarize, paraphrase, illustrate, classify, estimate, express, give examples, infer, locate, select, rewrite, review, translate, discuss	Application & Analysis: use, compute, solve, demonstrate, apply, construct, dramatize, interpret, manipulate, predict, produce, relate, show, analyze, categorize, compare, contrast modify, interpret, change, illustrate, sketch, write	Synthesis: create, design, hypothesize, invent, develop, arrange, assemble, rewrite, synthesize, collect and categorize, combine, compose, construct, devise, formulate, reconstruct, revise	Evaluation: Judge, recommend, critique, justify, appraise, argue, conclude, defend, discriminate, evaluate, interpret, predict, value, rate

Mathematical Literacy - Competency Assessment Framework

Indicators	Guiding Questions	<-developing->					
<i>Indicators used to help learner/teacher better specify the nature of the learning within each competency</i>	<i>Questions to help guide formative or summative assessment when discussing learning process or an artifact of learning</i>	<-expanding->		<-fluent->		<-proficient->	
Asks questions of a mathematical nature Uses various strategies to approach a problem or situation Recognizes and uses patterns and relationships Makes sense of, relates, uses, and/or creates mathematical representations Uses symbolic, formal, and technical language Uses an understanding of context to guide the mathematical process Uses tools that may assist in implementing processes and procedures for determining mathematical solutions Understands the extents and limits of a mathematical solution	How do you apply mathematics in your learning? How have you used math/math modelling to describe a situation? How have you used mathematics to identify/ formulate/solve a problem? How have you used mathematics to evaluate information or make a decision? How is math present in your inquiry? What are your mathematical literacy goals? How do you measure progress? How has mathematics helped you look at a situation differently? What would you like to be able to use math for in the future? How do you assess/evaluate/choose a math strategy to meet a goal/solve a problem?	Knowledge: arrange, define, describe, identify, label, recognize, recall, reproduce, select, repeat, duplicate, list, order, name, match		Comprehension: explain, convert, summarize, paraphrase, illustrate, classify, estimate, express, give examples, infer, locate, select, rewrite, review, translate, discuss		Application & Analysis: use, compute, solve, demonstrate, apply, construct, dramatize, interpret, manipulate, predict, produce, relate, show, analyze, categorize, compare, contrast, modify, interpret, change, illustrate, sketch, write	

Collaboration and Leadership - Competency Assessment Framework

Indicators	Guiding Questions	<-developing-> <-expanding-> <-fluent-> <-proficient->					
<i>Indicators used to help learner/teacher better specify the nature of the learning within each competency</i>	<i>Questions to help guide formative or summative assessment when discussing learning process or an artifact of learning</i>						
Articulates a clear vision of the intent of the collaboration	How did you demonstrate leadership skills?	Knowledge: arrange, define, describe, identify, label, recognize, recall, reproduce, select, repeat, duplicate, list, order, name, match	Comprehension: explain, convert, summarize, paraphrase, illustrate, classify, estimate, express, give examples, infer, locate, select, rewrite, review, translate, discuss	Application & Analysis: use, compute, solve, demonstrate, apply, construct, dramatize, interpret, manipulate, predict, produce, relate, show, analyze, categorize, compare, contrast, modify, interpret, change, illustrate, sketch, write	Synthesis: create, design, hypothesize, invent, develop, arrange, assemble, rewrite, synthesize, collect and categorize, combine, compose, construct, devise, formulate, reconstruct, revise	Evaluation: Judge, recommend, critique, justify, appraise, argue, conclude, defend, discriminate, evaluate, interpret, predict, value, rate	
Works to develop, agree upon, and achieve shared goals	What are the key components of a successful group process?						
Recognizes possible roles within a group and shares responsibilities	How did you contributed to a group effort?						
Creates opportunities for others to contribute and to learn	What role(s) have you/do you prefer to play in a group setting?						
Contributes something of oneself to a group effort	What processes do you employ in groups to make decisions/set priorities?						
Supports and encourages input from the group and provides constructive feedback	How do you address conflict in groups?						
Demonstrates habits and behaviours that are a positive model for others	What feedback do you receive from others when working collaboratively?						
Demonstrates flexibility and adaptability	How have you used conflicting needs/views to prioritize group goals or strategies?						
Observes behaviour and reflects/responds	How have you created/recognized opportunities for others to contribute to a vision?						
Demonstrates recognition of individuality/ personality when working with others	What are your collaboration/leadership competency goals?						

Critical and Creative Thinking - Competency Assessment Framework

Indicators	Guiding Questions	<-developing->				
Indicators used to help learner/teacher better specify the nature of the learning within each competency	Questions to help guide formative or summative assessment when discussing learning process or an artifact of learning	<-expanding->		<-fluent->		<-proficient->
Connects ideas in novel ways, or connects previously dissociated ideas	When making connections in a design context that are physical or visual, how are you representing your understanding?	Knowledge: arrange, define, describe, identify, label, recognize, recall, reproduce, select, repeat, duplicate, list, order, name, match	Comprehension: explain, convert, summarize, paraphrase, illustrate, classify, estimate, express, give examples, infer, locate, select, rewrite, review, translate, discuss	Application & Analysis: use, compute, solve, demonstrate, apply, construct, dramatize, interpret, manipulate, predict, produce, relate, show, analyze, categorize, compare, contrast, modify, interpret, change, illustrate, sketch, write	Synthesis: create, design, hypothesize, invent, develop, arrange, assemble, rewrite, synthesize, collect and categorize, combine, compose, construct, devise, formulate, reconstruct, revise	Evaluation: Judge, recommend, critique, justify, appraise, argue, conclude, defend, discriminate, evaluate, interpret, predict, value, rate
Extracts information from explicit and implied sources	How are you using found information while respecting intellectual property?					
Develops and/or applies structures/ strategies/ processes/methods to make a decision	How are you practicing skills to advance your knowledge or understanding of tools, approaches, and techniques?					
Practices metacognition	How have you turned questions into practice as a means of exploring? (e.g. experimenting with materials/ techniques/ processes/ procedures to achieve a result)					
Applies prior knowledge to identify, understand, and solve new problems	If you follow a method/strategy/recipe, are you getting the desired results? If not, how are you using the new information?					
Identifies or constructs solution(s)	When facing a critical or creative challenge, what input/resources are you using to work through that challenge?					
Evaluates methods/solutions	How do you evaluate potential solutions?					
Applies logic to draw a conclusion	What criteria do you use to make decisions?					
generates questions to compose line of inquiry						
connects procedures with outcome						
employs imagination/ intuition/ insight/play						
identifies/creates pattern/patterns						

Cultural Awareness and Understanding - Competency Assessment Framework

Indicators	Guiding Questions	<-developing->				
<i>Indicators used to help learner/teacher better specify the nature of the learning within each competency</i>	<i>Questions to help guide formative or summative assessment when discussing learning process or an artifact of learning</i>		<-expanding->	<-fluent->	<-proficient->	
Explores culture with curiosity and sensitivity Recognizes culture and how it affects attitudes, beliefs, and experiences Acknowledges intra-cultural and inter-cultural diversity Enhances knowledge of own cultural origins and/or those of a culture of interest Recognizes cultural differences in all aspects of life (art, language, food, economics, tech....) Cultivates empathy in such a way as to understand that there are diverse ways to be in the world Demonstrates understanding of low/ vs. high-context cultures and situations Explores diverse ways of knowing and being Explores how morals and values are inherent in cultural framework	In the context of your inquiry, how is culture created? What features comprise culture? How do you deepen your knowledge and appreciation of culture/ a culture? How does your cultural perspective frame your understanding of events/decisions/ relationships/conflicts/intersections? What is your cultural lens and how is it related to what you value? What are the impacts of cultural diversity/ homogeneity? What role do you play in creating/preserving/ altering the cultures (s) that you are a part of?	Knowledge: arrange, define, describe, identify, label, recognize, recall, reproduce, select, repeat, duplicate, list, order, name, match	Comprehension: explain, convert, summarize, paraphrase, illustrate, classify, estimate, express, give examples, infer, locate, select, rewrite, review, translate, discuss	Application & Analysis: use, compute, solve, demonstrate, apply, construct, dramatize, interpret, manipulate, predict, produce, relate, show, analyze, categorize, compare, contrast, modify, interpret, change, illustrate, sketch, write	Synthesis: create, design, hypothesize, invent, develop, arrange, assemble, rewrite, synthesize, collect and categorize, combine, compose, construct, devise, formulate, reconstruct, revise	Evaluation: Judge, recommend, critique, justify, appraise, argue, conclude, defend, discriminate, evaluate, interpret, predict, value, rate

Information and Media Literacy - Competency Assessment Framework

Indicators	Guiding Questions	<-developing-> <-expanding-> <-fluent-> <-proficient->					
<i>Indicators used to help learner/teacher better specify the nature of the learning within each competency</i>	<i>Questions to help guide formative or summative assessment when discussing learning process or an artifact of learning</i>						
Understands the role and functions of media and other information providers in democratic and non-democratic societies	How do you select media format/style to express yourself? Inform yourself?	Knowledge: arrange, define, describe, identify, label, recognize, recall, reproduce, select, repeat, duplicate, list, order, name, match	Comprehension: explain, convert, summarize, paraphrase, illustrate, classify, estimate, express, give examples, infer, locate, select, rewrite, review, translate, discuss	Application & Analysis: use, compute, solve, demonstrate, apply, construct, dramatize, interpret, manipulate, predict, produce, relate, show, analyze, categorize, compare, contrast modify, interpret, change, illustrate, sketch, write	Synthesis: create, design, hypothesize, invent, develop, arrange, assemble, rewrite, synthesize, collect and categorize, combine, compose, construct, devise, formulate, reconstruct, revise	Evaluation: Judge, recommend, critique, justify, appraise, argue, conclude, defend, discriminate, evaluate, interpret, predict, value, rate	
Recognizes and articulates need for information	How do you assess safety online?						
Locates and accesses relevant information	How do you identify "good" sources? (relevant, authoritative, ethical, credible...)						
Evaluates critically information and media content in terms of authority, credibility, and purpose	How do you extract and organize, synthesize, and make meaning of media content?						
Extracts and organizes information and media content	How do you communicate your intent to an audience? How do you evaluate the degree to which your intent was understood?						
Synthesizes or applies the ideas abstracted from content	What are some indicators of author's intent?						
Communicates ethically and responsibly an understanding of created knowledge to an audience, in an appropriate form and medium	How does the type/format of media affect how a message is received?						
Applies ICT skills to process information and to produce own content	How do you show awareness of and sensitivity to your audience?						
Engages with media for self-expression, dialogue, and democratic participation	What tools/technologies/skills do you use to produce media? How do you evaluate their effectiveness?						

Personal Planning and Responsibility - Competency Assessment Framework

Indicators	Guiding Questions	<-developing-> <-expanding-> <-fluent-> <-proficient->				
Indicators used to help learner/teacher better specify the nature of the learning within each competency	Questions to help guide formative or summative assessment when discussing learning process or an artifact of learning					
Sets goals that support the whole person (mind, body, heart, spirit, joy)	What tools do you use when engaged in inquiry-based learning? (eg. portfolio, Trello..)	Knowledge: arrange, define, describe, identify, label, recognize, recall, reproduce, select, repeat, duplicate, list, order, name, match	Comprehension: explain, convert, summarize, paraphrase, illustrate, classify, estimate, express, give examples, infer, locate, select, rewrite, review, translate, discuss	Application & Analysis:use, compute, solve, demonstrate, apply, construct, dramatize, interpret, manipulate, predict, produce, relate, show, analyze, categorize, compare, contrast modify, interpret, change, illustrate, sketch, write	Synthesis: create, design, hypothesize, invent, develop, arrange, assemble, rewrite, synthesize, collect and categorize, combine, compose, construct, devise, formulate, reconstruct, revise	Evaluation: Judge, recommend, critique, justify, appraise, argue, conclude, defend, discriminate, evaluate, interpret, predict, value, rate
Segments goals, as appropriate, into steps or tasks	How do you demonstrate awareness of how your actions affect your mind/body/spirit?					
Sets priorities based on importance, urgency, availability of resources, sequence, timing, ...	How do you demonstrate commitment to yourself? Peers? Others?					
Communicates with others about goals, seeking help or accessing help independently where appropriate	How do you manage/organize your time? Short-term? Longer-term? Set priorities?					
reflects on process, including the evaluation and adjustment of a plan as needed, and when making future plans	How do you evaluate your progress toward achieving your goals?					
considers the long- and short-term in the planning process	What is within your control? What is not? What do you do when something is not in your control but is important to you?					
Balances responsibility to self and others	How do you consider physical and mental health when setting priorities?					
Differentiates between personal responsibility and group responsibility or the responsibility of another person	How do you self-regulate to optimize your learning? What tools/techniques do you use?					
	How does your awareness of your emotions inform/guide your choices?					