

PROJECT OVERVIEW

Name of Project:	Understanding Informational Text for Real Life Use	Duration: 3-4 weeks
Subject/Course: ELA/SPECIAL ED/ LITERATURE/SCIENCE/MATHEMATICS (PRE- ALGEBRA) /TECHNOLOGY	Teacher(s): Neu, Rutkowski ,Waters 7TH GRADE ELA TEACHERS / 7TH GRADE TEACHER	Grade Level: 7TH GRADE
Other subject areas to be included, if any:	MATHEMATICS- 1 st chapter covered for mathematics SCIENCE-1 st chapter covered for Climate Change Unit (7 th grade)	
Project Idea Summary of the issue, challenge, investigation, scenario, or problem:	<p>Students are collaborating to create an informational genre introduction Windows Live Movie Maker film that ranges from 5-15 minutes in length. This film will explain the informational text features needed to navigate the textbooks for science and mathematics for the 7th grade. Students will see the connection to textbook understanding and understanding of instructional manuals (driver's education manual / i-pod/i-pad user manual). <i>These manuals will help students understand the importance of informational text for both school and recreational use.</i></p> <p><i>Mr. Kell has asked how our current seventh grade students could create a film illustrating the important textbook features for the 7th grade science and 7th grade pre-algebra textbooks. These videos will be presented to a panel of 6th grade students from mathematics and science. The panel will evaluate your videos and the winner will be chosen based on whether you demonstrated your understanding of informational text patterns, presentation and features for parents and students to understand clearly during our Parent Resource Event.</i></p>	
Driving Question	How can <i>your team</i> design and create an informational film that shows an understanding of text patterns and text features (Table of Contents, Index, Glossary, Headings and Sub-Headings to present at our Parent Resource Night this school year?	
Content and Skills Standards to be addressed:	<p>COMMON CORE STANDARDS</p> <p>5. Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points. 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use a comma to separate coordinate adjectives (e.g., <i>It was a fascinating, enjoyable movie</i> but not <i>He wore an old[,] green shirt</i>). b. Spell correctly. 5. Describe how a text presents information (e.g., sequentially, comparatively, causally). 7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</p> <p>EGLCEs/GLCEs</p>	

		<p>R.IT.07.EG01 Identify and describe a variety of informational/functional genre (e.g., textbooks, encyclopedia, magazines).</p> <p>R.IT.07.EG02 Identify informational text patterns (e.g., problem/solution, sequential, compare/contrast, descriptive).</p> <p>R.IT.07.EG03 Identify authors' purposes, and explain how authors use text features (e.g., titles, headings and subheadings, time lines, prefaces, indices, and table of contents) to enhance understanding of informational and functional text.</p> <p>R.IT.07.01 Analyze elements and style of informational genre (e.g., persuasive essay, research report, brochure, personal correspondence, autobiography/biography).</p> <p>S.DS.07.04 Plan and deliver a focused, coherent informational presentation that incorporates persuasive, non-verbal techniques (e.g., modulation of voice, inflection, tempo, enunciation, eye contact), is organized by a specific text pattern (e.g., theory and evidence, persuasion, sequence), and provides supporting details, explanations, and descriptions supportive of the focus of the presentation and the backgrounds/interests of the audience.</p> <p>L.CN.07.02 Demonstrate the appropriate social skills of audience behavior (e.g., eye contact, quiet and still, attentive, supportive) during speeches and presentations.</p> <p>(7th Students will be audience for presentation of videos) (7th graders will help narrow down the choices to vote for which videos go to the panel)</p> <p>S.CN.07.01 Use specialized language related to a topic and select words carefully to achieve precise meaning when presenting.</p> <p>S.CN.07.02 Use slang, dialect, and colloquial language suitably to create interest and drama when presenting.</p> <p>METS</p> <p>6-8.CI.2. create an original project (e.g., presentation, web page, newsletter, information brochure) using a variety of media (e.g., animations, graphs, charts, audio, graphics, video) to present content information to an audience</p> <p>6-8.CC.1. use digital resources (e.g., discussion groups, blogs, podcasts, videoconferences, Moodle, Blackboard) to collaborate with peers, experts, and other audiences</p> <p>6-8.DC.5. create media-rich presentations on the appropriate and ethical use of digital tools and resources</p>					
			T+A	E		T+A	E
21st Century Skills to be explicitly taught and assessed (T+A) or that will be encouraged (E) by project work, but not taught or assessed:	Collaboration (communication)		X		Other: Creativity		X
	Presentation (communication)		X				
	Critical Thinking			X			
						Presentation Audience:	
Culminating Products and Performances	Group:	<i>Design and present on a science or math textbook (student choice) either actual textbook or online version and create a movie that gives an overview on how to use the textbook and all the informational text resources/format being used to increase student understanding.</i> <i>Create a sample project using Windows Live Movie Maker</i>			Class:	X	
					School:	X	
					Community:	X	
	Individual:	<i>Final assessment on text patterns and text features</i>			Experts:		
					Web:	X	

Other:

PROJECT OVERVIEW

Entry event to launch inquiry, engage students:

Teachers will present a movie maker sample using real-life informational text. It will model for the students how to use a driver's training manual.

Assessments

Formative Assessments (During Project)

Quizzes/Tests	X	Practice Presentations	X
Journal/Learning Log		Notes	X
Preliminary Plans/Outlines/Prototypes	X	Checklists	
Rough Drafts (script)	X	Concept Maps	
Online Tests/Exams		Other: Identify text features using diggo.com (online text features)	X

Summative Assessments (End of Project)

Written Product(s), with rubric: _____		Other Product(s) or Performance(s), with rubric: Video _____	X
Oral Presentation, with rubric	X	Peer Evaluation	X
Multiple Choice/Short Answer Test		Self-Evaluation	X
Essay Test		Other:	

Resources Needed

On-site people, facilities:

Teacher, English Language Arts teachers, technology teacher, teachers of main 7th grade pre-algebra and science, 6th grade student panel, library aide, and use of library resources, instructional aide in classroom for assistance if one is provided.

Equipment:

Windows Live Movie Maker Program, Flip Camera and Nikon digital cameras, laptops with internet for research, access to photographs, audio, and videos to include in project (*microphones if needed*)

Materials:

Laptops, computers, clip boards, rubrics, samples to show students,

		internet access, textbooks for science and mathematics		
	Community resources:	Attendance of parents		
Reflection Methods	(Individual, Group, and/or Whole Class)	Journal/Learning Log		Focus Group
		Whole-Class Discussion	X	Fishbowl Discussion
		Survey		Other:

PROJECT TEACHING AND LEARNING GUIDE

Project: Understanding Informational Text for Real Life Use	Course/Semester: Before Semester 2 Fall Semester
Knowledge and Skills Needed by Students to successfully complete culminating products and performances, and do well on summative assessments	Scaffolding / Materials / Lessons to be Provided by the project teacher, other teachers, experts, mentors, community members
Technology Skills	<p>➔ Instruction on how to access the online textbooks. (<i>extra credit for those who want to do their own movie</i>)</p> <p>Instruction on how to use Movie Maker to compose their final project</p> <p>(Possible use of Jing- free screen capture program)</p> <p>Instruction on how to use diigo.com and how to identify text features using online textbooks</p>
Textbook Features	<p>➔ Explanation of how to find necessary information in both the science and math book (accommodated or copies of notes will be available for students with writing/attention difficulties)</p>
Public Speaking Skills	<p>➔ Instruction of how to do a formal presentation-eye contact, voice, etc.</p>
Written Expression	<p>➔ Instruction on sentence structure and how to write a script</p>
Collaborative Skills	<p>➔ Instruction on group roles and responsibilities</p>
Literary Analysis	<p>➔ Lectures, presentations Reading assignments with follow-up and discussions. (text-to-speech software will be</p>

used to help students with difficulties)

Presentation Skills

→ Explanation of presentation rubric, mock presentation by instructors *with both examples of what to do and what not to do*, practice of and applying rubric to presentation elements

PROJECT CALENDAR

Project: Understanding Informational Text for Real Life Use

**Start Date: October (after MEAP assessment)
(pending on team teachers, staffing)**

MONDAY

TUESDAY

WEDNESDAY

THURSDAY

FRIDAY

PROJECT WEEK ONE

Entry Event (2 days)

Non-fiction Scavenger Hunt

Instructional Manual
(Informational Text)
User Manuals

- Drivers Ed
- Boaters manual
- Off-road vehicle

(teams will be the assigned teams for the project)

Based on personality assessments, some classroom observations

Entry Event

Class discussion-
including 3 challenging questions to Reflect on how they felt navigating information text before really knowing how to use informational text features.

Have Mr. Kell come into the class and pose our Driving Question

Teams group together

Whole Class
Present on the contract
Role Responsibility
Role Expectations

Group creates their contract

Give students contract template to use- limits and gives some boundaries

Samples given of what to include/ not to include in contract

Contracts approved and discussed

Lecture/Introduction Lesson

- Informational Text
- Informational Reading
- Features
- Vocabulary

Note-Taking Lesson
Follows along a Prezi/PowerPoint presentation

Vocabulary Pre-Test

Activity:
Putting tabs/post-its

- Labels
- 1 sentence definition/description of what it is

Show video of textbook/informational text features to use

PROJECT WEEK TWO

<p>Activity: Online Textbook Identify Text features using diigo.com Post its (individual) One sentence description of the text feature <i>Need to have computer lab to accommodate the entire class.</i></p>	<p>Fish Bowl Activity (Socratic Circle) Students use critical thinking: How can these text features be applied when doing an assignment/homework? Questions posted on the projector/SmartBoard</p>	<p>Windows Movie Maker Instruction Given guides- Live demonstration of walking through the steps on using the program</p>	<p>Short Instruction on use of technology tools Flip Cameras **Digital Cameras I-Pod Touch Camera Whole group instruction on drafting a script Script writing 8 groups 2 textbook – science 2 textbook – math 2 textbook – online sc 2 textbook – online math (Online groups will do screen capture software)</p>	<p>Students begin Drafting/outlining Script Writing Template Draft can be submitted Students will have until Monday to submit Script is the ticket to check out technology</p>
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PROJECT WEEK THREE

<p align="center"><i>Film Projects</i></p>	<p align="center"><i>Film Projects</i></p>	<p align="center"><i>Film Projects and groups will begin practicing their presentations</i></p>	<p align="center"><i>Presentations</i></p>	<p align="center"><i>Presentations</i></p>
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PROJECT WEEK FOUR

<p align="center"><i>Finish Presentations and Vocab Test</i></p>	<p align="center"><i>Wrap Up-Student Panel to vote on video that will be used for Parent Night</i></p>			
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<p style="text-align: center;">Lesson Design:</p> <p>Careful construction of lessons to remove barriers and provide access for all students.</p>	<p style="text-align: center;">Checkpoints:</p> <p style="text-align: center;">Includes</p>
<p>Movie Maker Film Component: Video tutorial on the program from YouTube (from Technology department) (in search of)</p> <ul style="list-style-type: none"> • Goes along with the paper directions <p>Create a more simplified (<i>step by step checklist</i>) direction sheet for struggling readers</p> <ul style="list-style-type: none"> • Do a live demonstration of use of the Movie Maker program 	<ul style="list-style-type: none"> ✓ Multiple ways to represent information ✓ Alternatives to text ✓ Support provided for text comprehension
<p>Text Features Lesson: Provide a presentation of the features to the class (visual/audio) Post-it game (hands on) to identify and define text features Game- students follow along as oral directions are given on where to do and what to do with the textbook *** visual of the directions is given as well as a live demonstration using the ELMO</p>	<ul style="list-style-type: none"> ✓ Flexible technology-based materials, strategies and tools ✓ Multiple ways for students show what they know
<p>Presentation: Students given cue cards if needed for assistance Each student given a part of the presentation they feel confident about and comfortable with to increase their presentation skills</p> <p>Films Projected to a large audience Students prepare for Q and A session with panel Spoke person is chosen for the group but others may add in Spoke person should speak the most but everyone should speak at some point Spoke person should have strong, confident speaking skills</p>	<ul style="list-style-type: none"> ✓ Conspicuous supports for learning new strategies ✓ Mechanism for rapid feedback to learners ✓ Active student-centered methods ✓ Choice, Challenge, Novelty
<p>Assessment: Multiple choice test will be given. An audio format via Kurzweil 3000 will be available for students who need the test read to him. Vocabulary used on the test will already be familiar to students as it has been referenced in the lectures and lessons by the teacher.</p>	<ul style="list-style-type: none"> ✓ Connected, relevant learning

<p style="text-align: center;">Lesson Design:</p> <p style="text-align: center;">Careful construction of lessons to remove barriers and provide access for all students.</p>	<p style="text-align: center;">Checkpoints:</p> <p style="text-align: center;">Includes</p>
<p>Script Writing: an example script will be provided on paper and gone over on the ELMO. Students may also get a script template to help guide them along as they may have many ideas but are inhibited by format.</p>	

Informational Text Features	Below Standard	At Standard	Above Standard
	Knowledge → Comprehension	Application → Analysis	Evaluation → Synthesis
Understands Text Presentation	<ul style="list-style-type: none"> • Student(s) do not understand sequence within informational text. (limited understanding) • Student(s) do not understand comparisons within informational text. (limited understanding) • Student(s) do not understand cause/effect within informational text. (limited understanding) 	<ul style="list-style-type: none"> • Student(s) demonstrate how text is sequential. • Student(s) demonstrate how text is comparative. • Student(s) demonstrate how text is casual. 	<ul style="list-style-type: none"> • In addition to the At Standard criteria: • Students enhance sequence of text with explanation • Students demonstrate understanding of how sequence is used • Student(s) enhance comparison in text with explanation • Student(s) demonstrate understanding of how comparison is used • Students enhance cause/effect with explanation. • Students demonstrate understanding of how cause/effect is used.
	0.....9	10.....18	19.....33
Understands Text Features	<ul style="list-style-type: none"> • Student(s) do not demonstrate an understanding or have a less than 1-2 examples of the following text features: • Titles • Headings/sub-headings • Time lines • Prefaces • Glossaries • Index • Bold/italic words • Illustrations • Table of contents • Appendix 	<ul style="list-style-type: none"> • Student(s) demonstrate an understanding with examples of the following text features except 1-2: • Titles • Headings/sub-headings • Time lines • Prefaces • Glossaries • Index • Bold/italic words • Illustrations • Table of contents • Appendix 	<ul style="list-style-type: none"> • In addition to the At Standard criteria: • Students give examples of how each text feature can be used • Students give explanation of the text feature • Students give explanation of how the text feature helps the reader
	0.....9	10.....18	19.....34
Identify Informational Text Patterns	<ul style="list-style-type: none"> • Student(s) do not identify problem/solution pattern in text • Student(s) do not identify sequential pattern in text • Student(s) do not identify compare/contrast pattern in text • Student(s) do not identify descriptive patterns in text 	<ul style="list-style-type: none"> • Student(s) identify problem/solution pattern in text • Student(s) identify sequential pattern in text • Student(s) identify compare/contrast pattern in text • Student(s) identify descriptive patterns in text 	<ul style="list-style-type: none"> • In addition to At Standard criteria: • Students(s) explain how each pattern is used • Student(s) give examples of how to identify each pattern • Student(s) give examples of how to use each pattern to gather information
	0.....9	10.....18	19.....33
FINAL SCORE	Comments	Comments	Comments
	Points	Points	Points

Presentation	Below Standard	At Standard	Above Standard
	Knowledge → Comprehension	Application → Analysis	Evaluation → Synthesis
Physical Attributes	<ul style="list-style-type: none"> • Student(s) do not dress appropriately. • Student(s) do not maintain proper body language. • Student(s) fidget, hiding behind objects, and play with objects, etc. • Student(s) do not face audience and do not give eye contact. 	<ul style="list-style-type: none"> • Student(s) dress appropriately for the presentation. • Student(s) maintain proper body language. • Student(s) do not eat or drink during presentation • Student(s) refrain from fidgeting, hiding behind objects, playing with objects, etc. • Student(s) face audience and give limited eye contact. 	<ul style="list-style-type: none"> • In addition to the At Standard criteria: • Student(s) dress to enhance the purpose of the presentation. • Student(s) use body language to enhance the purpose of the presentation. • Student(s) use physical space and movements to enhance the purpose of the presentation and give eye contact to all members of the class.
	0.....3	4.....7	8.....10
Oral & Verbal Skills	<ul style="list-style-type: none"> • Student(s) use oral fillers (uh, ok, etc.) 5-10 • Student(s) pronounces words incorrectly. • Student(s) do not speak loudly and clearly. • Student(s) uses tone and pace that obscures communication. • Text contains errors. 	<ul style="list-style-type: none"> • Student(s) use minimum of oral fillers (uh, ok, etc.) 2-5 • Student(s) pronounce words correctly and in Standard English. • Student(s) speak loudly and clearly. • Student(s) speak at a pace and in a tone that allows clear communication to the audience. 	<ul style="list-style-type: none"> • In addition to the At Standard criteria: • Student(s) modify pronunciation of words to enhance presentation. • Student(s) modulate volume and tone to enhance presentation. • Student(s) modulate pace and tone to enhance presentation. • Student(s) use slang, jargon or technical language to enhance presentation.
	0.....3	4.....7	8.....10
Organization & Structure	<ul style="list-style-type: none"> • Student(s) do not begin and end on time. • Student(s) do not provide preview/review. • Student(s) do not provide clear and definable opening and closing. • Student(s) do not have all required materials ready. • Student(s) have not practiced presentation. 	<ul style="list-style-type: none"> • Student(s) begin and end on time. • Student(s) provide preview and review of main ideas. • Student(s) provide clear and definable opening and closing. • Student(s) have all required materials ready for use. • Student(s) have practiced order of presentation. • Student(s) demonstrate flexibility in the face of technical or contextual problems. 	<ul style="list-style-type: none"> In addition to At Standard criteria: • Students(s) provide written notes, brochures, overviews, etc. • Student(s) create an opening that is engaging (provides a hook for audience) and a closing that re-enforces key understandings. • Student(s) demonstrate planning for technical and contextual problems.
	0.....3	4.....7	8.....10
Technical Attributes	<ul style="list-style-type: none"> • Technical features of video distract audience from the content and purpose of presentation. • Technical features do not demonstrate care in creation, including editing, proofreading, finishing. 	<ul style="list-style-type: none"> • Technical features of video. Do not distract audience from the content and purpose of the presentation. • Technical features demonstrate care in creation, including editing, proofreading, finishing. 	<ul style="list-style-type: none"> In addition to At Standard criteria: • Technical features of video. Enhance the purpose of the presentation. • Technical features demonstrate creativity, thorough research and careful planning.
	0.....3	4.....7	8.....10
Demonstrated appropriate knowledge of informational text features	<ul style="list-style-type: none"> • Students do not provide appropriate demonstration of knowledge of the following text features: Headings Sub-Headings Table of Contents Glossary Index 	<ul style="list-style-type: none"> • Student(s) provide somewhat of an appropriate demonstration of knowledge of the following text features: Headings Sub-Headings Table of Contents Glossary Index 	<ul style="list-style-type: none"> • Student(s) provide an appropriate demonstration of knowledge of the following text features: Headings Sub-Headings Table of Contents Glossary Index
	0.....3	4.....7	8.....10

Self Evaluation Form for Group Work

Your Name _____

	Seldom	Sometimes	Often
Contributed ideas			
Listened to and respected the ideas of others			
Compromised and co-operated			
Took initiative when needed			
Worked outside of class if necessary			
Spent time browsing for appropriate material			
Did my share of the workload/tasks Include number of absences during project			

My two greatest strengths from the list above are:

- 1.
- 2.

The two skills I need to work on from the list above are:

- 1.
- 2.

Overall grade you would give yourself: (A+ - E)_____

Peer Evaluation Form for Group Work

Partner's name _____

	Seldom	Sometimes	Often
Contributed ideas			
Listened to and respected the ideas of others			
Compromised and co-operated			
Took initiative when needed			
Worked outside of class if necessary			
Spent time browsing for appropriate material			
Did his/her share of the workload/tasks Include number of absences during project			

My partner's two greatest strengths from the list above are:

- 1.
- 2.

My partner's two skills they need to work on from the list above are:

- 1.
- 2.

Overall grade you would give your partner: (A+ - E) _____

Peer Evaluation Form for Group Work

Partner's name _____

	Seldom	Sometimes	Often
Contributed ideas			
Listened to and respected the ideas of others			
Compromised and co-operated			
Took initiative when needed			
Worked outside of class if necessary			
Spent time browsing for appropriate material			
Did his/her share of the workload/tasks Number of absences during project			

My partner's two greatest strengths from the list above are:

- 1.
- 2.

My partner's two skills they need to work on from the list above are:

- 1.
2. Overall grade you would give your partner: (A+ - E) _____

Peer Evaluation Form for Group Work

Partner's name _____

	Seldom	Sometimes	Often
Contributed ideas			
Listened to and respected the ideas of others			
Compromised and co-operated			
Took initiative when needed			
Worked outside of class if necessary			
Spent time browsing for appropriate material			
Did his/her share of the workload/tasks Number of absences during the project			

My partner's two greatest strengths from the list above are:

- 1.
- 2.

My partner's two skills they need to work on from the list above are:

- 1.
- 2.

Overall grade you would give your partner: (A+ - E) _____

Peer Evaluation Form for Group Work

Partner's name _____

	Seldom	Sometimes	Often
Contributed ideas			
Listened to and respected the ideas of others			
Compromised and co-operated			
Took initiative when needed			
Worked outside of class if necessary			
Spent time browsing for appropriate material			
Did his/her share of the workload/tasks Number of absences during the project			

My partner's two greatest strengths from the list above are:

- 1.
- 2.

My partner's two skills they need to work on from the list above are:

- 1.
- 2.

Overall grade you would give your partner: (A+ - E) _____

Peer Evaluation Form for Group Work

Partner's name _____

	Seldom	Sometimes	Often
Contributed ideas			
Listened to and respected the ideas of others			
Compromised and co-operated			
Took initiative when needed			
Worked outside of class if necessary			
Spent time browsing for appropriate material			
Did his/her share of the workload/tasks Number of absences during the project			

My partner's two greatest strengths from the list above are:

- 1.
- 2.

My partner's two skills they need to work on from the list above are:

- 1.
- 2.

Overall grade you would give your partner: (A+ - E) _____

Collaboration	Below Standard	At Standard	Above Standard
Leadership	<ul style="list-style-type: none"> Student plays a passive role, Student generates few new ideas Student tends to only do what they are told to do by others. 	<ul style="list-style-type: none"> Student plays an active role in generating new ideas. Student takes initiative in getting tasks organized. Student delegates responsibilities when required. Student keeps group/class on task and on schedule. Student understands and articulates goals of class/group. Student accepts responsibilities for his or her actions and the actions of the group. 	In addition to meeting the criteria for At Standard, the: <ul style="list-style-type: none"> Student thoughtfully organizes and divides the work between group members. Student monitors progress toward group goal. Student adapts easily to changes in the task or group.
	0.....3	4.....7	8.....10
Cooperation	<ul style="list-style-type: none"> Student does not willingly follow directions. Student vocalizes intense opposition to group or classroom goals. Student does not comply with group, classroom and community rules. 	<ul style="list-style-type: none"> Student follows directions from group leaders, group members and adults who take the lead or offer assistance. Student expresses the ability in words and deeds to adapt to the goals of the group, even when those goals may be different than their own. Student complies with group, classroom and community rules. 	In addition to meeting the criteria for At Standard, the: <ul style="list-style-type: none"> Student encourages cooperation through words and actions. Student creates or initiates procedures (or activities) that encourage cooperation. Student willingly switches roles in group or classroom as required by the situation.
	0.....3	4.....7	8.....10
Attitude & Demeanor	<ul style="list-style-type: none"> Student does not display positive attitude in words, expression or body language Student does not provide positive feedback. Student does not dress, act or respond appropriately to the task at hand. 	<ul style="list-style-type: none"> Student displays positive attitude toward individual and group tasks in words, expression and body language Student provides positive feedback to peers and adults Student dresses, acts and responds appropriately to the task at hand. 	In addition to meeting the criteria for At Standard, the: <ul style="list-style-type: none"> Student models appropriate speech, behavior, clothing,, etc. even at the risk of breaking peer norms. Student goes out of their way to encourage positive behavior and attitude.
	0.....3	4.....7	8.....10
Facilitation & Mediation	<ul style="list-style-type: none"> Student is passive in the face of individual or group conflict. Student encourages discord. Student does not seek or encourage facilitation or mediation of conflict. 	<ul style="list-style-type: none"> Student seeks to resolve conflicts between individuals or groups by listening to both sides. Student encourages peers and adults to listen to each other. Student never attempts to cause conflict by false reporting. Student only engages in private side conversations when attempting to reduce discord. Student is willing to accept facilitation or mediation in the event they are involved in a conflict. 	In addition to meeting the criteria for At Standard, the: <ul style="list-style-type: none"> Student serves as facilitator or mediator between groups or individuals. Student volunteers to find resources or schedule meetings between individuals or groups in conflict. Student, alone or in concert with other students or adults, initiates activities that further harmony between individuals or groups.
	0.....3	4.....7	8.....10
Empathy	<ul style="list-style-type: none"> Student does not express empathy for the feelings of others. Student displays a lack of awareness or disregard for diversity. Student is locked into one view of issue(s). 	<ul style="list-style-type: none"> Student expresses empathy for the feelings of others through words, body language or deeds. Student displays awareness of diversity and the needs of different ethnic/social/religious groups. Student demonstrates ability to look at issues from multiple points of view. 	In addition to meeting the criteria for At Standard, the: <ul style="list-style-type: none"> Student engages in action that makes the emotional comfort of others a primary concern. Student attempts to broaden group activities to be more inclusive.
	0.....3	4.....7	8.....10