

ENVISION ²¹

Deep Learning

CITIZENSHIP RUBRIC

GRADES K-2



CATALINA FOOTHILLS SCHOOL DISTRICT
TUCSON, ARIZONA

General Description and Suggestions for Use

The Catalina Foothills School District strategic plan, *Envision21: Deep Learning*, forms the basis for a fresh focus on cross-disciplinary skills/proficiencies necessary for preparing our students well for a 21st century life that is increasingly complex and global. These “deep learning proficiencies” (DLPs) are represented as 5c + s = dlp. They are the 5Cs: (1) Citizenship, (2) Critical Thinking and Problem Solving, (3) Creativity and Innovation, (4) Communication, (5) Collaboration + S: Systems Thinking. CFSD developed a set of rubrics (K-2, 3-5, 6-8, and 9-12) for each DLP.

The rubrics were developed using a backward design process to define and prioritize the desired outcomes for each DLP. They provide a common vocabulary and illustrate a continuum of performance. By design, the rubrics have not been aligned to any specific subject area; they are intended to be contextualized within the academic content areas based on the performance area(s) being taught and assessed. In practice, this will mean that not every performance area in each of the rubrics will be necessary in every lesson, unit, or assessment.

The CFSD rubric for ***Citizenship*** was designed as a cross-disciplinary tool to support educators in teaching and assessing the performance areas associated with this proficiency:

- **Cultural Literacy**
- **Civic Literacy and Engagement**
- **Self-regulation and Reflection**

This tool is to be used primarily for formative instructional and assessment purposes; it is not intended to generate psychometrically valid, high stakes assessment data typically associated with state and national testing. CFSD provides a variety of tools and templates to support the integration of *Citizenship* into units, lessons, and assessments. When designing units, teachers are encouraged to create authentic assessment opportunities in which students can demonstrate mastery of content and the deep learning proficiencies at the same time.

The approach to teaching the performance areas in each rubric may vary by subject area because the way in which they are applied may differ based on the field of study. Scientists, mathematicians, social scientists, engineers, artists, and musicians (for example), all collaborate, solve problems, and share their findings or work within their professional communities. However, the way in which they approach their work, the tools used for collaboration, and the format for communicating their findings may vary based on the profession. These discipline-specific expressions of the 5Cs + S may require some level of customization based on the subject area. Each rubric can also be used to provide students with an opportunity to self-assess the quality of their work in relation to the performance areas. Student-friendly language or “I can” statements can be used by students to monitor and self-assess their progress toward established goals for each performance area.

The deep learning proficiencies (5Cs + S) are highly interconnected. For example, productive collaboration is contingent upon effective communication. Efficient and effective problem solving often requires collaboration skills. Divergent and convergent thinking, traits of creativity and innovation, are directly related to critical thinking. Our students will need to use a combination of proficiencies to solve problems in new contexts beyond the classroom. Therefore, it is important to be clear about which proficiency and/or performance area(s) are the focus for student learning, and then to assist students in understanding the connections between them and how they are mutually supportive.

What does Score 1.0 – Score 4.0 mean in the rubrics?

The rubrics are intended to support student progress in mastering the deep learning proficiencies (DLPs). Four levels of performance are articulated in each rubric: Score 1.0 (Novice), Score 2.0 (Basic), Score 3.0 (Proficient), and Score 4.0 (Advanced). The descriptions follow a growth model to support students in developing their skills in each performance area. Scores 1.0 (Novice) and 2.0 (Basic) describe positive steps that students might take toward achieving Score 3.0 (Proficient) or Score 4.0 (Advanced) performance. When using the rubrics to plan for instruction and assessment, teachers need to consider the knowledge and skills described in the Score 2.0 column (Basic) to be embedded in the Score 3.0 (Proficient) and 4.0 (Advanced) performance. The Novice level (Score 1.0) indicates that the student does not yet demonstrate the basic skills within the performance area, but that he/she exhibits related readiness skills that are a stepping-stone to a higher level of proficiency. The descriptive rubrics were designed to illustrate students' depth of knowledge/skill at various levels in order to facilitate the instructional and assessment process for all learners. The following descriptions explain the four levels on the rubric:

Score 1.0 (Novice): Describes student performance that demonstrates readiness skills for Score 2.0, but requires significant support.

Score 2.0 (Basic): Describes student performance that is approaching proficiency.

Score 3.0 (Proficient): Describes student performance that is proficient – the targeted expectations for each performance area of the DLP.

Score 4.0 (Advanced): Describes an exemplary performance that exceeds proficiency.

The following definitions for “culture” and “civic literacy” are to be used as a reference when measuring student progress in the performance areas of Cultural Literacy and Civic Literacy and Engagement.

Culture refers to the values, beliefs, behaviors, and norms generally shared by a group. The “group” could include members of a particular country, state, city, region, school, business, organization, religious/racial/ethnic background, gender, generation, or social interest group.

Civic Literacy is the knowledge of how to actively participate and initiate change in one’s community and the greater society, and understanding the local and global implications of civic decisions.

Sources

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CITIZENSHIP

DLP PERFORMANCE AREA	1.0 Novice The student may exhibit the following readiness skills for Score 2.0	2.0 Basic When presented with a grade-appropriate task, the student:	3.0 Proficient In addition to Score 2.0, the student:	4.0 Advanced In addition to Score 3.0, the student may:
CULTURAL LITERACY	<p>Self-Awareness: Defines key concepts of cultural literacy including <i>culture, community, and belonging</i>.</p> <p>Understanding Others: Classifies provided examples of cultural practices or products in logical groups or categories (<i>for example: food, shelter, housing, transportation, tools, arts, language, etc.</i>).</p> <p>Curiosity: Asks questions about own and other cultures with guidance.</p>	<p>Self-Awareness: Describes how group members might be alike and different.</p> <p>Understanding Others: Describes common elements of culture for all cultures (<i>Universals of Culture such as food, shelter, housing, transportation, tools, arts, language, etc.</i>)</p> <p>Curiosity: Asks clarifying questions based on immediate observations of own and other cultures.</p>	<p>Self-Awareness: Describes personal cultural beliefs and practices.</p> <p>Understanding Others: Describes key elements of culture of an unfamiliar culture or social group (<i>for example: elements of culture of American Pilgrims, pioneers, or Native Americans</i>).</p> <p>Curiosity: Asks clarifying questions to better understand unfamiliar cultures.</p>	<p>Self-Awareness: Seek out and articulate cultural beliefs and practices of a different culture or community.</p> <p>Understanding Others: Compare key elements of culture of two unfamiliar cultures or social groups (<i>for example: compares elements of culture of American Pilgrims and Native Americans</i>).</p> <p>Curiosity Ask open-ended questions to broaden understanding of own and other cultures.</p>
CIVIC LITERACY AND ENGAGEMENT	<p>Definition: Identifies key concepts of civic literacy and engagement including <i>law, right, and responsibility</i>.</p> <p>Civic Systems: Lists civic roles in a familiar community, such as the school community (<i>for example: parent volunteer, teacher, principal, student</i>).</p> <p>Rights and Responsibilities: Defines <i>citizen, right, and responsibility</i>.</p> <p>Civic Action: Defines <i>community need, problem, and solution</i>.</p>	<p>Definition: Describes civic values or rules within own immediate community (<i>for example: home and school rules</i>).</p> <p>Civic Systems: Describes specific roles and responsibilities within a familiar civic system (<i>for example: volunteer, fireman, police officer in their own community</i>).</p> <p>Rights and Responsibilities: Generates responsibilities that match provided rights or vice versa (<i>for example: the right to ride your bike – students list</i></p>	<p>Definition: Describes civic values or rules within own culture.</p> <p>Civic Systems: Describes specific roles and responsibilities within a more complex civic system, such as a state or country (<i>for example: judge, mayor, governor, president</i>).</p> <p>Rights and Responsibilities: Describes rights and responsibilities of a citizen in a familiar context or setting (<i>for example: generates rights and responsibilities for school or community settings</i>).</p>	<p>Definition: Describe the historical development of civic values or rules within own culture.</p> <p>Civic Systems: Compare roles and responsibilities within two or more civic systems, such as a city or state.</p> <p>Rights and Responsibilities: Describe rights and responsibilities of a citizen in a more complex context or setting, such as a city or state (<i>for example: rules of the road for driving, or voting</i>).</p> <p>Civic Action: Identify a local,</p>

		<p><i>responsibilities for safe bike riding).</i></p> <p>Civic Action: Identifies a civic need within their school or home community.</p> <p>Chooses a solution to a civic need from provided examples.</p>	<p>Civic Action: Identifies a civic need or problem within the local community.</p> <p>Proposes a solution to solve a civic need or problem.</p>	<p>regional, and/or global civic need or problem.</p> <p>Explain plausible ways for individuals and groups to address civic needs or problems (<i>for example: raising money, reducing water usage, planting trees</i>).</p>
<p>SELF-REGULATION AND REFLECTION</p>	<p>Reflect: Defines key concepts of <i>self-regulation</i> in citizenship including <i>reflection, strength, challenge, and area of improvement</i>.</p> <p>Plan: Defines key concepts for planning including <i>plan, goal, and results</i>.</p> <p>Mindset: Defines or describes key concepts of mindset including “effort,” “growth,” and “success.”</p>	<p>Reflect: Identifies general strengths in own civic action and/or cultural understanding.</p> <p>Plan: Chooses a goal for civic action or cultural understanding from a provided list of goals.</p> <p>Mindset: Understands the relationship between effort and success (<i>for example: “The harder I work at this, the better I’ll be at it”; “I will work harder in this class from now on.”</i>).</p>	<p>Reflect: Identifies strengths and areas for improvement in own civic action, cultural understanding, and/or comprehension of civic systems.</p> <p>Plan: Identifies general goals for civic action or cultural understanding at the local, regional, and/or global level(s).</p> <p>Mindset: Demonstrates a desire to improve (<i>for example: employs more practice, sets goals for improvement, asks for help from others instead of giving up</i>).</p>	<p>Reflect: Critique strengths and weaknesses in own knowledge, attitudes, and behaviors with respect to civic systems, civic action, and/or cultural understanding in order to identify successes and areas of improvement.</p> <p>Plan: Set specific goals for civic action or cultural understanding at the individual, local, regional, and/or global level(s) based on identified strengths and weaknesses</p> <p>Mindset: Demonstrate a growth mindset (the belief that one can “get smarter” at citizenship through effective effort) in response to setbacks and challenges (<i>for example: persists when working on a difficult task, takes risk in the learning process, accepts and uses feedback, is comfortable making mistakes.</i>).</p>

Note: As teachers develop learning goals that align with Citizenship, a resource to consult is [Teacher Guide: K-12 Global Competence Grade-Level Indicators](#).

ENVISION ²¹

Deep Learning

CITIZENSHIP RUBRIC

GRADES 3-5



CATALINA FOOTHILLS SCHOOL DISTRICT
TUCSON, ARIZONA

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The CFSD rubric for ***Citizenship*** was designed as a cross-disciplinary tool to support educators in teaching and assessing the performance areas associated with this proficiency:

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- **Self-regulation and Reflection**

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CITIZENSHIP

DLP PERFORMANCE AREA	1.0 Novice The student may exhibit the following readiness skills for Score 2.0	2.0 Basic When presented with a grade-appropriate task, the student:	3.0 Proficient In addition to Score 2.0, the student:	4.0 Advanced In addition to Score 3.0, the student may:
CULTURAL LITERACY	<p>Self-Awareness: Defines key concepts of cultural literacy including <i>perspective, attitude, belief; Universals of Culture.</i></p> <p>Understanding Others: Identifies concrete facts and details about a familiar culture or group (<i>for example: food, housing, typical clothing.</i>)</p> <p>Curiosity: Asks questions based on immediate observations of own and other cultures.</p>	<p>Self-Awareness: Distinguishes between cultural beliefs and cultural practices.</p> <p>Identifies personal cultural beliefs and practices.</p> <p>Understanding Others: Identifies specific historical or contemporary information about a familiar culture or community (<i>for example: facts, details, and beliefs</i>) from a single perspective (<i>for example: explains that Columbus discovered America, producing positive outcomes in the New World.</i>)</p> <p>Gives examples of biased and unbiased language.</p> <p>Curiosity: Asks clarifying questions about own and other cultures.</p>	<p>Self-Awareness: Seeks out and articulates information about cultural attitudes, beliefs, and practices of a familiar culture or community.</p> <p>Understanding Others: Compares key elements of culture of two unfamiliar cultures or social groups (<i>for example: compares elements of culture between Pilgrims and Wampanoag communities.</i>)</p> <p>Identifies biased messages about cultural groups (<i>for example: stereotypes presented in the media, negative language used to describe groups.</i>)</p> <p>Curiosity: Asks open-ended questions to broaden understanding of own and other cultures.</p>	<p>Self-Awareness: Compare attitudes, beliefs, and values of own and other cultures or communities (<i>for example: “My attitude about teenage employment is different from my grandfather’s since he grew up working on a farm”</i>).</p> <p>Understanding Others: Analyze how differences in cultural attitudes or beliefs may create conflict or misunderstanding.</p> <p>Use unbiased language when comparing cultural differences.</p> <p>Curiosity: Seek out information to answer questions about diverse communities and cultures.</p>
CIVIC LITERACY AND ENGAGEMENT	<p>Definition: Defines <i>civic value</i> or <i>law.</i></p> <p>Civic Systems: Defines <i>civic role.</i></p> <p>Describes specific roles and responsibilities within a familiar civic system (<i>for example: volunteer, fireman, police officer in their own community.</i>)</p>	<p>Definition: Identifies civic values or rules within own immediate culture (<i>for example: home or school.</i>)</p> <p>Civic Systems: Describes specific roles and responsibilities within a more complex civic system, such as a state or country (<i>for example: judge, mayor, governor, president.</i>)</p>	<p>Definition: Describes the historical development of civic values or rules within own culture.</p> <p>Civic Systems: Compares roles and responsibilities within civic systems, such as a city or state.</p> <p>Identifies roles that local, regional, and global institutions play in addressing national issues</p>	<p>Definition: Describe the historical development of civic values or rules in one or more different cultures (<i>for example: New England, Middle, Southern American colonial cultures.</i>)</p> <p>Civic Systems: Describe local, regional, and/or global civic systems and structures that influence individual or group</p>

	<p>Rights and Responsibilities: Lists rights and responsibilities of a citizen.</p> <p>Civic Action: Identifies a civic need within the school or home community.</p> <p>Chooses a solution to a civic need from provided examples.</p>	<p>Rights and Responsibilities: Describes the civic rights and responsibilities within a familiar civic system (such as school or local community).</p> <p>Civic Action: Identifies a civic need or problem within the local community.</p> <p>Proposes a solution to solve a civic need or problem.</p>	<p><i>(for example: explains that the Red Cross responds to national/global disasters).</i></p> <p>Rights and Responsibilities: Compares civic rights and responsibilities at local, state, and national levels of government.</p> <p>Civic Action: Identifies a local, regional, and/or global civic need or problem.</p> <p>Explains plausible ways for individuals and groups to address a civic need or problem <i>(for example: raising money, reducing water usage, creating a public service announcement).</i></p>	<p>behavior <i>(for example: traffic laws, voting, dress code).</i></p> <p>Describe how local, regional, and/or global institutions address(ed) a historical or contemporary global issue.</p> <p>Rights and Responsibilities: Analyze the relationship between rights and responsibilities with regard to local or state civic issues <i>(for example: the rights and responsibilities regarding bike lanes on a street).</i></p> <p>Civic Action: Explain how individual and group actions / decisions influence the individual and/or the broader natural and human world <i>(for example: “My family’s decision to compost helps lessen the need for landfills, leading to fewer harmful toxins and greenhouse gases”).</i></p> <p>Outline a plan of action to address a local, regional, and/or global civic need or problem.</p>
<p>SELF-REGULATION AND REFLECTION</p>	<p>Reflect: Identifies general strengths in own civic action and/or cultural understanding.</p> <p>Plan: Chooses a goal for civic action or cultural understanding from a provided list of goals.</p> <p>Mindset: Understands the relationship between effort and success <i>(for example: “The harder I work at this, the better I’ll be at it”; “I will work harder in this class from now on.”).</i></p>	<p>Reflect: Identifies general strengths and areas for improvement in own civic action, cultural understanding, and/or comprehension of civic systems.</p> <p>Plan: Identifies general goals for civic or cultural understanding at the local, regional, and/or global level(s).</p> <p>Mindset: Demonstrates a desire to improve <i>(for example:</i></p>	<p>Reflect: Critiques strengths and weaknesses in own knowledge, attitudes, and behaviors with respect to civic systems, civic action, and/or cultural understanding in order to identify successes and areas of improvement.</p> <p>Plan: Sets specific goals for civic action or cultural understanding at the individual, local, regional, and/or global level(s) based on identified</p>	<p>Reflect: Seek feedback from others regarding own knowledge, attitudes, and behaviors with respect to civic systems, civic action, and/or cultural understanding in order to identify successes and areas for improvement.</p> <p>Plan: Identify specific resources and strategies to achieve goals for improving civic action or cultural understanding at the local, regional, and/or global</p>

		<p><i>employs more practice, sets goals for improvement, asks for help from others instead of giving up).</i></p>	<p>strengths and weaknesses. Mindset: Demonstrates a growth mindset (the belief that he or she can get “smarter” at citizenship through effective effort) in response to setbacks and challenges (<i>for example: persists when working on difficult tasks, takes risks in the learning process, accepts and uses feedback/criticism, is comfortable making mistakes).</i></p>	<p>level(s). Mindset: Proactively improve own areas of weakness by employing growth mindset strategies to improve performance (<i>for example: perseverance, taking risks, effective decision-making, using others’ feedback).</i></p>
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ENVISION ²¹

Deep Learning

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GRADES 6-8



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CITIZENSHIP

DLP PERFORMANCE AREA	1.0 Novice The student may exhibit the following readiness skills for Score 2.0	2.0 Basic When presented with a grade-appropriate task, the student:	3.0 Proficient In addition to Score 2.0, the student:	4.0 Advanced In addition to Score 3.0, the student may:
CULTURAL LITERACY	<p>Self-Awareness: Identifies elements that comprise a person’s cultural identity (<i>for example: material culture; arts, play and recreation; language and symbols; family structures; education systems; social control; conflict and warfare; world view/belief systems; economics</i>).</p> <p>Understanding Others: Identifies specific historical or contemporary information about another culture or community (<i>for example: facts, details, and beliefs</i>) from a single perspective (<i>for example: Explains that Columbus discovered America, producing positive outcomes in the New World</i>).</p> <p>Curiosity: Seeks answers to provided informational or clarifying questions about own and other cultures.</p>	<p>Self-Awareness: States own cultural identity(ies) along with related values, beliefs, and attitudes (<i>for example: “As a member of the Ecology Club, I value our natural environment and I believe that it’s important to take responsibility for the waste we produce”</i>).</p> <p>Understanding Others: Identifies biased messages about cultural groups (<i>for example: stereotypes presented in the media, negative language used to describe groups</i>).</p> <p>Curiosity: Asks and seeks answers to clarifying or informational questions about own and other cultures (<i>for example: What languages are spoken in Singapore?</i>).</p>	<p>Self-Awareness: Compares attitudes, beliefs, and values of own and other cultures or communities (<i>for example: “My attitude about teenage employment is different from my grandfather’s, since he grew up working on a farm”</i>).</p> <p>Understanding Others: Explains key perspectives of another culture in relation to its history, values, politics, economy, or beliefs and practices. Demonstrates cultural sensitivity (<i>for example: is able to discuss cultural differences and similarities without assigning values [better/worse, right/wrong, normal/weird]</i>).</p> <p>Curiosity: Asks questions to broaden understanding of own and other cultures (<i>for example: “Why is a country’s literacy rate important? What other factors are affected by a low or high literacy rate?”</i>).</p> <p>Seeks out and articulates answers to questions using credible sources.</p>	<p>Self-Awareness: Explain how own culture has shaped how he/she thinks and behaves (<i>for example: links cultural beliefs, values, or sensibilities to specific behaviors or patterns of thinking</i>).</p> <p>Understanding Others: Articulate a complex understanding of thoughts, feelings, words, and actions of members of another culture(s) in relation to that culture’s history, values, politics, economy, or beliefs and practices. Apply another’s worldview when interacting with individuals or groups from diverse cultures or communities to ensure a productive outcome (<i>for example: “I recognize that my Chinese classmates value building relationships during mealtimes and so I will not discuss schoolwork during lunch.”</i>).</p> <p>Use unbiased language to describe similarities and differences between cultural groups.</p> <p>Curiosity: Seek out and articulate answers to open-ended</p>

				<p>questions about own and other cultures (for example: “Why do many resource-rich countries face such extreme poverty?”) using a variety of sources (for example: primary/secondary, print/electronic, multimedia).</p>
<p>CIVIC LITERACY AND ENGAGEMENT</p>	<p>Definition: Identifies civic values within own culture (for example: equality under the law).</p> <p>Civic Systems: Identifies roles within local, regional, and/or global civic systems (for example: mayor, prime minister, principal).</p> <p>Rights and Responsibilities: Lists rights and/or responsibilities of a citizen at the local, regional, and/or global levels.</p> <p>Civic Action: Identifies ways that an individual’s personal decisions influence the immediate natural and human world (for example: When a person chooses to recycle, it reduces waste).</p> <p>Identifies a local, regional, and/or global civic need or problem.</p>	<p>Definition: Describes the historical development of civic values within own culture.</p> <p>Civic Systems: Identifies roles that local, regional, and global institutions play in addressing global issues (for example: Explains that the World Health Organization led an initiative to eradicate childhood diseases).</p> <p>Rights and Responsibilities: Explains the difference between local, regional, and/or global civic rights and responsibilities (for example: the difference between the right to free speech and the responsibility to avoid speech that incites violence).</p> <p>Civic Action: Identifies a local, regional, and/or global civic need or problem.</p> <p>Explains plausible ways for individuals and groups to address civic needs or problems (for example: raising money, reducing water usage, creating a public service announcement).</p>	<p>Definition: Describes the historical development of civic values in one or more different cultures.</p> <p>Civic Systems: Describes local, regional, and/or global civic systems and structures that influence individual or group behavior (for example: traffic laws, voting, dress code).</p> <p>Describes how local, regional, and/or global institutions address(ed) a historical or contemporary global issue.</p> <p>Rights and Responsibilities: Analyzes the relationship between rights and responsibilities with regard to local, regional, and/or global civic issues (for example: the effect of casting an uninformed vote).</p> <p>Civic Action: Explains how individual and group actions / decisions influence the individual and/or the broader natural and human world (for example: “My family’s decision to compost helps lessen the need for landfills, leading to fewer harmful toxins and greenhouse gases”).</p>	<p>Definition: Analyze the meaning of citizenship by considering the roles and perspectives of various stakeholders or interest groups (for example: compares what it means to be a citizen in various countries).</p> <p>Civic Systems: Analyze how civic systems and structures influence individual or group behavior within the local, regional, and/or global community (for example: explain how a particular local, national, or global campaign creates a sense of community or duty [i.e., “Get Out the Vote,” “Save the Children”]).</p> <p>Analyze major elements of economic, social, environmental, or political global issues and the impact of local, regional, and global institutions’ actions (for example: compare the relationship between water usage in Arizona and the resulting effects on the environment/economy, and assess the efficacy of the AZ Dept. of Water Resources’ policies in terms of future sustainability; compare impact of immigration policies in the US and France).</p> <p>Rights and Responsibilities: Analyze the boundaries between</p>

			<p>Outlines a plan of action to address a local, regional, and/or global civic need or problem.</p>	<p>rights and responsibilities in complex or ambiguous local, regional, and/or global civic issues or situations (<i>for example: civil disobedience, religious freedoms, global human rights</i>).</p> <p>Civic Action: Analyze the regional/global impact of one’s own and others’ specific local/regional actions (<i>for example: explain the ways in which the local, regional, and global economy and environment are impacted by the use of toxic pesticides</i>).</p> <p>Create a plan of action to address the complexity of a local, regional, and/or global civic need or problem, taking into consideration factors such as ethical implications, financial constraints, timeliness, competing interests, etc.</p>
<p>SELF-REGULATION AND REFLECTION</p>	<p>Reflect: Identifies general strengths and areas for improvement in own civic action, cultural understanding, and/or comprehension of civic systems.</p> <p>Plan: Identifies goals for civic action or cultural understanding at the local, regional, and/or global level(s).</p> <p>Mindset: Explains the relationship between effort and success (<i>for example: “The harder I work at this, the better I’ll be at it”; “I will take more opportunities to practice this</i></p>	<p>Reflect: Describes and provides evidence of strengths and weaknesses in own knowledge, attitudes, and behaviors with respect to civic systems, civic action, and/or cultural understanding.</p> <p>Plan: Sets specific goals for civic action or cultural understanding at the individual, local, regional, and/or global level(s) based on identified strengths and weaknesses.</p> <p>Mindset: Demonstrates a desire to improve (<i>for example: employs more practice, sets</i></p>	<p>Reflect: Critiques strengths and weaknesses in own knowledge, attitudes, and behaviors with respect to civic systems, civic action, and/or cultural understanding.</p> <p>Plan: Identifies specific resources and strategies to achieve goals for improving civic action or cultural understanding at the local, regional, and/or global level(s).</p> <p>Mindset: Demonstrates a growth mindset (the belief that he or she can get “smarter” at citizenship through effective effort) in</p>	<p>Reflect: Seek feedback from others regarding own knowledge, attitudes, and behaviors with respect to civic systems, civic action, and/or cultural understanding in order to identify successes and areas for improvement.</p> <p>Plan: Establish protocols to evaluate the success of civic action or cultural understanding at the individual, local, regional, and/or global level(s) (<i>for example: identifying a target amount of recycled materials; number of successful interactions</i></p>

	<p><i>skill from now on.”).</i></p>	<p><i>goals for improvement, asks for help from others instead of giving up).</i></p>	<p>response to setbacks and challenges by showing perseverance and a willingness to take risks.</p>	<p><i>using a target language outside of the classroom; being able to sustain a civil debate with a person who has a different viewpoint and/or background).</i></p> <p>Mindset: Proactively improve own areas of weakness by employing growth mindset strategies to improve performance <i>(for example: deliberate practice, actively seek others’ feedback, find and use external sources [skilled peers, other adult experts] to enrich and extend learning).</i></p>
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Note: As teachers develop learning goals that align with Citizenship, a resource to consult is [Teacher Guide: K-12 Global Competence Grade-Level Indicators](#).

ENVISION ²¹

Deep Learning

CITIZENSHIP RUBRIC

GRADES 9-12



CATALINA FOOTHILLS SCHOOL DISTRICT
TUCSON, ARIZONA

General Description and Suggestions for Use

The Catalina Foothills School District strategic plan, *Envision21: Deep Learning*, forms the basis for a fresh focus on cross-disciplinary skills/proficiencies necessary for preparing our students well for a 21st century life that is increasingly complex and global. These “deep learning proficiencies” (DLPs) are represented as 5c + s = dlp. They are the 5Cs: (1) Citizenship, (2) Critical Thinking and Problem Solving, (3) Creativity and Innovation, (4) Communication, (5) Collaboration + S: Systems Thinking. CFSD developed a set of rubrics (K-2, 3-5, 6-8, and 9-12) for each DLP.

The rubrics were developed using a backward design process to define and prioritize the desired outcomes for each DLP. They provide a common vocabulary and illustrate a continuum of performance. By design, the rubrics have not been aligned to any specific subject area; they are intended to be contextualized within the academic content areas based on the performance area(s) being taught and assessed. In practice, this will mean that not every performance area in each of the rubrics will be necessary in every lesson, unit, or assessment.

The CFSD rubric for ***Citizenship*** was designed as a cross-disciplinary tool to support educators in teaching and assessing the performance areas associated with this proficiency:

- **Cultural Literacy**
- **Civic Literacy and Engagement**
- **Self-regulation and Reflection**

This tool is to be used primarily for formative instructional and assessment purposes; it is not intended to generate psychometrically valid, high stakes assessment data typically associated with state and national testing. CFSD provides a variety of tools and templates to support the integration of *Citizenship* into units, lessons, and assessments. When designing units, teachers are encouraged to create authentic assessment opportunities in which students can demonstrate mastery of content and the deep learning proficiencies at the same time.

The approach to teaching the performance areas in each rubric may vary by subject area because the way in which they are applied may differ based on the field of study. Scientists, mathematicians, social scientists, engineers, artists, and musicians (for example), all collaborate, solve problems, and share their findings or work within their professional communities. However, the way in which they approach their work, the tools used for collaboration, and the format for communicating their findings may vary based on the profession. These discipline-specific expressions of the 5Cs + S may require some level of customization based on the subject area. Each rubric can also be used to provide students with an opportunity to self-assess the quality of their work in relation to the performance areas. Student-friendly language or “I can” statements can be used by students to monitor and self-assess their progress toward established goals for each performance area.

The deep learning proficiencies (5Cs + S) are highly interconnected. For example, productive collaboration is contingent upon effective communication. Efficient and effective problem solving often requires collaboration skills. Divergent and convergent thinking, traits of creativity and innovation, are directly related to critical thinking. Our students will need to use a combination of proficiencies to solve problems in new contexts beyond the classroom. Therefore, it is important to be clear about which proficiency and/or performance area(s) are the focus for student learning, and then to assist students in understanding the connections between them and how they are mutually supportive.

What does Score 1.0 – Score 4.0 mean in the rubrics?

The rubrics are intended to support student progress in mastering the deep learning proficiencies (DLPs). Four levels of performance are articulated in each rubric: Score 1.0 (Novice), Score 2.0 (Basic), Score 3.0 (Proficient), and Score 4.0 (Advanced). The descriptions follow a growth model to support students in developing their skills in each performance area. Scores 1.0 (Novice) and 2.0 (Basic) describe positive steps that students might take toward achieving Score 3.0 (Proficient) or Score 4.0 (Advanced) performance. When using the rubrics to plan for instruction and assessment, teachers need to consider the knowledge and skills described in the Score 2.0 column (Basic) to be embedded in the Score 3.0 (Proficient) and 4.0 (Advanced) performance. The Novice level (Score 1.0) indicates that the student does not yet demonstrate the basic skills within the performance area, but that he/she exhibits related readiness skills that are a stepping-stone to a higher level of proficiency. The descriptive rubrics were designed to illustrate students' depth of knowledge/skill at various levels in order to facilitate the instructional and assessment process for all learners. The following descriptions explain the four levels on the rubric:

Score 1.0 (Novice): Describes student performance that demonstrates readiness skills for Score 2.0, but requires significant support.

Score 2.0 (Basic): Describes student performance that is approaching proficiency.

Score 3.0 (Proficient): Describes student performance that is proficient – the targeted expectations for each performance area of the DLP.

Score 4.0 (Advanced): Describes an exemplary performance that exceeds proficiency.

The following definitions for “culture” and “civic literacy” are to be used as a reference when measuring student progress in the performance areas of Cultural Literacy and Civic Literacy and Engagement.

Culture refers to the values, beliefs, behaviors, and norms generally shared by a group. The “group” could include members of a particular country, state, city, region, school, business, organization, religious/racial/ethnic background, gender, generation, or social interest group.

Civic Literacy is the knowledge of how to actively participate and initiate change in one’s community and the greater society, and understanding the local and global implications of civic decisions.

Sources

The following sources directly influenced the revision of CFSD’s rubrics:

Catalina Foothills School District. (2011, 2014). Rubrics for 21st century skills/deep learning proficiencies. Tucson, Arizona.

EdLeader21 (2013). 4Cs Rubrics. Tucson, Arizona. [Adaptations from 4Cs Rubrics]

Partnership for 21st Century Skills. (2009). P21 framework definitions. Washington, DC.

Rhodes, T. L. (Ed.) (2010). Assessing Outcomes and Improving Achievement: Tips and Tools for Using Rubrics. Association of American Colleges and Universities: Washington D.C. [Adaptations from VALUE rubrics, VALUE Project]

CITIZENSHIP

DLP PERFORMANCE AREA	1.0 Novice The student may exhibit the following readiness skills for Score 2.0	2.0 Basic When presented with a grade-appropriate task, the student:	3.0 Proficient In addition to Score 2.0, the student:	4.0 Advanced In addition to Score 3.0, the student may:
CULTURAL LITERACY	<p>Self-Awareness: States own cultural identity(ies) along with related values, beliefs, and attitudes (<i>for example: “As a member of the Ecology Club, I value our natural environment and I believe that it’s important to take responsibility for the waste we produce”</i>).</p> <p>Understanding Others: Identifies historical or contemporary information about another culture or community (<i>for example: facts, details, and beliefs</i>) from a single perspective (<i>for example: Explains that Columbus discovered America, producing positive outcomes in the New World</i>).</p> <p>Identifies biased messages about cultural groups (<i>for example: stereotypes presented in the media, negative language used to describe groups</i>).</p> <p>Curiosity: Asks and seeks answers to clarifying or informational questions about own and other cultures (<i>for example: What languages are spoken in Singapore?</i>).</p>	<p>Self-Awareness: Compares attitudes, beliefs, and values of own and other cultures or communities (<i>for example: “My attitude about teenage employment is different from my grandfather’s since he grew up working on a farm”</i>).</p> <p>Understanding Others: Explains key perspectives of another culture in relation to its history, values, politics, economy, or beliefs and practices.</p> <p>Demonstrates cultural sensitivity (<i>for example: is able to discuss cultural differences and similarities without assigning values [better/worse, right/wrong, normal/weird]</i>).</p> <p>Curiosity: Asks questions to broaden understanding of own and other cultures (<i>for example: “Why is a country’s literacy rate important? What other factors are affected by a low or high literacy rate?”</i>).</p> <p>Seeks out and articulates answers to questions using credible sources.</p>	<p>Self-Awareness: Explains how own culture has shaped how he/she thinks and behaves (<i>for example: links cultural beliefs, values, or sensibilities to specific behaviors or patterns of thinking</i>).</p> <p>Understanding Others: Articulates a complex understanding of thoughts, feelings, words, and actions of members of another culture(s) in relation to that culture’s history, values, politics, economy, or beliefs and practices.</p> <p>Applies another’s worldview when interacting with individuals or groups from diverse cultures or communities to ensure a productive outcome (<i>for example: “I recognize that my Chinese classmates value building relationships during mealtimes so I will not discuss schoolwork during lunch.”</i>).</p> <p>Uses unbiased language to describe similarities and differences between cultural groups.</p> <p>Curiosity: Seeks out and articulates answers to open-ended questions about own and</p>	<p>Self-Awareness: Evaluate potential benefits and limitations to one’s own cultural attitudes, beliefs, and values.</p> <p>Adjust own attitudes, beliefs, and values by working within and learning from diverse cultures or communities (<i>for example: reevaluates own attitudes about material possessions after working in an impoverished community</i>).</p> <p>Promote others’ engagement with diversity.</p> <p>Understanding Others: Adapt and apply a deep understanding of multiple worldviews, power structures, and experiences to address significant global problems.</p> <p>Integrate multiple worldviews into analysis of interactions with others.</p> <p>Analyze how multicultural interactions influence situations, events, issues, or phenomena, including the development of knowledge (<i>for example: evaluate how a diverse classroom environment would help students solve problems more effectively by incorporating</i></p>

			<p>other cultures (for example: “Why do many resource-rich countries face such extreme poverty?”) using a variety of sources (for example: primary / secondary, print / electronic, multimedia).</p>	<p>multiple perspectives).</p> <p>Curiosity: Synthesize evidence from a variety of perspectives (for example: social, political, philosophical, technological, economic, religious perspectives; sources from different countries / regions) to construct coherent responses to globally significant research questions.</p>
<p>CIVIC LITERACY AND ENGAGEMENT</p>	<p>Definition: Identifies civic values within own culture (for example: equality under the law).</p> <p>Civic Systems: Identifies roles within local, regional, and/or global civic systems (for example: mayor, prime minister, principal).</p> <p>Identifies roles that local, regional, and global institutions play in addressing global issues (for example: Explains that the World Health Organization led an initiative to eradicate childhood diseases).</p> <p>Rights and Responsibilities: Lists rights and/or responsibilities of a citizen at the local, regional, and/or global levels.</p> <p>Civic Action: Identifies ways that an individual’s personal decisions influence the immediate natural and human world (for example: When a person chooses to recycle, it reduces waste).</p> <p>Identifies a local, regional,</p>	<p>Definition: Describes the historical development of civic values within own culture.</p> <p>Civic Systems: Describes local, regional, and/or global civic systems and structures that influence individual or group behavior (for example: traffic laws, voting, dress code).</p> <p>Describes how local, regional, and/or global institutions address(ed) a historical or contemporary global issue.</p> <p>Rights and Responsibilities: Explains the difference between local, regional, and/or global civic rights and responsibilities (for example: the difference between the right to free speech and the responsibility to avoid speech that incites violence).</p> <p>Civic Action: Explains how individual and group actions / decisions influence the individual and/or the broader natural and human world (for example: “My family’s decision to compost helps lessen the need for landfills, leading to fewer</p>	<p>Definition: Analyzes the meaning of citizenship by considering the roles and perspectives of various stakeholders or interest groups (for example: compares what it means to be a citizen in various countries).</p> <p>Civic Systems: Analyzes how civic systems and structures influence individual or group behavior within the local, regional, and/or global community (for example: explains how a particular local, national, or global campaign creates a sense of community or duty [i.e., “Get Out the Vote,” “Save the Children”]).</p> <p>Analyzes major elements of economic, social, environmental, or political global issues and the impact of local, regional, and global institutions’ actions (for example: compares the relationship between water usage in Arizona and the resulting effects on the environment/economy and assesses the efficacy of the AZ</p>	<p>Definition: Analyze how context (for example: historical, ethical, cultural, social, political) impacts the shifting meaning of citizenship at the local, regional, and/or global level.</p> <p>Explain how differences in understandings about the meaning of citizenship impact our interactions with others.</p> <p>Civic Systems: Evaluate local, regional, and/or global civic systems and structures. Describe the extent to which systems and structures align with stated or implied values within the local, regional, and/or global community.</p> <p>Rights and Responsibilities: Analyze the boundaries between rights and responsibilities in complex or ambiguous local, regional, and/or global civic issues or situations (for example: civil disobedience, religious freedoms, global human rights).</p> <p>Civic Action: Revise a civic plan of action based on feedback,</p>

	<p>and/or global civic need or problem.</p>	<p><i>harmful toxins and greenhouse gases</i>”). Outlines a plan of action to address a local, regional, and/or global civic need or problem.</p>	<p><i>Dept. of Water Resources’ policies in terms of future sustainability; compares impact of immigration policies in the US and France).</i></p> <p>Rights and Responsibilities: Analyzes the relationship between rights and responsibilities with regard to local, regional, and/or global civic issues (<i>for example: the effect of casting an uninformed vote</i>).</p> <p>Civic Action: Analyzes the regional/global impact of one’s own and others’ specific local/regional actions (<i>for example: explains the ways in which the local, regional, and global economy and environment are impacted by the use of toxic pesticides</i>).</p> <p>Creates a plan of action to address the complexity of a local, regional, and/or global civic need or problem, taking into consideration factors such as ethical implications, financial constraints, timeliness, and competing interests.</p>	<p>experience, or further research, incorporating perspectives of multiple stakeholder groups.</p>
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<p>SELF-REGULATION AND REFLECTION</p>	<p>Reflect: Identifies general strengths and areas for improvement in own civic action, cultural understanding, and/or comprehension of civic systems.</p> <p>Plan: Identifies goals for civic action or cultural understanding at the local, regional, and/or global level(s).</p> <p>Mindset: Explains the relationship between effort and success (<i>for example: “The harder I work at this, the better I’ll be at it”; “I will take more opportunities to practice this skill from now on.”</i>).</p>	<p>Reflect: Describes and provides evidence of strengths and weaknesses in own knowledge, attitudes, and behaviors with respect to civic systems, civic action, and/or cultural understanding.</p> <p>Plan: Sets specific goals for civic action or cultural understanding at the individual, local, regional, and/or global level(s) based on identified strengths and weaknesses.</p> <p>Mindset: Demonstrates a desire to improve (<i>for example: employs more practice, sets goals for improvement, asks for help from others instead of giving up</i>).</p>	<p>Reflect: Critiques strengths and weaknesses in own knowledge, attitudes, and behaviors with respect to civic systems, civic action, and/or cultural understanding.</p> <p>Plan: Identifies specific resources and strategies to achieve goals for improving civic action or cultural understanding at the local, regional, and/or global level(s).</p> <p>Mindset: Demonstrates a growth mindset (the belief that he or she can get “smarter” at citizenship through effective effort) in response to setbacks and challenges by showing perseverance and a willingness to take risks.</p>	<p>Reflect: Seek feedback from others regarding own knowledge, attitudes, and behaviors with respect to civic systems, civic action, and/or cultural understanding in order to identify successes and areas for improvement.</p> <p>Plan: Establish protocols to evaluate the success of civic action or cultural understanding at the individual, local, regional, and/or global level(s) (<i>for example: identifying a target amount of recycled materials; number of successful interactions using a target language outside of the classroom; being able to sustain a civil debate with a person who has a different viewpoint and/or background</i>).</p> <p>Mindset: Proactively improve own areas of weakness by employing growth mindset strategies to improve performance (<i>for example: deliberate practice, actively seeks others’ feedback, find and use external sources – skilled peers, other adult experts – to enrich and extend learning</i>).</p>
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Note: As teachers develop learning goals that align with Citizenship, a resource to consult is [Teacher Guide: K-12 Global Competence Grade-Level Indicators](#).