

Domain		Definition	Competency	Definition
Applied Knowledge:	Applied Academic Skills	Reading Skills: Students apply/demonstrate reading skills by interpreting written instructions/project directions and constructing responses, using print and online materials as resources, completing worksheets, and seeking clarification about what they have read.	Content/Technical, Communication	Knowledge and skills necessary for success in a specific learning, working, or life situation. Sharing your thoughts through speaking, writing, and gestures; understanding others when they share.
		Writing Skills: Students rely on writing skills to construct lab reports, posters, and presentation materials, take notes, and compose responses to essay questions.	Communication	Sharing your thoughts through speaking, writing, and gestures; understanding others when they share.
		Mathematical strategies & procedures: Students use computational skills appropriately and make logical choices when analyzing and differentiating among available procedures. Outside of math class, this includes creating/interpreting tables and graphs and organizing/displaying data.	Content/Technical, Problem Solving	Knowledge and skills necessary for success in a specific learning, working, or life situation. Determining, applying, and modifying a set of actions to arrive at a solution.
		Scientific principles & procedures: Students follow procedures, experiment, infer, hypothesize (even as simple as "what if we do it this way"), and construct processes to complete a task (can occur outside of math/science classes).	Content/Technical, Critical Thinking, Creative Thinking	Knowledge and skills necessary for success in a specific learning, working, or life situation. Recognizing and applying reasoning and analysis to solve problems. Producing and applying new ideas and solutions.
Applied Knowledge:	Critical Thinking Skills	Thinks creatively: Students create innovative and novel ideas/solutions and display divergent thinking. This can be seen in oral presentations and creative writing assignments, open-ended tasks, and project design.	Creative Thinking	Producing and applying new ideas and solutions.
		Thinks critically: Students display analytical and strategic thinking. This can be seen in debating an issue, converging on an understanding, assessing a problem, and questioning (playing devil's advocate).	Critical Thinking, Assertiveness	Recognizing and applying reasoning and analysis to solve problems. Even when it's difficult, expressing your wants, needs, and thoughts while respecting others.
		Makes sound decisions: Students differentiate between multiple approaches and assess options (could be linked to thinking critically).	Critical Thinking, Problem Solving	Recognizing and applying reasoning and analysis to solve problems. Determining, applying, and modifying a set of actions to arrive at a solution.
		Solves problems: Students assess problems involving the use of available resources (personnel and materials) and review multiple strategies for resolving problems (could be linked to thinking creatively).	Problem Solving	Determining, applying, and modifying a set of actions to arrive at a solution.
		Reasons: Students negotiate pros/cons of ideas, approaches, and solutions and analyze options using "if-then" rationale.	Problem Solving, Learning Schema	Determining, applying, and modifying a set of actions to arrive at a solution. Mentally storing, locating, and retrieving information to make connections between new information and your own experiences or previous learning.

		Plans/Organizes/Sets Goals: Students plan steps, procedures, and/or approaches for addressing tasks. This occurs naturally in most assignments, ranging from solving one problem to completing a long-term project which would include setting goals, developing a plan, regulating behaviors and managing distractions to stay on task.	Organization, Self-Regulation, Goal Setting, Sustained Attention	Planning and prioritizing tasks, resources, and time. Making a plan, monitoring that plan, making changes to stay on track, and reflecting on what worked. Focusing on your own improvement by identifying goals that are important to you and based on data or input. Managing distractions in order to focus on the information you need to complete a task.
Effective Relationships:	Interpersonal Skills	Understands teamwork and works with others: Students participate in cooperative groups or with a partner, contribute fairly to the task, and show respect to others.	Teamwork, Empathy	Working with others by sharing ideas, respecting fellow teammates, and doing your fair share of work to accomplish a common goal. Trying to understand others, and then showing your understanding.
		Responds to customer needs: Students help fellow students understand tasks, find resources, and fulfill assigned roles (think of fellow students as customers).	Networking	Getting to know people and making connections, using the connections you make when you need help, and supporting others when they need help from you.
		Exercises leadership: Students participate as team leaders or effective team members in project assignments and organize work to meet project goals and team roles.	Assertiveness, Teamwork	Even when it's difficult, expressing your wants, needs, and thoughts while respecting others. Working with others by sharing ideas, respecting fellow teammates, and doing your fair share of work to accomplish a common goal.
		Negotiates to resolve conflict: Students keep team members on track, suggest alternatives, and discuss options (can be as much about agreement as conflict).	Conflict Management, Assertiveness	Knowing how you usually respond to conflict, the reasons behind specific conflicts, and taking steps to resolve conflicts. Even when it's difficult, expressing your wants, needs, and thoughts while respecting others.
		Respects individual differences: Students listen to and consider all team members' ideas, respond supportively to ideas given in class or in teams, and work well with all teammates.	Empathy, Teamwork, Social Awareness	Working with others by sharing ideas, respecting fellow teammates, and doing your fair share of work to accomplish a common goal. Understanding social rules for various situations and then using that
Effective Relationships:		Personal Competencies	Demonstrates responsibility, self-discipline, and perseverance: Students actively participate in class, asking questions, volunteering answers, completing/submitting assignments, persisting when the task becomes difficult, and working well in groups.	Self-regulation, Initiative, Perseverance
	Adapts and shows flexibility: Students adapt easily to different modes of instruction and different types of assignments.		Adaptability	Changing your thoughts or behaviors to respond to new information or changing circumstances.
	Works independently: Students commit to time-on-task during class and begin work without fanfare.		Initiative	Taking action without having to be told.
	Demonstrates a willingness to learn: Students are cooperative, curious, and noticeably engaged.		Sustained Attention, Curiosity	complete a task. Seeking information to fill knowledge gaps and welcoming new experiences.
	Demonstrates integrity & ethics: Students treat work assignments with respect in that work is either original or credited correctly.		Integrity, Ethics	Behaving according to principles you believe in such as trust, honesty, respect, or justice. Adhering to societal rules that govern behavior. Adhering to societal rules that govern behavior.

		Demonstrates professionalism: Students treat others and work assignments with respect. All ideas are considered and work is either original or credited correctly.	Teamwork	Working with others by sharing ideas, respecting fellow teammates, and doing your fair share of work to accomplish a common goal.
		Takes initiative: Students commit to time-on-task during class and begin work without fanfare. This is also evident during teamwork.	Initiative	Taking action without having to be told.
		Displays a positive attitude and sense of self-worth, self-awareness, and self-care: Students contribute positively to the class, reflects often on strengths, learning and areas for growth, and takes action to stay mentally and physically healthy.	Self-efficacy, Self-awareness, Self-care	Believing in your ability to accomplish challenging tasks and that your ability can grow with effort. Reflecting on experiences to understand your strengths, interests, and challenges and then using that knowledge about yourself. Understanding things that impact health and taking action to stay physically and mentally healthy.
		Takes responsibility for professional growth: Students are active listeners, seeking clarification and understanding when needed and managing distractions to stay focused.	Sustained Attention, Empathy	Managing distractions in order to focus on the information you need to complete a task. Trying to understand others, and then showing your understanding.
Workplace Skills:	Resource Management	Manages time: Students demonstrate time management when organizing and planning project activities with a team or when organizing and managing themselves and individual class assignments and homework. Time management is inherent in almost all assignments.	Time Management	Effectively using time to complete tasks and achieve goals.
		Manages money: Students manage money in group projects requiring allocation of limited finances and resources (i.e. designing/marketing a toy, flipping a house, or planning a trip).	Self-regulation, Problem Solving	Making a plan, monitoring that plan, making changes to stay on track, and reflecting on what worked. Determining, applying, and modifying a set of actions to arrive at a solution.
		Manages resources: Students manage resources in projects requiring allocation of limited finances, resources (materials), and personnel.	Self-regulation, Organization	Making a plan, monitoring that plan, making changes to stay on track, and reflecting on what worked. Planning and prioritizing tasks, resources, and time.
		Manages personnel: Students gain experience managing personnel (i.e. each other) in group projects requiring allocation of limited finances, resources (materials), and role assignments. They also manage their own behavior and participation.	Self-regulation, Assertiveness	Making a plan, monitoring that plan, making changes to stay on track, and reflecting on what worked. Even when it's difficult, expressing your wants, needs, and thoughts while respecting others.
Workplace Skills:	Information use	Locates: Students use analytical strategies to determine the best medium for finding necessary information.	Critical Thinking, Learning Schema	Recognizing and applying reasoning and analysis to solve problems. Mentally storing, locating, and retrieving information to make connections between new information and your own experiences or previous learning.
		Organizes: Students use any graphic organizer—outline, concept map, organization chart, tables, etc. to sort information/data and mentally store, locate and retrieve information.	Organization, Learning Schema	Planning and prioritizing tasks, resources, and time. Mentally storing, locating, and retrieving information to make connections between new information and your own experiences or previous learning.
		Uses: Students use classification and analytic skills to determine the necessary information (i.e., stay on target) to complete task.	Critical Thinking	Recognizing and applying reasoning and analysis to solve problems.
		Analyzes: Students assess information to determine which is relevant (does not have to be a mathematical analysis).	Critical Thinking	Recognizing and applying reasoning and analysis to solve problems.

		Communicates: Students summarize information to compose written or oral presentations, posters, reports, slides, etc. This can also be as simple as a student explaining a problem in front of the class.	Communication	Sharing your thoughts through speaking, writing, and gestures; understanding others when they share.
Workplace Skills:	Communication skills	Communicates verbally: Students provide oral responses. Evidence ranges from impromptu short answers during a lesson to completing a formal oral presentation.	Communication	Sharing your thoughts through speaking, writing, and gestures; understanding others when they share.
		Listens actively: Students are noticeably engaged through notetaking, questioning, and responding.	Assertiveness	Even when it's difficult, expressing your wants, needs, and thoughts while respecting others.
		Comprehends written material: Students use/demonstrate reading skills by following written instructions/project directions, reviewing print and digital resources, completing worksheets, and asking questions about what they have read.	Communication	Sharing your thoughts through speaking, writing, and gestures; understanding others when they share.
		Conveys information in writing: Students rely on writing skills to organize lab reports, posters, presentation materials and to take notes and reply to essay questions.	Communication	Sharing your thoughts through speaking, writing, and gestures; understanding others when they share.
		Observes carefully: Students interpret verbal and nonverbal communication efforts of others.	Social Awareness, Communication	Understanding social rules for various situations and then using that knowledge. Sharing your thoughts through speaking, writing, and gestures; understanding others when they share.
Workplace Skills:	Systems thinking	Understands and uses systems: Students understand their roles and assignments when collaborating as a team (system) and contribute to the organizational structure and function of the team.	Teamwork, Social Awareness	Working with others by sharing ideas, respecting fellow teammates, and doing your fair share of work to accomplish a common goal. Understanding social rules for various situations and then using that knowledge.
		Monitors systems: Students devise methods to assess team (system) progress.	Self-regulation	Making a plan, monitoring that plan, making changes to stay on track, and reflecting on what worked.
		Improves systems: Students negotiate mid-course corrections, adaptations to team (system) tasks if necessary.	Adaptability, Self-regulation	Changing your thoughts or behaviors to respond to new information or changing circumstances. Making a plan, monitoring that plan, making changes to stay on track, and reflecting on what worked.
Workplace Skills:	Technology use	Understands and uses technology: Students often rely on various digital technologies for calculating, collecting and displaying data, conducting research, creating presentations, and writing reports.	Content/Technical	Knowledge and skills necessary for success in a specific learning, working, or life situation.