

Student:

Teacher:

Class:

Date:

Multilingual Interdisciplinary Social Action Project | Developmental Progression

6th - 12th Grades

The dimension criteria are vertically cumulative. If a student as an “Engaged Collaborator” is at a “Bridging” phase, then they also met the criteria under “Developing,” “Emerging,” and “Expanding.”

Community Builder: *Creator of Democratic Spaces*

| Dimensions | Developing | Emerging | Expanding | Bridging | Commanding |
|------------------------|--|--|---|---|---|
| Engaged Collaborator * | <i>With peers, promotes engagement with diversity (e.g., peoples’ unique experiences, voices, gender, history, culture, ethnicity) by...</i> | | | | |
| | ...following rules for collegial discussions, setting personal goals and deadlines. | ...setting rules for collegial discussions, and monitoring progress toward meeting personal goals and deadlines. | ...creating collegial discussions, supporting decision-making and, monitoring progress toward meeting personal or group goals and deadlines, and readjusting as needed. | ...sustaining collegial discussions, setting reasonable goals and feasible deadlines, monitoring progress, and readjusting as needed. | ...promoting civil, democratic discussions and decision-making. Strategically , sets personal and group goals that are reasonable and creates feasible deadlines, monitors their personal and group’s progress, and works independently and with others to adjust plans as needed. |
| Perceptive Partner * | <i>Exhibits curiosity about what can be learned from the diversity of communities and cultures by...</i> | | | | |
| | ...reviewing the key ideas expressed by others multiple perspectives from a one-sided point of view and is sometimes indifferent or resistant to what can be learned from the diversity of communities and cultures. | ...being aware that one’s attitudes and beliefs may be different from other cultures and communities and begins to modify their own views. | ...acknowledging new information expressed by others, and when warranted, qualifies or justifies their own views in light of the evidence presented. | ...responding thoughtfully to diverse perspectives and summarizing points of agreement and disagreement. Reflects on their own attitudes and beliefs because of working within and learning from diverse communities and cultures; and, makes new connections in light of the evidence presented. | ...synthesizing comments, claims, and evidence made on all sides of an issues. Demonstrates evidence of adjustment in own attitudes and beliefs because of working within and learning from diverse communities and cultures; and, determines what additional information, resources, or research is required to deepen understanding. |

Critical Writer: *The Written Word for Social Justice*

| Dimensions | Developing | Emerging | Expanding | Bridging | Commanding |
|---------------------|---|--|--|--|---|
| Mindful Wordsmith * | <i>Uses disciplinary and academic language to answer a research question on social change by...</i> | | | | |
| | ...clearly stating what was learned. | ...explaining why the topic studied is significant to a community. | ...advocating for change or direct civic action. | ...explaining why the topic studied is significant to different communities , and articulating why direct action is a reasonable approach for addressing the issue. | ...articulating why direct action is a feasible approach for addressing the issue and implementing it. |
| Critic * | <i>Considers the target audience and the academic discipline(s) learned when preparing a product to share with a community by...</i> | | | | |
| | ...assessing the credibility of each source in answering the research question; and quoting or paraphrasing the data and conclusions of others. | ...assessing the accuracy of each source in answering the research question. | ...drawing on several sources and generating new, focused questions, claims, or hypotheses that allow for multiple avenues of exploration. | ...integrating information into the text selectively to maintain the flow of ideas; and, purposefully narrowing or broadening inquiry in terms of the task, purpose, and audience. | ...assessing the strengths and limitations of each source in terms of the task, purpose, audience. |

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Critical & Divergent Thinker: *Connector of Ideas and Content*

| Dimensions | Developing | Emerging | Expanding | Bridging | Commanding |
|----------------------|--|--|--|--|---|
| Master of Content * | When engaging with information found in various formats (print, digital, audio, visual and community-based sources, as well as multilingual discussions etc.), the student... | | | | |
| | ...sometimes categorizes different information as right or wrong. | ...questions and incorporates different information using multiple perspectives. | ...compares/contrasts information using multiple perspectives, while also understanding that different people can hold different views for legitimate reasons. | ...summarizes information found in various formats using different cultural frames to understand why different people can hold different views from their own. | ...uses theoretical frameworks to deepen historical and scientific understanding and explain multiple perspectives. |
| Active Participant * | Utilizes knowledge (facts, theories, etc.) to deeply reflect on civic engagement by... | | | | |
| | ...identifying knowledge from one's own academic study/discipline that is relevant to civic engagement and to one's own participation in civic life, politics, and government. | ...connecting knowledge from one's own academic study/discipline to civic engagement and to one's own participation in civic life, politics, and government. | ...analyzing knowledge from one's own academic study/discipline to civic engagement and to one's own participation in civic life, politics, and government. | ...extending knowledge from one's own academic study/discipline to civic engagement and to one's own participation in civic life, politics, and government. | ...creatively connecting and analyzing knowledge from one's own academic study/discipline to civic engagement and to one's own participation in civic life, politics, and government. |

Multilingual Communicator: *Uses Language for Social Justice*

| Dimensions | Developing | Emerging | Expanding | Bridging | Commanding |
|------------------------------------|---|--|--|--|---|
| Strategic Knowledge of Languages * | Documents, reflects, and strategically attends to the social and cultural norms of linguistically diverse audiences when discussing topics of personal interest, community or social issues, and world concern by... | | | | |
| | ...identifying the communicative strategies used by diverse audiences to appropriately and effectively communicate. | ...examining the communicative strategies used by diverse audiences to appropriately and effectively communicate. | ...examining the communicative strategies used by diverse audiences in order to demonstrate which strategies are most appropriate and effective. | ...using the information gathered to improve communicative strategies in order to appropriately and effectively communicate. | ...using the information gathered to improve communicative strategies and develop new ones in order to appropriately and effectively communicate. |
| Language Warrior* | Communicates and interacts with cultural competence in order to participate in multilingual communities at home, school, and around the world by... | | | | |
| | ...understanding that everyone has the basic human right to communicate in the language that they feel most comfortable in. | ...encouraging and supporting peers to practice speaking two or more languages, including languages one feels most comfortable and uncomfortable in. | ...becoming aware that language is powerful and an intimate tool to create change and engage with different people. Begins to make choices based on this idea. | ...recognizing that language is a critical element when fighting for social justice. Helps create spaces in and outside the classroom that foster the use of more than one language. | ...demonstrating commitment to creating multilingual spaces in the community that are rooted in ideas for social justice. |