

ENVISION ²¹

Deep Learning

CITIZENSHIP RUBRIC

GRADES K-2



CATALINA FOOTHILLS SCHOOL DISTRICT
TUCSON, ARIZONA

General Description and Suggestions for Use

The district’s strategic plan, Envision21: Deep Learning, forms the basis for a focus on cross-disciplinary skills/proficiencies necessary for preparing our students well for a 21st century life that is increasingly complex and global. These skills, which are CFSD’s “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.

These 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 were not written to align 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:

- **Understanding Culture**
- **Systems and Self in Society**
- **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.

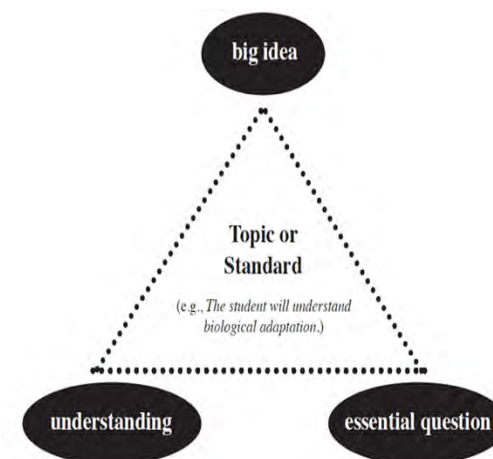
Each rubric can also be used to provide students with an opportunity to self-assess the quality of their work in relation to the performance areas. Student-friendly language or “I can” statements can be used by students to monitor and self-assess their progress toward established goals for each performance area.

Transfer

CFSD educators prioritize understanding and transfer to ensure that learning extends beyond the school experience. This 2019 version of the DLP, **Citizenship**, includes long-term **transfer goals** that describe autonomous applications of student learning in college, career, and civic life. “Drill and direct instruction can develop discrete skills and facts into automaticity...but they cannot make us truly able. Understanding is about *transfer*, in other words. To be truly able requires the ability to transfer what we have learned to new and sometimes confusing settings. The ability to transfer our knowledge and skill effectively involves the capacity to take what we know and use it creatively, flexibly, fluently, in different settings or problems, on our own” (Wiggins and McTighe, 2011, p. 40).

Big Ideas

This 2019 version of the DLP, **Citizenship**, includes a set of Understandings and Essential Questions (UEQs) developed by an interdisciplinary team of K-12 teachers and administrators with guidance from Jay McTighe, author of *Understanding by Design*. These big ideas will guide teachers toward the thoughtful design of assessments, units, and lessons that will facilitate transfer of deep learning. “Because big ideas are the basis of unified and effective understanding, they provide a way to set curriculum and instructional priorities...they illuminate experience; they are the linchpin of transfer...” (Wiggins and McTighe, 2011, p.71). “Understandings are the specific insights, inferences, or conclusions about the big idea you want your students to leave with” (Wiggins and McTighe, 2011, p. 80). “Essential questions make our unit plans more likely to yield focused and thoughtful learning and learners” (McTighe, 2017; McTighe & Wiggins, 2013, p. 17). The figure on the right represents the interrelationship among big ideas, understandings, and essential questions.



The **DLP Understandings** are written for K-12 because they express lasting, transferable goals for student learning. Understandings are meant to be revisited over time and across contexts. The continuity of working toward the same goals will help students deepen their understanding from Kindergarten to 12th grade. Understandings are primarily planning tools for teachers, although teachers may choose to share them with their students, if appropriate. Communicating an Understanding does not give away “the answer,” since simply stating an Understanding is not the same as truly grasping its meaning.

The **Essential Questions** are teaching and learning tools that help students unpack the Understandings. They support inquiry and engagement with deep learning and therefore may vary in complexity across grade levels.

Citizenship Transfer Goals and UEQs

Transfer Goals	
<p>Students will be able to independently use their learning to. . .</p> <ul style="list-style-type: none"> • Participate as civil and active citizens through ever-shifting roles, contexts, and values. • Collaborate, communicate, and learn with individuals from other cultures to better understand self, others, and the world around them. 	
Understandings	Essential Questions
Students will understand that. . .	Students will keep considering. . .
1. People create culture and culture influences people.	<ul style="list-style-type: none"> • What is culture? • What cultures do I belong to? • How does my culture affect the way I behave?
2. Culture can unite or divide people.	<ul style="list-style-type: none"> • How does my culture affect the way I behave?
3. Culture is not static; we shape culture and culture shapes us.	<ul style="list-style-type: none"> • How does my culture affect the way I behave? • How does what we know about the world shape the way we view ourselves?
4. All cultures have similarities and differences; understanding our own culture helps us understand others.	<ul style="list-style-type: none"> • How can I better understand myself and others? • Why do we study other cultures? What can they teach us?
5. An individual’s worldview is just one of many; we may need to adjust our attitudes and actions in order to understand others and have successful interactions with them.	<ul style="list-style-type: none"> • How does what we know about the world shape the way we view ourselves? • How can I better understand myself and others?
6. Citizenship is contextual; its meaning may change based on our identity, values, and experiences.	<ul style="list-style-type: none"> • What does it mean to be a responsible and productive citizen (e.g., of a community, state, nation, the world)?

7. Our role as citizens is shaped by systems within our local, regional, national, and global community.	<ul style="list-style-type: none"> What does it mean to be a responsible and productive citizen (e.g., of a community, state, nation, the world)?
8. Citizenship is active and complex; with citizenship come demands, roles, rights, and responsibilities.	<ul style="list-style-type: none"> What does it mean to be a responsible and productive citizen (e.g., of a community, state, nation, the world)?
9. Citizens have the power to effect change through individual or collective action.	<ul style="list-style-type: none"> How can I/we make a difference?

Self-Regulation and Reflection Transfer Goals and UEQs

Transfer Goals	
Students will be able to independently use their learning to . . . <ul style="list-style-type: none"> Improve performance and persevere through challenges by applying deliberate effort, appropriate strategies, and flexible thinking. 	
Understandings	Essential Questions
Students will understand that . . .	Students will keep considering . . .
1. Effective learners set goals, regularly monitor their thinking, seek feedback, self-assess, and make needed adjustments.	<ul style="list-style-type: none"> How am I doing? How do I know? What are my next steps? What is the most effective way to monitor my progress? How do I know which feedback will help me improve my work? How can I get useful feedback? How do I prioritize my work?
2. We can always improve our performance through deliberate effort and use of strategies.	<ul style="list-style-type: none"> How can I keep getting better at citizenship?
3. Effective learners are flexible and persevere when they encounter challenges.	<ul style="list-style-type: none"> What do I do when I get stuck? How does my mindset affect my performance?

The deep learning proficiencies (5c+ 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, which are 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 toward 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.

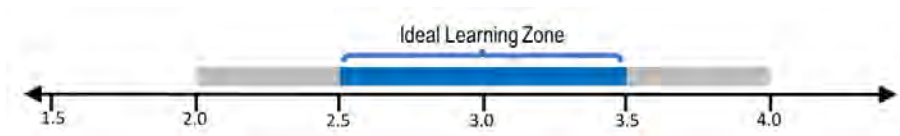
When using the rubrics to plan for instruction and assessment, teachers need to consider the knowledge and skills described in the Score 2.0 column (Basic) to be embedded in the Score 3.0 (Proficient) and 4.0 (Advanced) performance. The Novice level (Score 1.0) indicates that the student does not yet 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. Descriptions at the Novice level also include likely misconceptions that the student might exhibit.

The descriptive rubrics are designed to illustrate students' depth of knowledge/skill at various levels in order to facilitate the instructional and assessment process for all learners. At some performance levels, the indicators may remain the same, but the material under study is more or less complex depending on the grade level band (for example: the complexity of the material at grades 6-8 differs from that of grades 3-5 or 9-12).

The following descriptions explain the four levels on the rubric:

- Score 1.0 (Novice): Describes student performance that demonstrates readiness skills and/or misconceptions and requires significant support.
- Score 2.0 (Basic): Describes student performance that is below proficient, but that demonstrates mastery of basic skills/knowledge, such as terms and details, definitions, basic inferences, and processes.
- 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 image below represents the ideal learning zone for students as 2.5 – 3.5.



Glossary

Civic Engagement: Knowing 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.

Culture: The knowledge, beliefs, norms, and values 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.

Worldview: Cognitive and affective lens through which people interpret their experiences and make sense of the world around them.

Sources

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

- Catalina Foothills School District. (2011, 2014, 2016, 2018). Rubrics for 21st century skills and rubrics for deep learning proficiencies. Tucson, Arizona.
EdLeader21 (2013). 4Cs rubrics. Tucson, Arizona. [Adaptations from 4Cs Rubrics]
- McTighe, J., & Wiggins, G. P. (2013). Essential questions: Opening doors to student understanding. Alexandria, Virginia: ASCD.
- P21: Partnership for 21st Century Learning (2014). Reimagining citizenship for the 21st century: A call to action for educators and policymakers.
- 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]
- Wiggins, G.P. & McTighe, J. (2011). The understanding by design guide to creating high-quality units. Alexandria, Virginia: ASCD.

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:
UNDERSTANDING CULTURE	<p>Self-Awareness: Distinguishes between cultural products (<i>for example: foods, utensils, clothing</i>) and practices (<i>for example: celebrations, greetings, dining habits</i>).</p> <p>Understanding Others: With adult support, identifies concrete facts and details about another culture or group (<i>for example: food, housing, typical clothing</i>).</p> <p>Curiosity: With adult support, asks questions about own and other cultures.</p> <p>See possible student misconceptions following the rubric.</p>	<p>Self-Awareness: Identifies elements that comprise own cultural identity (<i>for example: products and practices related to food, housing, transportation, tools, arts, language, celebrations, etc.</i>)</p> <p>Understanding Others: Identifies concrete facts and details about another culture or group (<i>for example: food, housing, typical clothing</i>).</p> <p>Curiosity: Asks clarifying questions based on immediate observations of own and other cultures.</p>	<p>Self-Awareness: Describes own cultural identity(ies) along with related values, beliefs, and attitudes (<i>for example: “As a member of my classroom community, I value our classroom and I believe that it’s important to take responsibility for putting supplies away appropriately.”</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: “The early American settlers and the Native Americans celebrated the fall harvest at the first Thanksgiving.”</i>).</p> <p>Gives examples of biased and objective language.</p> <p>Curiosity: Asks clarifying questions to better understand unfamiliar cultures.</p>	<p>Self-Awareness: Explain how own culture has shaped thoughts, behaviors, and worldview (<i>for example: links cultural beliefs, values, or sensibilities to specific behaviors or patterns of thinking</i>).</p> <p>Understanding Others: Compare cultural practices (<i>for example: celebrations, greetings, dining habits</i>) and products (<i>for example: foods, utensils, clothing</i>) of own and other cultures or communities.</p> <p>Identify biased messages about cultural groups (<i>for example: stereotypes presented in the media, negative language used to describe groups</i>).</p> <p>Curiosity: Ask open-ended questions to broaden understanding of own and other cultures.</p>

<p>SYSTEMS AND SELF IN SOCIETY</p>	<p>Definition: Identifies key concepts of civic literacy and engagement including <i>law, right, and responsibility</i>.</p> <p>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>Engagement: Defines <i>community need, problem, and solution</i>.</p> <p>See possible student misconceptions following the rubric.</p>	<p>Definition: Describes civic values or rules within own immediate community (<i>for example: home and school rules</i>).</p> <p>Systems: Describes specific roles and responsibilities within a familiar civic system (<i>for example: volunteer, fireman, police officer in 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 responsibilities for safe bike riding</i>).</p> <p>Engagement: Identifies a civic need within own school or home community.</p> <p>Chooses a solution to a civic need from provided examples.</p>	<p>Definition: Describes civic values or rules within own culture.</p> <p>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>Engagement: Identifies a civic need or problem within the local community.</p> <p>Proposes a solution to solve a civic need or problem.</p>	<p>Definition: Describe the historical development of civic values or rules within own culture.</p> <p>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>Engagement: Identify a local, 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>Reflection: Identifies strengths and weaknesses in own civic action and understanding of culture and civic systems with adult support.</p> <p>Planning: Sets personal goals for civic action or cultural understanding at the local,</p>	<p>Reflection: Identifies strengths and weaknesses in own civic action and understanding of culture and civic systems.</p> <p>Planning: Sets personal goals for civic action or cultural understanding at the local, regional, and/or global level(s).</p>	<p>Reflection: Assesses own knowledge, attitudes, skills, and behaviors with respect to civic systems, civic action, and/or cultural understanding.</p> <p>Planning: Sets goals for citizenship based on feedback and/or the rubric.</p>	<p>Reflection: Accurately reflect on the quality of the work; use reflection and/or feedback to refine thinking and improve understanding.</p> <p>Question and critique own knowledge, attitudes, skills, and behaviors with respect to civic</p>

	<p>regional, and/or global level(s) with adult support.</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>See possible student misconceptions following the rubric.</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>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>systems, civic action, and/or cultural understanding.</p> <p>Describe the learning that resulted from civic and/or cultural engagement.</p> <p>Planning: Seek out, select, and use resources and strategies to achieve goals for improving the civic action or cultural understanding at the local, regional, and/or global level(s).</p> <p>Mindset: Proactively improve own areas of weakness by employing effective strategies to increase growth mindset <i>(for example: perseverance, taking risks, effective decision-making, actively seeking others’ feedback, deliberate practice, finding and using external resources [skilled peers, other adult experts] to enrich and extend learning)</i>.</p>
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Possible Misconceptions: K-2 Citizenship

The following chart lists possible misconceptions about **Citizenship**. Understanding student misconceptions can help teachers develop lessons that proactively address these barriers to deep learning and transfer.

<i>Students might exhibit the following misconception, belief, or perception that...</i>		
Understanding Culture	Self-Awareness	<ul style="list-style-type: none"> • Everyone belongs to the same culture. • My own culture is inherently better than other cultures (for example: communicates that “our way is the right way” or states that that one belief system is better than another). • The purpose of comparing cultural attitudes, beliefs, and values is to determine which culture is best. • Others should adjust to my way of thinking and being. • Cultural attitudes, beliefs, and values change easily. • I will dishonor or disrespect my own culture if I interact in ways that are appropriate in different cultural contexts. • In order to interact effectively in diverse cultural contexts, I must give up my own cultural values and beliefs.
	Understanding Others	<ul style="list-style-type: none"> • Different worldviews can be understood by a superficial examination of cultural products and practices. • I can understand other cultures by examining them through my own worldview. • Stereotypes are true. • Diverse perspectives can only lead to negative outcomes; cultural uniformity is preferable to cultural diversity.
	Curiosity	<ul style="list-style-type: none"> • The sole purpose of comparing cultures is to highlight differences or perceived idiosyncrasies. • Sources from diverse cultural contexts present the same information about an issue or event in the same ways.

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<i>Students might exhibit the following misconception, belief, or perception that...</i>		
Systems and Self in Society	Definition	<ul style="list-style-type: none"> • The meaning of citizenship has remained the same over time. • Civic values never change. • Civic values are the same across diverse contexts.
	Systems	<ul style="list-style-type: none"> • Local systems can't have an impact on change at the national or global levels. • Systems are disconnected from the values of a community. • I am an individual in control of my own thoughts and actions; my beliefs and behavior are not influenced by systems and structures.
	Rights and Responsibilities	<ul style="list-style-type: none"> • My individual rights and responsibilities don't matter (for example: "What difference will one vote make?"). • Rights are always guaranteed. • All members of the same society have the same rights.
	Engagement	<ul style="list-style-type: none"> • Engagement doesn't matter (for example: "I'm just one person. What can I do? Someone else will fix the problem."). • Contributing money solves all problems. • All problems have the same impact so it doesn't matter how or when I choose to engage. • Engagement always results in desired outcomes. • If I show up, I am engaged. • The purpose of engagement is to make myself feel good or to build my resume.

Possible Misconceptions: K-2 Self-Regulation and Reflection

The following chart lists possible misconceptions about **Self-Regulation and Reflection**. Understanding student misconceptions can help teachers develop lessons that proactively address these barriers to deep learning and transfer.

<i>Students might exhibit the following misconception, belief, or perception that...</i>		
Self-Regulation and Reflection	Reflection	<ul style="list-style-type: none"> • Reflection is all about what I think; other people’s perspectives don’t matter. • Only the teacher’s perspective matters when it comes to identifying strengths and weaknesses. • I don’t have any weaknesses. • I don’t have any strengths. • All weaknesses affect my performance in the same way. • Reflection is a waste of time; I don’t need to reflect to improve.
	Planning	<ul style="list-style-type: none"> • A goal is the same thing as a plan. • Any goal is a worthy goal. • Short-term goals aren’t important. • I don’t need a plan; if I set a goal, I will achieve it. • I should set goals in areas where I am already successful. • I should set the same goal over and over. • Someone else will give me resources and ideas about how to improve.
	Mindset	<ul style="list-style-type: none"> • Good citizenship is a talent and not a skill; I am as good at it as I’ll ever be. • If I’m really good at something, I won’t encounter any challenges. • If I experience a setback, I’ve failed. • Others’ feedback can’t help me. • Mistakes are bad; smart people don’t make mistakes. • The safe route leads to guaranteed success.

ENVISION ²¹

Deep Learning

CITIZENSHIP RUBRIC

GRADES 3-5



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TUCSON, ARIZONA

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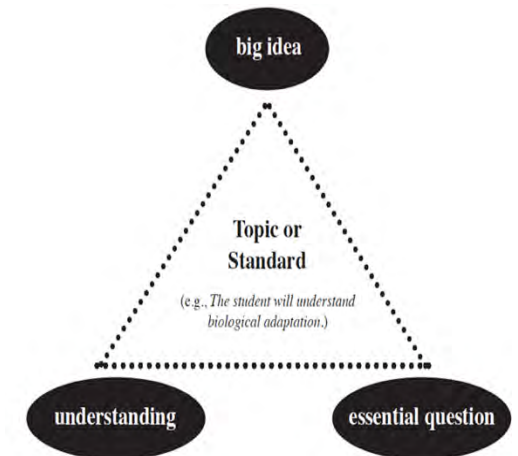
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2. Culture can unite or divide people.	<ul style="list-style-type: none"> • What are the benefits and challenges of diversity?
3. Culture is not static; we shape culture and culture shapes us.	<ul style="list-style-type: none"> • How does my culture affect the way I behave? • How does what we know about the world shape the way we view ourselves?
4. All cultures have similarities and differences; understanding our own culture helps us understand others.	<ul style="list-style-type: none"> • How can I better understand myself and others? • Why do we study other cultures? What can they teach us?
5. An individual’s worldview is just one of many; we may need to adjust our attitudes and actions in order to understand others and have successful interactions with them.	<ul style="list-style-type: none"> • How does what we know about the world shape the way we view ourselves? • How and when might I need to adjust my actions in order to interact more successfully with others? • How can I better understand myself and others?
6. Citizenship is contextual; its meaning may change based on our identity, values, and experiences.	<ul style="list-style-type: none"> • What does it mean to be a responsible and productive citizen (e.g., of a community, state, nation, the world)?

7. Our role as citizens is shaped by systems within our local, regional, national, and global community.	<ul style="list-style-type: none"> What does it mean to be a responsible and productive citizen (e.g., of a community, state, nation, the world)?
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Self-Regulation and Reflection Transfer Goals and UEQs

Transfer Goals	
<p>Students will be able to independently use their learning to . . .</p> <ul style="list-style-type: none"> Improve performance and persevere through challenges by applying deliberate effort, appropriate strategies, and flexible thinking. 	
Understandings	Essential Questions
Students will understand that. . .	Students will keep considering. . .
1. Effective learners set goals, regularly monitor their thinking, seek feedback, self-assess, and make needed adjustments.	<ul style="list-style-type: none"> How am I doing? How do I know? What are my next steps? What is the most effective way to monitor my progress? How do I know which feedback will help me improve my work? How can I get useful feedback? How do I prioritize my work?
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The deep learning proficiencies (5c+ 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, which are 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 toward 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.

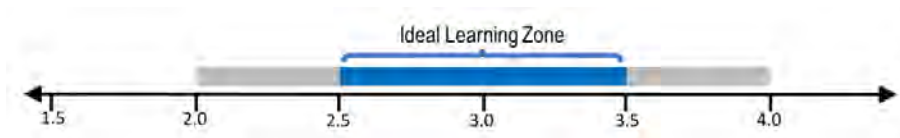
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- Score 1.0 (Novice): Describes student performance that demonstrates readiness skills and/or misconceptions and requires significant support.
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The image below represents the ideal learning zone for students as 2.5 – 3.5.



Glossary

Civic Engagement: Knowing 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.

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CITIZENSHIP

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UNDERSTANDING CULTURE	<p>Self-Awareness: Distinguishes between cultural beliefs, products, and practices.</p> <p>Understanding Others: Identifies concrete facts and details about another culture or group <i>(for example: food, housing, typical clothing)</i>.</p> <p>Identifies concrete facts and details about another 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>See possible student misconceptions following the rubric.</p>	<p>Self-Awareness: Identifies elements that comprise own cultural identity <i>(for example: products, practices, and beliefs related to food, housing, transportation, tools, arts, language, celebrations, religion, etc.)</i>.</p> <p>Understanding Others: Describes 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: “Columbus discovered America, producing positive outcomes in the New World.”)</i>.</p> <p>Gives examples of biased and objective language.</p> <p>Curiosity: Asks clarifying questions about own and other cultures.</p>	<p>Self-Awareness: Describes own cultural identity(ies) along with related values, beliefs, and attitudes <i>(for example: “As a member of the student council, I value our school campus and I believe it’s important to take the responsibility for improving it.”)</i>.</p> <p>Understanding Others: Compares cultural practices <i>(for example: celebrations, greetings, dining habits)</i> and products <i>(for example: foods, utensils, clothing)</i> of own and other cultures or communities.</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: Explain how own culture has shaped thoughts, behaviors, and worldview <i>(for example: links cultural beliefs, values, or sensibilities to specific behaviors or patterns of thinking)</i>.</p> <p>Understanding Others: Compare attitudes, beliefs, and values of own and other cultures or communities <i>(for example: “My attitude about communication with family is different from my grandfather’s, since text messaging and social media weren’t invented when he was growing up.”)</i>.</p> <p>Demonstrate 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: Seek out information to answer questions about diverse communities and cultures.</p>

<p>SYSTEMS AND SELF IN SOCIETY</p>	<p>Definition: Identifies civic values or rules within own immediate culture (<i>for example: home or school</i>).</p> <p>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>Rights and Responsibilities: Lists rights and responsibilities of a citizen.</p> <p>Engagement: Identifies a civic need within the school or home community.</p> <p>Chooses a solution to a civic need from provided examples.</p> <p>See possible student misconceptions following the rubric.</p>	<p>Definition: Distinguishes between rules and values.</p> <p>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 the civic rights and responsibilities within a familiar civic system (such as school or local community).</p> <p>Engagement: Identifies a civic need or problem within the local community.</p> <p>Proposes a solution to solve a civic need or problem.</p>	<p>Definition: Describes the historical development of civic values or rules within own culture.</p> <p>Systems: Compares roles and responsibilities within civic systems, such as a city or state.</p> <p>Identifies roles that local, regional, national, and global institutions play in addressing national issues (<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>Engagement: Identifies a local, regional, national, 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>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>Systems: Describe local, regional, national, and/or global civic systems and structures that influence individual or group behavior (<i>for example: traffic laws, voting, dress code</i>).</p> <p>Describe how local, regional, national, 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>Engagement: 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</i></p>
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				<p>landfills, leading to fewer harmful toxins and greenhouse gases.”).</p> <p>Outline a plan of action to address a local, regional, national, and/or global civic need or problem.</p>
<p>SELF-REGULATION AND REFLECTION</p>	<p>Reflection: Identifies strengths and weaknesses in own civic action and understanding of culture and civic systems.</p> <p>Planning: Sets personal goals for civic action or cultural understanding at the local, regional, national, 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>See possible student misconceptions following the rubric.</p>	<p>Reflection: Assesses own knowledge, attitudes, skills, and behaviors with respect to civic systems, civic action, and/or cultural understanding.</p> <p>Planning: Sets goals for citizenship based on feedback and/or established criteria.</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>Reflection: Accurately reflects on the quality of own civic engagement and cultural understanding; uses reflection and/or feedback to refine thinking and improve understanding.</p> <p>Questions and critiques own knowledge, attitudes, skills, and behaviors with respect to civic systems, civic action, and/or cultural understanding.</p> <p>Describes the learning that resulted from civic and/or cultural engagement.</p> <p>Planning: Seeks out, selects, and uses resources and strategies to achieve goals for improving the civic action or cultural understanding at the local, regional, national, 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</p>	<p>Reflection: Analyze patterns and trends in own knowledge, attitudes, skills, and behaviors.</p> <p>Evaluate civic and/or cultural engagement throughout the process.</p> <p>Seek out and act on feedback from peers, teacher, and experts to improve.</p> <p>Planning: Analyze patterns and prior interactions to set new goals for citizenship; revise goals in response to ongoing reflection.</p> <p>Mindset: Proactively improve own areas of weakness by employing effective strategies to increase growth mindset (<i>for example: perseverance, taking risks, effective decision-making, actively seeking others’ feedback, deliberate practice, finding and using external resources [skilled peers, other adult experts] to enrich and extend learning</i>).</p>

			<i>and challenges (for example: persists when working on difficult tasks, takes risks in the learning process, accepts and uses feedback/criticism, is comfortable making mistakes).</i>	
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Possible Misconceptions: 3-5 Citizenship

The following chart lists possible misconceptions about **Citizenship**. Understanding student misconceptions can help teachers develop lessons that proactively address these barriers to deep learning and transfer.

<i>Students might exhibit the following misconception, belief, or perception that...</i>		
Understanding Culture	Self-Awareness	<ul style="list-style-type: none"> • Everyone belongs to the same culture. • My own culture is inherently better than other cultures (for example: communicates that “our way is the right way” or states that that one belief system is better than another). • The purpose of comparing cultural attitudes, beliefs, and values is to determine which culture is best. • Others should adjust to my way of thinking and being. • Cultural attitudes, beliefs, and values change easily. • I will dishonor or disrespect my own culture if I interact in ways that are appropriate in different cultural contexts. • In order to interact effectively in diverse cultural contexts, I must give up my own cultural values and beliefs.
	Understanding Others	<ul style="list-style-type: none"> • Different worldviews can be understood by a superficial examination of cultural products and practices. • I can understand other cultures by examining them through my own worldview. • Stereotypes are true. • Diverse perspectives can only lead to negative outcomes; cultural uniformity is preferable to cultural diversity.
	Curiosity	<ul style="list-style-type: none"> • The sole purpose of comparing cultures is to highlight differences or perceived idiosyncrasies. • Sources from diverse cultural contexts present the same information about an issue or event in the same ways.

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<i>Students might exhibit the following misconception, belief, or perception that...</i>		
Systems and Self in Society	Definition	<ul style="list-style-type: none"> • The meaning of citizenship has remained the same over time. • Civic values never change. • Civic values are the same across diverse contexts.
	Systems	<ul style="list-style-type: none"> • Local systems can't have an impact on change at the national or global levels. • Systems are disconnected from the values of a community. • I am an individual in control of my own thoughts and actions; my beliefs and behavior are not influenced by systems and structures.
	Rights and Responsibilities	<ul style="list-style-type: none"> • My individual rights and responsibilities don't matter (for example: "What difference will one vote make?"). • Rights are always guaranteed. • All members of the same society have the same rights.
	Engagement	<ul style="list-style-type: none"> • Engagement doesn't matter (for example: "I'm just one person. What can I do? Someone else will fix the problem."). • Contributing money solves all problems. • All problems have the same impact so it doesn't matter how or when I choose to engage. • Engagement always results in desired outcomes. • If I show up, I am engaged. • The purpose of engagement is to make myself feel good or to build my resume.

Possible Misconceptions: 3-5 Self-Regulation and Reflection

The following chart lists possible misconceptions about **Self-Regulation and Reflection**. Understanding student misconceptions can help teachers develop lessons that proactively address these barriers to deep learning and transfer.

<i>Students might exhibit the following misconception, belief, or perception that...</i>		
Self-Regulation and Reflection	Reflection	<ul style="list-style-type: none"> • Reflection is all about what I think; other people’s perspectives don’t matter. • Only the teacher’s perspective matters when it comes to identifying strengths and weaknesses. • I don’t have any weaknesses. • I don’t have any strengths. • All weaknesses affect my performance in the same way. • Reflection is a waste of time; I don’t need to reflect to improve.
	Planning	<ul style="list-style-type: none"> • A goal is the same thing as a plan. • Any goal is a worthy goal. • Short-term goals aren’t important. • I don’t need a plan; if I set a goal, I will achieve it. • I should set goals in areas where I am already successful. • I should set the same goal over and over. • Someone else will give me resources and ideas about how to improve.
	Mindset	<ul style="list-style-type: none"> • Good citizenship is a talent and not a skill; I am as good at it as I’ll ever be. • If I’m really good at something, I won’t encounter any challenges. • If I experience a setback, I’ve failed. • Others’ feedback can’t help me. • Mistakes are bad; smart people don’t make mistakes. • The safe route leads to guaranteed success.

ENVISION ²¹

Deep Learning

CITIZENSHIP RUBRIC

GRADES 6-8



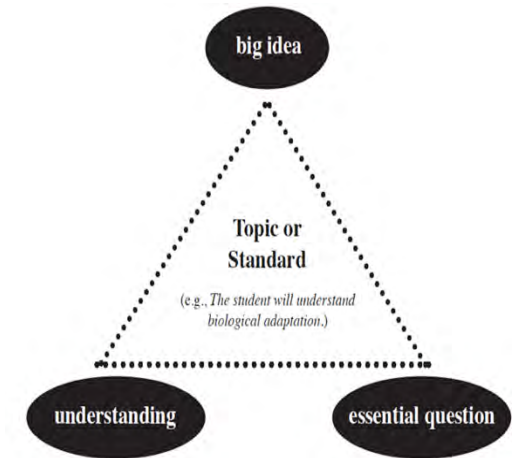
CATALINA FOOTHILLS SCHOOL DISTRICT
TUCSON, ARIZONA

Transfer

CFSD educators prioritize understanding and transfer to ensure that learning extends beyond the school experience. This 2019 version of the DLP, **Citizenship**, includes long-term **transfer goals** that describe autonomous applications of student learning in college, career, and civic life. “Drill and direct instruction can develop discrete skills and facts into automaticity...but they cannot make us truly able. Understanding is about *transfer*, in other words. To be truly able requires the ability to transfer what we have learned to new and sometimes confusing settings. The ability to transfer our knowledge and skill effectively involves the capacity to take what we know and use it creatively, flexibly, fluently, in different settings or problems, on our own” (Wiggins and McTighe, 2011, p. 40).

Big Ideas

This 2019 version of the DLP, **Citizenship**, includes a set of Understandings and Essential Questions (UEQs) developed by an interdisciplinary team of K-12 teachers and administrators with guidance from Jay McTighe, author of *Understanding by Design*. These big ideas will guide teachers toward the thoughtful design of assessments, units, and lessons that will facilitate transfer of deep learning. “Because big ideas are the basis of unified and effective understanding, they provide a way to set curriculum and instructional priorities...they illuminate experience; they are the linchpin of transfer...” (Wiggins and McTighe, 2011, p.71). “Understandings are the specific insights, inferences, or conclusions about the big idea you want your students to leave with” (Wiggins and McTighe, 2011, p. 80). “Essential questions make our unit plans more likely to yield focused and thoughtful learning and learners” (McTighe, 2017; McTighe & Wiggins, 2013, p. 17). The figure on the right represents the interrelationship among big ideas, understandings, and essential questions.



The **DLP Understandings** are written for K-12 because they express lasting, transferable goals for student learning. Understandings are meant to be revisited over time and across contexts. The continuity of working toward the same goals will help students deepen their understanding from Kindergarten to 12th grade. Understandings are primarily planning tools for teachers, although teachers may choose to share them with their students, if appropriate. Communicating an Understanding does not give away “the answer,” since simply stating an Understanding is not the same as truly grasping its meaning.

The **Essential Questions** are teaching and learning tools that help students unpack the Understandings. They support inquiry and engagement with deep learning and therefore may vary in complexity across grade levels.

Citizenship Transfer Goals and UEQs

Transfer Goals	
<p>Students will be able to independently use their learning to. . .</p> <ul style="list-style-type: none"> • Participate as civil and active citizens through ever-shifting roles, contexts, and values. • Collaborate, communicate, and learn with individuals from other cultures to better understand self, others, and the world around them. 	
Understandings	Essential Questions
Students will understand that. . .	Students will keep considering. . .
1. People create culture and culture influences people.	<ul style="list-style-type: none"> • What is culture? • What cultures do I belong to? • How does culture shape people’s beliefs, behaviors, and interactions?
2. Culture can unite or divide people.	<ul style="list-style-type: none"> • What are the benefits and challenges of diversity?
3. Culture is not static; we shape culture and culture shapes us.	<ul style="list-style-type: none"> • How, when, and why does culture shift? • How does culture shape people’s beliefs, behaviors, and interactions?
4. All cultures have similarities and differences; understanding our own culture helps us understand others.	<ul style="list-style-type: none"> • How can I better understand myself and others?
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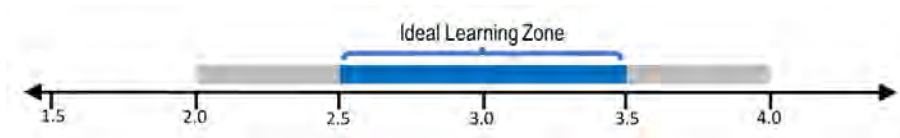
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CITIZENSHIP

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:
UNDERSTANDING CULTURE	<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: Describes 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: “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>See possible student misconceptions following the rubric.</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: Compares cultural practices (<i>for example: celebrations, greetings, dining habits</i>) and products (<i>for example: foods, utensils, clothing</i>) of own and other cultures or communities.</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: Explains how one’s culture has shaped own thoughts, behaviors, and worldview (<i>for example: links cultural beliefs, values, or sensibilities to specific behaviors or patterns of thinking</i>).</p> <p>Understanding Others: 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>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>Self-Awareness: Evaluate potential benefits and limitations to own worldview and cultural attitudes, beliefs, and values.</p> <p>Understanding Others: Explain key perspectives of another culture in relation to its history, values, politics, economy, or beliefs and practices.</p> <p>Apply another’s worldview when interacting with individuals or groups from diverse cultures or communities to ensure a productive outcome (<i>for example: not eating a snack in front of a Muslim classmate during Ramadan because mealtimes are restricted</i>).</p> <p>Curiosity: Seek out and articulate answers to open-ended questions about own and other cultures (<i>for example: “Why do many resource-rich countries face such extreme poverty?”</i>) using a variety of sources (<i>for example: “Why do many resource-rich countries face such extreme poverty?”</i>).</p>

			Seeks out and articulates answers to questions using credible sources.	<i>example: primary/secondary, print/electronic, multimedia).</i>
SYSTEMS AND SELF IN SOCIETY	<p>Definition: Identifies civic values within own culture (<i>for example: equality under the law</i>).</p> <p>Systems: Identifies roles within local, regional, national, and/or global civic systems (<i>for example: mayor, prime minister, principal</i>).</p> <p>Rights and Responsibilities: Lists rights and/or responsibilities of a citizen at the local, regional, national, and/or global levels.</p> <p>Engagement: Identifies ways that an individual’s personal decisions influence the immediate natural and human world (<i>for example: When a person chooses to recycle, it reduces waste</i>).</p> <p>Identifies a local, regional, national, and/or global civic need or problem.</p> <p>See possible student misconceptions following the rubric.</p>	<p>Definition: Describes the historical development of civic values within own culture.</p> <p>Systems: Identifies roles that local, regional, national, and global institutions play in addressing global issues (<i>for example: Explains that the World Health Organization led an initiative to eradicate childhood diseases</i>).</p> <p>Rights and Responsibilities: Explains the difference between local, regional, national, and/or global civic rights and responsibilities (<i>for example: the difference between the right to free speech and the responsibility to avoid speech that incites violence</i>).</p> <p>Engagement: Identifies a local, regional, national, and/or global civic need or problem.</p> <p>Explains plausible ways for individuals and groups to address civic needs or problems (<i>for example: raising money, reducing water usage, creating a public service announcement</i>).</p>	<p>Definition: Compares the historical development of civic values across different cultures.</p> <p>Systems: Describes local, regional, national, and/or global civic systems and structures that influence individual or group behavior (<i>for example: traffic laws, voting, dress code</i>).</p> <p>Describes how local, regional, national, 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, national, and/or global civic issues (<i>for example: the effect of casting an uninformed vote</i>).</p> <p>Engagement: Explains 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</i></p>	<p>Definition: Analyze the meaning of citizenship by considering the roles and perspectives of various stakeholders or interest groups.</p> <p>Systems: Analyze how civic systems and structures influence individual or group behavior within the local, regional, national, and/or global community (<i>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”]</i>).</p> <p>Analyze major elements of economic, social, environmental, or political global issues and the impact of local, regional, national, and global institutions’ actions (<i>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</i>).</p> <p>Rights and Responsibilities:</p>

			<p><i>landfills, leading to fewer harmful toxins and greenhouse gases”).</i></p> <p>Outlines a plan of action to address a local, regional, national, and/or global civic need or problem.</p>	<p>Analyze the boundaries between rights and responsibilities in complex or ambiguous local, regional, national, and/or global civic issues or situations (<i>for example: civil disobedience, religious freedoms, global human rights</i>).</p> <p>Engagement: Analyze the regional/national/global impact of own and others’ specific local/regional/national/global actions (<i>for example: explain the ways in which the local, regional, national, 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, national, 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>Reflection: Identifies strengths and weaknesses in own civic action and understanding of culture and civic systems.</p> <p>Planning: Sets personal goals for civic action or cultural understanding at the local,</p>	<p>Reflection: Assesses own knowledge, attitudes, skills, and behaviors with respect to civic systems, civic action, and/or cultural understanding.</p> <p>Planning: Sets goals for citizenship based on feedback and/or established criteria.</p>	<p>Reflection: Accurately reflects on the quality of own civic engagement and cultural understanding; uses reflection and/or feedback to refine thinking and improve understanding.</p> <p>Questions and critiques own knowledge, attitudes, skills, and</p>	<p>Reflection: Analyze patterns and trends in own knowledge, attitudes, skills, and behaviors.</p> <p>Evaluate civic and/or cultural engagement throughout the process.</p>

	<p>regional, national, 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>See possible student misconceptions following the rubric.</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>behaviors with respect to civic systems, civic action, and/or cultural understanding.</p> <p>Describes the learning that resulted from civic and/or cultural engagement.</p> <p>Planning: Seeks out, selects, and uses resources and strategies to achieve goals for improving the civic action or cultural understanding at the local, regional, national, 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>Seek out and act on feedback from peers, teacher, and experts to improve.</p> <p>Planning: Analyze patterns and prior interactions to set new goals for citizenship; revise goals in response to ongoing reflection.</p> <p>Mindset: Proactively improve own areas of weakness by employing effective strategies to increase growth mindset (<i>for example: perseverance, taking risks, effective decision-making, actively seeking others’ feedback, deliberate practice, finding and using external resources [skilled peers, other adult experts] to enrich and extend learning</i>).</p>
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Possible Misconceptions: 6-8 Citizenship

The following chart lists possible misconceptions about **Citizenship**. Understanding student misconceptions can help teachers develop lessons that proactively address these barriers to deep learning and transfer.

<i>Students might exhibit the following misconception, belief, or perception that...</i>		
Understanding Culture	Self-Awareness	<ul style="list-style-type: none"> • Everyone belongs to the same culture. • My own culture is inherently better than other cultures (for example: communicates that “our way is the right way” or states that that one belief system is better than another). • The purpose of comparing cultural attitudes, beliefs, and values is to determine which culture is best. • Others should adjust to my way of thinking and being. • Cultural attitudes, beliefs, and values change easily. • I will dishonor or disrespect my own culture if I interact in ways that are appropriate in different cultural contexts. • In order to interact effectively in diverse cultural contexts, I must give up my own cultural values and beliefs.
	Understanding Others	<ul style="list-style-type: none"> • Different worldviews can be understood by a superficial examination of cultural products and practices. • I can understand other cultures by examining them through my own worldview. • Stereotypes are true. • Diverse perspectives can only lead to negative outcomes; cultural uniformity is preferable to cultural diversity.
	Curiosity	<ul style="list-style-type: none"> • The sole purpose of comparing cultures is to highlight differences or perceived idiosyncrasies. • Sources from diverse cultural contexts present the same information about an issue or event in the same ways.

Possible Misconceptions: 6-8 Citizenship

The following chart lists possible misconceptions about **Citizenship**. Understanding student misconceptions can help teachers develop lessons that proactively address these barriers to deep learning and transfer.

<i>Students might exhibit the following misconception, belief, or perception that...</i>		
Systems and Self in Society	Definition	<ul style="list-style-type: none"> • The meaning of citizenship has remained the same over time. • Civic values never change. • Civic values are the same across diverse contexts.
	Systems	<ul style="list-style-type: none"> • Local systems can't have an impact on change at the national or global levels. • Systems are disconnected from the values of a community. • I am an individual in control of my own thoughts and actions; my beliefs and behavior are not influenced by systems and structures.
	Rights and Responsibilities	<ul style="list-style-type: none"> • My individual rights and responsibilities don't matter (for example: "What difference will one vote make?"). • Rights are always guaranteed. • All members of the same society have the same rights.
	Engagement	<ul style="list-style-type: none"> • Engagement doesn't matter (for example: "I'm just one person. What can I do? Someone else will fix the problem."). • Contributing money solves all problems. • All problems have the same impact so it doesn't matter how or when I choose to engage. • Engagement always results in desired outcomes. • If I show up, I am engaged. • The purpose of engagement is to make myself feel good or to build my resume.

Possible Misconceptions: 6-8 Self-Regulation and Reflection

The following chart lists possible misconceptions about **Self-Regulation and Reflection**. Understanding student misconceptions can help teachers develop lessons that proactively address these barriers to deep learning and transfer.

<i>Students might exhibit the following misconception, belief, or perception that...</i>		
Self-Regulation and Reflection	Reflection	<ul style="list-style-type: none"> • Reflection is all about what I think; other people’s perspectives don’t matter. • Only the teacher’s perspective matters when it comes to identifying strengths and weaknesses. • I don’t have any weaknesses. • I don’t have any strengths. • All weaknesses affect my performance in the same way. • Reflection is a waste of time; I don’t need to reflect to improve.
	Planning	<ul style="list-style-type: none"> • A goal is the same thing as a plan. • Any goal is a worthy goal. • Short-term goals aren’t important. • I don’t need a plan; if I set a goal, I will achieve it. • I should set goals in areas where I am already successful. • I should set the same goal over and over. • Someone else will give me resources and ideas about how to improve.
	Mindset	<ul style="list-style-type: none"> • Good citizenship is a talent and not a skill; I am as good at it as I’ll ever be. • If I’m really good at something, I won’t encounter any challenges. • If I experience a setback, I’ve failed. • Others’ feedback can’t help me. • Mistakes are bad; smart people don’t make mistakes. • The safe route leads to guaranteed success.

ENVISION ²¹

Deep Learning

CITIZENSHIP RUBRIC

GRADES 9-12



CATALINA FOOTHILLS SCHOOL DISTRICT
TUCSON, ARIZONA

General Description and Suggestions for Use

The district’s strategic plan, Envision21: Deep Learning, forms the basis for a focus on cross-disciplinary skills/proficiencies necessary for preparing our students well for a 21st century life that is increasingly complex and global. These skills, which are CFSD’s “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.

These 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 were not written to align 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:

- **Understanding Culture**
- **Systems and Self in Society**
- **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.

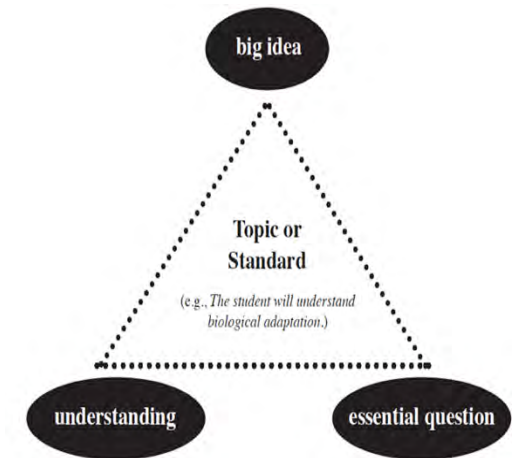
Each rubric can also be used to provide students with an opportunity to self-assess the quality of their work in relation to the performance areas. Student-friendly language or “I can” statements can be used by students to monitor and self-assess their progress toward established goals for each performance area.

Transfer

CFSD educators prioritize understanding and transfer to ensure that learning extends beyond the school experience. This 2019 version of the DLP, **Citizenship**, includes long-term **transfer goals** that describe autonomous applications of student learning in college, career, and civic life. “Drill and direct instruction can develop discrete skills and facts into automaticity...but they cannot make us truly able. Understanding is about *transfer*, in other words. To be truly able requires the ability to transfer what we have learned to new and sometimes confusing settings. The ability to transfer our knowledge and skill effectively involves the capacity to take what we know and use it creatively, flexibly, fluently, in different settings or problems, on our own” (Wiggins and McTighe, 2011, p. 40).

Big Ideas

This 2019 version of the DLP, **Citizenship**, includes a set of Understandings and Essential Questions (UEQs) developed by an interdisciplinary team of K-12 teachers and administrators with guidance from Jay McTighe, author of *Understanding by Design*. These big ideas will guide teachers toward the thoughtful design of assessments, units, and lessons that will facilitate transfer of deep learning. “Because big ideas are the basis of unified and effective understanding, they provide a way to set curriculum and instructional priorities...they illuminate experience; they are the linchpin of transfer...” (Wiggins and McTighe, 2011, p.71). “Understandings are the specific insights, inferences, or conclusions about the big idea you want your students to leave with” (Wiggins and McTighe, 2011, p. 80). “Essential questions make our unit plans more likely to yield focused and thoughtful learning and learners” (McTighe, 2017; McTighe & Wiggins, 2013, p. 17). The figure on the right represents the interrelationship among big ideas, understandings, and essential questions.



The **DLP Understandings** are written for K-12 because they express lasting, transferable goals for student learning. Understandings are meant to be revisited over time and across contexts. The continuity of working toward the same goals will help students deepen their understanding from Kindergarten to 12th grade. Understandings are primarily planning tools for teachers, although teachers may choose to share them with their students, if appropriate. Communicating an Understanding does not give away “the answer,” since simply stating an Understanding is not the same as truly grasping its meaning.

The **Essential Questions** are teaching and learning tools that help students unpack the Understandings. They support inquiry and engagement with deep learning and therefore may vary in complexity across grade levels.

Citizenship Transfer Goals and UEQs

Transfer Goals	
<p>Students will be able to independently use their learning to. . .</p> <ul style="list-style-type: none"> • Participate as civil and active citizens through ever-shifting roles, contexts, and values. • Collaborate, communicate, and learn with individuals from other cultures to better understand self, others, and the world around them. 	
Understandings	Essential Questions
Students will understand that. . .	Students will keep considering. . .
1. People create culture and culture influences people.	<ul style="list-style-type: none"> • What is culture? • What cultures do I belong to? • How does culture shape people’s beliefs, behaviors, and interactions?
2. Culture can unite or divide people.	<ul style="list-style-type: none"> • What are the benefits and challenges of diversity?
3. Culture is not static; we shape culture and culture shapes us.	<ul style="list-style-type: none"> • How, when, and why does culture shift? • How does culture shape people’s beliefs, behaviors, and interactions?
4. All cultures have similarities and differences; understanding our own culture helps us understand others.	<ul style="list-style-type: none"> • How can I better understand myself and others?
5. An individual’s worldview is just one of many; we may need to adjust our attitudes and actions in order to understand others and have successful interactions with them.	<ul style="list-style-type: none"> • How is my worldview shaped by beliefs, values, and experiences? • How and when might I need to adjust my actions in order to interact more successfully with others? • How can I better understand myself and others?
6. Citizenship is contextual; its meaning may change based on our identity, values, and experiences.	<ul style="list-style-type: none"> • What does it mean to be a responsible and productive citizen (e.g., of a community, state, nation, the world)?

7. Our role as citizens is shaped by systems within our local, regional, national, and global community.	<ul style="list-style-type: none"> • What does it mean to be a responsible and productive citizen (e.g., of a community, state, nation, the world)?
8. Citizenship is active and complex; with citizenship come demands, roles, rights, and responsibilities.	<ul style="list-style-type: none"> • What does it mean to be a responsible and productive citizen (e.g., of a community, state, nation, the world)?
9. Citizens have the power to effect change through individual or collective action.	<ul style="list-style-type: none"> • How can I/we make a difference?

Self-Regulation and Reflection Transfer Goals and UEQs

Transfer Goals	
<p>Students will be able to independently use their learning to . . .</p> <ul style="list-style-type: none"> • Improve performance and persevere through challenges by applying deliberate effort, appropriate strategies, and flexible thinking. 	
Understandings	Essential Questions
Students will understand that. . .	Students will keep considering. . .
1. Effective learners set goals, regularly monitor their thinking, seek feedback, self-assess, and make needed adjustments.	<ul style="list-style-type: none"> • How am I doing? How do I know? What are my next steps? • What is the most effective way to monitor my progress? • How do I know which feedback will help me improve my work? • How can I get useful feedback? • How do I prioritize my work? • How can I maintain focus on areas of influence rather than on factors I cannot influence?
2. We can always improve our performance through deliberate effort and use of strategies.	<ul style="list-style-type: none"> • How can I keep getting better at citizenship?
3. Effective learners are flexible and persevere when they encounter challenges.	<ul style="list-style-type: none"> • What do I do when I get stuck? • How does my mindset affect my performance?

The deep learning proficiencies (5c+ 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, which are 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 toward 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. Descriptions at the Novice level also include likely misconceptions that the student might exhibit.

The descriptive rubrics are designed to illustrate students' depth of knowledge/skill at various levels in order to facilitate the instructional and assessment process for all learners. At some performance levels, the indicators may remain the same, but the material under study is more or less complex depending on the grade level band (for example: the complexity of the material at grades 6-8 differs from that of grades 3-5 or 9-12).

The following descriptions explain the four levels on the rubric:

- Score 1.0 (Novice): Describes student performance that demonstrates readiness skills and/or misconceptions and requires significant support.
- Score 2.0 (Basic): Describes student performance that is below proficient, but that demonstrates mastery of basic skills/knowledge, such as terms and details, definitions, basic inferences, and processes.
- 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 image below represents the ideal learning zone for students as 2.5 – 3.5.



Glossary

Civic Engagement: Knowing 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.

Culture: The knowledge, beliefs, norms, and values 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.

Worldview: Cognitive and affective lens through which people interpret their experiences and make sense of the world around them.

Sources

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

- Catalina Foothills School District. (2011, 2014, 2016, 2018). Rubrics for 21st century skills and rubrics for deep learning proficiencies. Tucson, Arizona.
- EdLeader21 (2013). 4Cs rubrics. Tucson, Arizona. [Adaptations from 4Cs Rubrics]
- McTighe, J., & Wiggins, G. P. (2013). Essential questions: Opening doors to student understanding. Alexandria, Virginia: ASCD.
- P21: Partnership for 21st Century Learning (2014). Reimagining citizenship for the 21st century: A call to action for educators and policymakers.
- 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]
- Wiggins, G.P. & McTighe, J. (2011). The understanding by design guide to creating high-quality units. Alexandria, Virginia: ASCD.

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:
UNDERSTANDING CULTURE	<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: Compares cultural practices (<i>for example: celebrations, greetings, dining habits</i>) and products (<i>for example: foods, utensils, clothing</i>) of own and other cultures or communities.</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: Explains how one’s culture has shaped own thoughts, behaviors, and worldview (<i>for example: links cultural beliefs, values, or sensibilities to specific behaviors or patterns of thinking</i>).</p> <p>Understanding Others: 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>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>Self-Awareness: Evaluates potential benefits and limitations to own worldview and cultural attitudes, beliefs, and values.</p> <p>Understanding Others: Explains key perspectives of another culture in relation to its 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: not eating a snack in front of a Muslim classmate during Ramadan because mealtimes are restricted</i>).</p> <p>Curiosity: Seeks out and articulates answers to open-ended questions about own and other cultures (<i>for example: “Why do many resource-rich countries face such extreme poverty?”</i>) using a variety of sources (<i>for example: primary / secondary, print / electronic, multimedia</i>).</p>	<p>Self-Awareness: Adjust own attitudes, beliefs, and values by interacting with and/or learning about diverse cultures or communities (<i>for example: reevaluates own attitudes about the contemporary political situation in Cuba after viewing a documentary about the Cuban revolution</i>).</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</i></p>

	See possible student misconceptions following the rubric.	Seeks out and articulates answers to questions using credible sources.		<p><i>incorporating multiple perspectives).</i></p> <p>Curiosity: Synthesize evidence from a variety of perspectives (<i>for example: social, political, philosophical, technological, economic, religious perspectives; sources from different countries / regions</i>) to construct coherent responses to culturally significant research questions.</p>
SYSTEMS AND SELF IN SOCIETY	<p>Definition: Identifies civic values within own culture (<i>for example: equality under the law</i>).</p> <p>Systems: Identifies roles within local, regional, national, and/or global civic systems (<i>for example: mayor, prime minister, principal</i>).</p> <p>Identifies roles that local, regional, national, and global institutions play in addressing global issues (<i>for example: Explains that the World Health Organization led an initiative to eradicate childhood diseases</i>).</p> <p>Rights and Responsibilities: Lists rights and/or responsibilities of a citizen at the local, regional, national, and/or global levels.</p> <p>Engagement: Identifies ways that an individual’s personal</p>	<p>Definition: Describes the historical development of civic values within own and other cultures.</p> <p>Systems: Describes local, regional, national, and/or global civic systems and structures that influence individual or group behavior (<i>for example: traffic laws, voting, dress code</i>).</p> <p>Describes how local, regional, national, and/or global institutions address(ed) a historical or contemporary global issue.</p> <p>Rights and Responsibilities: Explains the difference between local, regional, national, and/or global civic rights and responsibilities (<i>for example: the difference between the right to free speech and the responsibility</i></p>	<p>Definition: Analyzes the meaning of citizenship by considering the roles and perspectives of various stakeholders or interest groups.</p> <p>Systems: Analyzes how systems and structures influence individual or group behavior within the local, regional, national, and/or global community (<i>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”]</i>).</p> <p>Analyzes major elements of economic, social, environmental, or political global issues and the impact of local, regional, national, and global institutions’ actions (<i>for example: compares the relationship between water</i></p>	<p>Definition: Analyze how context (<i>for example: historical, ethical, cultural, social, political</i>) impacts the shifting meaning of citizenship at the local, regional, national, and/or global level.</p> <p>Explain how differences in understandings about the meaning of citizenship impact our interactions with others.</p> <p>Systems: Evaluate local, regional, national, and/or global systems and structures.</p> <p>Describe the extent to which systems and structures align with stated or implied values within the local, regional, national, and/or global community.</p> <p>Rights and Responsibilities: Analyze the boundaries between rights and responsibilities in</p>

	<p>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, national, and/or global civic need or problem.</p> <p>See possible student misconceptions following the rubric.</p>	<p><i>to avoid speech that incites violence).</i></p> <p>Engagement: 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>Outlines a plan of action to address a local, regional, national, and/or global civic need or problem.</p>	<p><i>usage in Arizona and the resulting effects on the environment / economy and assesses the efficacy of the AZ 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, national, and/or global civic issues (for example: the effect of casting an uninformed vote).</p> <p>Engagement: Analyzes the regional/national/global impact of own and others’ specific local/regional/national/global actions (for example: explains the ways in which the local, regional, national, and global economy and environment are impacted by the use of toxic pesticides).</p> <p>Creates a plan of action to address the complexity of a local, regional, national, and/or global civic need or problem, taking into consideration factors such as ethical implications, financial constraints, timeliness, and competing interests.</p>	<p>complex or ambiguous local, regional, national, and/or global civic issues or situations (for example: civil disobedience, religious freedoms, global human rights).</p> <p>Engagement: Revise a civic plan of action based on feedback, experience, or further research, incorporating perspectives of multiple stakeholder groups.</p>
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<p>SELF-REGULATION AND REFLECTION</p>	<p>Reflection: Identifies strengths and weaknesses in own civic action and understanding of culture and civic systems.</p> <p>Planning: Sets personal goals for civic action or cultural understanding at the local, regional, national, 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>See possible student misconceptions following the rubric.</p>	<p>Reflection: Assesses own knowledge, attitudes, skills, and behaviors with respect to civic systems, civic action, and/or cultural understanding.</p> <p>Planning: Sets goals for citizenship based on feedback and/or established criteria.</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>Reflection: Accurately reflects on the quality of own civic engagement and cultural understanding; uses reflection and/or feedback to refine thinking and improve understanding.</p> <p>Questions and critiques own knowledge, attitudes, skills, and behaviors with respect to civic systems, civic action, and/or cultural understanding.</p> <p>Describes the learning that resulted from civic and/or cultural engagement.</p> <p>Planning: Seeks out, selects, and uses resources and strategies to achieve goals for improving the civic action or cultural understanding at the local, regional, national, 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>Reflection: Analyze patterns and trends in own knowledge, attitudes, skills, and behaviors.</p> <p>Evaluate civic and/or cultural engagement throughout the process.</p> <p>Seek out and act on feedback from peers, teacher, and experts to improve.</p> <p>Planning: Analyze patterns and prior interactions to set new goals for citizenship; revise goals in response to ongoing reflection.</p> <p>Mindset: Proactively improve own areas of weakness by employing effective strategies to increase growth mindset (<i>for example: perseverance, taking risks, effective decision-making, actively seeking others’ feedback, deliberate practice, finding and using external resources [skilled peers, other adult experts] to enrich and extend learning</i>).</p>
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Possible Misconceptions: 9-12 Citizenship

The following chart lists possible misconceptions about **Citizenship**. Understanding student misconceptions can help teachers develop lessons that proactively address these barriers to deep learning and transfer.

<i>Students might exhibit the following misconception, belief, or perception that...</i>		
Understanding Culture	Self-Awareness	<ul style="list-style-type: none"> • Everyone belongs to the same culture. • My own culture is inherently better than other cultures (for example: communicates that “our way is the right way” or states that that one belief system is better than another). • The purpose of comparing cultural attitudes, beliefs, and values is to determine which culture is best. • Others should adjust to my way of thinking and being. • Cultural attitudes, beliefs, and values change easily. • I will dishonor or disrespect my own culture if I interact in ways that are appropriate in different cultural contexts. • In order to interact effectively in diverse cultural contexts, I must give up my own cultural values and beliefs.
	Understanding Others	<ul style="list-style-type: none"> • Different worldviews can be understood by a superficial examination of cultural products and practices. • I can understand other cultures by examining them through my own worldview. • Stereotypes are true. • Diverse perspectives can only lead to negative outcomes; cultural uniformity is preferable to cultural diversity.
	Curiosity	<ul style="list-style-type: none"> • The sole purpose of comparing cultures is to highlight differences or perceived idiosyncrasies. • Sources from diverse cultural contexts present the same information about an issue or event in the same ways.

Possible Misconceptions: 9-12 Citizenship

The following chart lists possible misconceptions about **Citizenship**. Understanding student misconceptions can help teachers develop lessons that proactively address these barriers to deep learning and transfer.

<i>Students might exhibit the following misconception, belief, or perception that...</i>		
Systems and Self in Society	Definition	<ul style="list-style-type: none"> • The meaning of citizenship has remained the same over time. • Civic values never change. • Civic values are the same across diverse contexts.
	Systems	<ul style="list-style-type: none"> • Local systems can't have an impact on change at the national or global levels. • Systems are disconnected from the values of a community. • I am an individual in control of my own thoughts and actions; my beliefs and behavior are not influenced by systems and structures.
	Rights and Responsibilities	<ul style="list-style-type: none"> • My individual rights and responsibilities don't matter (for example: "What difference will one vote make?"). • Rights are always guaranteed. • All members of the same society have the same rights.
	Engagement	<ul style="list-style-type: none"> • Engagement doesn't matter (for example: "I'm just one person. What can I do? Someone else will fix the problem."). • Contributing money solves all problems. • All problems have the same impact so it doesn't matter how or when I choose to engage. • Engagement always results in desired outcomes. • If I show up, I am engaged. • The purpose of engagement is to make myself feel good or to build my resume.

Possible Misconceptions: 9-12 Self-Regulation and Reflection

The following chart lists possible misconceptions about **Self-Regulation and Reflection**. Understanding student misconceptions can help teachers develop lessons that proactively address these barriers to deep learning and transfer.

<i>Students might exhibit the following misconception, belief, or perception that...</i>		
Self-Regulation and Reflection	Reflection	<ul style="list-style-type: none"> • Reflection is all about what I think; other people’s perspectives don’t matter. • Only the teacher’s perspective matters when it comes to identifying strengths and weaknesses. • I don’t have any weaknesses. • I don’t have any strengths. • All weaknesses affect my performance in the same way. • Reflection is a waste of time; I don’t need to reflect to improve.
	Planning	<ul style="list-style-type: none"> • A goal is the same thing as a plan. • Any goal is a worthy goal. • Short-term goals aren’t important. • I don’t need a plan; if I set a goal, I will achieve it. • I should set goals in areas where I am already successful. • I should set the same goal over and over. • Someone else will give me resources and ideas about how to improve.
	Mindset	<ul style="list-style-type: none"> • Good citizenship is a talent and not a skill; I am as good at it as I’ll ever be. • If I’m really good at something, I won’t encounter any challenges. • If I experience a setback, I’ve failed. • Others’ feedback can’t help me. • Mistakes are bad; smart people don’t make mistakes. • The safe route leads to guaranteed success.