Rising Tide Charter Public School
Schoolwide Objectives and Benchmark Skills
Communicator

Receptive Skills
Skills related to observation, discrimination, and comprehension

An individual with receptive skills:
1. Attends
2. Uses available senses: sees, hears, touches, tastes, smells
3. Surveys
4. Notices details
5. Identifies
6. Sorts
7. Determines relevant information
8. Decodes
9. Perceives the intended meaning of the expression of others
10. Remembers

Expressive Skills
Skills related to organization, construction, and articulation

An individual with expressive skills:
1. Organizes ideas
2. Develops purpose
3. Selects and employs mode of communication
4. Considers audience and circumstance
5. Selects and employs tools and techniques
6. Selects and employs format and structure
7. Attends to the use of standard expectations and conventions
8. Selects and employs basic units of expression
9. Arranges parts and/or elements of expression
10. Follows logical sequence
11. Maintains clarity
12. Maintains focus
13. Demonstrates fluency
14. Adapts for change in audience and/or circumstance
15. Conveys intended meaning
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**Investigator**

**Inquiry Skills**
Skills related to curiosity, critical thinking, and meaning making

An individual with inquiry skills:
1. Wonders
2. Examines
3. Questions
4. Prioritizes questions
5. Identifies prior knowledge and experience
6. Connects prior knowledge and experience
7. Conjectures
8. Identifies sources
9. Evaluates sources
10. Gathers data
11. Analyzes data
12. Connects data
13. Synthesizes data
14. Builds evidence
15. Develops a claim
16. Evaluates claim using new data
17. Amends claim, as needed
18. Generates new questions

**Innovation Skills**
Skills related to creativity and problem-solving

An individual with innovation skills:
1. Plays
2. Imagines
3. Challenges assumptions
4. Takes reasoned risks
5. Identifies problems
6. Applies prior skills, knowledge, and understandings
7. Transfers prior skills, knowledge, and understandings
8. Contextualizes problems
9. Frames problems from different angles
10. Creates a vision
11. Strategizes approaches
12. Experiments
13. Designs solutions
14. Makes representations
15. Incorporates personal voice and style
16. Invents
Self-Directed Learner

Self-Awareness Skills
Skills related to mindfulness, reflection, and self-management

An individual with self-awareness skills:
1. Recognizes own body and movement
2. Recognizes own feelings, interests, curiosity, motivation, and effort
3. Analyzes causes of own feelings, interests, curiosity, motivation, and effort
4. Manages feelings, interests, curiosity, and motivation
5. Recognizes own strengths and successes
6. Analyzes the circumstances, beliefs, and practices that enabled strengths and successes to develop
7. Leverages strengths and successes
8. Recognizes own challenges and acknowledges mistakes
9. Analyzes the circumstances, beliefs, and practices that led to challenges and mistakes
10. Identifies areas for own growth
11. Identifies own need for guidance, support, or collaboration
12. Monitors own progress
13. Evaluates own products
14. Analyzes own processes
15. Recognizes own personal bias
16. Recognizes own place in a community
17. Recognizes own behavior and how it relates to a community’s established norms

Skills in Taking Responsibility
Skills related to organization, time-management, growth, self-advocacy, commitment, and perseverance

An individual with skills in taking responsibility:
1. Engages
2. Prepares
3. Seeks to understand assigned expectations
4. Clarifies and fulfills assigned expectations
5. Sets goals for self based on assigned expectations and self-identified areas for growth
6. Identifies or develops and clarifies a process for achieving goals
7. Follows and evaluates a process for achieving goals
8. Identifies need for, creates, and uses systems of organization of materials and time
9. Prioritizes tasks that best achieve goals
10. Initiates, works through, and completes tasks
11. Follows up on any missed or incomplete tasks
12. Manages own time
13. Challenges oneself
14. Puts forth effort even when faced with challenges
15. Seeks and uses available resources and supports
16. Incorporates feedback
17. Revises, practices, and refines work
18. Assumes ownership of ideas, words, and actions
19. Advocates for own ideas
20. Credits the work of others when it is incorporated into own work
21. Adapts based on past experiences, including successes, challenges, and mistakes
Community Steward

Skills in Awareness of Others
Skills related to consideration, professionalism, empathy, and taking different perspectives

An individual with skills in awareness of others:
1. Demonstrates respect, patience, and open-mindedness toward individuals and groups
2. Demonstrates respect toward others' personal space, our shared spaces, and our environment
3. Seeks to understand a community's established norms
4. Recognizes others' differences, including strengths and challenges
5. Recognizes others' perspectives, feelings, and needs
6. Observes others' non-verbal communication
7. Listens to others
8. Relates to the experiences of others through remembering how one felt or imagining how one might feel in similar situations
9. Clarifies others' perspectives, feelings, and needs
10. Looks at events, experiences, and objects from diverse points of view
11. Recognizes own impact on others
12. Makes amends for own mistakes
13. Makes connections to the experiences, perspectives, and feelings of others

Collaboration Skills
Skills related to leadership, cooperation, flexibility, compromise, and advocacy

An individual with collaboration skills:
1. Seeks to understand and achieve the goals and scope of the collaboration
2. Supports others to understand and achieve the goals and scope of the collaboration
3. Identifies or develops and clarifies a process for achieving the goals of the collaboration
4. Follows and evaluates a process for achieving the goals of the collaboration
5. Manages time with others
6. Participates in a variety of roles in the collaboration
7. Takes on the appropriate amount of responsibility for one's role
8. Asks that others take on the appropriate amount of responsibility for their roles
9. Demands evidence-based contributions
10. Seeks out contributions from others based on diverse perspectives, experiences, and ideas
11. Considers and responds to the contributions of others
12. Seeks and analyzes feedback to own contributions
13. Advocates for the contributions that best achieve the goals of the collaboration
14. Incorporates contributions that best achieve the goals of the collaboration
15. Relinquishes contributions that do not best achieve the goals of the collaboration
16. Prioritizes goals of the collaboration
17. Motivates and inspires others
18. Supports others through words and actions
19. Encourages others to support one another
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REFERENCES

Association for Middle Level Education (National Middle School Association). This We Believe. Waterville, OH: AMLE, 2010.


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