

While it may be possible to demonstrate proficiency in the transferable skills absent content, it is more effective and relevant to assess these skills in the context of standards from the content areas. Therefore, this framework for the development of graduation proficiencies is organized using the transferable skills as the overarching context, and in alignment with the content-based graduation proficiencies. We believe that each transferable skill will be reflected across multiple content areas. The transferable skills will not be distinguished based on grade level as we believe such distinctions more appropriately arise from the content continuum.

GRADUATION PROFICIENCY	PERFORMANCE INDICATORS
1. Clear and Effective Communication	<ul style="list-style-type: none"> a. Demonstrate organized and purposeful communication. b. Use evidence and logic appropriately in communication. c. Integrate information gathered from active speaking and listening. d. Adjust communication based on the audience, context, and purpose. e. Demonstrate effective, expressive, and receptive communication, including oral, written, multi-media, and performance. f. Use technology to further enhance and disseminate communication. g. Collaborate effectively and respectfully.
2. Self-Direction	<ul style="list-style-type: none"> a. Identify, manage, and assess new opportunities related to learning goals. b. Integrate knowledge from a variety of sources to set goals and make informed decisions. c. Apply knowledge in familiar and new contexts. d. Demonstrate initiative and responsibility for learning. e. Demonstrate flexibility, including the ability to learn, unlearn, and relearn. f. Analyze the accuracy, bias, and usefulness of information. g. Collaborate as needed to advance learning. h. Persevere in challenging situations. i. Use technology and digital media strategically and capably.
3. Creative and Practical Problem Solving	<ul style="list-style-type: none"> a. Observe and evaluate situations in order to define problems. b. Frame questions, make predictions, and design data collection and analysis strategies. c. Identify patterns, trends, and relationships that apply to solutions.

GRADUATION PROFICIENCY	PERFORMANCE INDICATORS
	<ul style="list-style-type: none"> d. Analyze, evaluate, and synthesize evidence, arguments, claims, and beliefs. e. Generate a variety of solutions, use evidence to build a case for best responses, critically evaluate the effectiveness of responses, and repeat the process to generate alternate solutions. f. Identify opportunities for innovation and collaboration. g. Use a range of tools, including technology, to solve problems. h. Persist in solving challenging problems and learn from failure.
4. Responsible and Involved Citizenship	<ul style="list-style-type: none"> a. Participate in and contribute to the enhancement of community life. b. Take responsibility for personal decisions and actions. c. Demonstrate ethical behavior and the moral courage to sustain it. d. Respect diversity and differing points of view. e. Demonstrate a commitment to personal and community health and wellness. f. Practice responsible digital citizenship.
5. Informed and Integrative Thinking	<ul style="list-style-type: none"> a. Apply knowledge from various disciplines and contexts to real life situations. b. Analyze, evaluate, and synthesize information from multiple sources to build on knowledge. c. Apply systems thinking to understand the interaction and influence of related parts on each other, and on outcomes. d. Use evidence and reasoning to justify claims. e. Develop and use models to explain phenomena. f. Use technology to support and enhance the critical thinking process.

Collaboration, Innovation, Inquiry and **Use of Technology** are EQS-required Transferable Skills that are woven throughout the Performance Indicators in this document. Using this model, students would have opportunities to demonstrate acquisition of those skills as a part of attaining their Transferable Skills Graduation Proficiencies.