

# Do You Want This To Be Said of Your Child/Students?

**They demonstrate independence. YES/NO?**

## They:

### Can without significant scaffolding, comprehend and evaluate complex texts across a range of types and disciplines

* Can construct effective arguments and convey intricate or multifaceted information
* Are able independently to discern a speaker’s key points, request clarification, and ask relevant questions
* Can build on others’ ideas, articulate their own ideas, and confirm they have been understood
* Can without prompting, demonstrate command of Standard English and acquire and use a wide‐ranging vocabulary
* Can demonstrate self‐directedness, effectively seeking out and using resources to assist them, including teachers, peers, and print and digital reference materials.

**They build strong content knowledge. YES/NO?**

They:

* Can establish a base of knowledge across a wide range of subject matter by engaging with works of quality and substance
* Are proficient in new areas through research and study
* Read purposefully and listen attentively to gain both general knowledge and discipline‐specific expertise
* Refine and share their knowledge through writing and speaking.

**They respond to the varying demands of audience, task, purpose, and discipline. YES/NO?**

They:

* Adapt their communication in relation to audience, task, purpose, and discipline
* Set and adjust purpose for reading, writing, speaking, listening, and language use as warranted by the task
* Appreciate nuances, such as how the composition of an audience should affect tone when speaking and how the connotations of words affect meaning
* Know that different disciplines call for different types of evidence (e.g., documentary evidence in history, experimental evidence in science).

**They comprehend as well as critique; engaged and open‐minded—but discerning—readers and listeners. YES/NO?**

### They:

* Work diligently to understand precisely what an author or speaker is saying, but they also question an author’s or speaker’s assumptions and premises and assess the veracity of claims and the soundness of reasoning
* Value evidence
* Cite specific evidence when offering an oral or written interpretation of a text
* Use relevant evidence when supporting their own points in writing and speaking, making their reasoning clear to the reader or listener, and they constructively evaluate others’ use of evidence

**They use technology and digital media strategically and capably. YES/NO?**

They:

* Employ technology thoughtfully to enhance their reading, writing, speaking, listening, and language use
* Tailor their searches online to acquire useful information efficiently, and they integrate what they learn using technology with what they learn offline
* Are familiar with the strengths and limitations of various technological tools and mediums and can select and use those best suited to their communication goals

**They come to understand other perspectives and cultures. YES/NO?**

They:

* Appreciate that the twenty‐first‐century classroom and workplace are settings in which people from often widely divergent cultures and who represent diverse experiences and perspectives must learn and work together
* Actively seek to understand other perspectives and cultures through reading and listening, and they are able to communicate effectively with people of varied backgrounds
* Evaluate other points of view critically and constructively. [Through reading great classic and contemporary works of literature representative of a variety of periods, cultures, and worldviews, students can vicariously inhabit worlds and have experiences much different than their own.”]

**THE IOWA COMMON CORE, *NOT* ABOUT OUR CHILDREN BEING TEST READY, BUT RATHER ABOUT THEM BEING READY FOR THEIR WORLD!**