



# AASL Standards Framework for Learners

SHARED FOUNDATIONS AND KEY COMMITMENTS						
DOMAINS AND COMPETENCIES	I. INQUIRE	II. INCLUDE	III. COLLABORATE	IV. CURATE	V. EXPLORE	VI. ENGAGE
<b>A. THINK</b>	<p>Build new knowledge by inquiring, thinking critically, identifying problems, and developing strategies for solving problems.</p> <p><b>Learners display curiosity and initiative by:</b></p> <ol style="list-style-type: none"> <li>Formulating questions about a personal interest or a curricular topic.</li> <li>Recalling prior and background knowledge as context for new meaning.</li> </ol>	<p>Demonstrate an understanding of and commitment to inclusiveness and respect for diversity in the learning community.</p> <p><b>Learners contribute a balanced perspective when participating in a learning community by:</b></p> <ol style="list-style-type: none"> <li>Articulating an awareness of the contributions of a range of learners.</li> <li>Adopting a discerning stance toward points of view and opinions expressed in information resources and learning products.</li> <li>Describing their understanding of cultural relevancy and placement within the global learning community.</li> </ol>	<p>Work effectively with others to broaden perspectives and work toward common goals.</p> <p><b>Learners identify collaborative opportunities by:</b></p> <ol style="list-style-type: none"> <li>Demonstrating their desire to broaden and deepen understandings.</li> <li>Developing new understandings through engagement in a learning group.</li> <li>Deciding to solve problems informed by group interaction.</li> </ol>	<p>Make meaning for oneself and others by collecting, organizing, and sharing resources of personal relevance.</p> <p><b>Learners act on an information need by:</b></p> <ol style="list-style-type: none"> <li>Determining the need to gather information.</li> <li>Identifying possible sources of information.</li> <li>Making critical choices about information sources to use.</li> </ol>	<p>Discover and innovate in a growth mindset developed through experience and reflection.</p> <p><b>Learners develop and satisfy personal curiosity by:</b></p> <ol style="list-style-type: none"> <li>Reading widely and deeply in multiple formats and write and create for a variety of purposes.</li> <li>Reflecting and questioning assumptions and possible misconceptions.</li> <li>Engaging in inquiry-based processes for personal growth.</li> </ol>	<p>Demonstrate safe, legal, and ethical creating and sharing of knowledge products independently while engaging in a community of practice and an interconnected world.</p> <p><b>Learners follow ethical and legal guidelines for gathering and using information by:</b></p> <ol style="list-style-type: none"> <li>Responsibly applying information, technology, and media to learning.</li> <li>Understanding the ethical use of information, technology, and media.</li> <li>Evaluating information for accuracy, validity, social and cultural context, and appropriateness for need.</li> </ol>
<b>B. CREATE</b>	<p><b>Learners engage with new knowledge by following a process that includes:</b></p> <ol style="list-style-type: none"> <li>Using evidence to investigate questions.</li> <li>Devising and implementing a plan to fill knowledge gaps.</li> <li>Generating products that illustrate learning.</li> </ol>	<p><b>Learners adjust their awareness of the global learning community by:</b></p> <ol style="list-style-type: none"> <li>Interacting with learners who reflect a range of perspectives.</li> <li>Evaluating a variety of perspectives during learning activities.</li> <li>Representing diverse perspectives during learning activities.</li> </ol>	<p><b>Learners participate in personal, social, and intellectual networks by:</b></p> <ol style="list-style-type: none"> <li>Using a variety of communication tools and resources.</li> <li>Establishing connections with other learners to build on their own prior knowledge and create new knowledge</li> </ol>	<p><b>Learners gather information appropriate to the task by:</b></p> <ol style="list-style-type: none"> <li>Seeking a variety of sources.</li> <li>Collecting information representing diverse perspectives.</li> <li>Systematically questioning and assessing the validity and accuracy of information.</li> <li>Organizing information by priority, topic, or other systematic scheme.</li> </ol>	<p><b>Learners construct new knowledge by:</b></p> <ol style="list-style-type: none"> <li>Problem solving through cycles of design, implementation, and reflection.</li> <li>Persisting through self-directed pursuits by tinkering and making.</li> </ol>	<p><b>Learners use valid information and reasoned conclusions to make ethical decisions in the creation of knowledge by:</b></p> <ol style="list-style-type: none"> <li>Ethically using and reproducing others' work.</li> <li>Acknowledging authorship and demonstrating respect for the intellectual property of others.</li> <li>Including elements in personal-knowledge products that allow others to credit content appropriately.</li> </ol>
<b>C. SHARE</b>	<p><b>Learners adapt, communicate, and exchange learning products with others in a cycle that includes:</b></p> <ol style="list-style-type: none"> <li>Interacting with content presented by others.</li> <li>Providing constructive feedback.</li> <li>Acting on feedback to improve.</li> <li>Sharing products with an authentic audience.</li> </ol>	<p><b>Learners exhibit empathy with and tolerance for diverse ideas by:</b></p> <ol style="list-style-type: none"> <li>Engaging in informed conversation and active debate.</li> <li>Contributing to discussions in which multiple viewpoints on a topic are expressed.</li> </ol>	<p><b>Learners work productively with others to solve problems by:</b></p> <ol style="list-style-type: none"> <li>Soliciting and responding to feedback from others.</li> <li>Involving diverse perspectives in their own inquiry processes.</li> </ol>	<p><b>Learners exchange information resources within and beyond their learning community by:</b></p> <ol style="list-style-type: none"> <li>Accessing and evaluating collaboratively constructed information sites.</li> <li>Contributing to collaboratively constructed information sites by ethically using and reproducing others' work.</li> <li>Joining with others to compare and contrast information derived from collaboratively constructed information sites.</li> </ol>	<p><b>Learners engage with the learning community by:</b></p> <ol style="list-style-type: none"> <li>Expressing curiosity about a topic of personal interest or curricular relevance.</li> <li>Co-constructing innovative means of investigation.</li> <li>Collaboratively identifying innovative solutions to a challenge or problem.</li> </ol>	<p><b>Learners responsibly, ethically, and legally share new information with a global community by:</b></p> <ol style="list-style-type: none"> <li>Sharing information resources in accordance with modification, reuse, and remix policies.</li> <li>Disseminating new knowledge through means appropriate for the intended audience.</li> </ol>
<b>D. GROW</b>	<p><b>Learners participate in an ongoing inquiry-based process by:</b></p> <ol style="list-style-type: none"> <li>Continually seeking knowledge.</li> <li>Engaging in sustained inquiry.</li> <li>Enacting new understanding through real-world connections.</li> <li>Using reflection to guide informed decisions.</li> </ol>	<p><b>Learners demonstrate empathy and equity in knowledge building within the global learning community by:</b></p> <ol style="list-style-type: none"> <li>Seeking interactions with a range of learners.</li> <li>Demonstrating interest in other perspectives during learning activities.</li> <li>Reflecting on their own place within the global learning community.</li> </ol>	<p><b>Learners actively participate with others in learning situations by:</b></p> <ol style="list-style-type: none"> <li>Actively contributing to group discussions.</li> <li>Recognizing learning as a social responsibility.</li> </ol>	<p><b>Learners select and organize information for a variety of audiences by:</b></p> <ol style="list-style-type: none"> <li>Performing ongoing analysis of and reflection on the quality, usefulness, and accuracy of curated resources.</li> <li>Integrating and depicting in a conceptual knowledge network their understanding gained from resources.</li> <li>Openly communicating curation processes for others to use, interpret, and validate.</li> </ol>	<p><b>Learners develop through experience and reflection by:</b></p> <ol style="list-style-type: none"> <li>Iteratively responding to challenges.</li> <li>Recognizing capabilities and skills that can be developed, improved, and expanded.</li> <li>Open-mindedly accepting feedback for positive and constructive growth.</li> </ol>	<p><b>Learners engage with information to extend personal learning by:</b></p> <ol style="list-style-type: none"> <li>Personalizing their use of information and information technologies.</li> <li>Reflecting on the process of ethical generation of knowledge.</li> <li>Inspiring others to engage in safe, responsible, ethical, and legal information behaviors.</li> </ol>