New Haven School Change
NEW HAVEN PUBLIC SCHOOLS

Problem Solving and Critical Thinking:

Students can apply processes to define, evaluate and solve complex problems.				
Indicator	Exemplary	Competent	Emerging	Novice
PS&CT 1. Observe and evaluate situations in order to define problems and select strategies or approaches.	I can ● analyze situations to define complex problems ● determine the relevance and importance of elements that define a problem and limit the solutions. ● choose strategies or approaches that address the problem and constraints.	I can ● summarize observations and information from various sources to describe a problem; ● identify and assess how elements of the situation define the problem and limit solutions. ● choose strategies or approaches that fit the problem.	I can ● make observations about situations ● make connections among observations to identify a possible problem. ● apply strategies or approaches to a potential problem.	I can ● make observations about situations. ● identify possible problems
PS&CT 2. Identify patterns, trends and relationships that apply to solutions.	I can ● identify data crucial to the problem. ● identify patterns and trends in data most relevant to the problem. ● assess impact of patterns and trends on the design of possible solutions.	I can ● identify data relevant to the problem. ● identify patterns and trends in data. ● identify relevant relationships among patterns and trends that apply to solutions.	I can ● identify data related to the problem. ● identify simple patterns and trends in data. ● identify possible connections between patterns, trends and/or solutions.	I can ● select data ● name patterns and trends in data

PS&CT 3. Frame questions, make predictions, and design and use data collection and analysis strategies.	I can ● ask questions that expose the complex nature of the problem and determine what data is needed. ● make predictions considering various aspects of the problem to determine what data is needed. ● design and use a data collection system that leads to reliable results. ● analyze and interpret data and determine what additional data, if any, is needed.	I can ● ask questions to clarify the problem and determine what data is needed. ● make predictions relevant to the problem to determine what data is needed. ● create and use a data collection system to address the identified needs. ● analyze data and determine whether data is sufficient.	I can ● ask questions related to the problem to determine what data is needed. ● make predictions related to the problem to determine what data is needed ● use a data collection system that partially addresses identified needs ● organize data collected	I can ● ask questions related to the problem. ● Identify components related to the problem. ● gather data related to the problem
PS&CT 4. Use evidence from various sources, disciplines and/or contexts to make decisions and solve problems.	I can ● synthesize and select most relevant and reliable evidence from multiple and varied sources. ● Integrate evidence and reasoning to make decisions or solve problems.	I can ● select relevant evidence from multiple and varied sources. ● make decisions or solve a problem based on evidence and reasoning	I can ● summarize information from multiple sources. ● make decisions or generate solutions related to the problem.	I can ● identify related information from multiple sources. ● take initial steps related to the problem.
PS&CT 5. Persist in solving challenging problems, adapting strategies and approaches as needed.	I can: ● make multiple attempts, if needed, until a solution is reached. ● choose appropriate strategies to solve a problem.	I can: ● make multiple attempts, if needed, to reach a solution ● apply varied strategies related to solving a problem. ● adjust strategies and approaches in	I can: ● attempt to reach a solution ● apply initial strategies to solving a problem ● use different strategies when original attempts are not effective.	I can: ● identify strategies that could be used to solve a problem. ● identify when strategies are not effective.

	● evaluate and adjust strategies and approaches to make progress toward solving a problem.	response to the problem.		
PS&CT 6. Investigate areas for innovation and creativity, generate options and justify chosen solution	I can: ● create opportunities for new thinking or creative problem-solving, ● generate a range of solutions that incorporate innovation or creativity, ● select and justify chosen solution using evidence from an analysis of the options.	I can: ● investigate and identify various opportunities for new thinking or creative problem-solving, ● generate a range of solutions, ● select and justify chosen solution using evidence from an analysis of the options.	I can: ● investigate and identify an opportunity for new thinking or creative problem-solving, ● generate a potential solution; ● choose and explain the merits of that solution.	I can ● Identify a possible opportunity for innovation or change, ● Identify a potential solution from a list of possibilities, ● choose a potential solution.

Accessing and Analyzing Information

Students can gather, evaluate and synthesize information.				
Indicator	Exemplary	Competent	Emerging	Novice
AAI 1. Use appropriate research tools, including technology and digital media, to access and organize information from multiple sources.	I can ● identify and determine efficient and effective tools to obtain needed information from multiple sources; ● access a comprehensive body of information that fits the intended purpose; ● identify multiple ways of categorizing information and justify the use of one to match the intended purposes.	I can ● identify and choose appropriate tools to obtain needed information from multiple sources; ● access information from multiple sources utilizing those tools; ● organize information obtained into relevant and applicable categories.	I can ● identify a variety of tools that can be applied to gathering information; ● gather information through the use of technology and other tools; ● categorize information gathered.	I can ● search for information using limited techniques ● describe or summarize information from multiple sources.
AAI 2. Analyze the accuracy, bias, and usefulness of information.	I can ● synthesize multiple sources to identify significant similarities and differences. ● analyze the intentional or unintentional influence of	I can ● Compare and contrast multiple sources to identify similarities and differences ● identify and assess the influence of perspectives and	I can ● Identify main ideas in multiple sources, ● identify prominent perspectives and assumptions in sources.	I can ● use predetermined questions to identify key information/main idea, ● use predetermined questions to identify

	perspectives and assumptions in sources ● apply analysis of sources to identify most useful and valid information.	assumptions in multiple sources on interpretation of events ● apply analysis of sources to determine usefulness and validity.	● Categorize sources based on analysis and determine which are useful.	perspective in sources.
AAI 3. Synthesize and analyze information from multiple sources to draw conclusions and/or ask questions.	I can ● consolidate and evaluate information from multiple sources to identify important and relevant relationships. ● draw well-reasoned conclusions and ask relevant questions that identify gaps in the body of information used.	I can ● consolidate and analyze information from multiple sources to identify relationships. ● draw conclusions or ask relevant questions about the information gathered.	I can ● categorize and label information from multiple sources to identify connections ● draw conclusions about the information gathered.	I can ● summarize information from multiple sources. ● ask basic questions about the information gathered.

Clear and Effective Communication

Students can clearly convey meaning and ideas to varied audiences using different modes.				
Indicator	Exemplary	Competent	Emerging	Novice
C&EC 1. Demonstrate organized communication through varied modes (oral, written, visual and/or performance).	I can ● enhance my communication through the sequence and presentation of ideas ● use conventions of different modes of communication (oral, written, visual, and/or performance) intentionally and strategically to express ideas clearly.	I can ● present information and ideas coherently, with logical sequence; ● apply conventions of different modes of communication (oral, written, visual, and/or performance) to express ideas clearly.	I can ● organize information to communicate my ideas and responses; ● use limited conventions of different modes of communication (oral, written, visual, and/or performance) to express ideas.	I can ● repeat information that has been presented to me. ● select a mode of communication (oral, written, visual, and/or performance).
C&EC 2. Collect, analyze and respond to information gathered from active listening.	I can ● synthesize and evaluate information gathered through active listening (including during discussions, presentations, videos, etc.) and determine reliability;	I can ● consolidate and analyze information gathered through active listening (including during discussions, presentations, videos, etc.) and determine relevance;	I can ● gather information through active listening (including during discussions, presentations, videos, etc.) and determine main ideas and patterns;	I can ● participate as a listener to a variety of discussions, presentations, videos, etc.; ● identify information gathered through active listening.

	● evaluate information, considering context and type of presentation; ● Integrate information gathered through active listening to draw conclusions and and justify a reasonable response.	● interpret information, considering context and type of presentation; ● draw conclusions about information gathered through active listening and create a relevant response.	● organize information gathered; ● identify themes and patterns in information gathered through active listening and create a partial response.	
C&EC 3. Use evidence and logic purposefully in communication.	I can ● incorporate the most relevant and effective evidence to justify my purpose; ● Use sound reasoning to present ideas and address counterarguments to achieve my purpose.	I can ● incorporate evidence that enhances purposeful communication; ● Use sound reasoning to present ideas to achieve my purpose.	I can ● select evidence that connects to my purpose; ● organize and present ideas based on purpose.	I can ● identify evidence that could relate to my purpose; ● Share ideas that relate to my purpose.
C&EC 4. Select and use communication strategies (including technology and digital media) appropriate to the audience, context, and purpose.	I can ● select and use a strategic method of communication (e.g., written, oral, visual, graphic, audio, and/or interactive) that effectively addresses the audience, context and purpose; ● integrate conventions and select effective communication tools to best address intended audience, context and purpose.	I can ● select and use a method of communication (e.g., written, oral, visual, graphic, audio, and/or interactive) that fits the audience, context and purpose; ● use conventions and tools of selected communication method effectively for intended audience, context and purpose.	I can ● select and use a method of communication (e.g., written, oral, visual, graphic, audio, and/or interactive) to present ideas; ● use communication tools to attempt to address needs of audience, context and purpose.	I can ● use a method of communication (e.g., written, oral, visual, graphic, audio, and/or interactive) to present ideas; ● identify audience and purpose of communication.

C&EC 5. Select and use communication strategies and interpersonal skills to collaborate with others.	I can ● strategically select and use methods of speaking, listening and responding that enhance productivity and respect in collaboration.	I can ● select and use methods of speaking, listening and responding that promote productive and respectful collaboration.	I can ● use varied methods of speaking, listening and responding in an attempt to collaborate productively and respectfully.	I can ● identify ways of speaking, listening and responding and how they might impact others in a group.

Initiative, Self-Direction and Accountability

Students can set goals, reflect on their learning, and produce quality results.				
Indicator	Exemplary	Competent	Emerging	Novice
ISDA 1. Apply knowledge to set goals, make decisions and assess new opportunities.	I can ● evaluate and integrate relevant information to set strategic goals; ● integrate information from diverse sources to make effective progress toward goals; ● create, evaluate and select opportunities to make effective progress toward goals.	I can ● gather and apply information from diverse sources to set goals; ● use information to make informed decisions that result in progress toward my goals; ● identify and evaluate new opportunities in relation to my goals.	I can ● gather information from multiple sources to set goals; ● use information to make decisions related to goals; ● identify new opportunities that connect to goals.	I can ● set goals; ● make decisions that relate to goals; ● identify possible opportunities.
ISDA 2. Demonstrate flexibility, including the ability to incorporate new ideas and information to adjust goals and actions.	I can ● revise and strategically adjust my goals by seeking out, analyzing and incorporating new information and perspectives; ● assess progress toward goals, identifying relevant	I can ● revise and adjust my goals by reflecting on and incorporating new information and perspectives; ● monitor my progress toward goals and adjust my approach	I can ● examine my goals by considering new information and perspectives; ● reflect on my progress toward goals.	I can ● identify new information and perspectives that relate to my goals; ● monitor progress in relation to goals.

	information and feedback to design new and/or improved approaches.	based on information and feedback.		
ISDA 3. Identify and analyze personal strengths, challenges, and possibilities and apply strategies for improvement.	I can ● assess and evaluate personal strengths and challenges in different areas and settings; ● use observations about strengths and challenges to strategically select effective options; ● select and use strategies that successfully improve performance.	I can ● identify and examine personal strengths and challenges in different areas and settings; ● use observations about strengths and challenges to identify options; ● identify and utilize strategies to overcome challenges, build on strengths, and/or improve performance.	I can ● identify personal strengths and/or challenges in different areas and settings; ● make observations about those strengths or challenges; ● identify ways to utilize strengths or strategies to improve.	I can ● identify possible areas of strength and challenge; ● identify possible effects of strengths and challenges; ● identify possible ways to use strengths.
ISDA 4. Demonstrate initiative and responsibility for learning by applying knowledge and seeking support.	I can ● create and select effective actions to further learning or make progress on a task; ● make effective progress on a task by assessing and selecting strategies to deepen my learning.	I can ● take action to further learning or make progress on a task; ● add to my learning or make progress on a task by applying strategies to find and use supports.	I can ● identify actions that could further learning or result in progress on a task; ● identify strategies to find supports related to my learning or task.	I can ● identify areas of learning or steps related to a task; ● identify the need for support.
ISDA 5. Demonstrate reliability and concern for quality.	I can ● prioritize and take actions to meet deadlines/ commitments or ask for and propose an	I can ● meet deadlines/ commitments or ask for an appropriate adjustment.	I can ● attempt to meet deadlines/ commitments and identify when	I can ● identify my assignments/ commitments and due dates;

	appropriate adjustment; ● produce high quality work through attention to detail and by seeking and addressing feedback.	● produce complete, quality work and address feedback.	adjustments are needed; ● produce work that partially addresses requirements and attempt to address feedback.	● produce work and summarize feedback provided.

Citizenship and Civic Responsibility

Students can contribute positively to their communities and demonstrate respect for differences.				
Indicator	Exemplary	Competent	Emerging	Novice
CCR 1. Demonstrate awareness and consideration for self, others and the larger community.	I can ● recognize and address the patterns and conflicts among perspectives, positions, and values of myself, others, and the larger community. ● anticipate how my words and actions may be interpreted by or impact others ● purposefully select words, actions, mindsets and behaviors to meet the needs of others and myself.	I can ● identify perspectives, positions, and values of myself, others, and the larger community. ● make choices with my words, actions, mindsets and behaviors that strive to address the needs of myself, others and the community.	I can ● identify my own perspectives, positions and values and broadly identify perspectives, positions and values of others. ● recognize and reflect on how my words, actions, attitudes and behaviors impact others and the community.	I can ● identify my own perspectives, positions and values. ● recognize that my words, actions, attitudes and behaviors impact others.
CCR 2. Demonstrate knowledge of and respect for diverse	I can ● evaluate the impact of cultures, perspectives and contributions by	I can ● explain and describe cultures, perspectives and contributions by demographic groups	I can ● Describe cultures, perspectives and contributions by demographic groups	I can ● identify the cultures and perspectives of different demographic groups studied, both

cultures, identities and perspectives.	demographic groups, both historical and contemporary, on society. ● examine issues from various perspectives and distinguish how and when those perspectives influence a position or behavior. ● promote a thoughtful and respectful environment toward differing points of view and/or people in the community.	studied, both historical and contemporary. ● examine issues from various perspectives and identify how those perspectives could influence a position or behavior. ● respond thoughtfully and respectfully, through words and actions, to differing points of view and/or people.	studied, both historical and contemporary. ● exdramine issues from various perspectives to develop a fuller understanding of the issue. ● attempt to respond respectfully to differing points of view and/or people.	historical and contemporary. ● identify different perspectives on an issue. ● identify behaviors that convey respect or disrespect toward differing points of view and/or people.
CCR 3. Make decisions that consider ethical and societal factors and community impact.	I can ● align my decisions with ethical principles by anticipating impact; ● take actions that promote ethical principles and help to resolve conflicts, promote equity and/or solve community problems.	I can ● reflect on the impact and results of my decisions on others; ● choose actions and words that demonstrate consideration of ethical principles and community context.	I can ● recognize the impact that my decisions have on others. ● recognize actions and words that demonstrate consideration of ethical principles and community context.	I can ● identify the impact that a decision has on others. ● identify actions and words that demonstrate ethical principles.
CCR 4. Participate in and contribute to the community.	I can ● select or create opportunities that address needs I have identified in my community and/or align with my beliefs and interests.	I can ● Identify and participate in opportunities that allow me to help or add benefit to the community.	I can ● participate in opportunities in the community.	I can ● identify opportunities to participate in the community