

Fairfield Public Schools

High School Academic Expectations



Critical & Creative Thinking	Communicating & Collaborating
<p>How do students demonstrate critical and creative thinking to effectively evaluate evidence and construct solutions?</p>	<p>How do students communicate information clearly and effectively in a variety of contexts and work collaboratively to solve problems?</p>
<p style="text-align: center;"><i>Exploring and Understanding</i></p> <p>The student engages in an investigative process using a variety of research tools and methodologies.</p>	<p style="text-align: center;"><i>Conveying Ideas</i></p> <p>The student organizes information to support a claim or assertion in a style appropriate to purpose, audience, and task.</p>
<p style="text-align: center;"><i>Synthesizing and Evaluating</i></p> <p>The student weighs evidence, arguments, claims and beliefs in order to critically and effectively solve problems and to justify conclusions.</p>	<p style="text-align: center;"><i>Using Communication Tools</i></p> <p>The student makes strategic and ethical use of a range of media to enhance understanding of and interest in a claim or assertion.</p>
<p style="text-align: center;"><i>Creating and Constructing</i></p> <p>The student transforms existing ideas and knowledge into new ideas, products, and processes.</p>	<p style="text-align: center;"><i>Collaborating Strategically</i></p> <p>The student takes into account prior knowledge, beliefs, and experiences of self and others; roles and relationships within the group; and the group's purpose, goals, and norms.</p>

Critical and Creative Thinking

How do students demonstrate critical and creative thinking to effectively evaluate evidence and construct solutions?	1 Below Standard	2 Developing	3 Achieving	4 Exemplary
<p><i>Exploring and Understanding</i></p> <p>The student engages in an investigative process by developing a detailed plan to address the challenges and by using a variety of appropriate resources.</p>	<p>The student identifies information related to the task and/or develops a plan that is unrelated to the challenges presented in the task.</p>	<p>The student identifies issues and develops a plan to address the challenges presented in the task.</p> <p>The student uses limited resources.</p>	<p>The student analyzes key issues and develops a detailed plan to address the challenges presented in the task.</p> <p>The student selects from a variety of relevant resources and can articulate the rationale for the choices made.</p>	<p>The student analyzes key issues and develops a detailed plan to address the challenges presented in the task.</p> <p>The student selects from a variety of relevant resources and can articulate the rationale for the choices made.</p> <p>The student continually reflects on the effectiveness of the process and adjusts the plan when necessary.</p>
<p><i>Synthesizing and Evaluating</i></p> <p>The student makes an informed judgment based upon a set of criteria and using credible evidence.</p>	<p>The student uses limited evidence, arguments, claims or beliefs, and/or fails to make connections to the task.</p>	<p>The student uses evidence, arguments, claims, or beliefs and makes general connections to the task.</p>	<p>The student weighs evidence, arguments, claims and beliefs in order to effectively address the task and justify conclusions.</p>	<p>The student weighs evidence, arguments, claims and beliefs in order to effectively address the task and justify conclusions.</p> <p>The student articulates implications and/or impacts resulting from the task or conclusion.</p>
<p><i>Creating and Constructing</i></p> <p>The student transforms existing ideas and knowledge into new ideas, products, and processes.</p>	<p>The student recognizes or identifies existing ideas and knowledge from a situation.</p>	<p>The student replicates a process or product from existing ideas or information.</p>	<p>The student demonstrates divergent thinking by constructing an original process or product from the synthesis of existing ideas and information.</p>	<p>The student demonstrates divergent thinking by constructing an original process or product from the synthesis of existing ideas and information.</p> <p>The student can elaborate on the value, uniqueness, and potential benefits of the solution.</p>

Communicating & Collaborating

How do students communicate information clearly and effectively in a variety of contexts and work collaboratively to solve problems?	1 Below Standard	2 Developing	3 Achieving	4 Exemplary
<p style="text-align: center;"><i>Conveying Ideas</i></p> <p>The student organizes information to support a claim or assertion in a style appropriate to purpose, audience, and task.</p>	The student had difficulty articulating a claim due to a lack of clarity and/or evidence.	The student can articulate a claim or assertion to the intended audience with limited or partial information and evidence.	The student can clearly and convincingly articulate a claim or assertion to the intended audience using appropriate language and evidence.	The student can clearly and convincingly articulate claims, effectively respond to counterclaims, demonstrate flexibility to address issues to an broad range of audiences using strategic language and evidence.
<p style="text-align: center;"><i>Using Communication Tools</i></p> <p>The student makes strategic and ethical use of a range of media to enhance understanding of and interest in a claim or assertion.</p>	The student selects media inappropriate to the purpose, audience, and task.	The student organizes content and selects a communication tool based on a purpose to communicate ideas.	The student purposefully selects and utilizes a variety of communication tools to effectively convey information for a range of purposes and audiences.	The student reflects on choice of communication tools, makes predictions about possible audience reactions, and works through multiple designs to produce a media communication.
<p style="text-align: center;"><i>Collaborating Strategically</i></p> <p>The student takes into account prior knowledge, beliefs, and experiences of self and others; roles and relationships within the group; and the group's purpose, goals, and norms.</p>	The student demonstrates limited participation in the group.	The student participates in the group, but does not consider and value group purpose and goals, member roles and relationships, and group norms.	The student participates in the group using strategies that consider and value group purpose and goals, member roles and relationships, and group norms.	<p>The student participates in the group using strategies that consider and value group purpose and goals, member roles and relationships, and group norms.</p> <p>The student enhances group effectiveness and builds group cohesion by eliciting feedback, considering other members' knowledge, experiences, values, and culture.</p>