Fairfield Public Schools
High School Academic Expectations

Critical and Creative Thinking	Communicating and Collaborating
How do students demonstrate critical and creative thinking to effectively evaluate evidence and construct solutions?	How do students communicate information clearly and effectively in a variety of contexts and work collaboratively to solve problems?
Exploring and Understanding The student engages in an investigative process by developing a detailed plan and by using a variety of research tools and methodologies.	*Conveying Ideas* The student organizes information to support a claim or assertion in a style appropriate to purpose, audience, and task.
Synthesizing and Evaluating The student weighs evidence, arguments, claims and beliefs in order to critically and effectively solve problems and to justify conclusions.	*Using Communication (Media) Tools* The student makes strategic and ethical use of a range of media to enhance understanding of and interest in a claim or assertion.
Creating and Constructing The student transforms existing ideas and knowledge into original ideas, products, and processes.	*Collaborating Strategically* 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.

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
Exploring and Understanding The student engages in an investigative process by developing a detailed plan and by using a variety of research tools and methodologies.	Even with continual assistance, the student identifies minimal information related to the task and/or plan developed is unrelated to the challenges presented; student struggles to understand central issues; requires continual support to maintain focus, identify appropriate research sites, find relevant data develop and follow an appropriate investigative plan.	With some support, the student identifies some relevant issues and central ideas; develops a limited plan to address the challenges presented in the task; identifies limited research sites; follows an investigative plan; basically understands issues central to a task or argument.	The student analyzes key issues and develops a detailed plan sufficient to address the task; independently selects from a variety of relevant resources and can articulate the rationale for the choices made; creates and follows an appropriate investigative plan of action.	The student analyzes key issues from multiple perspectives, presents original ideas and creates a detailed plan to address the challenges presented in the task; shows persistence; seeks out a variety of relevant resources; articulates the rationale for choices; continually reflects on the effectiveness of the process and adjusts the plan when necessary.
Synthesizing and Evaluating The student weighs evidence, arguments, claims and beliefs in order to critically and effectively solve problems and to justify conclusions.	Even with continual assistance, the student struggles to find evidence, arguments, claims, or beliefs to defend or weigh an argument and to accomplish the task.	With some support, the student uses appropriate evidence to defend or weigh an argument, claim or belief and to accomplish the task.	The student independently uses appropriate evidence to defend or weigh an argument, claim, or belief in order to effectively accomplish the task.	The student independently considers issues from multiple perspectives to defend or weigh an argument, claim or belief; is self-reflective about his/her own biases and the impact of perspective on the final conclusion.
Creating and Constructing The student transforms existing ideas and knowledge into original ideas, products, or processes.	Even with continual assistance, the student has difficulty constructing a product or process from the synthesis of existing ideas and information; is unable to develop an original process, product or solution or explain his/her individual creative process.	With some support, the student constructs an original idea, product or process from the synthesis of existing ideas or information. Idea, product or process may be faulty; requires guidance to explain their individual creative process.	The student constructs an original idea, product or process from the synthesis of existing ideas and information; can explain individual creative process.	The student constructs an original idea, product, or process from the synthesis of existing ideas and information; goes beyond original task; work is reflective of sophisticated and skillful thinking; can explain individual creative process.

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Communicating and 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
Conveying Ideas The student organizes information to support a claim or assertion in a style appropriate to purpose, audience, and task.	Even with continual teacher assistance, the student has difficulty articulating a claim, lacks awareness of audience and/or evidence.	With support, the student can articulate a claim or assertion to the intended audience with limited or partial information and evidence.	The student clearly and convincingly articulates a claim or assertion to an intended audience using appropriate language and evidence.	The student clearly and convincingly articulates claims, effectively responds to counterclaims; demonstrates flexibility and skill through use of strategic language and evidence to communicate.
Using Communication (Media) Tools The student makes strategic and ethical use of a range of media to enhance understanding of and interest in a claim or assertion.	Even with continual teacher assistance, the student selects tools and media resources that are inappropriate; fails to use tools and media resources responsibly; ineffectively communicates ideas.	With support, the student selects and utilizes appropriate tools and media resources; responsibly communicates information with uneven effectiveness.	The student selects and utilizes appropriate tools and media resources responsibly and effectively to communicate information.	The student skillfully selects from and reflects upon choice of media; uses tools and media resources flexibly and responsibly to communicate information.
Collaborating Strategically 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.	Even with continual teacher guidance and encouragement, the student demonstrates limited participation, struggles with considering diverse perspective, lacks understanding of the group's purpose and/or is disruptive to the group process.	With support, the student contributes to the group in a limited manner, reflecting superficially and struggling to adhere to purpose, goals, roles and group norms.	The student participates in the group, taking individual responsibility for using strategies that effectively fulfill group purpose/goals while respectfully considering diverse perspectives, member roles and responsibilities, and group norms.	The student participates effectively and enhances group effectiveness by building group cohesion: eliciting feedback, helping the group to adhere to norms, considering group members' knowledge and roles and by encouraging the exploration of diverse viewpoints and experiences.

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