



## Performance Indicators for Informed Thinking:

- A. Apply knowledge across disciplines and contexts and to real-life situations.
- B. Analyze, evaluate, and synthesize information from multiple sources to frame questions and draw conclusions.
- C. Develop and use a model (2D or 3D visual representation) to represent or explain a system, process or complex concept.
- D. Apply systems thinking to analyze and explain the interaction and influence of related parts on each other, and on outcomes, supporting the analysis with evidence.

### Task Model

Any performance task that is designed to elicit student work that will allow the student to demonstrate proficiency in **Informed Thinking** must include these elements:

- The project/product should have real-life application, should be designed for an authentic audience and/or should have a connection to the student's Personalized Learning Plan or goals. (Performance Indicator A).
- The student must draw upon knowledge, data or information from more than one discipline and context. (Performance Indicator A).
- The student must provide evidence that they have used multiple sources (for example, in a Works Cited list or bibliography). (Performance Indicator B).
- The student must make a claim about the interaction and influence of related parts of a system on each other, and on outcomes, and support that claim with evidence and reasoning. (Performance Indicator D).
- The student must create a model based on their understanding of a system or concept which explains their predictions or the relation of their claims to their evidence. (The model should be a representation of a system, process or concept. It can be created in any observable form: it could be kinesthetic, audible (with accompanying explanatory notes), 3-D, or graphic.) (Performance Indicators C & D).

