

PORTRAIT of a GRADUATE



CRITICAL THINKING: I CAN STATEMENTS

I Can Statements, derived from the North Carolina Portrait of a Graduate Durable Skills rubrics, place students at the center of assessing and improving their performance with the durable skills. They are meant to be used by students to make sense of the durable skills, self-assess, and reflect about their performance during and at the culmination of learning experiences. I Can Statements increase clarity about expectations and help students understand what they need to work towards.

GRADES 6-8

1. Information, Discovery, and Research

- a. I can ask clear questions related to the topic, improve the questions, and identify a key question or set of questions to investigate.
- b. I can conduct research and find multiple helpful and relevant sources to answer my questions about the topic.
- c. I can assess the credibility of each source based on given criteria to decide which information to use.

2. Reasoning, Analysis, and Interpretation

- a. I can document my learning by organizing and prioritizing notes/data.
- b. I can identify similarities, differences, and/or patterns in the information I've collected.
- c. I can form valid inferences from information.

3. Solution Finding

- a. I can use the provided criteria to select an effective solution to test that is directly related to the problem and feasible to implement.
- b. I can test a solution using the provided criteria and collect clear information.
- c. I can analyze the effectiveness of my proposed solutions, explain what I learned, and determine the need for further work on the problem.

4. Justification

- a. I can provide a clear, knowledgeable claim about the problem or issue.
- b. I can support my claim with logical reasoning and relevant evidence.