CRITICAL THINKING
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 9-12

1. Information, Discovery, and Research

   a. I can develop an initial set of questions related to the topic, polish the questions, and identify a key question or prioritized set of questions that provide a foundation for my investigation.

   b. I can find appropriate, high-quality, and diverse information sources relevant to my questions.

   c. I can compare information across sources to determine credibility and accuracy.

2. Reasoning, Analysis, and Interpretation

   a. I can organize my notes/data and identify similarities, differences, and/or patterns.

   b. I can draw logical conclusions from my notes, observations, and inferences.

   c. I can cite specific details upon which my conclusions were drawn and explain any shifts in thinking about the problem/issue.

3. Solution Finding

   a. I can create relevant criteria to evaluate my approach to solving a problem.

   b. I can evaluate my solution ideas and select an effective solution that meets all criteria.

   c. I can design a process to test my proposed solution.

   d. I can analyze, with precision and accuracy, the relative effectiveness of my proposed solution and clearly explain what I need to improve.

4. Justification

   a. I can provide a clear, knowledgeable claim about the problem or issue and distinguish it from opposing claims.

   b. I can thoroughly support my claim with logical reasoning and relevant evidence.

   c. I can clearly and convincingly address counter arguments.