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).