

Pre-K: Thinking Skills Continuum

| | Analysis | Evaluation | Forming Decisions | Generating ideas | Considering new perspectives | Application | Multiple Contexts | Reflection | Metacognition |
|-------|--|---|--|--|---|---|--|--|---|
| Pre-K | I can listen to ideas and say whether I like the idea or not | I can participate in small group conversations with a teacher about an idea | With scaffolding I begin to say whether I think something is correct/true based on what I know | I can suggest ideas for ways to play and things to do | I am learning to formulate questions about different things | With prompting and support I am beginning to use things I have learned to help myself | I can connect and combine knowledge and skills I have been developing in different ways | With support and modeling I can repond to reflection questions on topics and experiences | I can say whether I know something or not |
| | | I can make connections between ideas and my own experiences | With support I can sometimes explain the decisions I make in my own terms | I see teachers/adults making connections - I am learning to do this myself | I am being exposed to new and unusual ideas to inspire me | With prompting and support I am beginning to apply things I have learned | With guidance I can apply my knowledge and skills to both issues that affect me, and to bigger ideas | With support I can identify my strengths and things I like to learn about | I am being exposed to different ways of learning in ways which promote equity |
| | | | With scaffolding I can begin to suggest solutions to simple problems relevant to me | | I am being exposed to different ways of thinking | | | | |

KG1: Thinking Skills Continuum

| | Analysis | Evaluation | Forming Decisions | Generating ideas | Considering new perspectives | Application | Multiple Contexts | Reflection | Metacognition |
|-----|--|---|---|--|---|--|--|--|---|
| KG1 | I can participate in discussions about ideas with my peers and teacher | I can participate in small group conversations with a teacher about an idea | I begin to say whether I think something is correct/true based on what I know | I can suggest ideas for ways to play and things to do | I can formulate simple questions and use them to drive my inquiries | With prompting and support I am beginning to use things I have learned to help myself and others | I can connect and combine knowledge and skills I have been developing in different ways | With support and modeling I can repond to reflection questions on topics and experiences | With support I think about how much I know about a topic/skill |
| | I am able to look for similarities and differences between 2 ideas | I can make connections between ideas | I can sometimes explain the decisions I make | I see teachers/adults making connections - I am learning to do this myself | I am being exposed to new and unusual ideas to inspire me | With prompting and support I am beginning to apply things I have learned | With guidance I can apply my knowledge and skills to both issues that affect me, and to bigger ideas | With support I can identify my strengths and things I like to learn about | I am being exposed to different ways of learning in ways which promote equity |
| | | | I can begin to suggest solutions to simple problems relevant to me | | I am being exposed to different ways of thinking | | | | |

KG2: Thinking Skills Continuum

| | Analysis | Evaluation | Forming Decisions | Generating ideas | Considering new perspectives | Application | Multiple Contexts | Reflection | Metacognition |
|-----|--|---|---|---|--|--|--|---|--|
| KG2 | I can participate in discussions about ideas with my peers and teacher | I can formulate ideas about topics with scaffolding and modeling from a teacher | I begin to draw my own conclusions based on what I have learned when this is modeled for me | I am attempting to generate new ideas and inquiries inspired by exposure to different experiences and resources | I can formulate "what if" questions and use them to drive my inquiries | With prompting and support I am beginning to use things I have learned to help myself and others | I can connect and combine knowledge and skills I have been developing in different ways | I can repond to reflection questions on topics and experiences I have recently engaged with | With support I think about how much I know about a topic/skill |
| | I am able to look for similarities and differences between 2 ideas | I can make connections between ideas and my own experiences | I can sometimes explain the decisions I make in my own terms | I can make connections between ideas - this is helping me prepare to generate new ideas | I am being exposed to new and unusual ideas to inspire me | With prompting and support I am beginning to use my knowledge and skills in new situations or when solving a problem | With guidance I can apply my knowledge and skills to both issues that affect me, and to bigger ideas | With support I can identify my strengths and areas for improvement | I am beginning to realize that people learn in different ways and that we are not all the same |
| | | I can think about whether a conclusion is true or not based on information I have | I can suggest solutions to simple problems relevant to me | I am beginning to find ways to improve my ideas and those of others | I am being exposed to different ways of thinking | | | | |

Grade 1: Thinking Skills Continuum

| | Analysis | Evaluation | Forming Decisions | Generating ideas | Considering new perspectives | Application | Multiple Contexts | Reflection | Metacognition |
|---|--|---|---|---|--|---|---|---|--|
| 1 | I can think about the ideas of others and discuss them with my peers | I can formulate ideas about a topic, idea, experience or product | I begin to draw my own conclusions based on what I have learned | I am attempting to generate new ideas and inquiries inspired by exposure to different experiences and resources | I can formulate "what if" questions and use them to drive my inquiries | I am beginning to use things I have learned to help myself and others | I can connect and combine knowledge and skills for use in different situations in school and beyond | I can repond to reflection questions on topics and experiences I have recently engaged with | I think about how much I know about a topic/skill |
| | I am able to look for similarities and differences | I can make connections between ideas | I can sometimes explain the decisions I make in my own terms | I can make 'new to me' connections | I am beginning to value and be inspired by different ideas | I am beginning to use my knowledge and skills in new situations or when solving a problem | With guidance I can apply my knowledge and skills to local and global contexts | With support I can identify my strengths and areas for improvement | I realize that people learn in different ways and that we are not all the same |
| | I can discuss what makes an idea, product or process different to others | I can think about whether a conclusion is true or not based on information I have | I can create and develop solutions to problems and begin to explain my thinking | I am beginning to find ways to improve my ideas and those of others | I am practicing thinking about things in different ways | | | | |

Grade 2: Thinking Skills Continuum

| | Analysis | Evaluation | Forming Decisions | Generating ideas | Considering new perspectives | Application | Multiple Contexts | Reflection | Metacognition |
|---|--|---|--|--|---|---|---|---|--|
| 2 | I can break ideas into smaller parts to understand them better | I can formulate ideas about a topic, idea, experience or product | I can draw conclusions based on what I have learned | I can generate new ideas and inquiries inspired by exposure to different experiences and resources | I can formulate "what if" questions and use them to drive my inquiries | I am beginning to use things I have learned to help myself and others | I can connect and combine knowledge and skills for use in different situations in school and beyond | I can repond to reflection questions on topics and experiences I have recently engaged with | I can question my own understanding |
| | I am able to look for similarities and differences | I can make connections between ideas | I am beginning to explain my decision making process to others | I can make 'new to me' connections | I am beginning to value and am inspired by the unlikley or impossible | I am beginning to use my knowledge and skills in new situations or when solving a problem | With guidance I can apply my knowledge and skills to local and global contexts | I can identify my strengths and areas for improvement | I realize that people learn in different ways and that we are not all the same |
| | I can discuss what makes an idea, product or process different to others | I can think about whether a conclusion is true or not based on information I have | I can create and develop solutions to problems and explain my thinking | With guidance I can add to or improve upon existing ideas, products or processes | I am becoming flexible in my thinking and express this in a variety of ways | | | | |

Grade 3: Thinking Skills Continuum

| | Analysis | Evaluation | Forming Decisions | Generating ideas | Considering new perspectives | Application | Multiple Contexts | Reflection | Metacognition |
|---|--|---|---|--|--|---|---|---|---|
| 3 | I can break ideas into smaller parts to understand them better | I begin to use evidence when formulating my own arguments | I can draw conclusions based on what I have learned | I can generate new ideas and inquiries inspired by exposure to different experiences and resources | I can formulate "what if" questions and use them to drive my inquiries | I am practicing making use of knowledge and skills I have learned to help myself and others | I can connect and combine knowledge and skills for use in different situations in school and beyond | I can repond to reflection questions on a range of topics and experiences | I can question my own understanding |
| | I am able to look for patterns, similarities and differences | I can make connections between ideas | I can explain my decision making process to others | I can make 'new to me' connections | I value and am inspired by the unlikley or impossible | I am practicing using my knowledge and skills in new situations or when solving a problem | I can apply my knowledge and skills to local and global contexts | I can identify my strengths and areas for improvement and turn these into goals | I realize that people learn in different ways and I am experimenting with different ways I learn and how effective they are |
| | I can identify unique features | I can test conclusions | I can create and develop solutions to problems using supporting information | I can add to or improve upon existing ideas, products or processes | I am flexible in my thinking and express this in a variety of ways | | | | |

Grade 4: Thinking Skills Continuum

| | Analysis | Evaluation | Forming Decisions | Generating ideas | Considering new perspectives | Application | Multiple Contexts | Reflection | Metacognition |
|---|--|--|---|--|--|---|---|--|---|
| 4 | I can break ideas into smaller parts to understand them better | I am able to formulate an argument based on evidence and question those that are not | I can draw conclusions based on what I have learned | I can generate new ideas and inquiries inspired by exposure to different experiences and resources | I can formulate "what if" questions and use them to drive my inquiries | I am practicing making use of knowledge and skills I have learned to help myself and others | I can connect and combine knowledge and skills for use in different situations in school and beyond | I can create and repond to reflection questions on a range of topics and experiences | I can question my own understanding and processes for learning |
| | I am able to look for patterns, similarities and differences | I can make connections between ideas | I can explain my decision making process to others, and include evidence I used | I can make unexpected or unusual connections | I value and am inspired by the unlikley or impossible | I am practicing using my knowledge and skills in new situations or when solving a problem | I can apply my knowledge and skills to local and global contexts | I can identify my strengths and areas for improvement and turn these into goals | I realize that people learn in different ways and I am experimenting with different ways I learn and how effective they are |
| | I can identify unique features | I can test conclusions and generalizations | I can create, develop and defend solutions using supporting information | I can add to or improve upon existing ideas, products or processes | I am flexible in my thinking and express this in a variety of ways | | | | |

Grade 5: Thinking Skills Continuum

| | Analysis | Evaluation | Forming Decisions | Generating ideas | Considering new perspectives | Application | Multiple Contexts | Reflection | Metacognition |
|---|---|--|---|--|--|---|---|--|---|
| 5 | I can break ideas into smaller parts, including root or cause | I am able to formulate an argument based on evidence and question those that are not | I can draw conclusions based on what I have learned | I can generate new ideas and inquiries inspired by exposure to different experiences and resources | I can formulate "what if" questions and use them to drive my inquiries | I can make use of knowledge and skills I have learned to help myself and others | I can connect and combine knowledge and skills for use in different situations in school and beyond | I can create and repond to reflection questions on a range of topics and experiences | I can question my own understanding and processes for learning |
| | I am able to look for patterns, similarities and differences | I can make connections between ideas, perspectives and challenges | I can explain my decision making process to others, and include evidence I used | I can make unexpected or unusual connections | I value and am inspired by the unlikley or impossible | I can use my knowledge and skills in new situations or when solving a problem | I can apply my knowledge and skills to local and global contexts | I can identify my strengths and areas for improvement and turn these into goals | I realize that people learn in different ways and I know the way I learn best |
| | I can identify unique features | I can test conclusions and generalizations | I can create, develop and defend solutions using supporting information | I can remix or improve upon existing ideas, products or processes | I am flexible in my thinking and express this in a variety of ways | | | | |