

New Haven Public Schools 21st Century Competencies

By the time a student graduates from a NHPS School s/he will demonstrate proficiency in the following competencies:

21 st Century Competency		As demonstrated by a student's ability to...
1	Problem Solving and Critical Thinking	<ul style="list-style-type: none"> • Reason effectively • Make insightful judgments and decisions • Solve problems
2	Accessing and Analyzing Information*	<ul style="list-style-type: none"> • Use research tools to access and evaluate information from multiple sources • Organize and synthesize information using multiple methods
3	Communication and Collaboration*	<ul style="list-style-type: none"> • Articulate ideas clearly and effectively to a variety of audiences using multiple modes • Communicate effectively and work productively with others
4	Creativity and Innovation	<ul style="list-style-type: none"> • Demonstrate originality and inventiveness in work by, implementing and sharing new ideas
5	Initiative, Leadership and Accountability	<ul style="list-style-type: none"> • Set and meet high standards and goals for one's self and others • Manage time and resources to produce high quality results in a timely manner • Take responsibility for one's own learning
6	Citizenship and Responsibility	<ul style="list-style-type: none"> • Exercise empathy and respect for diverse cultures and perspectives • Contribute to and take responsibility for the larger community

* Particular emphasis on digital media and technology.

1. CRITICAL THINKING AND PROBLEM SOLVING

Competency	As demonstrated by student's ability to...	Performance Continuum				
		Exemplary	Competent	Emerging	Novice	No Evidence
CRITICAL THINKING AND PROBLEM SOLVING	Reason effectively	Applies various types of reasoning strategies (inductive, deductive etc.) as appropriate to the situation. Analyzes how parts of a whole interact with each other to produce overall outcomes in complex systems. Skillfully arrives at conclusions, making connections between the evidence and his or her position.	Chooses appropriate reasoning strategies and recognizes when he or she needs to alter his or her original approach. Seeks assistance from teachers and peers as needed. Recognizes significant causal relationships and predicts outcomes logically. Clearly articulates conclusions while recognizing alternate points of view.	Applies reasoning strategies when the steps to the process are outlined for him or her. Is becoming aware of his or her own thinking process (metacognition).	Uses a single-step or rudimentary approach to problem solving. Values others' points of view more than his or her own.	
	Make insightful judgments and decisions	Insightfully analyzes and evaluates evidence, arguments, claims and beliefs. Solicits feedback from others and arrives at an informed decision.	Synthesizes and makes connections between information and arguments. Identifies and asks questions that clarify different points of view and arrives at an informed decision.	Recognizes alternate points of view. Adheres to initial point of view throughout the decision making process.	Seeks direction from others. Makes judgments based on a single point of view. Makes superficial, emotional or formulaic decisions and judgments.	
	Solve problems	Is self-motivated and persistent in planning and managing the problem solving process. Considers the problem from multiple perspectives in order to reach an accurate and effective solution.	Is motivated to plan and manage the problem solving process. Reaches a plausible solution.	Engages in some aspects of the problem solving process. Reaches a solution.	Relies on others to plan and manage the problem solving process.	

2. ACCESSING AND ANALYZING INFORMATION

Competency	As demonstrated by student's ability to...	Performance Continuum				
		Exemplary	Competent	Emerging	Novice	No Evidence
ACCESSING AND ANALYZING INFORMATION*	Use research tools to access and evaluate information from multiple sources	Comparatively evaluates information sources using consistent, objective criteria specific to research goal. Accesses multiple sources of related and connected information.	Uses carefully selected search techniques. Evaluates multiple information sources using consistent criteria.	Uses multiple sources to access relevant and non relevant information.	Uses research tools to access information.	
	Organize and synthesize information using multiple methods	Successfully integrates compiled and evaluated information (visually, analytically, and statistically) using multiple methods.	Uses credible source material to synthesize information using multiple methods.	Collects information and reorganizes information into new format.	Collects information in an organized way with prompting and direction.	

* Particular emphasis on digital media and technology.

3. COMMUNICATION AND COLLABORATION

Competency	As demonstrated by student's ability to...	Performance Continuum				
		Exemplary	Competent	Emerging	Novice	No Evidence
COMMUNICATION AND COLLABORATION*	Articulate ideas clearly and effectively to a variety of audiences using multiple modes	Skillfully articulates information and ideas in a clear, concise and complete manner. Communicates effectively to diverse audiences using multiple methods.	Articulates information and ideas clearly using multiple methods. Recognizes multiple perspectives and modifies communication to suit audience.	Articulates key information and ideas in an organized way to a general audience.	Attempts to articulate some elements of information and ideas.	
	Communicate effectively and work productively with others	Consistently shows respect and empathy for others, poses appropriate questions for clarification, facilitates group productivity to forge consensus, and routinely mentors and encourages peers.	Consistently shows respect and empathy for others; poses appropriate questions for clarification and makes necessary compromises to help forge consensus.	Exhibits flexibility and willingness to work with a group towards a common goal. Shares responsibility for collaborative work and values contributions of others.	Sometimes engages in collaborative work. Values contributions of some group members.	

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4. CREATIVITY AND INNOVATION

Competency	As demonstrated by student's ability to...	Performance Continuum				
		Exemplary	Competent	Emerging	Novice	No Evidence
CREATIVITY AND INNOVATION	Demonstrate originality and inventiveness in work by, implementing and sharing new ideas	<p>Generates, expresses, and evaluates new ideas from multiple perspectives.</p> <p>Demonstrates openness to divergent approaches and recognizes setbacks as a valuable part of the innovation process.</p> <p>Acts on original ideas to make a positive and useful contribution.</p>	<p>Generates, expresses, and evaluates new ideas.</p> <p>Demonstrates openness to divergent approaches and accepts setbacks as part of the innovation process.</p> <p>Acts on original ideas to make a positive and useful contribution.</p>	<p>Generates and expresses new ideas.</p> <p>Recognizes and values the creativity and innovation of others.</p> <p>Expresses or articulates elements of new ideas.</p>	<p>Accepts and contributes to the generation of new ideas.</p> <p>Needs prompting to persist in the innovation process.</p> <p>Expands on the ideas of others.</p>	

5. INITIATIVE, SELF-DIRECTION, AND ACCOUNTABILITY

Competency	As demonstrated by student's ability to...	Performance Continuum				
		Exemplary	Competent	Emerging	Novice	No Evidence
INITIATIVE, SELF-DIRECTION AND ACCOUNTABILITY	Set and meet high standards and goals for one's self and others	Guides and leads peers to become self-sufficient while exceeding standards and goals for his or her learning.	Sets and meets high standards and goals for his or her own learning.	Recognizes own understanding and learning needs, and requires some guidance to set and meet learning goals.	Requires guidance to set and meet learning goals.	
	Manage time and resources to Produce high quality results in a timely manner	Effectively manages time and resources to produce high quality results in a timely manner, while guiding and leading peers.	Manages time and resources to produce high quality results in a timely manner.	Demonstrates initial time management skills and yields quality results.	Is aware of deadlines and takes initial steps towards producing results.	
	Take responsibility for one's own learning	Takes ownership and responsibility for his or her own education. Exhibits enthusiasm, curiosity and commitment to life-long learning. Reflects critically on past learning and uses new understandings to guide future progress.	Takes ownership and responsibility for his or her own education. Reflects critically on past learning and uses new understandings to guide future progress.	Takes some ownership and responsibility for his or her education and demonstrates initiative to advance his or her own learning.	Recognizes partial responsibility for his or her own education. Requires assistance to monitor and reflect on his or her learning.	

6. CITIZENSHIP AND RESPONSIBILITY

Competency	As demonstrated by student's ability to...	Performance Continuum				
		Exemplary	Competent	Emerging	Novice	No Evidence
CITIZENSHIP AND RESPONSIBILITY	Exercise empathy and respect for diverse cultures and perspectives	Demonstrates a sophisticated sense of complex civic issues (local, national, and international) and elements of diversity in writing, in speaking, and in his or her daily behavior.	Makes decisions or takes action on the basis of empathy, understanding and recognition of multiple perspectives.	Demonstrates understanding of the impact of his or her own actions on others, including people of different backgrounds.	Demonstrates some basic understanding of community issues (school, local, national, and international) and differences among people (elements of identity and culture).	
	Contribute to and take responsibility as part of a community	Uses his or her understanding of issues (school, local, national or international) to take action regularly and independently.	Demonstrates a commitment to some school, local, national, and/or international issue(s) and participates in an effort (i.e. activities or service) to effect change.	Takes some independent action (on a project, or on an ongoing basis) to participate constructively in the community.	Fulfills expected minimum requirements as a citizen of the school community (community service hours, school service, etc.).	