

## Criterion Feedback – Criterion 1d

Criterion	Score Point	
1d	1.00	Determine what critical thinking skills, problem solving, and/or adaptive methods are needed to help each of the 3 students grow in learning. Describe in detail the curriculum to be modified or designed to foster those skills, making sure there is a clear connection between the curriculum and skills. Provide detailed evidence of how students show their understanding of the impact of these skills on their own learning. Provide appropriate student voice evidence to support your conclusions. Provide detailed evidence of the 3 students' understanding of the connection of critical thinking skills, problem solving, and/or adaptive methods to their learning targets to maximize their growth. Consider how the evidence reflects student voice.

Criterion	Score Point	
1d	1.50	There is discussion of critical thinking skills, problem solving, and/or adaptive methods needed to help each of the 3 students grow in learning, but more detail is needed to show how that will occur. Activities to foster student growth are present, but more detail is needed about the curriculum that was modified or designed to give focus to those activities. There is some evidence of student understanding of the impact on their learning, but most of that evidence comes from the teacher, not the student. Provide more evidence that shows the 3 students' understanding of the connection of critical thinking skills, problem solving, and/or adaptive methods to their learning targets to maximize their growth. Make use of student voice evidence from all 3 students.

Criterion	Score Point	
1d	2.00	There is some evidence about each of the 3 students, showing how critical thinking skills, problem solving, and/or adaptive methods improved as a direct result of curricular design/modifications, but the evidence needs to be stronger. Make sure that you provide clear evidence of each of the student's understanding of the use of critical thinking, problem solving, and/or adaptive methods to impact their own learning. Make sure that the student voice evidence reinforces your analysis. Detailed evidence of the understanding of the connection between critical thinking, problem solving, and/or adaptive methods and the learning targets to maximize their learning is needed. Make sure specific evidence of student understanding comes from student voice evidence for each of the 3 students, not just from teacher evidence.

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Criterion	Score Point	
1d	2.50	There is evidence from the students that shows how their critical thinking skills, problem solving, and/or adaptive methods improved as a direct result of curricular design/modifications. More detail about each of the 3 students might help make this a stronger response. There is also evidence of each of the student's understanding of the use of critical thinking, problem solving, and/or adaptive methods to impact their own learning, but more detail is needed especially from student voice evidence. There is evidence of students' understanding of the connection between critical thinking, problem solving, and/or adaptive methods and the learning targets to maximize their learning. Greater detail from each of the students and greater connection to student voice evidence might make this a stronger response.

Criterion	Score Point	
1d	3.00	The evidence shows that effective curricular designs/modifications were made to help each of the 3 students grow by enhancing their critical thinking skills, problem solving, and/or adaptive methods. More detailed evidence about the connections between each of the 3 students and the impact of the curriculum might have made this a stronger response. Evidence clearly shows each of the 3 students' understanding of how the use of critical thinking, problem solving, and/or adaptive methods impacts their own learning. Evidence reflects student voice. More specific detail about each student's understanding and more evidence of student voice might have made this a stronger response. Evidence effectively shows student understanding of the connection between the learning targets and critical thinking, problem solving, and/or adaptive methods and the resulting impact on student growth.

Criterion	Score Point	
1d	3.50	There is worthwhile evidence from the students that shows how their critical thinking skills, problem solving, and/or adaptive methods improved as a direct result of curricular design/modifications. There is also detailed evidence of each student's understanding of the use of critical thinking, problem solving, and/or adaptive methods to impact their own learning. There is very clear evidence of students' understanding of the connection between critical thinking, problem solving, and/or adaptive methods and the learning targets to maximize their learning. Student voice evidence is used very effectively to support the analysis of student understanding.

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Criterion	Score Point	
1d	4.00	Thorough evidence shows a seamless connection among each of the 3 students, the critical thinking skills, problem solving, and/or adaptive methods, and curricular designs/modifications. Rich evidence from each of the 3 students' perspective shows very strong understanding of the impact of the use of critical thinking, problem solving, and/or adaptive methods has on their own learning. Evidence from the 3 individual students thoroughly reflects the students' understanding of the connection between critical thinking, problem solving, and/or adaptive methods and their own learning targets to maximize student growth. There is thorough evidence of student voice.