Connecticut's Alternative School Session Plan
A Proposal for Special Circumstances Instructional Time
Submitted on behalf of the CAPSS Technology Committee (Draft #4)

Introduction:

Connecticut public schools have seen their instructional calendars increasingly disrupted by a combination of the growing number and severity of longer-duration extreme weather events in New England and an increased sensitivity to travel concerns that may impact student and staff safety. While some may debate the causes of these two factors, the numbers support a prediction of more of the same in the upcoming decades (https://statesummaries.ncics.org/ct). The just completed 2017-2018 school year was a shining example of this issue with an above average number of snow and ice related cancellations across the state during the winter as well as many districts having to call school off for multiple days late in the school year due to power and safety concerns related to a string of powerful tornados that struck in southwestern Connecticut. The result is multiple districts extending the school year to the last legal day (June 29th) with some, even with going to that limit, still not meeting the 180-day instructional session minimum required by statute.   And if we need another omen, already in the current 18-19 school year, on the other end of the extreme, many districts have called early dismissals because of heat.

In this context, district leaders in Connecticut began discussing the design of "alternative school sessions."   These deliberations began simultaneously among members of the Connecticut Association of Public School Superintendents Technology Sub-Committee, the Connecticut CoSN chapter, and leaders of some of the most winter-weather impacted western Connecticut districts. These various groups then joined and identified a list of shared interests and concerns related to this topic. The following report and proposed pathway of action addresses those concerns and includes contributions from superintendents as well as guidance from several states that have already embarked on the alternative school session pathway.

Before considering the specifics of this issue, it is important to note and be clear about the underlying intention. These recommendations are not meant to infer that there is any condition preferable to having a live teacher in the same room as his or her students. Rather, it is

the recognition that under some extreme circumstances, these kinds of activities in February, March or April do have a greater learning benefit than being with a live teacher in the last week of June. Anyone who does not believe this is true has probably lost touch with the realities of trying to do meaningful and productive learning activities during these year-end, often very hot, days of school.

In the states that have started to implement digital school sessions or other designs that prevent the loss of instructional time, districts have generally pursued one of two strategies. The first is a "digital school day" where instruction is conducted entirely online. The second is an "alternative learning day" which may or may not use digital resources and employs some level of hands-on learning that is not of a digital nature. The locations that use digital days are always associated with districts with robust K-12, 1:1 digital learning environment already in place.

- Digital learning day districts have planned for student/faculty access and device appropriateness, so this additional work to use the already existing system to support a digital School Session is not a big a lift.

- Alternative learning day districts use a combination of digital and print hands-on take home packets (called "blizzard bags" in some states). In Connecticut, given the relatively small number of districts that have true, K-12 universal 1:1 capacity, this report recommends that districts pursuing this pathway chose the "alternative learning day (school session)" model, which allows them to use a combination of digital and hands-on resources to accomplish the learning goals of the day.

Regardless of which type of day a district selects, there is an additional choice to be made regarding the type of lesson design that will be employed on that declared day. One option is to favor pre-planned activities that are not synchronized with the specific progression of calendar sensitive curriculum, but rather are prepared as a type of "emergency sub-plan" that is designed to have value at any point in the year.   These designs would take the form of grade-level activities and would focus on practice of the key skill outcomes associated with a district's NEASC Community Expectations for Learning framework or the skills articulated in a district's profile of a successful graduate. Exercises or tasks of this nature would most likely involve a focus on demonstrating communications, problem solving, critical or creative thinking skills and would be framed by a grade appropriate task, the content focus may be generated, within certain teacher provided parameters, by the student.   The benefit of this approach is these tasks can be utilized with very little notice and could be used with a "day of" announcement of a cancellation. Because of this flexibility, there is an alternative school session design template at the end of this report that is the recommended approach for Connecticut districts. A sample planning template for 6-12 task and an aligned rubric that could be used to judge performance are included for districts to consider as a framework for an alternative school session day plan.

Another option is to have teachers create short notice assignments – more like extended homework exercises – that do mesh with each class's existing curriculum and are synchronized with what is being taught at that point of the year. While technically less disruptive to the instructional calendar, they are sometimes challenging to get in place on short notice and work much better if there is at least 24 hours' notice of a cancellation, so teachers have time to prepare them.   If a district is not 1:1 on a K-12 basis (this status would allow teachers to post assignments online making lead time less of an issue) this kind of day would only be possible if a district calls school off the day before an anticipated cancelled day and is able to have students without online access take the materials they need home to get the job done.

To summarize, if a district has 1:1 access inside and outside of school, it can choose between Alternative School Sessions and digital, real-time days. Without 1 to 1, a district's choices are just between the designed in advance skill-based activities or the "just in-time" curriculum done at home activities designed by teachers the day before a declared day. Either way, teachers need to be accessible to provide support during the day if needed.

The following table summarizes the planning criteria suggested by current best practice.

Element	Approach/Strategy	Additional Considerations
Structure of the Day Basic Criteria	1. Any ALD plan should ensure that at least 4 hours of effort are required for a student to complete the learning strategy and receive credit for participating in an ALD activity. 2. All K-12 students are expected to participate. This work should be classified as any other general category of work expected by all children in the successful completion of their K-12 program. 3. As such, districts should direct all staff to create the capacity to keep track of these assignments and the level of participation/work completion for each student. They should then be graded and given credit in a manner consistent with the district or school's grading policies. 4. Districts can/should have the assignments due on the next in-person school session or on a schedule consistent with the district's homework philosophy and policy. Students with accommodations should have the same latitude in timeline, support, and standards for completion for this work as they would for any other at-home assignment. 5. All certified staff (administrators, teachers, etc.) are expected to be available by email or other form of acceptable electronic communication to support students who are working on these projects on a designated ALD. An ALD is considered a regular work day for all certified personnel – if someone is not available to support student work on one of these days they should apply for appropriate leave as they would on any other regular school day. 6. Districts should not hold extra-curricular activities on a day that has been declared an ALD. 7. Districts are encouraged to compose and distribute a "statement of purpose" that articulates the rationale for having this structure in place and distribute it with the other materials that support ALDs in their district.	- Districts can choose between the Digital or Alternative Day structures - Districts can choose/negotiate what to require of uncertified/unclassified staff on an ALD - ALD declarations are for district-wide cancellations only and are not to be used on a school by school basis (one school is off while others go). On an ALD day, the district is effectively closed. - A district could chose to implement this at only certain levels (6-12 for example) to test viability, but such an approach would probably complicate the district's effort to have the entire day declared as productive on a district-wide basis. - Any teacher that does not have the capacity to available during the day should make arrangements for access or request leave on those days.

Element	Approach/Strategy	Additional Considerations

Structure of the Day (K-5)	1. Goals – should focus on exploration of some aspect of the district's highest-level student learning expectations (NEASC Community Expectations for Learning/Profile of a Successful Graduate) i.e. critical/creative thinking, problem solving, and communications. The activity should also be designed to maximize the likelihood that students can complete the activity on their own. This will minimize the number of parent challenge issues and serve as an indicator of the student's ability to be a self-directed learner, which is also often part of a school's desired learner characteristics.
	2. Measures/Criteria –
	   a. Work from ALD should count as much as a significant homework assignment or quiz and should be graded in a manner consistent with the district's grading philosophy.
	   b. Some task completion checklist and skill rubric for rigor in application should be aligned with the task.
	3. Strategies – Teachers should create 1-3 grade level or school level assignments or take home tasks that are grounded in either a relevant, contemporary problem that cannot be solved or completed without a meaningful exercise of the identified skills or a similarly framed issue of the student's choosing. The materials required to complete the assignment should be prepared in advance and available to be taken home by students before an anticipated ALD declaration. These "Blizzard Bags" should be grade-level developmentally appropriate.
	4. Teacher/Student – It is the student's responsibility to complete the task and return it to the teacher so they can receive credit for having completed it. It is the teacher's responsibility to be available during the ALD to respond by email or other form of acceptable electronic communication to support students who are working on these projects on a designated ALD.
		- Planning time should be provided to all or a group of teachers who would work to design the learning packets for students at each level.
		
		- Assigning credit and tracking completion is essential for compelling the work to be done.

Element	Approach/Strategy	Additional Considerations

Structure of the Day (6-8)	1. Goals – should focus on exploration of some aspect of the district's highest-level student learning expectations (NEASC Community Expectations for Learning/Profile of a Successful Graduate) i.e. critical/creative thinking, problem solving, and communications. The activity should also be designed to maximize the likelihood that students can complete the activity on their own. This will minimize the number of parent challenge issues and serve as an indicator of the student's ability to be a self-directed learner.
	2. Measures/Criteria –
	   a. Work from ALD should count as much as a significant homework assignment or quiz and should be graded in a manner consistent with the district's grading philosophy.
	   b. Some task completion checklist and skill rubric for rigor in application should be aligned with the task.
	3. Strategies – Teachers should create 1-3 grade level or school level assignments or take home tasks that are grounded in either a relevant, contemporary problem that cannot be solved or completed without a meaningful exercise of the identified skills or a similarly framed issue of the student's choosing. The materials required to complete the assignment should be prepared in advance and available to be either taken home by students before an anticipated ALD declaration or downloaded/accessed through the teacher's or the district's web page.
	4. Teacher/Student – It is the student's responsibility to complete the task and return it to the teacher so they can receive credit for having completed it. It is the teacher's responsibility to be available during the ALD to respond by email or other form of acceptable electronic communication to support students who are working on these projects on a designated ALD.
		- Planning time should be provided to all or a group of teachers who would work to design the learning packets for students at each level.
		
		- Assigning credit and tracking completion is essential for compelling the work to be done.

Element	Approach/Strategy	Additional Considerations

Structure of the Day (9-12)	1. Goals – should focus on exploration of some aspect of the district's highest-level student learning expectations (NEASC Community Expectations for Learning/Profile of a Successful Graduate) i.e. critical/creative thinking, problem solving, and communications. The activity should also be designed to maximize the likelihood that students can complete the activity on their own. This will minimize the number of parent challenge issues and serve as an indicator of the student's ability to be a self-directed learner.
	2. Measures/Criteria –
	    a. Work from ALD should count as much as a significant homework assignment or quiz and should be graded in a manner consistent with the district's grading philosophy.
	    b. Some task completion checklist and skill rubric for rigor in application should be aligned with the task.
	3. Strategies – Teachers should create 1-3 course level assignments or take home tasks that are grounded in either a relevant, contemporary problem that cannot be solved or completed without a meaningful exercise of the identified skills or a similarly framed issue of the student's choosing. The materials required to complete the assignment should be prepared in advance and available to be either taken home by students before an anticipated ALD declaration or downloaded/accessed through the teacher's or the district's web page.
	4. Teacher/Student – It is the student's responsibility to complete the task and return it to the teacher so they can receive credit for having completed it. It is the teacher's responsibility to be available during the ALD to respond by email or other form of acceptable electronic communication to support students who are working on these projects on a designated ALD.
		- At the high-school level, there should be discussion regarding which teacher is the area of primary responsibility so that students are not being asked to complete 5 different 4 hour projects. This can focused through home-room or advisory functions. Alternatively, each teacher could be responsible for 30-45 min problem within their own courses.
		
		- Planning time should be provided to all or a group of teachers who would work to design the learning packets for students at each level.
		
		- Assigning credit and tracking completion is essential for compelling the work to be done.

Element	Approach/Strategy	Additional Considerations
Usage Guidelines Conditions and Restrictions	1. An Alternative School Session may not be used until the district has already accumulated at least five cancelled days of school in any one school year (August-June). 2. No more than 3 Alternative School Sessions may be called in any one school year (August-June). 3. A district may not call more than two consecutive Digital School Sessions. 4. Consideration should be given to the number of students and faculty who may be under power or internet outage circumstances before declaring an ALD as it may be detrimental to the participants ability to successfully participate in these activities.	- Any or all of these guidelines are negotiable in the local context. The key is to remove the incentive – or the appearance of an incentive – to replace normal school days with Alternative School Sessions. Each district should decide its own parameters.
Equity of access	The outline of the district's strategy should parallel their 1:1 digital access strategy. This can vary from district to district or from level to level within a district (i.e. the 9-12 plan could require digital access while, in the same district, the K-5 assignment is a non-digital take home packet.	Some districts have 1:1 programs - some for all students, some for only upper grades. Some districts, especially in urban and rural towns, have fewer Internet connectivity options. The answers to some of these issues depend on which strategy the district employs. Not all ALD curriculum need be delivered via technology.
Staff logistics	1. For certified staff (teachers and administrators) ALDs are considered a work day. If a certified staff member is not able to fulfill his/her duty on an ALD, they should apply for leave as they would on any other work day per district policy. 2. Staff should be able to respond to appropriate requests for student assistance during the duration of an ALD. These responses should be in the form of email or other acceptable forms of electronic communication and should be in a manner deemed to be timely by all parties involved. 3. Districts can/should decide what the obligation of non-certified staff is on ALD days.	- Appropriate bargaining units should be consulted and agree. - What is considered a timely response and contract implications will need to be worked out with impacted staff. - Most districts do NOT require or pay non-certified staff on ALD days.

Element	Approach/Strategy	Additional Considerations
Student logistics	All students are expected to complete the requirements of the ALD assignment in a manner consistent with the timeline and quality expectations of the district.	- Length of this window for completing the work is a matter for local negotiations.
Special needs - IEP considerations	The answers to some of these issues depend on which strategy the district employs, but individual students may need to have special accommodations made for them based on their circumstances. The district's approach here should be consistent with each individual's accommodations for homework in the course of a regular school year. No student's status or ability to complete the expected work on an Alternative School Session should be impacted by their special education status.	The district should ensure that the required support and accommodations for each student are available in the context of Alternative School Sessions.
Constituent Engagement	1. Determining how to work with daycare and other babysitting facilities/ providers who care for students on snowdays to see if they can support the school work should they be the primary location for student care on days of school closings is a local matter. These issues include requirements for logging in at certain times or the timelines for project/lesson completion. 2. Parent information, communications and support sessions should be held as part of back to school or parent conferences long before an anticipated weather disruption occurs so that all stakeholders have the information they need to be successful. 3. Districts should be sensitive to, and prepare for, the potential challenges that may occur as students engage with these assignments and any issues that may arise regarding parent, guardian or caregiver. This is especially true in the first few iterations of the process.	- Key providers and access points should be identified and engaged in the planning of the ALD specifics so they are engaged and aware of the district's plans well in advance.

Relevant Statute: CT Gen Statute 10-15 *(last revised in 2015)*

Sec. 10-15. Towns to maintain schools. Public schools including kindergartens shall be maintained in each town for at least one hundred eighty days of actual school sessions during each year, and for the school year commencing July 1, 2014, and each school year thereafter, in accordance with the provisions of section 10-66q. When public school sessions are cancelled for reasons of inclement weather or otherwise, the rescheduled sessions shall not be held on Saturday or Sunday. Public schools may conduct weekend education programs to provide supplemental and remedial services to students. A local or regional board of education for a school that has been designated as a low achieving school pursuant to subparagraph (A) of subdivision (1) of subsection (e) of section 10-223e, or a category four school or a category five school pursuant to said section 10-223e, may increase the number of actual school sessions during each year, and may increase the number of hours of actual school work per school session in order to improve student performance and remove the school from the list of schools designated as a low achieving school maintained by the State Board of Education. The State Board of Education (1) may authorize the shortening of any school year for a school district, a school or a portion of a school on account of an unavoidable emergency, and (2) may authorize implementation of scheduling of school sessions to permit full year use of facilities which may not offer each child one hundred eighty days of school sessions within a given school year, but which assures an opportunity for each child to average a minimum of one hundred eighty days of school sessions per year during thirteen years of educational opportunity in the elementary and secondary schools. Notwithstanding the provisions of this section and section 10-16, the State Board of Education may, upon application by a local or regional board of education, approve for any single school year, in whole or in part, a plan to implement alternative scheduling of school sessions which assures at least four hundred fifty hours of actual school work for nursery schools and half-day kindergartens and at least nine hundred hours of actual school work for full-day kindergartens and grades one to twelve, inclusive.

Two Potential Pathways Forward:

Pathway 1: Seek an expanded definition from the State Board of Education for what constitutes an "actual school session."

An interested district or group of districts could use the guidance in this document to finalize and create a plan for an *Alternative School Session* and approach the State Board of Education and seek its approval in advance of its implementation. In the past, all waivers that have been sought have been for the 180-day portion of the statute. I am not sure if there is a district that has sought a waiver on the definition of the "school session." It may be possible that if the structure of the "school session alternative" proposed has enough structures and safeguards – and references similar efforts in other states – that the State Board might consider granting such a request. At the very least it would be the Board and the CSDE in a position of trying to articulate what its concerns are moving forward.

Pathway 2: Work with CAPSS or other interested organizations to coordinate with the CSDE to craft language to change the law to explicitly change to definition of "an actual session" to allow districts to submit plans that qualify for use under specific conditions.

If waivers are not granted, we can mount an effort to work through the legislative process to get a bill introduced to change the definition. This can be done through CAPSS or through a stand-alone process through a specific legislator from the Education Committee. There are a couple of challenges to this strategy this year. First, the CSDE is in a bit of a transition and the Commissioner shared with me that there will be no policy recommendation changes coming from the CSDE this session. From a CAPSS standpoint, apparently their legislative lobbying arm has decided to limit their policy to just a few priority areas and this is probably not one of them. That leaves an independent pathway of targeting an influential legislator from the Education Committee and following through with them to get a bill introduced directly to the legislature in the upcoming session.

If that pathway is pursued, we would need to:

1. Site the relevant statute (as listed previously) that we are seeking to amend.
2. Provide a rationale for the change (much of what is already written here would probably qualify for most of it).
3. Introduce "mark-up language" to show how we would recommend the statute be changed to broaden the definition of an "actual school session" and define under what conditions it could be implemented.

Alternative School Session Design Template Grades 6-12:   **Topic**   **Grade Level:**

Attributes	What do you want the student to do?	How will you get them to do it? Task, prompt, or product…..
1. What is the problem/question or issue? Is it plausible, does it make sense?	*React to a problem, statement, or challenge requiring investigation and make a judgment on plausibility.*	*Statement of initial understanding of the problem/issue with a claim attached.*
2. Is there a solution, answer, or implication? Does it challenge your current thinking?	*What questions need to be investigated related to your statement in step one? How will you prioritize key questions for investigation?*	*Identify significant key questions for investigation.*
3.What are the relevant and credible domains/sources? Who is behind them? Do they state their process, bias – who links to them? Can they be corroborated?	*What does the evidence say about the issue? Can you determine the difference between fact/opinion – evidence and conjecture?*	*Gather, analyze and evaluate evidence from a wide variety of sources.* *Source your research – minimum numbers of sources*
4. What data can you find to support alternate or opposing claims? Are they reasonable?	*Are there alternative views? What are their sources and how reliable are they?*	*Gather, analyze and evaluate evidence from a wide variety of sources with alternate or opposing claims.* *Source your research – minimum numbers of sources*
5. Summarize, reflect, and identify what will you do with what you learned.	*Were your initial reactions verified or sufficiently called into question? What did you learn and what will you do with it?*	*Write an evidence-based argument that supports new learning that may affirm or counter initial thinking.*
6. What tool/criteria will you use to support reflection and feedback?	*How does your work reflect the expectations of the rubric? How will you use teacher feedback to improve your work?*	*Use rubric for self-reflection and feedback.*

Grade 12 - Critical Thinking Rubric

Indicators of Attainment	Beginning	Developing	Proficient	Exemplary
1. Identify and define authentic problems/issues and formulate significant questions for investigation based on multiple sources.	1a. While there may be attempts to identify and articulate problems, issues, or arguments, they are fragmented, incomplete or so unfocused that they cannot be acted upon.	1a. Identifies and articulates problems, issues, or arguments that contain some errors or inaccuracies but are cogent enough to support investigation.	1a. Identifies and articulates problems, issues, or arguments that are accurate, clear and well-constructed.	1a. Precisely and completely identifies and articulates problems, issues, or arguments that are focused, insightful, and capture a topic or issue of significant importance to the field.
	1b. Makes an attempt to construct questions related to a problem, issue, or challenge, but questions are limited in their ability to provide a foundation for inquiry or investigation.	1b. Constructs questions that are somewhat related to a problem, issue, or challenge and puts questions in a logical order to support inquiry and/or investigation.	1b. Constructs questions related to a problem, issue, or challenge and determines a focus by prioritizing key questions that provide a foundation for inquiry and/or investigation.	1b. Constructs stimulating questions related to a problem, issue, or challenge and determines a focus by refining and prioritizing key questions that provide a solid foundation for inquiry and/or investigation
	1c. References sources that are limited, vague, ambiguous, unsubstantiated and/or inaccurate.	1c. References sources that are somewhat limited, unclear or unfocused on the topic.	1c. References multiple sources which are credible and aligned with the topic.	1c. References multiple complex sources which are credible, scholarly, and clearly aligned with the topic.

2. Analyze, evaluate, and verify sources for evidence, facts, arguments, claims, beliefs, and bias.	2a. Makes minimal attempt to evaluate sources for relevancy and credibility.	2a. Shows some evidence of effective evaluation of sources for relevant and credible information and accuracy.	2a. Shows strong evidence of effective evaluation of sources for relevant and credible information and accuracy.	2a. Thoroughly and effectively evaluates all of the presented sources for relevant and credible information and accuracy.
	2b. May be vaguely aware of the idea of bias but is unable to identify how claims, beliefs, bias, may impact the available empirical evidence.	2b. Identifies some of the claims, beliefs, bias, and can separate this from the empirical evidence.	2b. Identifies and distinguishes the relationship between most of the claims, beliefs, bias, and empirical evidence.	2b. Identifies and specifically distinguishes the relationship between claims, beliefs, bias, and empirical evidence.
	2c. Demonstrates a narrow understanding of the influence of context on a source.	2c. Demonstrates some understanding of the influence of context on the source.	2c. Demonstrates an understanding of the influence of context on the source.	2c. Demonstrates a complete understanding of the influence of context on the source and can provide specific examples.
	2d. There is little or no evidence of appropriate questioning and/or the questions are not relevant or aligned with the topic.	2d. Attempts to question the viewpoints of experts and to test/confirm the relevance or accuracy of the collected data.	2d. Effectively questions the viewpoints of experts to test/confirm the relevance or accuracy of the collected data.	2d. Thoughtfully and accurately questions the viewpoints of experts to test/confirm the relevance or accuracy of the collected data.

	2e. Puts minimal effort into seeking out sources that represent differing perspectives and/or identifies gaps in the evidence and attempts to seek out additional information.	2e. Seeks out some sources of differing perspectives and/or identifies gaps or flaws in the evidence and subsequently seeks out additional information.	2e. Seeks out sources of differing perspectives, identifies any gaps in the evidence, and subsequently seeks out additional information that might resolve the issue.	2e. Seeks out and identifies sources of differing perspectives, identifies any gaps in the evidence and subsequently seeks out and obtains additional information to resolve the issue.
3. Analyze and synthesize evidence to make logical decisions, conclusions, or claims.	3a. Evaluation of evidence is limited and results in a flawed or unclear interpretation or generalization.	3a. Evaluates and prioritizes evidence from a variety of sources to formulate a mostly logical interpretation or generalization.	3a. Evaluates and prioritizes evidence from a wide variety of sources to formulate a logical and accurate interpretation or generalization.	3a. Evaluates and prioritizes evidence from a wide variety of sources to formulate an original, logical, and substantive interpretation or generalization.
	3b. While there may be evidence of understanding of discrete sources of data and information there are few if any thoughtful connections made between them.	3b. Draws simple but generally correct connections between discrete sources of data and information.	3b. Draws connections between several discrete sources of data and information.	3b. Draws significant connections between a variety of discrete sources of data and information.
	3c. Develops a claim/conjecture that is ambiguous or vague and/or represents literal comprehension and may include some misinterpretation.	3c. Develops the foundation of an appropriate claim/conjecture, but it is not fully articulated and/or demonstrates only literal comprehension.	3c. Develops a clear claim/conjecture that demonstrates comprehension and valid basic inferences.	3c. Develops a clear, compelling claim/conjecture that demonstrates comprehension and valid, complex inferences.

4. Construct arguments supported by sufficient evidence and valid reasoning.	4a. May attempt to construct an argument, but it is illogical, may not be related to issue/problem, is brief, confusing and/or represents a narrow understanding of the issue/problem.	4a. Constructs an argument that generally supports a claim/conjecture and may represent a general understanding of the issue/problem but is somewhat unclear or unfocused.	4a. Clearly and precisely constructs a logical and coherent argument that supports a claim/conjecture and represents an understanding of the issue/problem.	4a. Clearly and precisely constructs a logical, coherent and extended argument that supports a claim/conjecture, represents a comprehensive understanding of the issue/problem, and develops new ideas and generalizations.
	4b. If there is evidence or reasoning, it is superficial and is either not aligned or minimally supports the claim/conjecture or solution.	4b. Applies credible evidence and reasoning that generally supports the claim/conjecture or solution to a problem.	4b. Applies credible evidence and reasoning to sufficiently support the claim/conjecture or generate new ideas/solutions.	4b. Applies credible, detailed evidence and reasoning to comprehensively support the claim/conjecture or generate new and creative ideas/solutions.
	4c. Superficially acknowledges alternate and opposing argument(s) or pathways to solutions or only acknowledges agreeable arguments.	4c. Acknowledges or addresses alternate and opposing argument(s) or pathways to solutions in an unclear or confusing manner.	4c. Adequately acknowledges or addresses alternate and opposing argument(s) or pathways to solutions.	4c. Clearly and insightfully acknowledges or addresses alternate and opposing argument(s) or pathways to solutions.
	4d. May attempt to cite evidence but does so inaccurately or incompletely.	4d. Cites most evidence in a responsible manner by quoting evidence or paraphrasing accurately and referencing where the evidence can be found.	4d. Cites evidence in a responsible manner by quoting evidence exactly or paraphrasing accurately and references where the evidence can be found.	4d. Cites evidence in a thorough and responsible manner by quoting evidence exactly, paraphrasing accurately, and referencing precisely where the evidence can be found.

5.Reflect critically and accept feedback to evaluate, refine and improve argument.	5a. Rarely self-evaluates work or demonstrates minimal interest in how reflection may lead to improvement of the argument, product or solution.	5a. Sometimes self-evaluates work and may make attempts to change the argument, product or solution.	5a. Regularly self-evaluates work and consistently works to implement changes that will lead to improvement of the argument, product or solution.	5a. Consistently, thoughtfully and courageously self-evaluates strengths and limitations of the argument, product or solution and takes action to improve it.
	5b. Rarely attempts to seek, discuss, consider or use constructive and meaningful feedback.	5b. Occasionally seeks, discusses, considers and/or uses constructive and meaningful feedback.	5b. Regularly seeks, discusses, considers and/or uses constructive and meaningful feedback.	5b. Consistently throughout the process seeks, discusses, considers and uses constructive and meaningful feedback.