

# IMPACTING

*How will I contribute to make an impact?*



## Instructional Stance

Educators support IMPACTING by:

- Modeling inquiry and reasoning
- Providing opportunities to analyze evidence
- Designing tasks requiring evaluation and choice-making
- Guiding solution refinement and revision
- Creating spaces for informed action and reflection

## Across PreK-12

Across PreK-12, learners develop the ability to engage thoughtfully with ideas, use evidence to make sense of problems, compare and evaluate options, and take informed action that contributes to their community. Young learners notice simple ideas and explore issues with support. Elementary learners compare ideas, notice patterns, and use simple evidence to explore possibilities. Middle school learners analyze issues, evaluate ideas using evidence and criteria, and refine solutions as they take informed action with others. High school learners evaluate complex evidence and perspectives, design evidence-informed solutions, and take purposeful action in civic or community contexts.

## Competency Progression

The competency statements outline a strategic increase in challenge and self-reliance from PreK through graduation, and define how students navigate the core domain question as they progress through different developmental stages.

<b>Level 1</b> Early Learning PreK	<b>Level 2</b> Primary School Grades K-2	<b>Level 3</b> Elementary School Grades 3-5	<b>Level 4</b> Middle School Grades 6-8	<b>Level 5</b> High School Grades 9-12
I show what I notice about ideas or problems with help as I explore and learn through simple tasks or play.	I describe simple ideas or problems and use familiar examples or observations as I make sense of my learning in familiar situations.	I compare ideas, notice patterns, and use reasons or simple evidence as I explore problems and possibilities in my learning.	I analyze issues, evaluate ideas or solution options using evidence and criteria, and refine solutions as I take informed action with others across different learning contexts.	I evaluate evidence, perspectives, and consequences, and design evidence-informed solutions as I take purposeful action to improve ideas, outcomes, or systems in complex or civic community contexts.

## Attributes and Attribute Progressions

IMPACTING attributes are reflected in the competency progression and expanded with more detail here for reference.

<b>IMPACTING ATTRIBUTES</b>	<b>Level 1</b> Early Learning PreK	<b>Level 2</b> Primary School Grades K-2	<b>Level 3</b> Elementary School Grades 3-5	<b>Level 4</b> Middle School Grades 6-8	<b>Level 5</b> High School Grades 9-12
<b>Reasoning and Critical Thinking</b>	I show simple ideas or changes I notice during play or tasks and respond when something shifts or changes.	I describe simple ideas or problems and use familiar examples or observations to explain what I noticed.	I compare ideas, notice patterns in familiar situations, and use reasons or simple evidence to make sense of problems and possibilities.	I analyze issues by organizing information, comparing ideas or solution options using evidence and criteria, and explaining my reasoning during group decisions.	I evaluate evidence, perspectives, and consequences to understand complex issues and justify my decisions using credible evidence and clear criteria.
<b>Knowledge Application and Transfer</b>	I explore materials or ideas and show what happens during simple tasks or play.	I use familiar examples, observations or early ideas to make sense of tasks in familiar situations.	I apply what I know to explore problems, compare solutions, and suggest possibilities for what to try next.	I apply learning across subjects to analyze issues and refine solutions with others across different contexts.	I apply knowledge across disciplines to design evidence-informed solutions that improve ideas, outcomes, or systems.
<b>Solutions-Oriented Thinking and Decision-Making</b>	I take simple guided actions that help the class during play or learning.	I suggest simple ideas or choices using familiar examples and explain early reasons for my decisions.	I compare possible solutions using reasons or simple evidence and take informed action that improves my class or school.	I evaluate solution options with evidence and criteria, refine ideas with others, and take informed action to address shared problems.	I evaluate solution paths using evidence, criteria, and anticipated consequences and take purposeful action to improve ideas, outcomes, or systems in civic or community contexts.
<b>Contribution and Civic Engagement</b>	I take simple actions with guidance that help our class or group.	I participate in guided decisions that help our class or school in familiar routines.	I help plan or refine actions that improve our classroom or school using reasons or simple evidence.	I take informed action with others to address shared issues across different classes or school contexts.	I take purposeful action that meaningfully advances civic or community issues using evidence-informed reasoning.