

# Look Fors: Problem Solving

*Does the task align with the 'look-fors' for Problem Solving?*

<b>Look-Fors</b>	
Task or question allows for use of prior knowledge, experience, skills, and understanding in new and familiar situations.	
Task or question allows for application of the inquiry process to investigate and to communicate findings.	
Task or question allows for use of critical thinking and problem-solving strategies to make connections between process (the how) and content (the what).	
<b>Inquiry Process</b>	<p><b>Step 1:</b> Select inquiry focus, question, topic.</p> <p><b>Step 2:</b> Explore, investigate.</p> <p><b>Step 3:</b> Analyze, summarize, synthesize, draw conclusions, construct new learning.</p> <p><b>Step 4:</b> Share learning, communicate, go further, reflect.</p>
Task or question allows use of <b>planning, processing, critical/creative thinking skills.</b>	
<b>Planning</b>	formulating questions, generating ideas, gathering information, focusing research, outlining, brainstorming, sketching, using visual organizers, etc.
<b>Processing</b>	analyzing, evaluating, inferring, interpreting, editing, revising, forming conclusions, detecting bias, synthesizing
<b>Critical/Creative Thinking</b>	creative and analytical processes, design process, exploration of the elements, problem solving, reflection, elaboration, oral discourse, evaluation, critical literacy, metacognition, invention, critiquing, reviewing

## **Look Fors: Problem-Solving Skills**

*What does the work tell us about student learning?*

- Student applies learning to new context.
- Student applies inquiry process.
- Student selects and applies appropriate strategy/strategies to solve problem.
- There is evidence of critical and creative thinking skills and/or processes.