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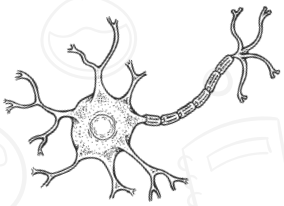
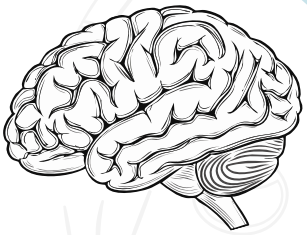
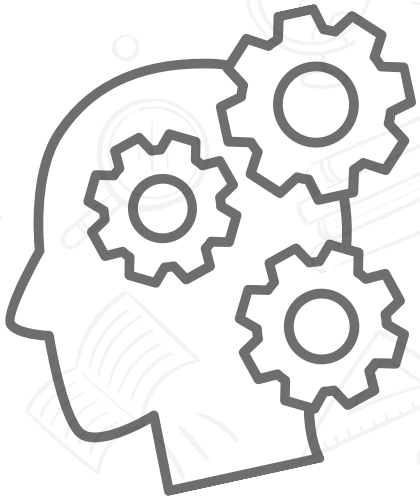




Metacognitive Skills

Seeking Accuracy

Secondary



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Seeking Accuracy

Seeking accuracy is a skill that helps students vet sources of information for reliability and verify information by consulting multiple sources known to be reliable.

Introduce the skill of seeking accuracy are not Immediately Apparent using the video lesson or an introduction of your own design that covers the same content. The text of the recording is below:

Video script -- Have you ever read an article, seen a post on social media, or heard something from a friend and wondered, “Is this actually true?” Maybe it was an article about a scientific or political issue. Maybe it was a post describing a breaking news story. Or maybe you heard about a new health trend, or “life hack.” You may have felt skeptical and thought, “Where is the evidence?” In moments like these, it can be challenging to know what to believe, and it’s easy to move on without taking the time to check the facts.

That’s when the skill of Seeking Accuracy really matters. It helps you think critically about what you read or hear and judge whether the source is trustworthy. By checking other reliable sources and looking at their evidence, you can avoid mistakes and make informed decisions.

Here’s a strategy that can guide your thinking as you seek accuracy.

1. Ask yourself if this is something you should seek accuracy about.
2. If yes, identify possible resources. (You might need to ask for help with this.)
3. Check the sources you’ve identified.
4. Identify what you were right about, what you were wrong about, and what you have learned that is new.

Here’s an example of a person using this strategy.

Sora is doing a project for her science class. She is supposed to read about a weather event and explain what caused it. She sees the headline “Pressure Burst!” and clicks on

the article. It says, "*A strong, fast-moving storm surprised residents yesterday with heavy rain and strong winds. It formed because a sudden pressure change caused the clouds to burst open and explode, releasing all their rain at once.*" Sora has never heard of a pressure burst, and she wonders if the information is correct. Mainly because it's on a website she's never heard of. She realizes she needs to seek accuracy to double-check the information.

Next, Sora identifies possible resources. She makes a list of reliable websites she can trust, including the National Weather Service and the National Hurricane Center. Her teacher also has a book about hurricanes that explains the science clearly and accurately.

She reads about how hurricanes form from these sources and compares it to what the "Pressure Burst" article claimed. As she does this, she pays close attention to what meteorologists say and what is supported by real scientific data.

Finally, Sora identifies what the article was right about, what it was wrong about, and what she learned that is new. The "Pressure Burst" article got some basic details right. But it was wrong about how the storm formed. She learns that storms actually develop gradually as warm air rises, cools, and forms thick clouds. The clouds slowly fill with water until the rain falls. The strong winds come from large air movements around the storm—not from clouds bursting open. The sources she chose explain the science clearly and correct the parts that the first article got wrong. Now Sora feels confident that she's using accurate information in her assignment. She learns a lot about how storms form, and also that she should trust her instincts and verify information that doesn't seem right.

Seeking accuracy is useful outside of school, too. For example, Daniella sees a social media post about a "detox smoothie" that promises more energy, clear skin, and better focus. It has a lot of likes and comments. Her friends are all talking about it, but when Daniella looks closer, she notices problems. The recipe uses ingredients she's never heard of, which makes her skeptical. The creator insists it's 100% safe, but a few people comment that it made their stomachs hurt, and there are no links to the "scientific proof" the post claims to have.

Daniella decides to check a few reliable health websites. She learns the drink doesn't actually detox anything, some ingredients can cause stomach issues, and there's no evidence it even improves focus. She also finds out that too much of one ingredient can make people feel dizzy.

By taking a moment to check for accuracy, Daniella avoids trying something that might not help at all—and could even make her sick.

Whether you're in school or not, as you practice seeking accuracy, you become better at noticing when information might be unreliable and checking it with trustworthy sources. Over time, you learn to recognize these moments on your own and explain how well your approach helped you make a more informed decision.

Once students have been introduced to the skill of seeking accuracy, emphasize the following points with them:

- Seeking accuracy means pausing to question whether information is true, reliable, and supported by evidence rather than accepting it at face value. Discuss with students using prompts like, “What makes you stop and wonder whether something you read or hear is actually true?”
- This skill is especially useful in situations involving claims, explanations, or advice that could affect understanding, decisions, or safety, such as school research, news stories, social media posts, or health information. Discuss with students using prompts like, “What kinds of information feel most important to double-check?”
- Feeling skeptical or unsure can be a signal that it’s time to seek accuracy. Discuss with students using prompts like, “What thoughts or feelings tell you that something might not be reliable?”
- An important part of seeking accuracy is recognizing when a situation warrants fact-checking rather than proceeding or trusting the first source. Discuss with students using prompts like, “How do you decide whether something is worth checking more carefully?”
- Seeking accuracy involves identifying trustworthy sources, such as experts, reputable organizations, books, and credible websites. Discuss with students using prompts like, “Where could you look to find information you can trust?”
- Checking multiple sources helps you compare information and look for evidence that supports or contradicts a claim. Discuss with students using prompts like, “Why is it helpful to look at more than one source?” or “In the science example, why did Sora choose sources like the National Weather Service instead of relying on the first article she read?”
- Seeking accuracy includes noticing what information is correct, what is incorrect, and what new understanding you gain through checking sources. Discuss with students using prompts like, “After checking sources, how can you tell what you were right about and what you misunderstood?”
- Reflection is part of this skill and helps you think about how your approach to checking accuracy worked. Discuss with students using prompts like, “What did Sora learn not just about storms, but about how she should handle information that seems questionable?”

- Seeking accuracy helps you avoid mistakes and make safer, more informed decisions outside of school. Discuss with students using prompts like, “How did checking reliable health sources help Daniella avoid a poor or risky decision?” or “How might regularly checking accuracy change the way you interact with information online or in everyday life?”

Levels of Competence

There are specific levels of competence for this skill against which students can be evaluated (see **Table 1**). It is important to note that the levels of competence are articulated as a scale that can be used to make judgments about students' status and growth. That scale has score values that range from 0.0 to 4.0. At the 0.0 level, the student cannot demonstrate any part of the skill even with help. At the 1.0 level, the student can perform some of the foundational aspects of the skill with help but not independently. At the 2.0 level, the student can independently demonstrate the foundational aspects of the skill but not the behaviors described at the 3.0 level. The 3.0 level on the scale represents proficiency in the skill. When students can independently demonstrate these behaviors, they have reached the desired status for the skill. At the 4.0 level, the student demonstrates everything at the 3.0 level AND goes above and beyond expectations by adding useful adaptations to the skill. Finally, the scale describes half-point scores that indicate partial progress toward the next level of the scale.

Periodically evaluate students' status relative to these levels of competence using the assessment activities in **Table 4**.

It is also important to note that **Table 2** and **Table 3** contain versions of the scale that can be used by students to rate themselves. These scales are both stated in an "I CAN" format. Periodically, students evaluate themselves relative to the levels of competence using the Full-point or the Half-point self-evaluation scales.

Table 1: Levels of Competence

4.0	The student can articulate specific situations (in school and out of school) in which they should seek accuracy, set goals to do so, and evaluate progress.
3.5	In addition to score 3.0 performance, partial success at score 4.0 content.
3.0	The student will recognize when they are not seeking accuracy and respond by executing a complex strategy involving self-analysis.
2.5	No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content.

2.0	The student will recognize or recall vocabulary associated with self-analysis as it relates to seeking accuracy (for example, *critical thinking, evidence, reflection*) and perform basic processes such as:
	• Describe a complex strategy involving self-analysis for seeking accuracy (articulated by the class or the teacher in the form of a standard operating procedure [SOP]). For example:
	  ◦ Ask yourself if this is something you should seek accuracy about.
	  ◦ If yes, identify possible resources. (You might need to ask for help with this.)
	  ◦ Check the sources you've identified.
	  ◦ Identify what you were right about, what you were wrong about, and what you have learned that is new.
	• Understand what an individual might think and feel while seeking accuracy (for example, feeling skeptical, thinking "Is this source biased?" or "What evidence is presented?"

1.5	Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content.
1.0	With help, partial success at score 2.0 content and score 3.0 content.
0.5	With help, partial success at score 2.0 content but not at score 3.0 content.
0.0	Even with help, the student demonstrates no success.

Table 2: I CAN Student Assessment Form (Half-point scale)

4.0	I can articulate specific situations (in school and out of school) in which I should seek accuracy, set goals to do so, and evaluate progress.
3.5	In addition to score 3.0, I can do some of what is required at the score 4.0 level.
3.0	I can recognize when I am not seeking accuracy and respond by executing a complex strategy involving self-analysis.
2.5	In addition to score 2.0, I can do some of what is required at the score 3.0 level.
2.0	I can recognize or recall vocabulary associated with self-analysis as it relates to seeking accuracy (for example, *critical thinking, evidence, reflection*) and perform basic processes such as: ● Describe a complex strategy involving self-analysis for seeking accuracy (articulated by the class or the teacher in the form of a standard operating procedure [SOP]). For example: ○ Ask yourself if this is something you should seek accuracy about. ○ If yes, identify possible resources. (You might need to ask for help with this.) ○ Check the sources you've identified. ○ Identify what you were right about, what you were wrong about, and what you have learned that is new. ● I understand what an individual might think and feel while seeking accuracy (for example, feeling skeptical, thinking "Is this source biased?" or "What evidence is presented?"
1.5	On my own, I can do some of the things at score 2.0 level.
1.0	With help, I can do some of the things at score 2.0 level and 3.0 level.
0.5	With help, I can do some of the score 2.0 level things but not the score 3.0 level things.

Table 3: I CAN Student Assessment Form (Full-point scale)

4.0	I can articulate specific situations (in school and out of school) in which I should seek accuracy, set goals to do so, and evaluate progress.
3.0	I can recognize when I am not seeking accuracy and respond by executing a complex strategy involving self-analysis.
2.0	I can recognize or recall vocabulary associated with self-analysis as it relates to seeking accuracy (for example, *critical thinking, evidence, reflection*) and perform basic processes such as: ● Describe a complex strategy involving self-analysis for seeking accuracy (articulated by the class or the teacher in the form of a standard operating procedure [SOP]). For example: ○ Ask yourself if this is something you should seek accuracy about. ○ If yes, identify possible resources. (You might need to ask for help with this.) ○ Check the sources you've identified. ○ Identify what you were right about, what you were wrong about, and what you have learned that is new. ● I understand what an individual might think and feel while seeking accuracy (for example, feeling skeptical, thinking "Is this source biased?" or "What evidence is presented?"
1.0	With help, I can do some of the things at score 2.0 level and score 3.0 level.
0.0	Even with help, I cannot do any of the score levels.

Table 4: Assessment Activities

4.0	Ask students to document specific situations in and out of school when they've used the skill of seeking accuracy. They should be able to describe the goals they set for themselves, what they did, and how well they performed.
3.0	Have students document a time they used the skill of seeking accuracy. They should be able to provide a detailed description of the incident and a critique of their own behavior.
2.0	Ask students to explain the following terms: *critical thinking, evidence,* and *reflection*. Their answers should be generally accurate but not necessarily detailed or complete. Ask students to describe a basic process that has been provided to them for seeking accuracy: ○ Ask yourself if this is something you should seek accuracy about. ○ If yes, identify possible resources. (You might need to ask for help with this.) ○ Check the sources you've identified. ○ Identify what you were right about, what you were wrong about, and what you have learned that is new. Ask students to describe some of the self-talk and thinking that should occur when someone is seeking accuracy. Their answers should include things like they are feeling skeptical or asking, "Is this source biased?" or "What evidence is presented?"