

**Figure 7.0 The Talent Aptitude Learning Progressions: Cross-Domain Aptitudes of Innovators (Teacher Version)**

Cross-Domain Talent Aptitudes	Emerging	Progressing	Advancing
<b>1. Curiosity</b> Seeks new ideas; asks thoughtful, searching questions; is inquisitive; observes, explores, and investigates keenly and alertly in any environment.	Asks questions on topics of interest; observes, explores and investigates when prompted.	Show interest in new ideas; asks questions; observes, explores, and investigates.	Seeks out new ideas; asks searching questions; observes intently; widely explores and investigates.
<b>2. Logical Reasoning</b> Draws conclusions from facts or premises; observes patterns and infers rules; hypothesizes and tests; uses a systematic process to make sound judgments and form sensible arguments.	With guidance and modeling, can draw conclusions from evidence to make sound judgments and arguments.	Applies systematic thinking to draw conclusions from evidence in order to make sound judgments and sensible arguments.	Consciously selects a systematic process to form a hypothesis, draw conclusions from evidence, make sound judgments, and develop sensible arguments.
<b>3. Creativity</b> Has unusual or clever ideas; enjoys brainstorming, imagining, or divergent thinking; is inventive; discovers unusual connections; initiates new projects.	Demonstrates typical ideas; makes literal connections; works on assigned projects.	Demonstrates divergent thinking when prompted; makes appropriate connections; open to new projects.	Demonstrates divergent thinking through unusual or clever ideas; makes unexpected or imaginative connections; initiates new projects.
<b>4. Insight</b> Is keenly observant and aware; is intuitive; perceives new patterns and relationships; readily grasps concepts and applies them to new situations.	Sees patterns and relationships when modeled; acquires concepts through experience and applies them to new situations with practice.	Observes patterns and relationships; acquires concepts through examples and applies them to new situations with modelling.	Grasps patterns and relationships quickly and easily transfers them to new situations; applies concepts independently in novel ways.
<b>5. Persistence</b> Focuses time and energy on a topic of interest; looks for more than one way to accomplish a task; continues in spite of difficulty; strives to improve and refine; tests and verifies; may resist closure.	Stays on task for a reasonable period of time, if not bringing it to completion.	Continues in a task with sufficient time and energy to bring it to completion, if not refinement.	Focuses energy and time to accomplish a task in spite of difficulty; examines alternatives; strives to test, refine, and improve.
<b>6. Metacognition</b> Understands own thought processes; self-selects appropriate problem-solving strategies; plans; self-monitors, reflects, assesses, and corrects; learns from mistakes.	Can identify own thinking when prompted; uses problem-solving strategies as provided; may correct mistakes if asked; typically acts before deliberating.	Aware of own thought processes; chooses a problem-solving strategy from those provided; applies feedback to correct mistakes when prompted; considers own thoughts and actions.	Understands own thought processes; self-selects appropriate problem-solving strategies; self-monitors; assesses and corrects; learns from mistakes; is deliberate and reflective.
<b>7. Leadership</b> Motivates others to achieve a goal; initiates ideas and listens to concerns of others; influences others to adopt and participate in a plan of action; organizes others to implement a plan.	When provided with the goals, can follow a plan of action and work with others to achieve it.	Sets goals and creates a plan of action to achieve them; influences others to participate in the plan.	Casts a vision and develops a plan of action; motivates and organizes others to participate and bring the vision into reality.