

HOT SOLO Key Competencies Self Assessment Rubrics

Key Competencies – Capabilities for living and lifelong learning: *Opportunities to develop the competencies occur in social contexts. People adopt and adapt practices that they see used and valued by those closest to them, and they make these practices part of their own identity and expertise. The competencies continue to develop over time, shaped by interactions with people, places, ideas, and things. Students need to be challenged and supported to develop them in contexts that are increasingly wide ranging and complex.* P14 The New Zealand Curriculum

HOT SOLO Coded rubrics for

Key Competency: Managing self

Establish personal goals/ plan my work/ set high standards/ act appropriately in a range of settings/become aware of my actions and words on others/ set high self expectations/ developing a range of strategies to become a successful learner/ make well informed choices/

Key Competency: Relating to others

Interact with a diverse group of people/Interact in a variety of context/ be an active listener/recognise different viewpoints/negotiate and share ideas/be more open to new learning/ co-operate in team situations/

Key Competency: Participating and contributing

Be aware of local/national/global communities/ understand the purpose of these communities/respond appropriately in a group situation/ make connections with others/ take on a range of roles/display an awareness of local/national and global issues/ be actively involved in community issues/understand the importance of balancing rights, roles and responsibilities/make decisions/ contribute to social/physical and economic environments

Key Competency: Thinking

Be more intellectually curious/take more risks with my learning/ actively seek new knowledge/ use critical /creative /metacognitive thinking strategies /make decisions/ reflect on own thinking/ask questions/challenge perceptions and assumptions

Key Competency: Using language, symbols, and texts.

Interpret and use word, number, images, movement, metaphor and technologies in a range of context/ understand how people respond to communication/use ICT confidently

Key Competency: Managing self

Establish personal goals/ plan my work/ set high standards/ act appropriately in a range of settings/become aware of my actions and words on others/ set high self expectations/ developing a range of strategies to become a successful learner/ make well informed choices/

Managing self: Strategies for regulating overt behaviour for learning e.g. time management, effort management

<p>Extended Abstract</p>	<ul style="list-style-type: none"> • I can sequence my learning goals against a time frame, explain this time management plan in terms of my overall learning outcome AND look at this time management plan in a different way. • I can explain the different effort needed to achieve my different learning goals across the time frame AND look at the effort needed in a different way. <p>Different way: make predictions, generalise, create, evaluate.</p> <p>Student exemplar:</p> <p><i>"I am learning to Before I can do this I will need to becauseThen I will need to learn ... because etc I predict I may need to go back and learn how to before I can understand</i></p> <p><i>I have planned time X to achieve my first learning goal and time Y to achieve my second learning goal because I predict I may need less time to achieve my second learning goal because...</i></p> <p><i>I will need to work hard to stay on task when I am learning toand to listen carefully when ... because."</i> <i>I predict I will need to pace myself to achieve my overall learning outcome because ...</i></p>
<p>Relational</p>	<ul style="list-style-type: none"> • I can sequence my learning goals against a time frame AND explain this time management plan in terms of my overall learning outcome. • I can explain the different effort needed to achieve my different learning goals across the time frame. <p>Explain: comparison, classification, causal explanation,</p> <p>Student exemplar:</p> <p><i>"I am learning to Before I can do this I will need to becauseThen I will need to learn ... because etc</i></p> <p><i>I have planned time X to achieve my first learning goal and time Y to achieve my second learning goal because</i></p> <p><i>I will need to work hard to stay on task when I am learning toand to listen carefully when ... because."</i></p>

<p>Multistructural</p>	<ul style="list-style-type: none"> • I can sequence my learning goals • I can match my learning goals to a time frame. [e.g. calendar, daily planner, GANTT Chart etc] • I can identify the different effort needed to achieve my learning goals. <p>Through: Listing</p> <p>Student exemplar:</p> <p><i>"I am learning to Before I can do this I will need to then I will need to learn ... etc</i></p> <p><i>I have planned time X to achieve my first learning goal and time Y to achieve my second learning goal.</i></p> <p><i>I will need to work hard to stay on task when I am learning toand to listen carefully when"</i></p>
<p>Unistructural</p>	<ul style="list-style-type: none"> • I can identify my learning goals. • I can identify my learning timeframe • I can identify the effort needed to achieve my learning goals <p>Student exemplar:</p> <p><i>"I am learning to</i></p> <p><i>I have days to achieve this.</i></p> <p><i>I will need to work hard to stay on task."</i></p>
<p>Prestructural</p>	<ul style="list-style-type: none"> • I need help to identify my learning goals • I need help with time management • I need help with effort management <p>Student exemplar:</p> <p><i>"I don't know what I am doing, how long I have to do it, or how hard it will be."</i></p>

Managing self: Make well informed choices

<p>Extended Abstract</p>	<p>I can make a well informed choice, giving reasons for this choice and explaining why these reasons support the choice, giving objections and explain why these objections reject the choice. I check the reliability and validity of the facts in the reasons and objections. I judge the reasons and objections (individually and collectively) and form a generalisation.</p> <p>I recognise that my point of view is one of many different viewpoints that have evolved from the different cultural, racial, social, political, occupational and economic lived experience of others AND I can evaluate how these viewpoints are limited/ influenced by the lived experience.</p>
<p>Relational</p>	<p>I can make an informed choice, giving reasons for this choice and explaining why these reasons support the choice AND giving objections and explaining why these objections reject the choice. I check the reliability and validity of the facts in the reasons and objections.</p> <p>I recognise that my point of view is one of many different viewpoints AND I can explain how these different viewpoints are influenced by the different cultural, racial, social, political, occupational and economic lived experience of others.</p>
<p>Multistructural</p>	<p>I can make a choice and give reasons for and objections to this choice</p> <p>I recognise my point of view as one of many different viewpoints.</p>
<p>Unistructural</p>	<p>I can make a choice and give reasons for this choice</p> <p>I recognise my point of view as the only viewpoint.</p>
<p>Prestructural</p>	<p>I can make a choice but need help to give reasons for the choice.</p> <p>I am intolerant of other's points of view.</p>

Managing self: Managing metacognitive learning behaviors – planning, monitoring, evaluating.

[Replace the content below with developmentally appropriate “I can” content developed at workshop]

[Tacit/ aware/ strategic/ reflective]

Extended Abstract	<ul style="list-style-type: none"> • I can plan, monitor and evaluate my progress intuitively in response to changes in my learning environment. • I can personalise my learning behaviours/ strategies to help me achieve my learning goals
Relational	<ul style="list-style-type: none"> • I can plan and prioritise what I need to do in the rich task (planning) • I can monitor my own progress and know when I need to ask for help (monitoring) • I can judge how well I am doing, and change things to better manage my time. (evaluate)
Multistructural	<ul style="list-style-type: none"> • I can plan what to do in the rich task if someone helps me (planning) • I can check on my progress in the rich task if someone helps me (monitoring) • I can tell how well I am managing my time in the rich task if someone helps me (evaluating)
Unistructural	<ul style="list-style-type: none"> • I can plan what to do next if someone helps me (planning) • I can check on what I am doing if someone helps me (monitoring) • I can tell how well I am managing my time on this step if someone helps me (evaluating)
Prestructural	<ul style="list-style-type: none"> • I need someone to tell me what to do (planning) • I need someone to check on what I am doing (monitoring) • I need someone to tell me how well I am managing my time (evaluating)

Managing Self: Being responsible to start the school day

Extended Abstract	I can consistently get all things ready for my school day and can assist others in this process
Relational	<p>I can consistently be ready ahead of time for the school day</p> <p><i>I need reminding to get some things organized for the school day</i></p>
Multistructural	I can do many things to be ready for the school day
Unistructural	I can do one thing to be ready for the school day
Prestructural	<p>I need support to be ready for the school day</p> <p><i>I cannot pack or unpack my school bag, I do not have a pencil ready.</i></p>

Managing Self: Time management

Extended Abstract	I can reflect and evaluate completed tasks
Relational	I can sequence tasks in order to complete them in a set time
Multistructural	I can describe and complete tasks
Unistructural	I can identify the task
Prestructural	I need help to identify the task

Managing Self: Self motivation

Extended Abstract	I can reflect and evaluate factors that influenced my self motivation
Relational	I can accurately apply the correct skills learned to new independent tasks with consistent effort
Multistructural	I can describe a purpose of the task, and can willingly maintain the effort required to complete the task
Unistructural	I am willing to put in limited effort to complete a task independently
Prestructural	I am not willing to put in the effort required to complete a task

Managing Self: Listening skills

Extended Abstract	I can spontaneously interact with the speaker at any stage of the presentation
Relational	I can follow the speaker and explain back what they said regardless of situation
Multistructural	I can demonstrate I am listening by my verbal and nonverbal responses
Unistructural	I can listen in a one to one situation and ask one question
Prestructural	I cannot show others that I am listening

Managing Self: Speaking skills

Extended Abstract	I can reflect on the impact of my own words and those of others
Relational	I can be responsible for what I say and understand the impact on others
Multistructural	I can speak and respond appropriately in a group situation but am not so aware of the impact of my words
Unistructural	I can speak appropriately in a one to one situation or small group
Prestructural	I cannot speak to another person or small group

Managing Self: Planning

Extended Abstract	During the project I can reflect on and modify and adapt my framework where necessary.
Relational	I have my own framework to organise my ideas and I understand that some relevant information can be used in various contexts
Multistructural	I can come up with my own simple framework to organise my ideas
Unistructural	I can plan when given a simple framework I need help to know how to plan
Prestructural	I am unable to plan

Managing self: Readiness for school (Junior School)

Extended Abstract	<p>I can prioritise routines</p> <p>I can predict what will happen if I do not and reflect on</p> <p>I can prompt others</p> <p>I can support others</p> <p>pack my own school bag</p> <p>unpack my own school bag</p> <p>identify what needs to be in my school bag</p> <p>put my Reading folder away</p> <p>be responsible for school notices</p>
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	<p>open my lunchbox nor the things in it</p> <p>tie my own shoe laces</p> <p>change my own clothes</p> <p>put my shoes neatly under my school bag</p> <p>place my work in the marking box</p> <p>respond appropriately to the bell</p> <p>respond appropriately to routine</p> <p>respond to a class responsibility</p> <p>follow instructions in class without supervision</p> <p>find my way away around the school</p>
Relational	<p>I can do... and explain why</p> <p>I can sequence routines, events, instructions</p> <p>I understand the consequences of....</p> <p>pack my own school bag</p> <p>unpack my own school bag</p> <p>identify what needs to be in my school bag</p> <p>put my Reading folder away</p> <p>be responsible for school notices</p> <p>open my lunchbox nor the things in it</p> <p>tie my own shoe laces</p> <p>change my own clothes</p> <p>put my shoes neatly under my school bag</p> <p>place my work in the marking box</p> <p>respond appropriately to the bell</p> <p>respond appropriately to routine</p> <p>respond to a class responsibility</p> <p>follow instructions in class without supervision</p> <p>find my way away around the school</p>
Multistructural	<p>I can do more than one of the following independently eg</p> <p>pack my own school bag</p> <p>unpack my own school bag</p>

	<p>identify what needs to be in my school bag</p> <p>put my Reading folder away</p> <p>be responsible for school notices</p> <p>open my lunchbox nor the things in it</p> <p>tie my own shoe laces</p> <p>change my own clothes</p> <p>put my shoes neatly under my school bag</p> <p>place my work in the marking box</p> <p>respond appropriately to the bell</p> <p>respond appropriately to routine</p> <p>respond to a class responsibility</p> <p>follow instructions in class without supervision</p> <p>find my way away around the school</p>
<p>Unistructural</p>	<p>I can do one self management skill with prompting eg</p> <p>pack my own school bag</p> <p>unpack my own school bag</p> <p>identify what needs to be in my school bag</p> <p>put my Reading folder away</p> <p>be responsible for school notices</p> <p>open my lunchbox nor the things in it</p> <p>tie my own shoe laces</p> <p>change my own clothes</p> <p>put my shoes neatly under my school bag</p> <p>place my work in the marking box</p> <p>respond appropriately to the bell</p> <p>respond appropriately to routine</p> <p>respond to a class responsibility</p>

	<p>follow instructions in class without supervision</p> <p>find my way away around the school</p>
Prestructural	<p>I need support to...</p> <p>pack my own school bag</p> <p>unpack my own school bag</p> <p>identify what needs to be in my school bag</p> <p>put my Reading folder away</p> <p>be responsible for school notices</p> <p>open my lunchbox nor the things in it</p> <p>tie my own shoe laces</p> <p>change my own clothes</p> <p>put my shoes neatly under my school bag</p> <p>place my work in the marking box</p> <p>respond appropriately to the bell</p> <p>respond appropriately to routine</p> <p>respond to a class responsibilty</p> <p>follow instructions in class without supervision</p> <p>find my way away around the school</p>

Self Management: Personal Organisation and Time Management (Year 4 to 8)

Managing Self: Being responsible to start the school day – Yrs4-8

Extended Abstract	I can consistently get all things ready for my school day and can assist others in this process
Relational	I can consistently be ready ahead of time for the school day <i>I need reminding to get some things organized for the school day</i>
Multistructural	I can do many things to be ready for the school day
Unistructural	I can do one thing to be ready for the school day
Prestructural	I need support to be ready for the school day <i>I cannot pack or unpack my school bag, I do not have a pencil ready.</i>

Managing Self: Time Management – Yrs4-8

Extended Abstract	I can reflect and evaluate completed tasks
Relational	I can sequence tasks in order to complete them in a set time
Multistructural	I can describe and complete tasks
Unistructural	I can identify the task
Prestructural	I need help to identify the task

Managing Self: Self motivation Yrs 4-8

Extended Abstract	I can reflect and evaluate factors that influenced my self motivation
Relational	I can accurately apply the correct skills learned to new independent tasks with consistent effort
Multistructural	I can describe a purpose of the task, and can willingly maintain the effort required to complete the task
Unistructural	I am willing to put in limited effort to complete a task independently
Prestructural	I am not willing to put in the effort required to complete a task

Managing Self: Listening skills Yrs 4-8:

Extended Abstract-reflective	I can reflect and evaluate what I am listening to, adapting & justifying my responses appropriately.
Relational – Strategic	I can follow the speaker and explain back what they said, asking relevant questions and making relevant responses.
Multistructural - aware	I can demonstrate I am listening by making several relevant verbal and nonverbal responses
Unistructural - tacit	I can listen in a one to one situation and make one relevant response
Prestructural	I cannot show others that I am listening appropriately.

Managing Self: Speaking skills – Yrs 4-8

Extended Abstract Reflective	I can reflect on the impact of my own words and those of others I can adapt my speaking skills in a range of contexts I can reflect on the impact of my words on others, evaluating the choices of words I use.
Relational - strategic	I can apply appropriate speaking skills in a group situation, and add relevant comments. I can explain the impact of my words on others
Multistructural - aware	I can use appropriate speaking skills in a group situation and add a relevant comment. I am beginning to show awareness of the impact of my words
Unistructural - tacit	I can use appropriate speaking skills in a one to one situation or group I may not be aware of the impact of my words
Prestructural	I cannot speak to another person or small group appropriately.

Managing Self: Self Management: Personal Organisation and Time Management (Intermediate Level)

Extended Abstract	<i>I can apply what I have learnt from the timetable to design other timetables. Eg other timetables, rosters I can evaluate what would happen if there were no timetable or structure to the day.</i>
Relational	I can understand the consequences of not getting my correct gear for a class. I can interpret the timetable to support others.
Multistructural	I can list the classes I have on any given day and bring the correct gear I know all my teachers and what they teach I can move to the correct class at the correct time
Unistructural	I know the school operates a timetable I can find my home room, hall and identified locations I know the staff I usually remember to bring the correct gear to class
Prestructural	I need help to <ul style="list-style-type: none"> • interpret the timetable • Locate rooms • Identify staff • Understand blocks • Bring appropriate gear to class

Managing Self: Being responsible to start the school day (Secondary level)

Extended Abstract	Every day I arrive at school on time with everything I will need for the day no matter what it brings (e.g umbrella, spare pens, highlighters, protactors, post it notes, canary in case of gas attack)
Relational	I can get to school on time with the things I need for the day.
Multistructural	I can get to school with some things that will help me during the day.
Unistructural	I can get to school. <i>I cannot pack or unpack my school bag, I do not have a pencil ready.</i>
Prestructural	I need help to get to school.

Managing Self: Time management (Secondary Level)

Extended Abstract	I am able to complete the task in the allocated time with spare time for unforeseen circumstances (important but non urgent.)
Relational	I am able to complete the task in the allocated time (important and urgent.)
Multistructural	I am aware of the time constraints but find it difficult to complete the entire task in the allocated time.
Unistructural	I need help to complete the task within the allocated time. I need directions on how to use my time.
Prestructural	I unable to complete the task within the allocated time

Managing Self: Listening skills (Secondary Level)

Extended Abstract	I can extrapolate what has been said to other situations
Relational	I can follow the speaker and explain back what they said regardless of situation
Multistructural	I can demonstrate I am listening by my verbal and nonverbal responses
Unistructural	I can be quiet and look as if I am listening
Prestructural	I don't listen "huh?"

Managing Self: Following an action plan

Extended Abstract	<p>I have several steps in my action plan, follow them and I can select the right one to follow in different situations.</p> <p>I review/ re-evaluate my action plan whenever new situations arise.</p> <p>I help others who are struggling with their action plans.</p>
Relational	I have several steps in my action plan, follow them and I can select the right one to follow in different situations.
Multistructural	I have several steps in my action plan, and can follow them without being reminded.
Unistructural	I have several steps in my action plan, and can follow them when I am told to.

Prestructural	I need help to know what steps to take and how to take them. I have no action plan.
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Managing Self: Working independently

Extended Abstract	I can get on with my work without being reminded, can adjust what I am doing to fit in with any changes that happen in the classroom. I review the outcomes of my work and reflect upon what I could do better next time.
Relational	I can get on with my work without being reminded most of the time, and can adjust what I am doing to fit in with any changes that happen in the classroom.
Multistructural	I can get on with my work without being reminded most of the time.
Unistructural	I can sometimes get on with my work without being reminded.
Prestructural	I need to be reminded to get on with my work.

Managing Self: Keeping on task

Extended Abstract	I can keep on task for most of the activity, explain how I do this, and help others keep on task.
Relational	I can keep on task for most of the activity and explain how I do this.
Multistructural	I can keep on task for most of the activity.
Unistructural	I can keep on task for one part of the activity.
Prestructural	I need to keep on task.

Managing Self: Independence

Extended Abstract	I can carry in my bag and hang it up without help from a grown up, get my book bag out and put it away AND explain why taking responsibility for my bag and book bag is important. AND I can see if anyone else needs help and offer to help them.
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Relational	I can carry in my bag and hang it up without help from a grown up, get my book bag out and put it away AND explain why I am taking responsibility for my bag and book bag..
Multistructural	I can carry in my bag and hang it up without help from a grown up AND get my book bag out and put it away.
Unistructural	I can carry in my bag and hang it up without help from a grown up.
Prestructural	I need help to hang up my bag and put my book bag away.

Managing Self: Being Independent

Extended Abstract	I need help to get my book so I am ready for the lesson AND select the stationery I will need , explain why I need to take responsibility for this, AND help others get their book and stationery ready.
Relational	I need help to get my book so I am ready for the lesson AND select the stationery I will need AND explain why I need to take responsibility for being ready for the lesson.
Multistructural	I need help to get my book so I am ready for the lesson AND select the stationery I will need
Unistructural	I need help to get my book so I am ready for the lesson
Prestructural	I need help to get my stationery and book so I am ready for the lesson

Managing Self: Getting ready for school

Extended Abstract	I can put my book bag away without being reminded, can explain why this is a good thing to do by myself AND I am always looking for new things I can do to get ready to learn .
Relational	I can put my book bag away without being reminded AND can explain why this is a good thing to do by myself. (STRATEGIC)
Multistructural	I can put my book bag away without being reminded. (AWARE)
Unistructural	I can put my book bag away if someone tells me to. (TACIT)

Prestructural	Someone else (mum dad buddy) organises my book bag, homework, pencils, books for me.
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Managing Self: Managing Emotions: Anger

Extended Abstract	I can calm down if an adult sits with me and looks after me, if I put my hands in my pocket and count to ten or if I turn around and walk away from what is upsetting me. I can explain which strategy will work best for me in different situations. I reflect on the things that make me angry and try to avoid situations..
Relational	I can calm down if an adult sits with me and looks after me, if I put my hands in my pocket and count to ten or if I turn around and walk away from what is upsetting me. I can explain which strategy will work best for me in different situations
Multistructural	I can calm down if an adult sits with me and looks after me, if I put my hands in my pocket and count to ten or if I turn around and walk away from what is upsetting me.
Unistructural	I can calm down if an adult sits with me and looks after me
Prestructural	I need help to control myself when I get angry

Managing Self: Independent Task Completion

Extended Abstract	I can complete a task. I can plan what to do and how long it will take me. I can work to my plan without needing to be reminded. I can make changes to my plan/ create a new plan if the situation changes.
Relational	I can complete a task. I can plan what to do and how long it will take me. I can work to my plan without needing to be reminded.
Multistructural	I can complete a task - if someone reminds me of what to do and when to do it
Unistructural	I can complete a task - if someone tells me in detail what to do and when to do it and reminds me throughout to stay on task.
Prestructural	I need help to complete a task.

Managing Self: Caring for belongings/ equipment

<p>Extended Abstract</p>	<p>I can find equipment in the classroom and explain why it is important to know where it is. I can help others learn where equipment is stored.</p> <p>I keep equipment in the [storage area] and return it to the [storage area] after use. I can explain why it is important to know where classroom equipment is kept and to put it away after use. I can help others return equipment to the right storage areas.</p>
<p>Relational</p>	<p>I can find equipment in the classroom and explain why I know where it is.</p> <p>I keep equipment in the [storage area] and return it to the [storage area] after use. I can explain why it is important to know where classroom equipment is kept and to put it away after use.</p>
<p>Multistructural</p>	<p>I can find my pencils, pencil case and stationery.</p> <p>I keep my pencils, pencil case and stationery in the [storage area] and return them to the [storage area] after use...</p>
<p>Unistructural</p>	<p>I can find my pencils.</p> <p>I keep my pencils in the [storage area] and return them to the [storage area] after use.</p>
<p>Prestructural</p>	<p>I need help to find my stuff (pencils, pencil case etc)</p>

Key Competency: Relating to others

Interact with a diverse group of people/Interact in a variety of context/ be an active listener/recognise different viewpoints/negotiate and share ideas/be more open to new learning/co-operate in team situations/

Relating to others: Interact in a variety of contexts: Blog commenting

Extended Abstract	<p>Blog comment balances blog reading and responding. Can synthesizes what has been read in the blog post and makes comments that evaluate or elaborate to others ideas offering alternative perspectives</p> <p><i>E.g Blog comment includes taking linked ideas from the original post into other contexts through : generalisation, evaluation, analogy, prediction, imagine, judgement, speculation, if/then, hypothesise, forecast, idealise</i></p>
Relational	<p>Blog comments communicate most effectively and explain ideas clearly. Can actively read the blog posts of others and respond appropriately, reflecting a personal understanding of the blogger viewpoint expressed.</p> <p><i>E.g Blog comment links ideas from the original post through: sequencing, classification, comparison and contrast, causal explanation, analysis (part whole), clarification, inference, reason</i></p>
Multistructural	<p>Blog comments communicate ideas and relates sensitively to others. Can read blog posts respond to them.</p> <p><i>E.g Blog comment includes several ideas from the original post through: statements that define, describe, identify,</i></p>
Unistructural	<p>Limited blog reading and commenting skills.</p> <p><i>E.g Blog comment includes one idea from the original post</i></p>
Prestructural	<p>Poor blog reading and commenting skills accompanied by a lack of self-awareness of impact of comments on others.</p> <p><i>E.g Blog comment makes no reference to the ideas in the original post</i></p>

Relating to others: Cooperate in team situations

Extended Abstract	<ul style="list-style-type: none"> • I can interact confidently and confidently with others in team situations, <i>and make individual compromises based on identifying ways to improve outcomes for the team.</i> • I can participate in creating healthy teams by taking responsibility and critical action
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Relational	<ul style="list-style-type: none"> • <i>I can interact with others in a team, adopting different roles to meet different demands.</i> • <i>I can participate and take responsibility in a team and explain my choices in terms of team outcomes.</i>
Multistructural	<ul style="list-style-type: none"> • I can interact with others in a small group • I can participate and take responsibility in a team
Unistructural	<ul style="list-style-type: none"> • I can interact with others on a one to one basis • I can participate in a team
Prestructural	<ul style="list-style-type: none"> • I need help to interact with others • I need help to participate in a team

Relating to others: Communication

[Replace the content below with developmentally appropriate “I can” content developed at workshop]

Extended Abstract	<p>Balances listening and responding.</p> <p>Synthesizes what has been heard and evaluates or elaborates in responses to others ideas offering alternative perspectives</p>
Relational	<p>Communicates most effectively and explains ideas clearly.</p> <p>Actively listens to others and responds appropriately, reflecting a personal understanding of the viewpoint expressed.</p>
Multistructural	<p>Communicates ideas and relates sensitively to others.</p> <p>Can listen to the ideas of others and respond to them.</p>
Unistructural	<p>Limited verbal communication and listening skills.</p>
Prestructural	<p>Poor verbal communication and listening skills accompanied by a lack of self-awareness of impact on others.</p>

Relating to others: Roles and Responsibilities

Extended abstract	<p>I can adapt and make changes to my roles and responsibilities to meet the needs of others in a group.</p>
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Reflective	<p>I can evaluate my own and others viewpoints objectively.</p> <p>I can use my leadership skills to develop skills in others.</p> <p>I can adapt my leadership skills / role according to different situations.</p>
Relational Strategic	<p>I can explain why roles and responsibilities are necessary for healthy group functioning.</p> <p>I can explain where different viewpoints may come from.</p> <p>I can make comparisons between my own and others view points.</p> <p>I can explain the purpose of different features of an effective leader and display at least 2 of these myself.</p>
Multi structural Aware	<p>I can identify my roles and responsibilities within a group and recognise the roles and responsibilities of others in a group.</p> <p>I can identify my viewpoint and can list 2 or more reasons supporting my viewpoint.</p> <p>I recognise my viewpoint as one of many.</p> <p>I can identify 3 or more features of a good leader.</p>
Uni structural Tacit	<p>I can work in a group identifying my role and responsibilities.</p> <p>I can identify my viewpoint but need support to express reasons.</p> <p>I can identify 1 feature of a leader.</p>
Pre structural	<p>I need support to work in a group.</p> <p>I need support to develop my viewpoint.</p> <p>I do not recognise leadership features in others or myself.</p>

Relating to Others: Types of relationships

Extended Abstract	<p><i>I behave in a way that suits me and I accept that they will act in a way that suits them. I adjust how I behave in response to who I am with. I review my behaviour when I am with others to see if I can be a better friend.</i></p>
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Relational	<p><i>I behave in a way that suits me and I accept that they will act in a way that suits them. However, I adjust how I behave in response to who I am with.</i></p> <p><i>I am who I am but when I am with my aunties they can be hurt by my language so I am careful about how I talk around them. They know what I am like and let me get away with stuff they don't do.</i></p>
Multistructural	<p><i>I behave in a way that suits me and I accept that they will act in a way that suits them</i></p> <p><i>e.g. I am who I am and they are who they are</i></p>
Unistructural	<p><i>I behave in a way that suits me.</i></p> <p><i>e.g. I am who I am</i></p>
Prestructural	<p>I need help to know what you are talking about.</p>

Relating to others: Thinking with others

Extended Abstract	<p><i>I can contribute to group thinking in many ways and explain why these ways are appropriate for the group at that time. I can reflect on my input into the group's thinking and suggest ways in which I might improve in another group thinking situation.</i></p>
Relational	<p><i>I can contribute to group thinking in many ways and explain why these ways are appropriate for the group at that time..</i></p>
Multistructural	<p><i>I can contribute to group thinking in many ways.</i></p>
Unistructural	<p><i>I can contribute to group thinking when prompted.</i></p>
Prestructural	<p>I need help to contribute to group thinking</p>

Relating to Others: Small Group Discussion

Extended Abstract	<i>I can hear an idea and respond to it. I can compare others ideas with my ideas. I can summarise/ evaluate the ideas from a small group discussion.</i>
Relational	<i>I can hear an idea and respond to it. I can compare others ideas with my ideas.</i>
Multistructural	<i>I can hear or say several ideas in a group.</i>
Unistructural	<i>I can hear or say one idea in a group.</i>
Prestructural	I need help to work in a group without adult support.

Relating to Others: Working in a group

Extended Abstract	<i>I can share my ideas with the group, listen to and respond to the ideas of others by comparing these ideas with other ideas expressed by the group. AND I can evaluate the progress of group discussion and suggest new directions.</i>
Relational	<i>I can share my ideas with the group, listen to and respond to the ideas of others by comparing these ideas with other ideas expressed by the group.</i>
Multistructural	<i>I can share my ideas with the group, listen to and respond to the ideas of others.</i>
Unistructural	<i>I can share my ideas with the group and listen to the ideas of others.</i>
Prestructural	I can share my ideas with the group.

Relating to Others: Showing respect for others

Extended Abstract	<i>I know what showing respect is, can show respect when I am with others AND can explain why I behave in a respectful way to others. I can help others to understand why showing respect is a good thing by the way I behave (role model).</i>
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Relational	<i>I know what showing respect is, can show respect when I am with others AND can explain why I behave in a respectful way to others.</i>
Multistructural	<i>I know what showing respect is and can show respect when I am with others.</i>
Unistructural	<i>I know what showing respect is and can show respect when I am reminded to.</i> <i>[Respect: - greetings, manners, kindness, eye contact]</i>
Prestructural	<i>I need help to know what showing respect is like.</i>

Relating to Others: Working with a range of peers in a positive way

Extended Abstract	<i>I can work with anyone in a positive way.</i> <i>I can adjust my behaviour and take different roles to make the group work together in a more positive way.</i> <i>And I can evaluate how the group is working and suggest different roles to make the group work in a more positive way.</i>
Relational	<i>I can work with people I know and people I don't know in a positive way.</i> <i>I can adjust my behaviour and take different roles to make the group work together.</i>
Multistructural	<i>I can work with people I know in a positive way</i> <i>I can work on different tasks – familiar and unfamiliar</i>
Unistructural	<i>I can work with a friend in a positive way</i> <i>I can work on one type of task - familiar</i>
Prestructural	<i>I need help to work with others in a positive way</i>

Relating to Others: Resolving a dispute

Extended Abstract	<i>I can resolve a dispute by talking to the people involved and finding a common position that everyone can agree on. I can reflect on the steps taken to resolve a dispute and how they might be improved if this situation arises again.</i>
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Relational	<i>I can resolve a dispute by talking to the people involved and finding a common position that everyone can agree on.</i>
Multistructural	<i>I can resolve a dispute by talking to the people involved</i>
Unistructural	<i>I ask for help to resolve a dispute</i>
Prestructural	I need help to resolve a dispute

Key Competency: Participating and contributing

Be aware of local/national/global communities/ understand the purpose of these communities/respond appropriately in a group situation/ make connections with others/ take on a range of roles/display an awareness of local/national and global issues/ be actively involved in community issues/understand the importance of balancing rights, roles and responsibilities/make decisions/ contribute to social/physical and economic environments

Participating and contributing: Understanding the importance of balancing rights roles and responsibilities

Extended Abstract	<ul style="list-style-type: none"> I can identify several rights, roles and responsibilities I have in [community X], explain what my rights, roles and responsibilities contribute to the community, AND evaluate the relative importance of balancing my collective rights, roles and responsibilities in maintaining the health of the community.
Relational	<ul style="list-style-type: none"> I can identify several rights, roles and responsibilities I have in [community X] AND explain what my rights, roles and responsibilities contribute to the community.
Multistructural	<ul style="list-style-type: none"> I can identify several rights, roles and responsibilities I have in [community X]
Unistructural	<ul style="list-style-type: none"> I can identify a right, a role and a responsibility I have in [community X]
Prestructural	<ul style="list-style-type: none"> I need help to identify my rights, roles and responsibilities in [community X]

Participating and contributing: Respect in P4C Communities

Extended Abstract	In P4C discussions I let others know I want to speak, I wait for my turn, and I listen carefully to what others are saying. When I speak I acknowledge what others have said, respond to their ideas and evaluate their ideas to suggest new ideas and directions for the P4C community to consider.
Relational	In P4C discussions I let others know I want to speak, I wait for my turn, and I listen carefully to what others are saying. When I speak I acknowledge what others have said and respond to their ideas.
Multistructural	In P4C discussions I signal to let others know I want to speak, I wait for my turn, and I listen carefully to what others are saying

Unistructural	In P4C discussions I signal to let others know I want to speak
Prestructural	I need to be encouraged to participate in P4C discussion

Participating and contributing: Giving feedback

Extended Abstract	I can give “positive and improvement” feedback in a way that my partner finds useful. I can reflect on the feedback and how it was received and how I might improve giving feedback next time.
Relational	I can give “positive and improvement” feedback in a way that my partner finds useful
Multistructural	I can give “positive and improvement” feedback
Unistructural	I can give feedback
Prestructural	I need help to give feedback.

Participating and contributing: Giving Feedback –(FMCA - *facts meaning consequences action*)

Extended Abstract	<i>I can give feedback, elaborate on it, explain the impact/ give reasons. AND suggest next steps. (FACTS MEANING CONSEQUENCES ACTION)</i>
Relational	<i>I can give feedback, elaborate on it AND explain the impact/ give reasons. (FACTS MEANING CONSEQUENCES)</i>
Multistructural	<i>I can give feedback and elaborate on it. (FACTS MEANING)</i>
Unistructural	<i>I can give feedback. (FACTS)</i>
Prestructural	I need help to give feedback.

Participating and contributing: Poetry Presentation

Extended Abstract	<p>I have memorised my poem, can recite it to an audience, explain why I chose this poet/ poem, and reflect on my performance and choice of poem.</p> <p>I can use my voice to show feelings in the poem to the audience. (volume and expression) and change this at the right time and in the right way. (improvise)</p>
Relational	<p>I have memorised my poem, can recite it to an audience and can explain why I chose this poet/ poem.</p> <p>I can use my voice to show feelings in the poem to the audience. (volume and expression)</p>
Multistructural	<p>I have memorised my poem and can recite it to an audience.</p> <p>I can be heard by the audience and I can alter my voice to be loud or quiet when they listen to me</p>
Unistructural	<p>I can remember most of my poem and recite it to the audience.</p> <p>I can be heard by the audience (volume/ projection)</p>
Prestructural	<p>I need help to choose a poem</p> <p>I need help to remember a poem</p> <p>I cannot be heard by others when I present my poem</p>

Participating and contributing: Sharing ideas in class discussion

Extended Abstract	<i>I can volunteer ideas in a class discussion, listen to the ideas of others and make links to their ideas. I can evaluate the ideas shared by the class and from this suggest new ideas for discussion.</i>
Relational	<i>I can volunteer ideas in a class discussion, listen to the ideas of others and make links to their ideas</i>
Multistructural	<i>I can volunteer ideas in a class discussion</i>
Unistructural	<i>I can share one idea when the teacher asks me to</i>
Prestructural	I am not ready to share my ideas yet

Key Competency: Thinking

Be more intellectually curious/take more risks with my learning/ actively seek new knowledge/ use critical /creative /metacognitive thinking strategies /make decisions/ reflect on own thinking/ask questions/challenge perceptions and assumptions

Thinking: Use creative thinking strategies

Extended Abstract	I can create new ideas, processes or actions in response to the stimulus (Originality. The statistical rarity of the responses among the test subjects or “new to me”.)
Relational	I can elaborate on ideas in response to the stimulus (Elaboration. The amount of detail in the responses.)
Multistructural	I can generate many different ideas in response to the stimulus (Flexibility. The number of different categories of relevant responses.)
Unistructural	I can generate many ideas in response to the stimulus (Fluency. The total number of interpretable, meaningful, and relevant ideas generated in response to the stimulus).
Prestructural	I need help to think creatively

Thinking: Ask questions

Extended Abstract	I can ask complex questions that go beyond the subject and make links to other concepts. e.g. Generalise/predict/evaluate/create/imagine
Relational	I can ask questions that link information relevant to the subject e.g. Sequence/classify/compare and contrast/part whole analysis/causal explanation/analogy
Multistructural	I can ask questions that bring in more than one idea relevant to the subject. e.g. Describe
Unistructural	I can ask questions that bring in one idea relevant to the subject. Closed questions – Who, what why, where when

Prestructural	I need help to ask a question
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Thinking: Ability to question

Extended Abstract	<p>I can ask suitable questions that will give me different pieces of information and that will help me link my ideas AND will help me hypothesise, predict and evaluate in different contexts</p> <p>I can gain information from a variety of sources (primary & secondary)</p>
Relational	<p>I can ask suitable questions that will give me different pieces of information AND that will help me link my ideas</p> <p>I am willing to ask an expert when seeking answers</p>
Multistructural	<p>I can ask suitable questions that will give me different pieces of information</p> <p>I can ask my teacher questions that help me gain information</p>
Unistructural	<p>I can ask a suitable question with help</p> <p>I ask my friends and family</p>
Prestructural	I can not ask a question

Thinking: Understanding of Thinking

Extended Abstract	I am starting to question what I am told by my family and friends and I realise that other people have different points of view AND I can evaluate that information to make my own decisions
Relational	I am starting to question what I am told by my family and friends AND I realise that other people have different points of view
Multistructural	I am starting to question what I am told by my family and friends
Unistructural	I believe what I am told
Prestructural	Because my mummy/teacher said

Thinking: Creative Thinking: Problem solving

[Replace the content below with developmentally appropriate “I can” content developed at workshop]

Extended Abstract	<p>I can suggest several solutions from different perspectives, elaborate these and evaluate one solution may be better than the rest.</p> <p>I can suggest a highly original solution. (originality)</p>
Relational	<p>I can suggest several solutions from different perspectives to solving the problem (flexibility)</p> <p>I can elaborate on these suggestions and explain why they are good solutions (elaboration)</p>
Multistructural	I can suggest several solutions to solving the problem (fluency)
Unistructural	I can suggest one solution to solving the problem
Prestructural	I can restate the problem to be solved

Thinking: Problem solving

Extended Abstract	I know more than one strategy to solve problems. I can choose from a range of strategies and give reasons for my choices. I can reflect on the strategies chosen and suggest how I could improve on my use of problem solving strategies next time.
Relational	I know more than one strategy to solve problems. I can choose from a range of strategies and give reasons for my choices.
Multistructural	I know more than one strategy to solve problems
Unistructural	I know one strategy to solve problems
Prestructural	I need help to solve problems

Key Competency: Using language, symbols, and texts.

Interpret and use word, number, images, movement, metaphor and technologies in a range of context/ understand how people respond to communication/use ICT confidently

Using language, symbols and texts: Using movement

<p>Extended Abstract</p>	<ul style="list-style-type: none"> • I can complete all movement tasks and procedures, can select and adapt these tasks for changing situations, explain why I have made adaptations, AND critique my own practice, justify movement adaptations and suggest improvements. • I can make movement in response to different contexts, make compromises and provide justification for my choices. (Y9 Physical Education) • I can choose how to move my body to show different feelings from the story and change this at the right time and in the right way - . Improvise (Y2 Drama) • I can choose how to use my face to show a feeling to the audience and change this at the right time and in the right way. (change this in response to changes in the storyline - improvise) (Y2 Drama)
<p>Relational</p>	<ul style="list-style-type: none"> • I can complete all movement tasks and procedures, and can select and adapt these tasks for changing situations, and explain why I have made adaptations. • <i>I can select, sequence, and combine different motor skills to make movement and explain why.</i> (Y9 Physical Education) • I can choose how to move my body to show different feelings from the story. (Y2 Drama) • I can choose how to change my face to show a feeling from the story to the audience.
<p>Multistructural</p>	<ul style="list-style-type: none"> • I can complete most movement tasks and procedures, but need help to adapt these tasks to changing situations • I can select from a range of motor skills to make movement(Y9 Physical Education) • I can move my body to show different feelings from the story when asked. (Y2 Drama) • I can show different feelings from the story on my face when asked

Unistructural	<ul style="list-style-type: none"> • I can complete a limited number of movement tasks and procedures • I can select from a limited number of motor skills to make movement (Y9 Physical Education) • I can move my body to show “a feeling” from the story when asked. (Y2 Drama) • I can show “a feeling” from the story using my face (e.g. angry, sad) when asked (Y2 Drama)
	<ul style="list-style-type: none"> • I need help to complete movement tasks and procedures • I need teacher assistance to develop motor skills through movement (Y9 Physical Education) • I can move my body to tell the story with teacher direction (Y2 Drama) • I need help to show “a feeling” from the story using my face (Y2 Drama)

Language, symbols and text: Interpret and use movement to make meaning: Choreography and performance

[Replace the content below with developmentally appropriate “I can” content developed at workshop]

Extended Abstract	<ul style="list-style-type: none"> • I can choreograph a dance performance that captures the essence of an idea/ big idea • I can dance in a way that communicates and responds to the audience • I can dance in a way that convincingly communicates my individual interpretation of the big idea to an audience
Relational	<ul style="list-style-type: none"> • I can choreograph a dance performance that explains and elaborates several ideas • I can dance in a way that convincingly elaborates several ideas
Multistructural	<ul style="list-style-type: none"> • I can choreograph a dance performance that communicates several relevant ideas • I can dance in a way that convincingly communicates several relevant ideas
Unistructural	<ul style="list-style-type: none"> • I can choreograph a dance performance that communicates one relevant idea • I can dance in a way that convincingly communicates one relevant idea
Prestructural	<ul style="list-style-type: none"> • I can participate in a performance • I can dance

Using language, symbols & texts : Appropriate use in context: Peer assessment - written

<p><u>Extended Abstract</u></p> <p>Reflective use (reflects before, during and after)</p>	<ul style="list-style-type: none"> • Is able to predict how their L/S/T will be received. • Evaluate and judge the appropriateness of L/S/T in different contexts • Has the ability to generalize that the information may be transferred to a different context. <p>“I can judge how my comments will be received by my partner and other readers.”</p> <p>Generalize, predict, evaluate, reflect, judgments, hypothesize</p>
<p><u>Relational</u></p> <p>Strategic use (conscious strategies)</p>	<ul style="list-style-type: none"> • Apply appropriate L/S/T understanding possible range of effects in context • Explain potential impact of use/misuse of L/S/T in a range of contexts. <p>“I can find these things.....in my friend’s work and explain the effect of them.”</p> <p>” I can check that my comment will be seen as helpful”</p> <p>Compare/contrast, explain causes, sequence, cause/effect, analyse, relate, apply, analogy</p>
<p><u>Multistructural</u></p> <p>Aware use (aware that and when)</p>	<ul style="list-style-type: none"> • Is able to select 2 or more appropriate L/S/T and combine in a given context <p>“I can write and about my friend’s work.”</p> <p>Define, describe, list, combine,</p>
<p><u>Unistructural</u></p> <p>Tacit use (without thinking about it)</p>	<ul style="list-style-type: none"> • Is able to use one L/S/T in a given context <p>“I can find something to write about.”</p> <p>Define, Identify, do simple, procedure</p>

Prestructural	<ul style="list-style-type: none"> Needs help to understand what is appropriate in any given context Has no understanding of how what they say or do will be received <p>“I don’t know what to write”</p> <p>“I need help to”</p> <p>Or makes inappropriate comment e.g. “You’re cool”</p>
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Using language, symbols & texts : Understanding Recycling Symbols

Extended Abstract	I can identify several recycling symbol, what they mean and apply/link this information to our school environment. I can evaluate the way recycling symbols are used in our school environment and suggest ways to improve the use of recycling symbols at school.
Relational	I can identify several recycling symbol, what they mean and apply/link this information to our school environment.
Multistructural	I can identify several recycling symbol and what they mean.
Unistructural	I can identify one recycling symbol and what it means
Prestructural	I need help to identify recycling symbols

Using language, symbols & texts : Understanding mathematical units of measurement

Extended Abstract	I can identify several measurement units and their symbols and explain when you should measure in more than one unit. I can transfer this understanding to other units of measurement
Relational	I can identify several measurement units and their symbols and explain when you should measure in more than one unit.

Multistructural	I can identify several measurement units and their symbols . E.g millimetres (mm), centimetres (cm), meters (m), kilometres (km),
Unistructural	I can identify a measurement unit and its symbol. E.g. millimetres (mm)
Prestructural	I need help to identify a measurement unit

Using language, symbols & texts : Decoding a new word

Extended Abstract	I can identify more than one sound in the word, link together all the sounds in the word AND find this word in another text.
Relational	I can identify more than one sound in the word AND link together all the sounds in the word.
Multistructural	I can identify more than one sound in the word.
Unistructural	I can identify one sound in the word
Prestructural	I need help to read (decode) and recognise sounds

Using language, symbols & texts : Mathematical symbols - addition

Extended Abstract	I can identify an addition symbol and explain its meaning, use this understanding to add single digit numbers. AND use this function with other numbers.
Relational	I can identify an addition symbol and explain its meaning AND use this understanding to add single digit numbers.
Multistructural	I can identify an addition symbol and explain its meaning
Unistructural	I can identify an addition symbol

Prestructural	I need help to identify and explain the function of an addition symbol
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