

# Adaptable LEADER



Threshold	Teacher rubric	Student rubric
<b>Applying</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Learners take ownership of the task/problem and accept joint responsibility for achieving its goal.</li> <li><input type="checkbox"/> Learners work confidently and considerately with others, willing to take the lead and adapt to different contexts fully.</li> <li><input type="checkbox"/> Learners listen to and actively encourage different views with full participation and challenge for all.</li> <li><input type="checkbox"/> Learners regularly review their performance independently and act on the honest and constructive feedback to improve.</li> <li><input type="checkbox"/> Learners actively and willingly take on different roles on within their team to ensure that their team is making progress.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> I take full responsibility for the task so that we all can achieve success.</li> <li><input type="checkbox"/> I work confidently and considerately with others. I am willing to take the lead and able to adapt to different situations easily.</li> <li><input type="checkbox"/> I like to listen to others and am willing to ask questions to challenge myself and others so we consider different options.</li> <li><input type="checkbox"/> I always review my performance independently and act on the feedback so I improve.</li> <li><input type="checkbox"/> I am willing to do any role within my team to make sure progress is made and that every team member feels supported</li> </ul>
<b>Working Independently</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Learners are aware of individual and team goals with tasks clearly allocated.</li> <li><input type="checkbox"/> Learners work confidently and considerately with others and when encouraged are willing to take the lead,</li> <li><input type="checkbox"/> Learners listen to and others and communicate information freely sharing different viewpoints.</li> <li><input type="checkbox"/> Learners regularly review individual and team performance, honestly and constructively, identifying ways of improving. As a result learners achieve their goals.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> I am clear about my role and the tasks my team need to achieve.</li> <li><input type="checkbox"/> I work confidently and considerately with others most of the time. I am willing to take the lead when encouraged and able to adapt to most situations.</li> <li><input type="checkbox"/> I listen to others and I encourage others to share information so we hear different viewpoints.</li> <li><input type="checkbox"/> I often review my individual and team performance to see how I/we can improve.</li> </ul>
<b>Developing Independence</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Learners make positive contributions to their team and considerately listen to others.</li> <li><input type="checkbox"/> Learners are aware of their roles and can independently decide on actions needed.</li> <li><input type="checkbox"/> Learners are sometimes able to reflect on their performance but need support to identify specific improvements.</li> <li><input type="checkbox"/> Learners sometimes need support so that the team achieves its goal.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> I make positive contributions to my team and considerately listen to others.</li> <li><input type="checkbox"/> I am aware of my role within the team and can independently decide on actions I need to achieve.</li> <li><input type="checkbox"/> I sometimes can adapt to different situations.</li> <li><input type="checkbox"/> Sometimes I reflect on my performance but need help to identify specific improvements.</li> <li><input type="checkbox"/> I need some support to make sure our team is successful.</li> </ul>
<b>Working with support</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Learners are able to make contributions to the team when encouraged and are sometimes able to listen to others.</li> <li><input type="checkbox"/> Learners may prefer to work on their own and only pass on information when requested to do so.</li> <li><input type="checkbox"/> Learners may be unsure of how to resolve disagreements and break down roles and responsibilities to achieve common goals.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> I am able to make contributions to the team when encouraged to do so.</li> <li><input type="checkbox"/> I sometimes listen to others but prefer to work on my own.</li> <li><input type="checkbox"/> I pass on information when I am asked to do so.</li> <li><input type="checkbox"/> I am not sure how to solve problems and need help to see what I need to do to complete my role.</li> </ul>



# ANALYTICAL *thinker*



Threshold	Teacher rubric	Student rubric
<b>Applying</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Learners can confidently ask questions to extend their thinking and challenge assumptions.</li> <li><input type="checkbox"/> Learners can independently explore issues, events or problems in detail from a range of different perspectives.</li> <li><input type="checkbox"/> Learners are able to independently gather and process information to solve complex problems and make decisions.</li> <li><input type="checkbox"/> Learners can independently analyse and evaluate information critically judging its relevance and value.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> I confidently ask questions to deepen my understanding and challenge assumptions.</li> <li><input type="checkbox"/> I can independently explore issues, events or problems from lots of different viewpoints in detail.</li> <li><input type="checkbox"/> I can gather and understand information independently to solve complex problems and make decisions.</li> <li><input type="checkbox"/> I can independently analyse information critically and judge how valuable or relevant it is.</li> </ul>
<b>Working Independently</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Learners can ask questions to extend their thinking and can start to challenge assumptions.</li> <li><input type="checkbox"/> Learners can explore issues, events or problems from a range of different perspectives.</li> <li><input type="checkbox"/> Learners are able to gather and process information to solve problems and make decisions.</li> <li><input type="checkbox"/> Learners can analyse and evaluate information judging its relevance and value.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> I ask questions to deepen my understanding and sometimes challenge assumptions.</li> <li><input type="checkbox"/> I can explore issues, events or problems from a range of different viewpoints.</li> <li><input type="checkbox"/> I can gather and understand information independently to solve complex problems and make decisions.</li> <li><input type="checkbox"/> I can analyse information and judge how valuable or relevant it is.</li> </ul>
<b>Developing Independence</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Learners can ask questions to extend their knowledge.</li> <li><input type="checkbox"/> Learners can consider issues, events and problems more than one viewpoint.</li> <li><input type="checkbox"/> Learners can gather information to understand problems to make decisions.</li> <li><input type="checkbox"/> Learners can make judgments about the value and relevance of information.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> I can ask questions to extend my knowledge.</li> <li><input type="checkbox"/> I can consider issues, events and problems from more than one viewpoint.</li> <li><input type="checkbox"/> I can gather information to understand problems so that I can make decisions.</li> <li><input type="checkbox"/> I can make judgments about the value and relevance of information.</li> </ul>
<b>Working with support</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Learners can answer questions when prompted to extend their knowledge.</li> <li><input type="checkbox"/> Learners with support can consider issues, events and problems and make comments.</li> <li><input type="checkbox"/> Learners with support can gather information to understand problems to make simple decisions.</li> <li><input type="checkbox"/> Learners with support can make simple judgments.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> I can answer questions when prompted to extend my knowledge.</li> <li><input type="checkbox"/> I can look at an issue, event or problem and make comments with support.</li> <li><input type="checkbox"/> I can gather information with help to understand a problem so I can make a simple decision.</li> <li><input type="checkbox"/> I can make simple judgments with support from others.</li> </ul>

# Creative INITIATOR

Threshold	Teacher rubric	Student rubric
<b>Applying</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Learners are able to think creatively by generating and exploring a range of different ideas.</li> <li><input type="checkbox"/> Learners are able to ask challenging questions to extend their thinking and question assumptions.</li> <li><input type="checkbox"/> Learners are able to connect their own and others ideas in inventive ways to find solutions.</li> <li><input type="checkbox"/> Learners are able to try out alternatives and consistently adapt ideas as circumstances changes.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> I am able to think creatively by generating and exploring a range of different ideas.</li> <li><input type="checkbox"/> I am able to ask challenging questions to extend my thinking and question assumptions.</li> <li><input type="checkbox"/> I am able to connect my own and others ideas in inventive ways to find solutions.</li> <li><input type="checkbox"/> I am able to try out alternatives and adapt ideas as circumstances changes.</li> </ul>
<b>Working Independently</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Learners are able to think creatively by generating and exploring a number of ideas.</li> <li><input type="checkbox"/> Learners are able to ask questions to extend their thinking.</li> <li><input type="checkbox"/> Learners are able to connect their own and others ideas in order to find solutions.</li> <li><input type="checkbox"/> Learners are able to try out alternatives and follow an idea through.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> I am able to think creatively by generating and exploring a number of ideas.</li> <li><input type="checkbox"/> I am able to ask questions to extend my thinking.</li> <li><input type="checkbox"/> I am able to connect my own and others ideas in order to find solutions.</li> <li><input type="checkbox"/> I am able to try out alternatives and follow an idea through.</li> </ul>
<b>Developing Independence</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Learners are able to think of and explore a few different ideas.</li> <li><input type="checkbox"/> Learners are sometimes able to ask questions to extend their thinking.</li> <li><input type="checkbox"/> Learners make attempts to connect their own and others ideas in order to find solutions.</li> <li><input type="checkbox"/> Learners are able to consider an alternative or new solution.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> I am able to think of and explore a few different ideas.</li> <li><input type="checkbox"/> I am sometimes able to ask questions to extend my thinking.</li> <li><input type="checkbox"/> I attempt to connect my own and others ideas in order to find solutions.</li> <li><input type="checkbox"/> I am able to consider an alternative or new solution.</li> </ul>
<b>Working with support</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Learners are able to think of and explore an idea.</li> <li><input type="checkbox"/> Learners with support are able to ask questions to extend their thinking.</li> <li><input type="checkbox"/> Learners can explain their own ideas and with support can find solutions.</li> <li><input type="checkbox"/> Learners with support are able to consider an alternative or new solution.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> I am able to think of and explore an idea.</li> <li><input type="checkbox"/> I am able to ask questions to extend my thinking with support.</li> <li><input type="checkbox"/> I can explain my own ideas and with support can find solutions.</li> <li><input type="checkbox"/> I am able to consider an alternative or new solution with support.</li> </ul>

# Effective COMMUNICATOR

Threshold	Teacher rubric	Student rubric
<b>Applying</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Learners are able to express complex ideas effectively and communicate information appropriate to the audience.</li> <li><input type="checkbox"/> The quality of communication shows an excellent understanding of language and is highly accurate.</li> <li><input type="checkbox"/> A wide range of sources have been used to make reasoned judgements and present appropriate conclusions.</li> <li><input type="checkbox"/> Presentation skills are excellent, delivered confidently with flair.</li> <li><input type="checkbox"/> Learners take ownership of their work and review and improve their communication to ensure it is suitable for the audience.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> I can express complex ideas effectively and communicate information.</li> <li><input type="checkbox"/> I am clear about my audience and able to use appropriate media.</li> <li><input type="checkbox"/> The quality of my language is excellent with accurate SPAG.</li> <li><input type="checkbox"/> I use a wide range of sources and am able to justify my arguments and present appropriate conclusions.</li> <li><input type="checkbox"/> I have excellent presentation skills and display confidence.</li> <li><input type="checkbox"/> I take ownership of my work and can independently review and improve my communication to make sure it is highly suitable.</li> </ul>
<b>Working Independently</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Learners are able to express ideas clearly and communicate information to a selected audience.</li> <li><input type="checkbox"/> The quality of communication is good and SPAG is mostly accurate.</li> <li><input type="checkbox"/> A range of sources are used to make judgements and present conclusions.</li> <li><input type="checkbox"/> Presentation skills are well developed showing confidence.</li> <li><input type="checkbox"/> Learners can independently review and make improvements to their work to ensure the communication is clear.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> I am able to express ideas clearly and communicate information.</li> <li><input type="checkbox"/> I am aware of my audience and can select and use an appropriate media.</li> <li><input type="checkbox"/> The quality of my language is good and my SPAG is mostly accurate.</li> <li><input type="checkbox"/> I use a range of sources to make judgements and present conclusions.</li> <li><input type="checkbox"/> My presentation skills are good and I show confidence.</li> <li><input type="checkbox"/> I can independently review and make improvements to my work to improve my communication.</li> </ul>
<b>Developing Independence</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Learners are able to express ideas clearly and communicate information adequately to a selected audience.</li> <li><input type="checkbox"/> The quality of communication is mostly accurate but guidance is needed to ensure relevant.</li> <li><input type="checkbox"/> A range of sources are used to make judgements and present conclusions.</li> <li><input type="checkbox"/> Presentation skills are secure showing some confidence.</li> <li><input type="checkbox"/> Learners are sometimes able to reflect on their communication but need support to identify specific improvements.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> I am able to express ideas clearly and communicate information adequately.</li> <li><input type="checkbox"/> I need support from my teacher to agree which media is appropriate.</li> <li><input type="checkbox"/> The quality of my language is mostly accurate but I need help to ensure it is relevant.</li> <li><input type="checkbox"/> I use some sources to make judgements and present conclusions.</li> <li><input type="checkbox"/> My presentation skills are secure and I can show confidence at times.</li> <li><input type="checkbox"/> I am sometimes able to review my communication but need support to do it well.</li> </ul>
<b>Working with support</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Learners can express ideas to others and present information in an agreed format.</li> <li><input type="checkbox"/> The quality of communication is basic with some accuracy but guidance is needed to structure ideas and ensure all writing conventions are secure.</li> <li><input type="checkbox"/> Learners use some sources to make basic judgments and draw a simple conclusion.</li> <li><input type="checkbox"/> Learners present ideas verbally but lack confidence.</li> <li><input type="checkbox"/> Learners need specific guidance on how to improve their communication.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> I can express ideas to others and present information with guidance from my teacher.</li> <li><input type="checkbox"/> My language is basic and I need help to structure my ideas and use good SPAG.</li> <li><input type="checkbox"/> I use some sources can form a basic argument and draw a simple conclusion.</li> <li><input type="checkbox"/> I attempt to present my ideas verbally but lack confidence and preparation.</li> <li><input type="checkbox"/> I need help on how to improve my communication to ensure it is clear.</li> </ul>



# Independent ORGANISER

Threshold	Teacher rubric	Student rubric
<b>Applying</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Learners are willing to take risks and seek out new challenges whilst taking personal responsibility.</li> <li><input type="checkbox"/> Learners can set and work towards achieving personal goals, showing initiative and perseverance.</li> <li><input type="checkbox"/> Learners can independently organise time and resources, prioritising actions as appropriate</li> <li><input type="checkbox"/> Learners can reflect on their learning and modify goals showing flexibility when priorities change.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> I am willing to take risks and seek out new challenges and take personal responsibility for my actions.</li> <li><input type="checkbox"/> I can independently set goals and persevere to achieve them.</li> <li><input type="checkbox"/> I can independently organise my time and resources to prioritise actions I need to take.</li> <li><input type="checkbox"/> I can reflect on my learning and modify my goals when priorities change, showing flexibility.</li> </ul>
<b>Working Independently</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Learners on occasions take risks and seek out new challenges to develop themselves.</li> <li><input type="checkbox"/> Learners can set and work towards achieving personal goals, showing initiative and perseverance most of the time.</li> <li><input type="checkbox"/> Learners use their time well and can decide on what action needs to be taken to achieve their goals.</li> <li><input type="checkbox"/> Learners can reflect well on their learning and their goals making changes if needed to improve further.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> On occasions I take risks and seek out new challenges to develop myself.</li> <li><input type="checkbox"/> I can set and work towards my goals showing perseverance most of the time.</li> <li><input type="checkbox"/> I use my time well and can decide on what action needs to be taken to achieve my goals.</li> <li><input type="checkbox"/> I can reflect well on my learning and goals making changes if needed to improve further.</li> </ul>
<b>Developing Independence</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Learners are willing to get involved in all activities, including those which they are less comfortable in.</li> <li><input type="checkbox"/> Learners are able to set their own goals and work well towards achieving them.</li> <li><input type="checkbox"/> Learners can organise time and resources, agreeing on actions that need to be taken.</li> <li><input type="checkbox"/> Learners can make constructive comments and reflect on their learning making changes where necessary.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> I am willing to get involved in all activities including on occasion those which are outside my comfort zone to push myself.</li> <li><input type="checkbox"/> I am able to set my own goals and work well towards achieving them.</li> <li><input type="checkbox"/> I can organise my time and resources, deciding on actions I need to take.</li> <li><input type="checkbox"/> I can make constructive comments and reflect on my learning making changes where necessary.</li> </ul>
<b>Working with support</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Learners are willing to get involved in some activities which they feel comfortable with.</li> <li><input type="checkbox"/> Learners can work towards achieving goals set by the teacher.</li> <li><input type="checkbox"/> Learners use their time well, with guidance, on what action needs to be taken.</li> <li><input type="checkbox"/> Learners can make constructive comments and reflect on their learning.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> I am willing to get involved in some activities which I feel comfortable with.</li> <li><input type="checkbox"/> I work towards achieving goals set by my teacher.</li> <li><input type="checkbox"/> I use my time well but need some guidance on what action needs to be taken.</li> <li><input type="checkbox"/> I can make constructive comments and reflect on my learning.</li> </ul>

# RESILIENT *Learner*

Threshold	Teacher rubric	Student rubric
<b>Applying</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Learners are dedicated and focused on achieving their aim/goal.</li> <li><input type="checkbox"/> Learners deal with and overcome setbacks/obstacles easily and are not fazed by this.</li> <li><input type="checkbox"/> Learners maintain high levels of effort, energy and composure when under pressure at all times.</li> <li><input type="checkbox"/> Learners have a can-do attitude and self-belief to achieve success.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> I am always focused on what I need to do and for what reason.</li> <li><input type="checkbox"/> I can deal with problems very well when they happen and come up with solutions.</li> <li><input type="checkbox"/> I always try my hardest and never give up even when I am under pressure.</li> <li><input type="checkbox"/> I have a can-do attitude and have self-belief in whatever I do.</li> </ul>
<b>Working Independently</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Learners are dedicated and focused, almost all the time, when working to achieve their aim/goal.</li> <li><input type="checkbox"/> Learners work well when dealing with setbacks/obstacles and try their hardest to try and overcome them.</li> <li><input type="checkbox"/> Learners have good levels of effort, energy and composure and usually work well under pressure.</li> <li><input type="checkbox"/> Learners mostly demonstrate a can-do attitude with self-belief.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> I work hard and try my hardest to be focused most of the time and I know what I need to do and why I am doing it.</li> <li><input type="checkbox"/> When problems happen I don't give up, I just keep focused on sorting them out.</li> <li><input type="checkbox"/> I work hard and try my best even when under pressure.</li> <li><input type="checkbox"/> I usually have a can-do attitude and have self-belief in what I do.</li> </ul>
<b>Developing Independence</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Learners manage to stay dedicated and focused for the majority of time when trying to achieve their aim/goal.</li> <li><input type="checkbox"/> Learners use different tools/methods to work at overcoming any setbacks/obstacles that may arise.</li> <li><input type="checkbox"/> Learners work well to maintain good levels of effort and energy consistently with some level of composure.</li> <li><input type="checkbox"/> Learners find working under pressure a challenge that they attempt but may lack self-belief or a can-do attitude at times.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> I can focus for most of the time, but need some reminders about what I am doing and why I am doing it.</li> <li><input type="checkbox"/> When problems happen I need to seek support from my teacher, peers and other resources to help me try and solve it.</li> <li><input type="checkbox"/> I try hard to keep working hard throughout the lesson but find working under pressure hard.</li> <li><input type="checkbox"/> Sometimes I lack self-belief or a can-do attitude.</li> </ul>
<b>Working with support</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Learners try to stay dedicated and focused for periods of time when trying to achieve their aim/goal.</li> <li><input type="checkbox"/> Learners try to overcome any setbacks/obstacles that arise but find this difficult.</li> <li><input type="checkbox"/> Learners can have average levels of effort and energy for some periods of time, and try to maintain this when under pressure.</li> <li><input type="checkbox"/> Learners may not have a can-do attitude or self-belief in what they are doing.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> I try and focus on the task for some of the lesson but need reminding about what I am doing and why I am doing it.</li> <li><input type="checkbox"/> I find it hard to solve problems when they happen and need help with this.</li> <li><input type="checkbox"/> I could sometimes try harder to put more effort into my work, with a can-do attitude.</li> </ul>





<b>Activity</b>	<b>Teacher</b>	<b>Summary</b>	<b>Assessed Skill 1</b>	<b>Assessed Skill 2</b>
<b>Bushcraft</b>	Will Mitchell	To create an informative 'youtube' clip on wilderness survival	Creative Initiator	Adaptable Leader
<b>College Readiness</b>	Ellen Boucher	To ensure students are ready for the social and logistical aspects of College	Resilient Learner	Independent Organiser
<b>Empow</b>	Darren Nicholas	To focus and create one aspect of future technology	Analytical Thinker	Resilient Learner
<b>Healthy Living</b>	Jared Hatch	To learn about active and healthy lifestyles and design a nutritious meal	Adaptable Leader	Analytical Thinker
<b>Service Learning</b>	Leada Sarram	To assist in the 'Little Brothers' Program	Independent Organiser	Effective Communicator
<b>Shark Tank</b>	Helen Staniland	To create and pitch a new and innovative product	Effective Communicator	Creative Initiator