Assessment Criteria

The student ...

PERFORMANCE LEVELS KNOWLEDGE PROCESSES	*LEVEL 1: Assisted Competence: Needs explicit instruction or support from the teacher or peers to be able to undertake the task or activity.*	*LEVEL 2: Autonomous Competence: can figure out how to undertake the task or activity by themselves, and complete it successfully (their own work, or a part of a joint piece of work).*	*LEVEL 3: Collaborative Competence: can work effectively with others, including people with less or different knowledge and expertise than themselves, to produce an excellent piece of work (their own, or a joint piece of work).*
Experiencing: The Known	Needs prompts from the teacher or peers to make the connection between their own everyday life experience and the learning task. *Rating:* 0-5	Can figure out for themselves the connection between their own everyday life experience and the learning task. *Rating:* 3-7	Is able to demonstrate to others the connections between the learning task at hand, and their own or the other person's everyday life experience. *Rating:* 5-10
Experiencing: The New	Needs scaffolds by the teacher or peers to make sense of an unfamiliar text, place, activity or group of people. *Rating:* 0-5	Is able to make enough sense on their own of an unfamiliar text, place, activity or group setting to be able to understand its general gist. *Rating:* 3-7	Is able to engage in and with an unfamiliar text, place, activity or group in such a way that the actively interact with it or add meaning based on their own perspective, knowledge and experience. *Rating:* 5-10
Conceptualising: By Naming	Once explained to them, is able to use a concept in appropriately in context, and generalise effectively using this concept. *Rating:* 0-5	Is able to work out for themselves the meaning of a concept from the context of its use or by looking up its meaning, and then use that concept to make an abstraction. *Rating:* 3-7	Is able to define a concept in terms of other concepts, and explain that concept to other people with an accurate, simplifying definition and by providing clear examples. *Rating:* 5-10
Conceptualising: By Theorising	Is able to see the connection between two or more concepts once this is pointed out to them. *Rating:* 0-5	Is able to work out for themselves the connections between concepts in a theory. *Rating:* 3-7	Is able to put concepts together in a theory and explain that theory to another person. *Rating:* 5-10
Analysing: Functionally	Is able to understand, once pointed out to them, the general function or purpose of a piece of knowledge, text or human activity, or causal connections. *Rating:* 0-5	Is able to analyse causal connections for themselves. *Rating:* 3-7	Is able to work with others to figure out and demonstrate the way they see causal connections to people who may not see them the same way. *Rating:* 5-10
Analysing: Critically	Is able to comprehend, once explained to them, some of the obvious human interests and agendas behind a text, action or piece of knowledge. *Rating:* 0-5	Can construct a plausible interpretation of the underlying motives, agendas and interests driving a text, action or piece of knowledge. *Rating:* 3-7	Can corroborate from multiple sources an analysis or develop a group understanding of, the explicit and implicit motives, agendas and actions. *Rating:* 5-10
Applying: Appropriately	Is able, in a supportive and structured environment, to communicate or act in ways which conform to conventions or textual genres. *Rating:* 0-5	Is able independently and without explicit scaffolds or instructions, to communicate or act in ways which conform to conventions or textual genres. *Rating:* 3-7	Masters a convention or a genre to the point where they become fully-fledged members of a new community of practice. *Rating:* 5-10
Applying: Creatively	Is able, in a supportive and structured environment, to put together in a meaningful way, two or more conventional forms of communication or action. *Rating:* 0-5	Is able independently and without explicit scaffolds or instructions, to put together in a meaningful way, two or more conventional forms of communication or action. *Rating:* 3-7	Can create a hybrid text, action or group environment which involves a genuinely original combination of knowledge, actions and ways of communicating. *Rating:* 5-10
MULTI-LITERACIES	Effectiveness in communication of meaning and use of multiple modes of meaning (e.g. linguistic, visual, audio, spatial, gestural) *Rating:* 0-20		
			Maximum Possible Rating: 100