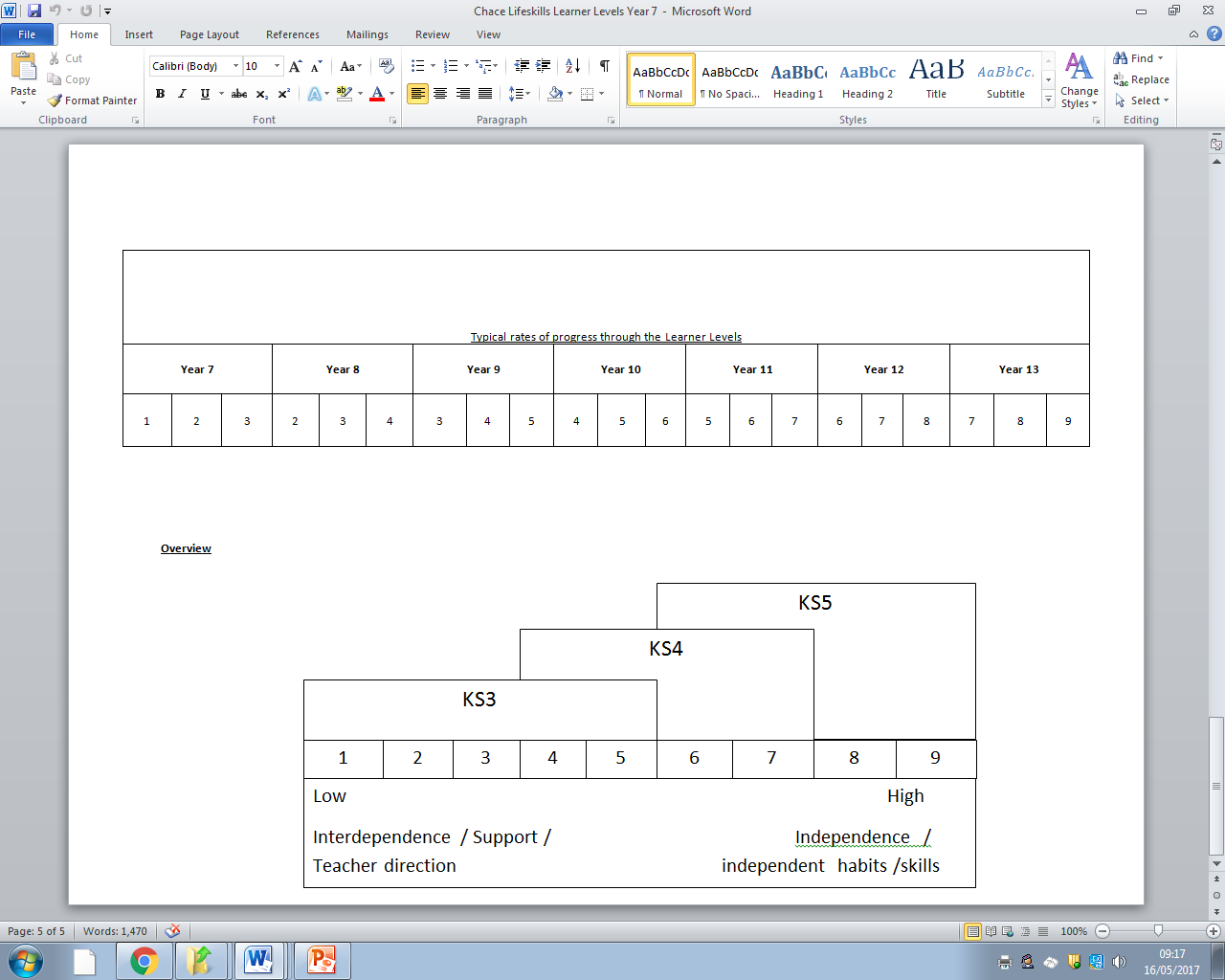


Learner Level awards: Lifeskills:

Below are the Learner Level criteria for Levels 1-6 (years 7-10). This is not an exhaustive list and learners would be expected to display the majority of the criteria shown to achieve the given level. There are 24 potential grade awards. (P=Pass, M=Merit, D=Distinction, D\*= Distinction Star).

Typical rates of Lifeskills learner progress are:



|  |  |
| --- | --- |
| Level: | Criteria: |
| 1P | ●Basic level of resilience shown.  ●Has arrived ready to learn on occasion  ●Occasionally shows enthusiasm for learning  ● Somewhat Dependent  ●Can be disorganised but willing.  ●Basic levels of resourcefulness evident. |
| 1M | ●Resilience has been shown sporadically  ●Has behaved in a sometimes kind and generous manner  ●Has engaged in some lessons producing a good standard of work  ●Has engaged in the transition process building adequate relationships with fellow students. ●Shows reflectiveness at a basic level |
| 1D | ●Has shown good levels of resilience  ●Is developing individual working skills  ●Works well in a group and has completed tasks to a fairly high standard  ●Has attempted to build relationships during the transition process  ●Can respond to feedback. |
| 1D\* | ●Has displayed good listening and communication skills  ●Has shown frequent competency when working in a team or individually  ●Has shown a desire and commitment to learning about Lifeskills  ●Has fully adhered to the transition process and has forged strong relationships |
| 2P | ●Makes brief, yet worthwhile, occasional contributions and general statements in group and pair situations  ●Follows central ideas and raises straightforward questions  ●Uses feedback to improve work  ●Can talk about how they learn with prompts or support from the teacher  ●Engages in learning for periods of time  ●Dependent but compliant |
| 2M | ●Shows an enthusiasm for learning  ●Values other peoples’ contribution to learning  ●Can act in a trustworthy and responsible manner  ●Has shown an appetite for learning in Lifeskills |
| 2D | ●Punctual and prepared for learning  ●Shows a good level of motivation to learn  ●Engages in learning for long periods of time  ●Has completed all set work with a degree of diligence  ●Uses feedback to improve work |
| 2D\* | ●Engages in learning for extended periods of time  ●Shows an appetite for Lifeskills and the topics covered  ●Is helpful in class and works shows consistent teamwork skills  ●Is generally punctual and prepared for learning and shows an eagerness to try their best |
| 3P | ●Increasingly independent  ●Wants to succeed and approaches Lifeskills topics with enthusiasm  ●Remains motivated at most times during the lesson  ●Is a self-starter most of the time |
| 3M | ●Has great ideas and is willing to speak openly about opinions regarding a variety of Lifeskills topics  ●Asks for clarification regarding issues that require re-iteration  ●Allows others the opportunity to express ideas  ●Is inquisitive and genuinely interested in Lifeskills |
| 3D | ●Becoming increasing resourceful regarding information gathering  ●Shows clarity of thought and opinion around a variety of topics  ●Takes pride in their work  ●Values themselves and their opinions and is willing to share opinion respectfully with others |
| 3D\* | ●Extremely inquisitive  ●Engages fully with Lifeskills topics and enjoys debating in a mature manner, the variety Lifeskills offers.  ● Is tolerant of others views and accepts differing opinions as a basis to form debate  ●Written work is showing increasing clarity of thought |
| 4P | ●Increasingly independent and reflective  ●Is a self-starter who initiates debate  ●Written work is of a high standard  ●Provokes debate  ●Shows tenacity when tackling difficult topics  ●Shows maturity when working in a team |
| 4M | ●Listens respectfully to others views  ●Takes a measured approach when discussing contentious topics  ● Is aware of their own strengths and weaknesses as a learner  ●Makes sustained and relevant contributions to the group  ●Is producing written work to an increasingly high standard |
| 4D | ●Presents work with pride and passion for the subject  ●Shows clarity of thought yet allows others opportunity to discuss their views  ●Takes responsibility and learns from mistakes made  ●Is becoming increasingly pro-active in their approach to learning |
| 4D\* | ●Teamwork skills are becoming finely honed  ●Shows confidence and maturity speaking in front of peers  ●Adapts communication skills to the environment and context  ●Is measured in their approach and remains calm during debate |
| 5P | ●Consistently independent, resilient and reflective  ●Shows a good level of tenacity to tackle difficult topics  ●Prioritises areas of work  ●Can remain calm during challenges to their opinion |
| 5M | ●Takes a measured and reasoned approach to debating sometimes sensitive topics  ●Listens closely to what other shave to say  ●Produces an increasingly high standard of written work showing improvement to teacher feedback  ●Reads up on topics outside of school to aid knowledge and assist in informed views |
| 5D | ●Shows levels of maturity appropriate for age  ●Encourages debate and relishes others opinions  ●Organises work logically  ●Has determination to be successful in this subject |
| 5D\* | ●Shows a desire to achieve their goals and stays strong in the face of challenges  ●Is tenacious about their own learning and encourages others to be equally positive  ●Consistently uses feedback to check what they have learned and monitor their own progress and next steps  ●Can prioritise which areas of their work to address to improve  ●Understands their strengths as a learner and addresses their weaknesses |
| 6P | ●Showing high levels of independence  ●Shows grit and determination to succeed  ●Sets increasingly challenging goals  ●Challenges others opinion, respectfully, after careful consideration |
| 6M | ●Explains opinion is a clear and concise manner  ●Shows extended learning capability, by actively seeking out information on topics covered  ●Achieves goals and will extend learning in the home environment  ●Hits mainly all deadlines  ●Has well-honed analysis skills  ●Challenges, develops and responds to what they hear in thoughtful and considerate ways, seeking clarification through apt questions |
| 6D | ●Is a role model for others in the class and often leads debate  ●Has shown leadership skills  ●Has a broad depth of knowledge regarding taught content  ●Does not shy away from difficult topics  ●Has a will to succeed and tries to do their best  ●Is happy to challenge others views  ●Is developing a greater range of enquiry-based skills |
| 6D\* | ●Demonstrates the skills required to plan and consolidate their learning and prepare for formative and summative assessments  ●Works to routinely meet deadlines and is focussed on the assessment objectives  ●Is developing a greater range of enquiry-based skills  ●Demonstrates the skills required to plan and consolidate their learning and prepare for formative and summative assessments  ●Analyses and reflects on others’ ideas to clarify issues and assumptions and develop the discussion  ●Identifies outcomes to help structure discussion through purposeful contributions  ●Is absorbed in learning and is a role model for others  ●Is inquisitive and shows an enthusiasm to independently deepen understanding |