

Development phase	Apprentice	Developing	Confident
<p>Communication and interpersonal skills.</p> <p>The ability to express oneself when speaking and through written communications both fluently and grammatically. The ability to communicate or interact well with other people and work well as part of a team.</p>	<ul style="list-style-type: none"> Physical - I am starting to project my voice so everyone can hear it. I am starting to vary the pitch, tone and rhythm of my voice I am beginning to use gestures and body movement to help convey the points I want to make. Linguistic - I can use a limited vocabulary well. I am starting to choose my words more precisely. I can distinguish between informal and formal settings. I can identify different types of language: metaphor, tripling, emphasis. Cognitive - I am beginning to identify what makes a good argument. I can use evidence to back up my point. I can order my talk into a beginning, middle and end. Emotional and social - I can find the confidence to speak in front of an audience. I show proof of listening. I can understand my character strengths and can build on them. I can support others in a discussion. Written -I make good grammar and vocabulary choices and can communicate on a basic level in a limited variety of contexts. Teamwork - I am starting to work well with others and need to work on my interactions. 	<ul style="list-style-type: none"> Physical - I can develop my presence as a performer, controlling my voice and movement. I can use several different tones of voice and adapt my voice to the context. I can use subtle gestures and body language to indicate a range of different emotions. Linguistic -I can use a range of descriptive words to suit different situations and use the five senses to ground my story. I can use full sentences with connectives and speak fluently without repetition for several sentences. I can speak formally, e.g. without using filler words (such as 'like'), and with dictionary words instead of street slang. Cognitive- I can pursue a line of enquiry. I can spot flaws in other people's arguments. I can ask a range of questions including probing questions. I can choose and organise the content of my speech to convey clear meaning. Emotional and social- I can take turns in discussion and listen to others and respond to their points. I can follow ground rules and make sense of them to others. I put my energy and whole-hearted commitment into discussions and speech to get the most out of any situation. I listen attentively to what others are saying and play back to them what they have said. Written - I make many excellent grammar and high level vocabulary choices and can communicate in a wide variety of contexts. Teamwork - I always work well with my team and know what my areas for improvement are. 	<ul style="list-style-type: none"> Physical - I know how to vary my body language and tone of voice, adapting them to the situation and to what I am trying to say. I have a range of subtle changes in tone, pitch and movement to suit different genres of talk. Linguistic - I can construct language effectively for a range of purposes, e.g. to persuade someone. I can use the subject specific language of different disciplines, e.g. talk like a scientist, historian, mathematician, tour guide. I deploy excellent grammar when talking, using full sentences. I can select precise language and idioms to suit different audiences. Cognitive - I can take on different roles in discussion and can see both sides of an argument. I can use different thinking skills to engage with challenging material. I can summarise an argument and identify good and bad arguments. I can analyse arguments and select evidence to defend or rebut a position. Emotional and social - I can tell a story with no notes that engages an audience. I can read an audience and change my language, tone and pitch to connect with it. I can respond to and build on the feelings and views of others. I can develop the well-being of others through coaching and other techniques. Written - I always make excellent grammar and high level vocabulary choices and can communicate on an outstanding level in a vast variety of contexts. Teamwork - I work excellently with others to achieve a common goal and interact appropriately with others.

Magna Academy Age Related Expectation - ATL

<p>Resilience</p> <p>The ability to recover quickly from difficulties and overcome challenging situations or problems.</p>	<p>Optimistic– I am not very optimistic and tend to be pessimistic about the future and my ability to achieve goals and overcome obstacles.</p> <p>Altruism – I am not resilient and struggle to turn to help others when I need to relieve stress and boost my self-efficacy.</p> <p>Moral Compass – I do not always demonstrate a strong moral compass or have a steadfast set of beliefs about right and wrong and can find bouncing back from challenges difficult.</p> <p>Facing Fear –I am unwilling to leave my comfort zone and confront my fears.</p>	<ul style="list-style-type: none"> Optimism - I am quite optimistic and mostly believe in my future and my ability to achieve goals and overcome obstacles. Altruism – I am quite resilient and often turn to help others when I need to relieve stress and boost my self-efficacy. Moral Compass – I mostly have a strong moral compass or steadfast set of beliefs about right and wrong generally and can bounce back from challenges quickly. Facing Fear – With support, I am willing to leave my comfort zone and confront my fears to overcome my challenges to grow as a person. 	<ul style="list-style-type: none"> Optimism - I am very optimistic and believe in my future and my ability to achieve goals and overcome obstacles. Altruism – I am very resilient and often turn to help others when I need to relieve stress and boost my self-efficacy. Moral Compass – I have a strong moral compass or steadfast set of beliefs about right and wrong generally have an easier time bouncing back. Facing Fear –I am willing to leave my comfort zone and confront my fears to overcome my challenges and grow as a person.
<p>Critical thinking.</p> <p>Critical thinking is the process of actively conceptualizing, applying and analyzing information to guide your decisions.</p>	<ul style="list-style-type: none"> Summarises topic or argument - I can not organize information and have an inadequate understanding. Consider previous assumptions - I can make assumptions but not explain why they are significant to the position. Communicates point of view - I can not identify my own positions on an issue. Provides evidence of research - No evidence of research. Analyze data- I do not understand how to analyze data or use data to support a presentation or argument. Consider other perspectives - I can not consider other perspectives or ideas. Draws implications - I can not explain the impact of new information 	<ul style="list-style-type: none"> Summarises topic or argument - I Inconsistently organize information but have a good understanding Consider previous assumptions -I have my own assumptions to topic ideas, but not cannot clearly explain or elaborate upon them. Communicate point of view - I can Identify my own positions on the issue, drawing support from experience. Provides evidence of research - Makes use of evidence to support research but does not always check relevance. Analyze data-I sometimes analyze data or use of data to support a presentation or argument. Consider other perspectives - I am starting to consider other perspectives or ideas. Draws implications - I am starting to explain the impact of new information. 	<ul style="list-style-type: none"> Summarises topic or argument - I can always organize information and have a good understanding. Consider previous assumptions - I can make assumptions to topic ideas and can elaborate on assumptions and discuss implications. Communicate point of view - I can Identify my own positions on the issue, drawing support from experience,and information not available from assigned sources. Provides evidence of research -I makes use of evidence to support research and always check relevance. Analyze data- I can analyze data or use of data to support a presentation or argument. Consider other perspectives - I can consider other perspectives or ideas. Draws implications - I can explain the impact of new information and generate new ideas from them.
<p>Initiative</p>	<ul style="list-style-type: none"> Taking action - I tend to ask others what they think before acting on new ideas or projects. Take charge - I usually allow others to lead the direction of ideas and projects. 	<ul style="list-style-type: none"> Taking action - I tend to Independently act on new ideas and projects but report Immediately to others. Take charge - I allow others to lead the direction of ideas and projects but will take the lead when needed. 	<ul style="list-style-type: none"> Taking action - I usually act Independently and report routinely to others. Take charge - I usually take charge and am happy to lead the direction of ideas and projects.

Magna Academy Age Related Expectation - ATL

<p>The ability to assess and initiate things independently</p>	<ul style="list-style-type: none"> Take time - I tend to rush to finish new tasks and projects and do not always try my best in any situation. 	<ul style="list-style-type: none"> Take time - I can sometimes rush to finish new tasks and projects and am determined to do my best in any situation. 	<ul style="list-style-type: none"> Take time - I take my time finishing new tasks and projects and am determined to do my best in any situation.
<p>Complex problem solving. Is a psychological process of analysing and solving complex challenges.</p>	<ul style="list-style-type: none"> Once I choose a solution, I develop a plan with support from teachers or peers. After a solution has been put in place, others guide me to look for ways to improve the idea. To avoid asking the wrong question, I try to define each problem. With support, I aim to look at problems from different perspectives. With support I can look for problems that could happen in the future before making a decision.. I do not always try to solve a challenging problem. 	<ul style="list-style-type: none"> Once I choose a solution, I develop a plan with the sequence of events. After a solution has been put in place, I look for ways to improve the idea. To avoid asking the wrong question, I take care to define each problem carefully before trying to solve it with support from my group. With support, I strive to look at problems from different perspectives and generate multiple solutions. I try to look for problems that could happen in the future before making a decision I try to solve any problem no matter how challenging I find it 	<ul style="list-style-type: none"> Once I choose a solution, I develop a plan with the sequence of events and make it happen. After a solution has been put in place, I look for ways to improve the idea and avoid future problems. To avoid asking the wrong question, I take care to define each problem carefully before trying to solve it. I always strive to look at problems from different perspectives and generate multiple solutions. I always look for problems that could happen in the future before making a decision. I always aim to solve any problem no matter how challenging I find it.
<p>Productivity and accountability Taking responsibility for ensuring quality outcomes.</p>	<ul style="list-style-type: none"> I can plan my next steps with support from peers or my teacher. With support, I can focus for short periods on one Project at making the right choices to be successful. I consistently make the same high level of effort in my projects. I am not very motivated to complete tasks to the best of my ability. I try to use constructive feedback to improve on previous presentations and tasks. I tend to let other people do the hard work and don't really care about my input. 	<ul style="list-style-type: none"> I can plan strategically my next steps with support from peers or my teacher. With support, I can focus for long periods on one Project at and making the right Choices to be successful. I aim to make the same high level of effort in my projects. I am somewhat motivated to complete tasks to the best of my ability. I can use constructive feedback to improve on previous presentations and tasks. I try to work with others to ensure everyone has an input. 	<ul style="list-style-type: none"> I can plan (strategically) My next steps are and how I plan to achieve them. I can focus for long periods on one Project at and making the right Choices to be successful. I consistently make the same high level of effort in my projects. I am not very motivated to complete tasks to the best of my ability. I always use constructive feedback to improve on previous presentations and tasks. I work with others to ensure everyone works hard and everyone has an input.