

| Skill | Very High 5.5 | Medium 5.25 | Low <5.0 | Teacher practices/ workshop/ Templates |
|------------------------------|--|---|--|--|
| Research - sources | Uses a wide variety of sources (7+) Independently selects reliable and appropriate sources to the task | Uses some different sources (3-6) Requires some assistance to select appropriate sources | Uses limited sources (1-2) Sources are not reliable Requires mainly teacher assistance to select appropriate sources | Give rubrics to student focus group to review KWHL chart – i.e. your tool kit Graphics organisers - venn diagrams - mind maps - fishbones - spider map - Y charts - PMI |
| - analyse | Student(s) critically review the information and draw appropriate and inventive conclusions with supporting evidence | Student(s) show analysis of the evidence collected | Student(s) conclusions require stronger supporting evidence Analysis is basic | |
| - questioning | Student(s) recognise and pose focus questions, which involve them in challenging research Student(s) recognise when and who to seek advice from, after exploring a range of options | Student(s) construct questions with readily available answers Student(s) recognize when and who to seek advice from, prior to exploring a range of options | Students rely on teachers to create questions, or develop a question requiring little creative thought Students require teacher direction often | Using: “delicious”, NING Double Entry Journal (maths classes) Use different search engines; i.e. google scholar, ENDNOTE(an automatic bibliography) |
| - interpreting | | Rob | | |
| - inferring | | Rob | | Use a different library |
| - synthesis | | Rob | | Talk to Brenda re different resources at the library Range of resources: provide a list of reliable sorts of resources i.e. an A4 pg Staff role play with interactive whiteboard (maybe) to show how to do critical research, note taking etc. Backward planner |

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| Organisation | | | | |
| - negotiation | Student shows knowledge and skill in the use of a range of strategies for managing differences within their group No teacher intervention is required | Student is aware of their influence when using strategies to avoid and/or resolve conflict Some teacher assistance is required | Student uses strategies when coping with team difficulties; for example listening and negotiation Teacher assistance is required | Options for negotiating – reflecting back statements “I hear you say...” Talking sticks (if it gets real bad!) Being prepared to not have your idea go forward |
| - consensus | Student uses strategies when creating ideas and solving problems Student recognizes when the group is stuck and actively suggests ways to move the group forward | Student uses strategies when the group is exploring different perspectives and ideas Student assists with suggestions of how the group can move forward when they are stuck at one point | Student assists with the development of shared team goals, and helps to keep the task moving | Have a vote to move the task along |
| - leadership | Student applies questioning and listening skills to learn about group members skills and uses this when allocating roles Student acknowledges contributions of all team members | Student uses a variety of strategies to motivate group members and work towards completion of tasks Student acknowledges contributions of all team members | Student uses strategies for supporting all team members to achieve tasks; for example, providing encouragement or mentoring | |

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| Personal attributes | | | | |
| - shows Initiative | Student suggests new ideas and alternatives (6+) to the group | Student suggests (3-5) new ideas and alternatives to the group Some teacher guidance is used | Student suggests some new ideas and/or builds on others suggestions Student requires a lot of teacher assistance to develop ideas | Brain storm ways; i.e. working at home when you have an idea to bring back; discussing with your group outside of set time |
| - Independent | Student is able to complete each individual task without requiring prompting Student recognized when to seek assistance with the task | Student is able to complete most of the task without prompting Student requires prompting when difficulties were experienced | Student needs much prompting to complete a task Student requires assistance to complete tasks | Research in own time; complete tasks using a wide range of resources (including people) |