



Borden Grammar School

Standards for Year 7 Subjects

English Department

	With Reading	With Writing
Platinum	To attain the platinum standard in English, students can make detailed comments on theme, language and structure and the effect of this on meaning. They can use subject specific analytical terms like metaphor, genre, symbol and explain how these are used for effect.	To attain the platinum standard in English, students can use a range of sentence structures consciously for effect along with ambitious, well-placed, accurate vocabulary. Complex, irregular words are spelled correctly and paragraphs and wide use of punctuation make the sequence of events or ideas coherent and clear, enabling content to suit both the purpose and the audience.
Gold	To attain the gold standard in English, students are able to use evidence which is relevant and shows inference rather than restating the obvious. They can suggest more than one possible meaning or interpretation for ideas/quotes in the texts and can comment about how the author has chosen specific words to make the reader feel a particular way.	To attain the gold standard in English, students are able to use adventurous vocabulary and complex sentences securely with embedded clauses and beginning to use adverbs to start sentences. They use paragraphing to enhance their writing and structure and a full range of punctuation, including semi colons, colons and ellipsis. The spelling of words is generally accurate, including adventurous words, and figurative language is used for effect to show a clear awareness of the reader.
Silver	To attain the silver standard in English, students are able to use the PEE model even though 'explain' might be paraphrasing of the ideas in the evidence rather than real inference. They can express several ideas about a text and can support them with evidence although quotes are not always well selected.	To attain the silver standard in English, students are able to use varied vocabulary which has been clearly selected for variety and range. They can use a range of simple and compound sentences and use complex sentences occasionally, along with accurate use of paragraphs. Students are able to use connectives to link their paragraphs and use a range of punctuation, such as commas, apostrophes and speech marks. Their writing acknowledges a clear purpose, adopts typical conventions and attempts to address a chosen audience.
Bronze	To attain the bronze standard in English, students are able to show basic inference and so can express an opinion about what they have read; they can provide a reason as supporting expansion and are able to attempt an explanation which may be repetition of a point or quote. They can locate evidence from a text in order to make a successful point and make use of material across the text to support their point although this may lack clarity, development and linkage to be wholly successful.	To attain the bronze standard in English, students are able to use some interesting vocabulary and show that they are making deliberate choices for effect. Their use of paragraphs is mostly secure, although writing may demonstrate a lack of knowledge as to how structure influences the reader, and use of connectives is simple and perfunctory. Sentences are lacking in variation and may be repetitive but are demarcated accurately and show a firm attempt to address the task in terms of style, purpose and audience.

Maths Department

	Skills and Knowledge	Presentation	Evidence	Example – Fractions
Platinum	Shows ability to INTERPRET and ANALYSE problems and hence generate suitable strategies	Always follows the Department Policy on presentation. Follows mathematical conventions. All working is clear and purposeful. Their process is easy to follow in Quality of Written Communication.	Able to recognise the skills required to solve questions for this topic in any context.	Can solve multi-step problems. Application of fractions as a Functional Skill.
Gold	Shows ability to SELECT and APPLY mathematical methods in a range of contexts	Follows the Department policy on presentation. Valid evidence of their process is present in the majority of cases.	Able to extend skills and knowledge beyond standard questions.	Use fractional amounts in all formats, i.e. mixed numbers or decimals. Can find amounts of a quantity Can determine fractional change for increase or decrease.
Silver	Shows ability to RECALL and USE appropriate knowledge for the question content.	Does not always follow the Department policy on presentation. Working, when present, may not always support the process.	Able to answer standard questions.	Learns to apply all 4 operations: add, subtract, multiply & divide. i.e. add two given fractions giving answer in lowest terms.
Bronze	Unable to link appropriate knowledge and methods. Progress will require support.	There is a lack of presentation skills. Working does not support the process or may be completely absent.	Unable to answer standard questions. Unable to move on from misconceptions.	Answers only the basic style of questions i.e. with common denominator. Wrongly applies techniques, confusing each of the 4 operations. Relies on knowledge from a lower ability.

Science Department

	Descriptors
Platinum	<p>The student's work should consistently show that they are at the competent level; their work should also demonstrate that they are able to:</p> <ul style="list-style-type: none">• link together scientific knowledge and ideas from different topics to explain why things happen• use patterns, models & theories to make scientific predictions• use mathematical equations to solve scientific problems
Gold	<p>The student's work will show evidence that he is using scientific language, knowledge & understanding to describe and explain, in extra detail, why things happen. The student will be able to use some scientific models and theories in their writing. They will be able to apply their scientific knowledge & understanding to describe and explain scientific concepts they have not yet studied in detail.</p>
Silver	<p>The student's work will show evidence that he is using scientific language and has an understanding of most of the science learnt. The student will be able to use their scientific knowledge & understanding to describe and explain why things happen. They will be starting to use simple scientific models and theories in their scientific writing.</p>
Bronze	<p>The student's work will show little evidence of using scientific language. They will show an understanding of some of the science they have learnt, but not all. They will only be able to use their scientific knowledge & understanding to describe why things happen.</p>

MFL Department

	Knowledge of vocabulary/ opinions	Knowledge of verbs	Reading skills	Listening skills	Written accuracy and dictionary skills	Speaking skills	Engagement
Platinum	Knows vocabulary beyond the Y7 scheme of work. Can give opinions/reasons using a variety of language	Knows some past, present and future verbs.	Can translate texts with great accuracy	Can transcribe sections of spoken language with great accuracy	Produces very accurate work due to efficient checking for mistakes. Uses a dictionary correctly to look up or check new/unfamiliar words.	Can speak on topics beyond those studied in year 7 by using transferring skills and knowledge to new contexts	Is engaged in all class activities and shows evidence of reading/investigating language/culture outside the classroom.
Gold	Has a range of vocabulary for each topic studied. Can give opinions and reasons	Knows some verbs in past or future	Can read short texts, extracting full details.	Can pick out specific details from a short spoken passage	Checks work for mistakes. Can use a dictionary to look up new words.	Can answer topic based questions spontaneously.	Is engaged in all activities in class, especially choral repetition.
Silver	Has some basic vocabulary for each topic studied. Can give opinions.	Knows some present tense verbs	Can read shorts texts for gist.	Can understand main points of a short spoken passage.	Attempts dictionary use but may select inappropriate words or pick grammatical terms (e.g. conj)	Is able to read work out confidently and can answer some topic based questions	Is mostly engaged in class activities but seems occasionally 'switched off' and therefore is not picking up new vocabulary easily.
Bronze	Struggles to create sentences due to a lack of basic vocabulary. Cannot offer opinions	Has little understanding of verbs	Struggles to pick out the key ideas of a short text	Struggles to pick out the key ideas of a short spoken passage	Does not re-read written work and therefore accuracy is very poor.	Unable to answer basic questions. Reluctant to read written work aloud.	Disengaged, often refusing to take part in choral repetition. Does not actively listen to classmates and teacher.

Geography Department

	Descriptors
Platinum	<ul style="list-style-type: none">• I can explain geographical ideas accurately using my own knowledge and information from case studies.• I undertake independent research and include it in my answers.• I can use my knowledge to answer questions at all scales, from global to local.• I use key words in my answers correctly and where appropriate.• I can explain how humans and the environment are linked.• I can develop my own opinions and make informed decision that are consistent with the evidence.• I can take into account differing points of view in my answers.• I can accurately identify features on an atlas.• I can create and interpret a range of maps, graphs and photographs.• I can use a wide range of map skills to describe a locality.• I can use a good variety of vocabulary and sentence structure in my work.• I can support my answers with accurately labelled diagrams where relevant.• I use spelling, punctuation and grammar accurately in my work.
Gold	<ul style="list-style-type: none">• I can use my knowledge and understanding of geographical topics to accurately answer questions most of the time.• I have learnt some case studies and can use basic information from these to back up my answers.• I can include some key words in my answers.• I can recognise the relationship between humans and the environment.• I can identify issues and make my own decisions backed up by simple fact.• I can accurately identify features on an atlas.• I can interpret an OS map at a range of scales.• I can use a range of map skills to describe a place.• I can create and interpret graphs, including line and bar graphs and choropleth maps.• I use spelling, punctuation and grammar accurately in my work

Silver	<ul style="list-style-type: none">• I can use my knowledge and understanding of geographical topics to answer questions some of the time.• I have learnt some facts about a few case studies and can include some of these in my answer.• I can recognise the relationship between humans and the environment.• I can include a few key words in my answers.• I can identify issues and make my own decisions.• I can identify features on an atlas.• I can identify symbols on a map, and use 4 figure grid references.• I can use spelling, punctuation and grammar accurately most of the time in my work.
Bronze	<ul style="list-style-type: none">• I can use my knowledge to answer questions, however often include limited detail in my answers.• I show a knowledge, skills and understanding in studies at a local level.• I can use resources to make my own observations, to ask and respond to questions about places.• I use basic, everyday language in my answers as opposed to key words.• I can recognise simple links between humans and the environment.• I can identify issues and make my own decisions.• I can identify features on an atlas.• I can use maps and photographs to understand what places are like.• I can use spelling, punctuation and grammar accurately some of the time in my work.

History Department

	Change over time	Causation and Results	Secure Factual Knowledge	Source Reliability	Source Usefulness
Platinum	I am able to evaluate how and why a society has changed over time	I am able to produce a sustained judgement on the causes and results of key events	I am able to use specific detail to sustain a response to an evaluative question	I am able to reach a judgement on a source's reliability, considering its limitations	I am able to assess how the limitations and strengths of a source contribute to historical study
Gold	I am able to explain how a society has developed over time	I am able to assess the causes and results of key events in the Middle Ages	I am able to recall and use specific detail relating to key topics	I am able to assess how trustworthy a source is based on provenance and tone	I am able to explain how a source contributes to historical research
Silver	I am able to identify how a society has developed over time with some explanation	I am able explain the causes and results of key events in the Middle Ages	I am able to recall specific detail relating to key topics	I am able to explain the positives of a source based on provenance and tone	I am able to identify the key strengths and weaknesses of a source
Bronze	I am able to simply identify how a society has changed	I am able to explain either the causes or the results of key events in the Middle Ages	I am able to recall general details relating to key topics	I am able to identify the positives of a source based on either provenance or tone	I am able to identify the strengths or weaknesses of a source

Art Department

	Develop ideas through investigations, demonstrating critical understanding of sources.	Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.	Record ideas, observations and insights relevant to intentions as work progresses.	Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.
Platinum	A consistent ability to effectively develop ideas through purposeful investigations. A consistent ability to demonstrate critical understanding of sources.	A consistent ability to thoughtfully refine ideas. A consistent ability to effectively select and purposefully experiment with appropriate media, materials, techniques and processes.	A consistent ability to skilfully record ideas, observations and insights through drawing and annotation, and any other appropriate means relevant to intentions, as work progresses.	A consistent ability to competently present a personal and meaningful response and realise intentions. A consistent ability to demonstrate understanding of visual language.
Gold	A moderate ability to effectively develop ideas through purposeful investigations. A moderate ability to demonstrate critical understanding of sources.	A moderate ability to thoughtfully refine ideas. A moderate ability to effectively select and purposefully experiment with appropriate media, materials, techniques and processes.	A moderate ability to skilfully record ideas, observations and insights through drawing and annotation and any other appropriate means relevant to intentions, as work progresses.	A moderate ability to competently present a personal and meaningful response and realise intentions. A moderate ability to demonstrate understanding of visual language.
Silver	Some ability to develop ideas through purposeful investigations. Some ability to demonstrate critical understanding of sources.	Some ability to refine ideas. Some ability to select and experiment with appropriate media, materials, techniques and processes.	Some ability to record ideas, observations and insights through drawing and annotation, and any other appropriate means relevant to intentions, as work progresses.	Some ability to present a personal and meaningful response and realise intentions. Some ability to demonstrate understanding of visual language.
Bronze	Minimal ability to develop ideas through investigations. Minimal ability to demonstrate critical understanding of sources.	Minimal ability to refine ideas. Minimal ability to select and experiment with appropriate media, materials, techniques and processes.	Minimal ability to record ideas, observations and insights through drawing and annotation, and any other appropriate means relevant to intentions, as work progresses.	Minimal ability to present a personal and meaningful response and realise intentions. Minimal ability to demonstrate understanding of visual language.

Drama Department

	Developing	Performing	Evaluating
Platinum	Students respond to task in original and highly imaginative way. They are able to direct effectively and organise and motivate a group with ease.	Students create a role with a high degree of originality and creativity, applying an extensive range of practical skills to create a captivating performance that shows a thorough awareness of audience.	Students are able to evaluate the performance, offering subtle and detailed analysis of the performance using subject specific terminology.
Gold	Students frequently take on the role of director during group work, contributing a range of creative ideas. They show insight and sensitivity when working with a group.	Students create an engaging and imaginative role, performing with confidence and showing well developed practical skills.	Students are able to evaluate the performance, making clear, developed and detailed comments on the performance using subject specific terminology.
Silver	Students frequently offer helpful ideas to group work, contributing positively to the task.	Students create an interesting role using a range of practical skills. They are consistently able to maintain characterisation.	Students are able to comment upon the strengths and weaknesses in performance with some degree of insight.
Bronze	Students respond to the leadership of others, occasionally offering simplistic ways in which the task can be realised.	Students create a simplistic role that is relevant to the task with limited practical skills. They are generally able to maintain characterisation.	Students are able to spot obvious strengths and weaknesses in performance

DT Department

	Design	Make	Evaluate	Technical Knowledge
Platinum	<p>I can research and explore relevant information based on the user's needs</p> <p>I know how to use social, moral and cultural information to understand the user more clearly</p> <p>I can identify and solve my own design problems and understand how to develop problems.</p> <p>I have developed a specification that allows me to be innovative, functional and create an appealing product that responds to the user's needs</p> <p>I can show a variety of approaches to develop my design, e.g. design movements and user centred designs, making my ideas creative and not stereotypical.</p>	<p>I can select specialist tools in my practical and my choices are considered and justified</p> <p>I justify the reason for my choice of materials, taking into consideration their properties, impact on the environment and costings</p> <p>I can include and justify different components</p> <p>I justify the process that I choose to make my product I regularly use CAD CAM in my work</p> <p>I can produce a range of complex jigs to make my product</p> <p>I am accurate and precise when I work so that the quality of my work is high standard</p> <p>I work extremely safely and can demonstrate processes to others</p>	<p>I can compare and contrast existing products by analysing them and explaining how the information will inform my designs</p> <p>I understand new technologies this includes how smart materials can improve my design</p> <p>I can test evaluate and refine my ideas and products against a specification. I take third party views into account.</p> <p>I understand the responsibilities of designers, engineers and technologists and clearly show this in my work</p> <p>I can evaluate the impact of my product on individuals, society and the environment</p>	<p>I know and can select the correct wood to produce my design and evaluate its suitability</p> <p>I can choose the strongest joint to assemble my product and confidently cut it out</p> <p>I apply the principles of the 6R's when designing and producing a product using research to inform my material choices</p> <p>I understand the history and the current relevance of a range of design movements and take inspiration for my own designing</p> <p>I can use a range of computer software to confidently design a detailed product/components using CAD CAM</p>
Gold	<p>I understand social, moral and cultural issues that link to the user needs.</p> <p>Identify and solve a design situation with a broad design brief that allows me to be creative</p> <p>I have developed a design specification that allows me to respond to the design situation in a creative way</p> <p>I use research to inform my designs and have creative responses to the design brief</p> <p>I have detailed planning for my final design</p> <p>I can present my ideas using more than two techniques</p>	<p>I can select the correct tools and name their function</p> <p>I make good choices when I select materials and understand why they are most suitable</p> <p>I can select and include different components</p> <p>I can explain the best processes of construction and production when designing and making a product</p> <p>I can produce jigs to make my product</p> <p>I am accurate and regularly check the quality of my work</p> <p>I work very safely and help my peers in practical</p>	<p>I can analyse existing products and use this to develop my own ideas</p> <p>I can explain how new technologies and smart materials can enhance my design and how they will impact on the user and the environment</p> <p>I can test and evaluate my final product against my specification and improve on my product as a result</p> <p>I know my responsibilities as a designer and show this in my work</p> <p>I understand the impact of my product on individuals, society and the environment</p>	<p>I know and can apply the pros and cons of different woods and man-made boards</p> <p>I can choose from a range of different joints to produce a product</p> <p>I apply the principles of the 6R's when designing a product</p> <p>I understand and can apply the key features of different design movements to influence my product.</p> <p>I can use Sketch-up and Space Claim computer software to design a product and confidently cut out components using CAD CAM</p>

Silver	<p>I use research to identify the user's needs I can identify a design situation and write a design brief I use research to write a detailed design specification based on the main areas of design and technology I use a variety of methods to develop and improve design ideas e.g. modelling, 4 + ideas My annotation is detailed and I have a plan to make my final design</p>	<p>I can name most of the tools and describe their uses I can identify and know the properties of most of the materials I use I can select different components I can name construction and production processes I can use jigs in the production of my product Quality control - My work is mostly accurate I work very safely</p>	<p>I research existing relevant products and use them to inform my work I know about new technologies and smart materials and how they can help my design and the user I understand my responsibilities as a designer and show this in my work I understand how my product can impact the environment and the user.</p>	<p>I know and can identify soft and hard woods by name as well as manufactured boards. I can join woods with a selection of joints I understand the principles of the 6R's I can use features of design movements to influence my product. I can use 2D design and Sketch-up computer software to design a cut out a product</p>
Bronze	<p>I understand the design brief and user needs I understand what a design specification is and how to write a basic one I can come up with 4 different ideas and develop them so they are improved My ideas are sketched and annotated</p>	<p>I can name some of the tools I use I can name some materials I use I know some different components I can name some processes I use during practical work I know what a jig is Quality control - My work is accurate sometimes I work safely</p>	<p>I look at other products on the market to help me with ideas I have limited knowledge about new technologies and smart materials and how they can help the user I can evaluate my work against the specification I know what some of my responsibilities are as a designer and show this in my work I understand how my product can impact the user I understand the benefit of third party feedback to inform the choices that I make</p>	<p>I understand properties of some woods and man-made boards I understand how to join woods I can recognise some metals I have limited understanding of the 6R's I understand and can recognise some key features of design movements. I can use 2D design and CAD CAM to produce a simple product</p>

ICT & Computing Department

	Learning	Homework	Behaviour
Platinum	Students are able to use ALL of the skills taught in the classroom and are able to evidence further skills within software that have not been covered by the teacher or VLE resources.	All homework is completed on time and to an excellent standard. Average Moodle score in excess of 85.	Behaviour is impeccable. Students require very little teacher support and are able to support others to succeed.
Gold	Students are able to use ALL of the skills taught in the classroom.	All homework is completed on time and to a good standard. Average Moodle score of 75-85	Behaviour is good. Students will always ask for support if stuck but rarely require it.
Silver	Students are able to use MAJORITY of the skills taught in the classroom.	Most homework is completed on time AND to a good (or satisfactory) standard. Average Moodle score of 65-74.	Behaviour is satisfactory. Students will happily and regularly seek guidance.
Bronze	Students are able to use MINORITY of the skills taught in the classroom. Progress will require additional support.	Most homework is not completed on time, not submitted OR to a poor standard. Average Moodle score of less than 65	Behaviour is not satisfactory. Students will rarely or never ask for support out of apathy rather than ability.

Music Department

	Performing – Performance on a range of instruments and voice within solo and ensemble contexts	Composing – Creation of music in a variety of styles and genres	Appraising – Listening and responding to a range of music in a variety of styles and genres	Evaluating – Assessment and Improvement of musical work
Platinum	Able to perform solo and accompaniment roles within an ensemble. May be able to take a leadership role and direct the musical work of a group.	Able to add musical details such as dynamics and suggest appropriate orchestration for own compositions.	Able to identify different types of musical structures and forms used within a variety of pieces.	Students are able to independently improve their work by using their own topical research to extend their learning.
Gold	Able to perform a range of more complex melodic and rhythmic patterns individually and as part of an ensemble. Able to add musical details such as dynamics to own performances.	Able to compose and combine a variety of melodic and rhythmic phrases to create musical compositions with textural interest.	Able to identify and assess how dynamics and other musical devices are used in a variety of pieces	Able to give clear suggestions on how to improve own performance and composition. Also able to evaluate the work of others to suggest improvements.
Silver	Able to perform a range of melodic and rhythmic patterns. Able to maintain consistent rhythmic and melodic ideas as part of an ensemble performance.	Able to create melodic phrases and motifs using more complex rhythms. Able to consider compositional features of specific musical genres.	Able to identify appropriate musical genres. Capable of making comparisons between the musical elements used in different pieces.	Able to give clear suggestions on how to make progress with own performance and composition.
Bronze	Able to perform a simple melody with generally accurate rhythm. They are able to perform some chords accurately	Able to create short melodic and simple rhythmic motifs and phrases.	Able to identify some musical features such as instrumentation and tempo.	Students are able to make some suggestions on how to improve their performance and compositions.

RS Department

	Religious Understanding	Religious Skills	Religious Reflections
Platinum	<p>I can recognise the diversity of traditions in religions</p> <p>I can recall and identify key features in a religious tradition and in denominational/cultural variations</p> <p>I can state fluently core beliefs and teachings, in a religious tradition and also how any appropriate holy texts may be used</p>	<p>I can compare and contrast with confidence why there are denominational variations</p> <p>I can demonstrate the significance of symbolism and the value of holy texts, language, lifestyle in religion.</p> <p>I can articulate why individuals and community have both historically and in contemporary society made an impact.</p>	<p>I can explore with flair and confidence the relationship between religious practices, teachings, world issue and ultimate questions.</p> <p>I can synthesise my own responses whilst respecting different views</p> <p>I can express with insight in to the significance and value of religion and other world views within the context of my own</p>
Gold	<p>I can show how religion has influenced and inspired individuals and communities</p> <p>I can state key terms, core beliefs, central theological ideals in a religion with a high level of accuracy</p> <p>I can state the impact of a religion on a local and wider community.</p>	<p>I can explain why and how religious teachings can be interpreted in many ways</p> <p>I can explain why key terms, core beliefs, central theological ideals in a religion are so valued and crucial to that faith.</p> <p>I can show why there are a number of implications when religion impacts on a community.</p>	<p>I can express my own beliefs and give supported evidence and/or reasoning for these views</p> <p>I can explain how history and culture has impacted on religious traditions</p> <p>I can use the necessary religious vocabulary to show the subtle variations in religious traditions.</p>
Silver	<p>I can use key terms securely</p> <p>I can confidently demonstrate the core beliefs of a religious tradition</p> <p>I can show how a religion influences an individual and a community</p>	<p>I can show why it is important for a religion to have its own</p> <p>I can show why these core beliefs are significant to that particular faith tradition.</p> <p>I can show why a religious group feel compelled to get involved in a community</p>	<p>I can express my own beliefs, ideas, values and understanding in a number of ways</p> <p>I can reflect on and evaluate how beliefs interact with the contemporary world, expressing my own ideas</p> <p>I can give reasons and explanations to the similarities and differences within religions</p>
Bronze	<p>I am beginning to use key terms</p> <p>I can identify some core beliefs</p> <p>I can show how religion influences an individual</p>	<p>I can understand why the terms are important</p> <p>I can identify why these core beliefs are so important to religious believers</p> <p>I can demonstrate why this would motivate an individual</p>	<p>I can reflect upon my own beliefs and practices</p> <p>I can suggest some answers to ultimate questions</p> <p>I can generate my own beliefs/answers relating to identity, belonging, meaning, purpose and truth</p>

Physical Education

	Knowledge and Understanding – Subject specific content acquired in each grade (knowledge) and the comprehension of its meaning and significance (understanding)	Thinking – the Use of critical and creative thinking skills and /or process
Platinum	Demonstrates thorough knowledge of content.	<p>Uses planning skills with a high degree of effectiveness.</p> <p>Uses processing skills with a high degree of effectiveness.</p> <p>Uses critical/ creative thinking processes with a high degree of effectiveness.</p>
Gold	Demonstrates considerable knowledge of content.	<p>Uses planning skills with considerable effectiveness.</p> <p>Uses processing skills with considerable effectiveness.</p> <p>Uses critical/ creative thinking processes with considerable effectiveness.</p>
Silver	Demonstrates some knowledge of content.	<p>Uses planning skills with some effectiveness.</p> <p>Uses processing skills with some effectiveness.</p> <p>Uses critical/ creative thinking processes with some effectiveness.</p>
Bronze	Demonstrates limited knowledge of content.	<p>Uses planning skills with limited effectiveness.</p> <p>Uses processing skills with limited effectiveness.</p> <p>Uses critical/ creative thinking processes with limited effectiveness.</p>

	Communication – The conveying of meaning through various forms	Application – The use of knowledge and skills to make connections within and between various contexts
Platinum	<p>Expresses and organizes ideas and information with a high degree of effectiveness.</p> <p>Communicates for different audiences and purposes with a high degree of effectiveness.</p> <p>Uses conventions, vocabulary, and terminology with a high degree of effectiveness.</p>	<p>Applies knowledge and skills in familiar contexts with a high degree of effectiveness.</p> <p>Transfers knowledge and skills to new contexts with a high degree of effectiveness.</p> <p>Makes connections within and between various contexts with a high degree of effectiveness</p>
Gold	<p>Expresses and organizes ideas and information with considerable effectiveness.</p> <p>Communicates for different audiences and purposes with considerable effectiveness. Uses conventions, vocabulary, and terminology with considerable effectiveness.</p>	<p>Applies knowledge and skills in familiar contexts with considerable effectiveness.</p> <p>Transfers knowledge and skills to new contexts with considerable effectiveness.</p> <p>Makes connections within and between various contexts with considerable effectiveness</p>
Silver	<p>Expresses and organizes ideas and information with some effectiveness.</p> <p>Communicates for different audiences and purposes with some effectiveness.</p> <p>Uses conventions, vocabulary, and terminology with some effectiveness.</p>	<p>Applies knowledge and skills in familiar contexts with some effectiveness.</p> <p>Transfers knowledge and skills to new contexts with some effectiveness.</p> <p>Makes connections within and between various contexts with some effectiveness.</p>
Bronze	<p>Expresses and organizes ideas and information with limited effectiveness.</p> <p>Communicates for different audiences and purposes with limited effectiveness</p> <p>Uses conventions, vocabulary, and terminology with limited effectiveness</p>	<p>Applies knowledge and skills in familiar contexts with limited effectiveness.</p> <p>Transfers knowledge and skills to new contexts with limited effectiveness.</p> <p>Makes connections within and between various contexts with limited effectiveness.</p>

ILP

	<p>Descriptors Working independently and as part of a group. Reading for Meaning. Writing for Different purposes. Researching and presenting.</p>
Platinum	<p>Students will be able to work independently, in a pair or as part of a group, acting as a role model to others and ensuring exceptional outcomes. Must be able to read texts and make sophisticated inferences, picking out a variety of impressive, alternative interpretations. In writing, must be able to produce summaries, articles and presentations, effectively matching writing to the task, purpose and audience. Research skills are excellent, and able to discerningly select information and evidence. In presentations, can speak naturally and with authority on a variety of topics, including those that may require some subtlety. When responding to questions from the audience, able to respond in a confident, considered and authoritative way, providing different perspectives as necessary.</p>
Gold	<p>Students will be able to work independently, in a pair or as part of a group, providing leadership to others and ensuring effective outcomes. Must be able to read texts and make inferences, picking out alternative interpretations. In writing, must be able to produce summaries, articles and presentations, suiting writing to the task, purpose and audience. Research skills are very good, to find information from a variety of sources. In presentations, able to speak confidently and effectively, using a range of methods. Questions from the audience are responded to in a confident, sensitive and considered way.</p>
Silver	<p>Students will be able to effectively and productively work independently, in a pair or as part of a group. Must be able to read texts and make inferences, which allow deeper understanding of these texts. In writing, must be able to produce summaries, articles and presentations, suiting writing to the task, purpose and audience. Research skills are very good, to find information from a variety of sources. In presentations, able to speak confidently about topics of increasing complexity and can respond efficiently to questions from their audience.</p>
Bronze	<p>Students will be able to demonstrate ability to work independently, in a pair or as part of a group. Must be able to read texts and identify meaning, including basic inference. In writing, able to produce summaries, articles and presentations. Research skills are good and students are able to discover information, which is relevant to tasks, by themselves. In presentations, able to speak confidently about a topic and answer questions from the audience.</p>