

Assessment Criteria – Being Creative

Being Creative	Bronze	Silver	Gold
Generate ideas, explore possibilities and alternatives	I can identify the key parts or issues within a situation and generate a list of alternatives or possibilities for each one.	I can compare and contrast information or ideas and from these generate new alternatives or possibilities.	I can apply a range of creative problem solving skills to develop new ways of thinking through situations or problems
Make inventive connections	I can make concrete connections between pieces of information including identifying similarities and differences.	I can make more abstract connections between concepts including linking cause and effect.	I can use a range of thinking approaches to make links between concepts including lateral and emotional thinking.
Questioning assumptions	I can identify different viewpoints in relation to a given assumption	I can find ways of challenging an assumption by collecting information and evaluating it.	I can apply abstract thinking (emotional and metaphorical) to question assumptions
Adapting to changing circumstances	I can identify different consequences of change.	I can interpret different consequences of change.	I can evaluate different consequences and implications of change.

Assessment Criteria – Being a Participator

Being a Participator	Bronze	Silver	Gold
Developing a persuasive case	I can prepare an argument for a range of audiences taking account of their views.	I am able to appreciate the views of others and can respond to them appropriately.	I can recognise the strengths and weaknesses of my argument and can adapt it to reflect the views of others.
Propose ways forward in manageable steps	I can set targets over a period of time to achieve success.	I am able to take steps to meet targets in order to achieve success.	I can evaluate progress and adapt targets to ensure success.
Influence others to move forward	I can work effectively in a group.	I can suggest alternatives ways of working and use these to help make collective decisions.	I can use a range of creative problem solving techniques to overcome barriers and can model using persuasive arguments to challenge viewpoints or obstacles
Developing confidence in risk taking	I am able to identify strengths and areas for development in my own working.	I have the confidence to take risks and work on areas of development I have identified.	I understand the value of self-evaluation. I can recognise my successes and am able to reflect on and take steps to overcome weaknesses.

Assessment Criteria – Being an Enquirer

Being an Enquirer	Bronze	Silver	Gold
Ask questions to extend thinking	I can ask questions to help me find basic facts. I can feed back this information to a partner.	I can ask a number of different questions and select which are the most important	I can use information gained to ask more detailed questions to help me refine and develop my discussions.
Collect and process information	I can use two methods to collect relevant information about a given topic.	I can sort and compare information from a variety of sources (at least 3) to prioritise what is needed for a task.	I can recognise the need to check information is relevant. I can use a variety of techniques to present information in a processed form.
Analyse and evaluate information	I can summarise key information.	I can use connections between ideas to make valid conclusions.	I can explain my conclusions and why they are valid.
Consider factors influencing decisions and events	I can list some factors which influence a situation.	I recognise several viewpoints/factors which influence a situation and prioritise these.	I can make judgements about the factors that have influenced a decision and make predictions about how a factor might alter an event.

Assessment Criteria – Being Reflective

Being Reflective	Bronze	Silver	Gold
Identify areas for development	I can recognise my strengths and the most important steps I need to take to achieve personal goals	I can reflect on my progress during an activity and adapt my approach to meet my goals in the face of difficulty	I can evaluate at the end of an activity my progress towards personal goals. I can show determination and perseverance in overcoming challenges.
Questioning the process	I know how I learn best and recognise that I am able to learn in different ways.	I can select an appropriate method to approach a learning task.	I can explain the thought process in completing a task and can evaluate decisions I have made about the process.
Dealing with feedback	I can give and receive positive feedback and can recognise that people have different points of view.	I can give and receive constructive feedback. I can explain my opinions whilst respecting feedback from others. I can act on feedback given.	I can appraise feedback given to me and use it alongside assessment or success criteria to bring about improvements in my own working.
Communicate learning in relevant ways	I can use a range of appropriate methods to present information.	I can select an appropriate method to present information to a given audience.	I can evaluate the effectiveness and relevant methods of communicating information and use this information to adapt my communication.

Assessment Criteria – Being a Being a Self Manager

Self-Managers	Bronze	Silver	Gold
Taking responsibility	I know what I am good at and what I need to work on in order to develop my own skills and set new learning goals	I understand my strengths in relation to my own learning. I can use a range of self evaluation tools to develop the areas I need to work.	I can assess my own learning with a variety of evaluation tools and set challenges to improve and support my personal development.
Organisational skills	I can plan a piece of work and identify resources I need when working on my own	I can plan and carry out a piece of work within an allocated time frame.	I can plan develop and complete a piece of work making effective use of my time and the time of others through clearly identified priorities
Developing motivation	I can identify and set goals to plan my learning and put this into an action plan.	I can identify and set goals in a variety of situations. Analyse the situation to find what is in it for me.	I can achieve my learning goals through allocating the right level of support whilst persevering with those areas I find difficult.
Managing emotions	I can identify the emotions that I am feeling towards a situation or event and communicate these to others.	I can work through a situation directing my emotions to reach a positive outcome.	I can value the emotional response of others and use these responses to inform the task and learning approach.

Assessment Criteria – Being a Teamworker

Being a Teamworker	Bronze	Silver	Gold
Managing effective discussions	I can perform a role within a group, make meaningful contributions to discussions and listen to the contributions of others.	I can take into account other people's views when expressing my own opinion and help the group reach a consensus.	I can use a range of strategies to participate in and lead discussions including supporting elective and other decision making processes within the team.
Collaborative working	I make an active contribution to the team.	Using my own strengths I can help and support others to make a contribution to the team.	I actively participate in any role to help the team work effectively. I can evaluate my own performance within the team.
Understand and value the views of others	I can listen to other people's views and value them, even if they differ from my own.	I seek out other people's viewpoints and use them to come to a better understanding of the issue.	I can empathise with others and allow this to inform my own actions within the team.
Adapting to different situations	I can adapt to different roles within a group and sometimes act as leader	When a situation changes I can use my strengths to support others within the team	I am able to adapt my role when a situation changes and use the strengths of others to help me be an effective member of the team.