

Name: _____

		Perseverance	Noticing	Questioning	Making Links	Reasoning	Imagining
		Keeping going	Looking carefully	Finding out	Making connections	Thinking logically	Thinking differently
I can't not do this	5	They are always confident to take on tricky tasks / challenging work because they have plenty of strategies to deal with any difficulties.	They tend to seek out deep seated patterns in order to create meaning or new understandings.	They simply can't help asking generative, incisive questions to try and get to the heart of the matter.	They constantly seek out new experiences, recognising that their knowledge and understanding is always changing and reorganising.	They instinctively apply high level reasoning to construct and present persuasive arguments and spot flaws in others.	They challenge the status quo to create innovative, novel and unexpected outcomes. Their imagination is always switched on and ideas bubble up freely.
I make sure I do	4	They are able to organise themselves to ensure things get done and they're not put off when people try to discourage them.	They can spot trends, patterns and anomalies, recognise irregularities or apparent contradictions and maintain a focus on small details which they then relate to the big picture or schema.	They prepare question strategies to achieve the desired results and don't shy away from asking difficult/ challenging questions.	They realise that what they know and how they know it is only provisional and make new meaning by re-grouping / re-classifying knowledge.	They seek to avoid common traps, fallacious arguments, and unwarranted certainty, particularly when seeking alternative solutions	They rehearse actions in their mind in order to achieve a better performance in reality and follow inklings to gain insight.
I see why	3	They now recognise that persevering with and overcoming difficulty is a win for them They have become curious about their mistakes and use feedback effectively to improve.	They now see the point of attentive noticing, realising that it leads to greater interest in the subject and becoming more curious about things.	They now realise that asking good questions well offers them a big advantage. They are eager to dig deeper and assess the validity of information they have.	They now realise why it's in their interest to see and make connections. They know that their knowledge system is adaptable and ever changing.	They now see the point of thinking logically. They ask themselves how they could tell if something were true and look for evidence to support their thinking. (which at this stage may not be right)	They now realise that it's in their interest to think differently / imagine and are able to suspend reality and abandon their inhibitions.
	3	They are able to clarify task purposes and outcomes and learn from any setbacks they encounter.	They can focus patiently for a long time to explore possibilities or pick out the things that are curious, different or unusual.	They use robust question funnels to focus deep internet searches and use 'what if' hypothetical questions to explore hunches.	They see connections across different subjects, helped by finding analogies, connecting new and old learning and saying 'This reminds me of... it's like..	They enjoy being able to prove things and look for justifiable evidence to support their thinking.	They can access a state of reverie, letting their mind run free, play with ideas and visualise what they want to achieve.
I will try	2	They put in a lot of effort to achieve a goal when they think they can do it and are aware of why they are stuck.	They notice similarities and differences linked to what they know.	They are careful in how they ask questions of other people (nuance, emphasis, structure) and are able to build rapport.	They make meaning by putting new learning into their own words, summarising or paraphrasing accurately and relating it to past experiences.	They justify the 'what' and 'why' of their thinking. They try guesses, speculation, conjecture and pattern spotting.	They pull ideas together and turn 'what is' into 'what could be'. e.g.. They mix known concepts and ideas to make new combinations.
	2	They stay positive when they get stuck and anticipate the risks of more challenging activities.	The know what triggers their tendency for distraction and now think positively to maintain their focus.	They use open questions to help generate expansive responses and notice detail and subtlety in what the questioning reveals.	With support they are adding the vocabulary and concepts to make meaning of the subject areas.	They ask themselves.. 'is this the right answer to this question?' 'is this because...?' 'I reckon it's. They can justify but not prove.	They build their imagination by gathering ideas from stories, myths, fairy tales that break the rules of reality.
Show me / Tell me	1	They recognise that it's OK to find things hard and are beginning to tackle more challenging tasks.	They notice things well enough to be able to describe what they observe to others.	They can use a book index/ content pages and search engines to help search for information.	They use note taking or highlighting or mnemonics to help them remember facts and definitions.	They can compare and contrast things and look for causes and their effects.	They've become aware that other people have different sorts of experiences, feelings and thoughts to their own. Their use of stories/ films catapults their imagination into the lives of others.
	1	When they get stuck or make mistakes they are able to use prompts/ resources suggested by the teacher.	They have learned to notice things they like and enjoy, but need help to see beyond the familiar.	They use direct and closed questions to find out factual information when prompted.	They add new knowledge to what they know already or to past experiences when helped by an adult.	They ask themselves what they're thinking but can't explain why yet. They ask 'does this go with that? Is this the same as that?'	As they build a range of experiences they use things they've seen and done to help them play, pretend and imagine.
I can't / I won't		Is easily distracted and gives up when or where they don't know what to do.	They find it hard to pay attention and tend to have a butterfly approach to things.	They want people to tell them things. They are unaware of ways to find things out for themselves. May be fearful of asking questions.	To them knowledge is simply unconnected 'facts' and they use knowledge and skills only in the context within which they were learned.	They are unable to explain what they're thinking or why they're thinking it.	Their world is firmly based in reality and they have little awareness of consciously using their imagination.

	Perseverance	Noticing	Questioning	Making Links	Reasoning	Imagining
Scores						

Capitalising	Listening	Collaboration	Planning	Refining	Meta Learning
Using resources	Listening carefully	Learning together	Thinking ahead	Making improvements	Thinking about learning
They use and adapt a complex mix of resources / strategies to help them do a job well.	They listen carefully beyond the words in order to pick up messages between the lines and then respond empathetically.	They are willing and able to take on just about any role in a team. They are careful to analyse how the team performed and how they could improve.	Planning has become a way of life and they use quite complex planning tools like GANT to track dependencies and make sure it all works.	They challenge themselves to make continuous improvements in everything they do.	Whatever they're learning they use the knowledge they've gained about themselves as a learner to deliberately control and monitor what they need to do to achieve the desired results.
They're able to delve deeply into reference resources and knowledgeable others to find the best resource for the job.	They can accommodate different viewpoints and use open ended questions in order to get closer to understanding the messages.	They are able to manage conflict and build consensus in a team, suggesting ways in which the team might act differently to improve .	They design their own goals, objectives, success criteria and milestones and always plan to eliminate possible setbacks.	When things aren't working they tend to question or think outside the box in order to detect errors and improve things. They're not afraid of re-starting/ re-thinking or changing direction.	They monitor what they're doing against their expectations and take action to ensure they achieve their goals.
They see the point of making best use of what and who is around them, and understand that it is in their interest to do so.	They now see the point of attentive listening and listen intensively for the speaker's intentions, emotions and possible mixed messages.	They now realise that it's in everyone's interest to work effectively as a team and they contribute positively to making realistic team plans.	They now realise that its in their interest to think ahead of action and that it helps them to achieve success.	They now realise that it's in their interest to monitor how they are doing and evaluate how they have done something.	They now see the point of thinking about how they learn and recognise that it helps them to build and organise their ideas.
They deliberately and carefully select and combine ideas, resources and behaviours which they access increasingly independently.	They are able to paraphrase the speaker's messages accurately in their own words.	They readily share, build on and improve their own and other's ideas and build the confidence of others	They set themselves manageable goals which they are willing to change to suit new circumstances.	They edit their work effectively as they go along and have a tendency to think about why they've done things a certain way and whether it's up to scratch.	They are becoming consciously aware of becoming a better learner and can select and use appropriate reasoning, imagining and planning tools.
They like to work things out on their own first rather than automatically seeking a resource to help.	Is able to listen for different purposes e.g. the main points or golden nuggets of information, to judge the quality of the ideas or to listen with curiosity and respect.	They contribute positively to setting agreed, realistic goals for the team and offer relevant comments to build ideas.	When planning their learning they are able think about what needs to be done, in what order and what resources are needed.	They have overcome any fear of mistakes and use different sorts of checks to make sure they're on track.	They check that their goals and plans are realistic and play to their learning strengths.
They're learning how to select the right/most appropriate resource for the job..	They listen to identify the big idea, the main points and information about the idea.	They willingly take on different jobs in a team and are open to feedback from team members on how they doing.	They are able set their own short term goals and check how they are doing against objectives when given opportunities.	They ask themselves whether something is on the right lines and amend things unprompted to achieve the right standard.	They build their knowledge by relating new information to what they already know and develop new ways of thinking about it.
They watch and listen to how other people do things and the resources they use.	They show real interest in what others have to say and show an interest in creating and maintaining relationships with others.	They are able to clarify / identify the team goal / task with help from the teacher.	They are able to articulate what they want to achieve and can follow lists of things given to them by others.	They use and check the criteria given by the teacher as a guide to improving what they do.	They improve themselves as learners by asking themselves whether they have done something like this previously and what they did to succeed.
They look for additional resources and materials when they're told/ guided to do so.	They take turns in speaking to others and maintain eye contact with the speaker.as they try to make sense of what is being said.	They are able to take turns and listen carefully but need encouragement to share / offer their ideas / knowledge.	They can follow a short plan of action for how to do something when given to them by the teacher	They think about retrying or re-doing something when prompted by the teacher.	They know what interests them and are beginning to develop a language to talk about how they are learning and, when given help, they can find appropriate information or learn from other people.
They need other people to tell them what strategy or resource they need to use to help them learn.	They are unaware of the social conventions of listening or that listening is a skill. They tend to talk rather than listen.	They may enjoy being with other students but have no idea how to work together build ideas or get things done.	They tend to rush ahead with the first idea that comes to mind. Acts with no thought of consequences.	They enjoy just doing things without any concern for re-doing, re-thinking, or standards.	They have no awareness of thinking about how they learn.

Capitalising	Listening	Collaboration	Planning	Refining	Meta Learning