

Schools Recommendation Program Rubric

	On Pathway	Satisfactory	Commendable	High Achievement
Literacy skills (especially writing)	Could further develop and consolidate through a focused pathway program.	With scaffolding/support, can communicate issues both verbally and in writing.	Communicates effectively but sometimes requires additional assistance in refining written work or referencing. (e.g. SA in pre-tertiary English or English-related subject in year 11 or tracking towards in year 12; HA or above in Level 2 English).	Strong communication skills, both written and oral (CA or above in pre-tertiary English or related subject in year 11 or tracking towards this in year 12).
Numeracy	Could develop and/or consolidate through a focused pathway program.	Everyday numeracy as evidenced by successful achievement of TCE numeracy standard or equivalent.	Demonstrated understanding and application of number, algebra, geometry and statistics; ability to reason, interpret and communicate numerical and statistical concepts; perform algebraic manipulations and solve problems in a systematic way. An indication would be successful completion of (or on-track to complete) pre-tertiary General Mathematics or Mathematics Methods Foundation.	Evidence of successful study of complex mathematical problem solving, including complex algebraic manipulations, trigonometry, calculating derivatives and integrals and applying probabilistic models. As a guide, successful completion of (or on-track to complete) Maths Methods or Maths Specialised would meet this.
Critical Thinking	Could develop and consolidate through a focused pathway program.	With some support can identify issues in a problem and explore them from more than one perspective. Can use sources of provided information to pose solutions and explore implications.	Can tackle problems by identifying issues and explore them from more than one perspective. Can identify sources of information and explain a possible implication. Success in year 11 subjects that require critical and analytical thinking or tracking towards success in year 12.	Can identify and explain issues, work through problems from different perspectives, evaluate evidence and implications. Success in level 3 or 4 subjects that require critical and analytical thinking in year 11 or tracking towards success in year 12.
Time management and ability to manage workload	Could develop with support or through negotiation of reduced load.	With some support can successfully balance a full program of subjects in year 11 and/or 12 (or balancing a program of study with part-time work, extra-curricular/leadership activities).	Ability to successfully balance a full program of subjects in year 11 and tracking towards successful completion of a full program in year 12 (or balancing study with part-time work or extra-curricular activities).	Ability to successfully balance a full program of subjects (inclusive of 5 pre-tertiary subjects over 2 years) and tracking towards successful completion of a full program in year 12 (or balancing study with part-time work or extra-curricular activities).
Collaborative Skills	Could develop and consolidate through a focused pathway program.	With some support, can participate in, and contribute to, group work.	Demonstrates a willingness to participate and positively contributes to group work.	Contributes and participates to ensure the successful completion of group activities. Effectively adopts leadership roles as appropriate.
Ability to think independently and take responsibility for their own learning	Could develop and consolidate through a focused pathway program.	With support, will tackle learning activities that involve independent work and see through to completion.	Participates in learning activities and assignments that involve independent work to successful completion. Able to adapt work in response to feedback.	Has confidence to successfully tackle learning activities and assignments. Actively seeks and uses feedback. Shows initiative and uses a range of strategies to consistently produce high quality work.
Interested and engaged in learning	Prefers practical, hands-on learning.	Demonstrates an interest in learning, asks questions and makes contributions.	Engages in learning, makes positive contributions and poses relevant ideas and issues in class.	Engages in learning, posits and extends ideas, readily takes on challenges, learning is focused.