Performance standards for Integrated Learning  
Stage 2

Downloaded from the online subject outline

|  |  |  |  |
| --- | --- | --- | --- |
| - | Application and Understanding | Inquiry, Analysis, and Evaluation | Collaboration and Communication |
| A | In-depth understanding and development of knowledge, concepts, and skills.  Insightful and purposeful application of a range of knowledge, concepts, and/or skills for a purpose.  In-depth development and insightful application of a chosen capability or chosen capabilities. | In-depth exploration of relevant information, concepts, and ideas, using a variety of sources.  Perceptive and in-depth analysis of concepts, ideas, and skills development from a variety of perspectives.  Insightful evaluation of the student’s own learning through self-assessment and feedback from others. | Sustained and productive collaboration with others.  Sophisticated and perceptive communication of ideas and informed opinions. |
| B | Some depth in understanding and development of knowledge, concepts, and skills.  Effective application of a range of knowledge, concepts, and/or skills for a purpose.  Focused development and some insightfulness in application of a chosen capability or chosen capabilities. | Some depth in exploration of relevant information, concepts, and ideas, using a variety of sources.  Some depth in analysis of concepts, ideas, and skills development from different perspectives.  Considered evaluation of the student’s own learning through self-assessment and feedback from others. | Effective collaboration with others.  Some perceptive communication of ideas and informed opinions. |
| C | Understanding and development of knowledge, concepts, and skills.  Competent application of knowledge, concepts, and/or skills for a purpose.  Competent development and application of a chosen capability or chosen capabilities. | Competent exploration of relevant information, concepts, and ideas, using a variety of sources.  Competent analysis of concepts, ideas, and skills development from different perspectives.  Description and some evaluation of the student’s own learning through self‑assessment and feedback from others. | Some effective collaboration with others.  Considered communication of ideas and informed opinions. |
| D | Some basic understanding and partial development of knowledge and/or skills.  Some basic application of some knowledge and/or skills with some link to a purpose.  Some development and basic application of a chosen capability or chosen capabilities. | Identification of relevant information, concepts, and ideas, with more emphasis on information than ideas and concepts.  Partial recount of concepts, ideas, or skills with identification of more than one perspective.  Some understanding and basic description of aspects of the student’s own learning through self-assessment and feedback from others. | Occasional collaboration with others.  Partial and unfocused communication of ideas and/or opinions. |
| E | Limited understanding and attempted development of knowledge and/or skills.  Attempted application of some knowledge or skills, with some attempted link to a purpose.  Emerging development and attempted application of a chosen capability or chosen capabilities. | Attempted identification of a concept, idea, or skill.  Attempted recount of concepts, ideas, or skills, in one or more sources, which may have some relevance.  Emerging awareness and recognition of the student’s own learning through self‑assessment and feedback from others. | Some attempt to work collaboratively with others.  Attempted communication of ideas and/or opinions. |