

SACS LEARNING PROFILE MATRIX

	ENGAGES Object, event or question used to engage students so that connections are facilitated between what students know and can do.		EXPLORES Objects and phenomena are explored with guidance through hands-on activities.		EXPLAINS Understanding of concepts and processes are explained with new concepts and skills introduced as conceptual clarity and cohesion are sought.		ELABORATES Activities allow students to apply concepts in various contexts, and to build on or extend understanding and skills.		EVALUATES Activities permit evaluation of student development and lesson effectiveness as students assess their knowledge, skills and abilities.	
LEVELS	Indicator	Support	Indicator	Support	Indicator	Support	Indicator	Support	Indicator	Support
Foundational	<ul style="list-style-type: none"> Attends Punctual Uses diary Brings equipment 	<ul style="list-style-type: none"> Attendance Records JS lesson protocol Years 7-12 lesson protocol Teacher check Learning contract 	<ul style="list-style-type: none"> Cooperative Follows instructions Attempts tasks 	<ul style="list-style-type: none"> Accountability model ILC student profiles Appropriate tasks 	<ul style="list-style-type: none"> Literate Answers questions Define Identify Outline Recall Recount 	<ul style="list-style-type: none"> ILC fact sheets RAW BoS glossary of verbs 	<ul style="list-style-type: none"> Practises similar activities Interpret 	<ul style="list-style-type: none"> Resources listed in teaching programmes 	<ul style="list-style-type: none"> Completes class formative Assessment tasks Identifies learning strengths and weaknesses 	<ul style="list-style-type: none"> Oral feedback Classwork feedback Science book Mark Rubric Assessment for learning SPLAT
Basic	<ul style="list-style-type: none"> Homework done Attentive 	<ul style="list-style-type: none"> Homework policy Homework timetable Teacher check 	<ul style="list-style-type: none"> Remains on-task Completes class tasks Works in small groups Researches Demonstrate Describe Examine 	<ul style="list-style-type: none"> ICT Basic research skills 	<ul style="list-style-type: none"> Literate Writes research reports Account Calculate Clarify 	<ul style="list-style-type: none"> RAW CARS Subject skills in dyllabus documents (English, Maths, Science, HSIE etc) 	<ul style="list-style-type: none"> Asks questions Completes set extension tasks Uses a range of sources Classify Distinguish Predict Propose 	<ul style="list-style-type: none"> Incursions Excursions Teacher sets Extension Tasks ICT 	<ul style="list-style-type: none"> Reviews own work Self-assessment Appreciate Recommend 	<ul style="list-style-type: none"> Formative assessment policy - Stage 4 Cohort assessment policy Cohort assessment schema
Mature Higher Order Thinking	<ul style="list-style-type: none"> Initiates discussions Resilient Self-starter Inquisitive Passionate 	<ul style="list-style-type: none"> G&T policy G&T classes IB extended essay IB Group 4 project 	<ul style="list-style-type: none"> Collaborates Promotes discussions Researches Extract Investigate Knowledgeable Risk-taker 	<ul style="list-style-type: none"> Tournament of Minds, Da Vinci Programme HOT research skills Global issues network Individual learning project IB extended essay IB Group 4 project IB TOK 	<ul style="list-style-type: none"> Debates Discuss Compare Construct Explain Summarise Critical thinker 	<ul style="list-style-type: none"> School debating Multimedia reports HOTS Peer-teaching IB extended essay IB Group 4 project IB TOK 	<ul style="list-style-type: none"> Reads widely Designs own extension tasks Completes own extension tasks Makes conceptual links Analyses issues from Christian worldview Contrast Apply Invent Extrapolate Creative thinker Open-minded 	<ul style="list-style-type: none"> Wide reading policy Draw concept Maps Global issues network IB extended essay IB Group 4 project IB CAS IB TOK 	<ul style="list-style-type: none"> Peer assessment Critical Resilient Moral and ethical Assess Deduce Analyse Evaluate Justify Reflective Open-minded 	<ul style="list-style-type: none"> Student evaluation Philosophy programme School Chaplaincy Modification of TLA practices from feedback Global issues network