Curriculum Framework- Student Evidence Level

Monkland State School is student centred learning community that fosters care and compassion
We aspire to be aware of others and their cultures, accept diversity within a democratic society and acknowledge and enjoy the rights and privileges of Australian Citizenship
These aspirations are reflected in the four core values that underpin the school philosophy “Be a Learner, Be Respectful, Be Responsible and Be Safe”

Engaging Performance
(utilising our wisdom, skills and industry to deliver high performance opportunities to all learners through active learning)

Q2 New Knowledge
Q3 Deepening Knowledge
Q4 Evidence of Learning
Q5 Engagement
Q6/7 Rules & Routines
Q7 Relationships
Q8 High Expectations
Q9 Unit Development
Q10 Unit Development

- Can describe why the content is important
- Can move to groups in orderly fashion and know about expectations
- Can explain linkages of prior knowledge, make predictions and provide a purpose for what they are about to learn
- Students actively engage in previewing activities
- Appear to know what is expected of them
- Can explain what they have learnt, ask clarifying questions
- Volunteer answers to inferential questions and provide proofs for inference
- Summarise and note take
- Describe previous content on which new lesson is based
- Describe how the group work supports their learning
- Students know how to interact within groups to deepen their knowledge
- Link homework to learning
- Can explain similarities and differences
- Can describe errors in reasoning
- Perform skill, strategy or process with increased confidence and competence
- Make corrections to information and reflect on learning
- Describe the importance of generating and testing hypothesis
- Clearly work on tasks and can explain their hypothesis they are testing
- When asked students can explain the learning goal
- When asked students can explain how their current activities relate to the learning goal
- When asked, students can explain the meaning of levels of performance in relation to success criteria
- Students can predict their level of achievement based on a success criteria
- Students can update their status on learning goals
- Students show pride in accomplishments
- Students follow clear routines during class
- When asked students can describe routines and procedures in class
- Students recognise cues and signals by teacher
- Students regulate their own behaviours
- Students can easily focus on instructions
- Know that the teacher is aware of their behaviour
- Cease inappropriate behaviour when signalled by teacher
- Accepts consequences for behaviour
- Knows teacher is appreciative of good work
- Student teacher relationships is evident
- Students describe teacher as someone who cares
- Students view teachers as in control of class
- Students are engaged
- Engage in academic games and can explain why they are useful
- Can explain how physical movement helps them learn
- Can adapt to transitions and re-engage in activities
- Engage in friendly controversy
- Make and share connections about themselves and learning
- Students take advantage of flexible learning options
- Students take advantage of alternative programs to support their learning
- Students know what they are working on and what is coming next in the unit
- Students understand the sequencing of the knowledge and that one thing builds on another
- Students know what is expected of them in the unit and what they must complete for assessment

Success is Golden