# Intermediate Phase — Grades 4–6

Motivation & Self-Awareness

*Trauma-Informed Learning Environment →*

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| **Tier 1: Emerging** | **Tier 2: Developing** | **Tier 3: Advanced** |
| *Begins to feel safe, follows routines, and identifies emotions.* | *Demonstrates motivation, supports classmates, and reflects on behaviour.* | *Leads or contributes to group interactions, reflects, and feels a sense of belonging.* |
| * **[Routine Following] – Does the learner follow class routines with reminders?**  **Hint:** Look for settling quickly, lining up, bringing books, and following start/pack-up routines after a prompt. * **[Emotion Identification] – Can the learner’s name how they feel or show awareness of their emotions?**  **Hint:** Listen for “I feel… because…”, use of a feelings chart, or appropriate body language to match the emotion named. | * **[Motivation] – Does the learner show motivation to complete tasks without constant prompting?**  **Hint:** Starts work on time, stays with the task, and aims to finish within the set period. * **[Reflection Behaviour] – Do they reflect on their behaviour and attempt to correct it when guided?**  **Hint:** Can state what went wrong and try a suggested strategy (e.g., moving seat, using a checklist). * **[Peer Support] – Do they encourage or support classmates when needed?**  **Hint:** Offers help, shares materials, gives positive feedback (“You can do it”), or models the step. | * **[Belonging Team] – Does the learner talk about the class/team in a way that shows belonging (“we/our”)?**  **Hint:** Uses “we/our class” language and shows pride in group goals and outcomes. * **[Self-Regulation] – Do they manage emotions (calm down, re-focus) and return to learning independently?**  **Hint:** Uses a known strategy (breathing, short pause, water break) and resumes work without adult support. * **[Group Contribution] – Do they lead or actively contribute to group interactions with confidence?**  **Hint:** Takes a role, keeps discussion on task, and invites quieter peers to speak. |

Teamwork

Project-Based Learner Engagement →

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| * **[Participation Group] – Does the learner participate in group or pair activities when asked?**  **Hint:** Joins the assigned group, brings materials, and stays with the group for the task duration. * **[Sharing Ideas] – Do they share simple ideas with encouragement?**  **Hint:** Offers short answers or suggestions when prompted by a peer or teacher. * **[Group Norms] – Do they follow group rules (turn-taking, listening) when reminded?**  **Hint:** Waits for a turn, listens without interrupting, and uses inside voice after a cue. | * **[Active Collaboration] – Does the learner actively collaborate in peer discussions?**  **Hint:** Builds on others’ ideas, uses sentence starters (“I agree because…”, “I think…”) and stays topic-focused. * **[Problem-solving] – Do they contribute to shared problem-solving in the group?**  **Hint:** Suggests steps, tries options, and helps decide which approach to test. * **[Clarify Ideas] – Do they ask questions to help clarify peers’ ideas?**  **Hint:** Asks “What do you mean by…?”, “Can you show me?”, or rephrases a peer’s point to check understanding. | * **[Leadership Roles] – Do they take initiative to coordinate group roles or tasks?**  **Hint:** Proposes roles, sets mini-deadlines, and checks that everyone has a job. * **[Group Outcomes] – Do they help the group stay focused and complete tasks on time?**  **Hint:** Monitors progress, redirects off-task talk, and ensures the product meets criteria. * **[Peer Influence] – Do they guide or motivate peers to improve group performance?**  **Hint:** Encourages quality (“Let’s compared to the rubric”), supports peers to finish, and celebrates effort. |

Analytical Thinking

Design-Based Knowledge Progression →

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| * **[Pattern Recognition] – Does the learner recognise patterns, links, or similarities between ideas?**  **Hint:** Spots repeated steps, similar examples, or common features in text, numbers, or diagrams. * **[Prior Knowledge] – Do they connect new learning to prior knowledge with guidance?**  **Hint:** After a prompt, links today’s topic to a previous lesson, unit, or familiar real-life example. | * **[Clarifying Questions] – Do they ask questions to clarify new information?**  **Hint:** Uses “why/how/what if” questions to remove confusion or deepen understanding. * **[Concept Linking] – Do they link different concepts together and make sense of them?**  **Hint:** Explains how two ideas relate (cause-effect, compare-contrast, part-whole). * **[Sensemaking] – Do they begin to explain why or how something works?**  **Hint:** Gives a simple, logical explanation using key terms or steps. | * **[problem-solving] – Do they show analytical thinking when solving problems?**  **Hint:** Breaks a problem into steps, chooses a method, and checks if the result makes sense. * **[Adapt Strategy] – Do they test their ideas and adapt strategies when things don’t work?**  **Hint:** Tries a different method, tool, or representation without waiting for the teacher. * **[Reasoning Ability] – Can they explain their reasoning or steps clearly to others?**  **Hint:** Walks peers through the process and justifies choices with evidence or rules. |

Curiosity & Creativity

Inquiry-Based Assessment-Informed Instruction →

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| * **[Feedback Use] – Does the learner try to improve their work when given feedback?**  **Hint:** Edits work against a note, code, or rubric comment and submits a clearer version. * **[Simple Questions] – Do they ask basic questions about the topic?**  **Hint:** Asks for meaning of key words, steps, or task expectations. * **[New Try] – Do they attempt new ways of completing a task when prompted?**  **Hint:** Tries a suggested layout, method, or example after modelling. | * **[Connections] – Do they explore or identify simple connections between ideas?**  **Hint:** Links class content to real-world, other subjects, or previous topics. * **[Idea Sharing] – Do they share their own creative ideas during class discussions?**  **Hint:** Offers an alternative approach, example, or design that fits the goal. * **[Clarify Questions] – Do they ask clarifying questions that extend understanding?**  **Hint:** Asks about exceptions, “what if” changes, or reasons behind a rule. | * **[Problem Solutions] – Do they propose original solutions to classroom or project problems?**  **Hint:** Suggests a workable plan with steps, tools, and criteria for success. * **[Creative Adaptation] – Do they adapt ideas creatively when faced with challenges?**  **Hint:** Revises design/content to overcome limits (time, materials, data). * **[Curiosity Drive] – Do they show curiosity by exploring beyond the given task?**  **Hint:** Adds optional features, tests variations, or research extra information. |

Leadership & Social Influence

Leadership-Centred Instructional Approach →

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| * **[Skill Practice] – Does the learner practise new skills with support?**  **Hint:** Follows a model/example, uses a checklist, and asks for help appro * priately. * **[Peer Engagement] – Do they engage with peers during tasks when encouraged?**  **Hint:** Faces the group, listens, responds when invited, and stays with the activity. | * **[Collaboration] – Do they collaborate with others to apply ideas?**  **Hint:** Shares roles fairly, contributes work on time, and combines inputs into one product. * **[Idea Sharing] – Do they share ideas or contribute to group/class discussions independently?**  **Hint:** Volunteers answers, explains thinking, and responds to peer questions. | * **• [Initiative] – Do they take initiative in group or class tasks without being asked?**  **Hint:** Gets materials ready, starts the first step, and sets a plan for the group. * **[Peer Collaboration] – Do they lead or facilitate peer collaboration to complete work?**  **Hint:** Assigns or rotates roles, keeps the timeline, and resolves small disputes. * **[Inclusivity] – Do they make sure peers are included in discussions or activities?**  **Hint:** Invites quieter learners to share, adapts roles so everyone can contribute, and acknowledges each person’s input. |