# Senior Phase — Grades 7–9

1. 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 Participation] – Does the learner help contribute to class rules and routines?**  **Hint:** Look for not only adherence to routines but also support of peers to follow them (e.g., reminders, modelling). * **[Emotional Expression] – Can the learner’s name emotions and explain what might have caused them?**  **Hint:** Listen for “I feel… because…”, linking emotion to a trigger or event. | * **[Task Motivation] – Does the learner show consistent motivation to complete academic or group tasks?**  **Hint:** Starts promptly, sustains effort, and meets interim checkpoints without repeated prompting. * **[Peer Support] – Do they encourage, assist, or stand up for classmates when needed?**  **Hint:** Shares resources, offers help, backs a peer respectfully during disagreement or difficulty. * **[Behaviour Reflection] – Do they reflect on their behaviour and identify how it affects others?**  **Hint:** Names the impact (“I interrupted; it made it hard to focus”) and proposes a corrective step. | * **[Belonging Contribution] – Does the learner express a sense of belonging within the class or group?**  **Hint:** Uses “we/our,” shows pride in collective goals, and references group norms positively. * **[Self-Regulation] – Do they manage stress, conflict, or negative emotions independently?**  **Hint:** Applies a known strategy (pause, breathing, brief walk, reframing) and returns to learning. * **[Group Influence] – Do they actively lead or influence positive behaviour in group interactions?**  **Hint:** Redirects off-task behaviour, models respectful dialogue, and reinforces norms without teacher cue. |

Teamwork

Project-Based Learner Engagement →

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| * **[Group Participation] – Does the learner join group tasks willingly and contribute when prompted?**  **Hint:** Moves to group promptly, brings materials, offers at least one relevant contribution when asked. * **[Norms Following] – Do they follow basic group norms such as taking turns and listening?**  **Hint:** Waits to speak, paraphrases a peer’s point, and uses respectful tone with reminders as needed. * **[Idea Sharing] – Do they share ideas when encouraged by peers or the teacher?**  **Hint:** Provides short, relevant suggestions connected to the task. | * **[Active Collaboration] – Does the learner actively collaborate and discuss with peers during projects?**  **Hint:** Look for discussion focused on task content (evidence, steps, criteria), not side talk. * **[problem-solving] – Do they contribute to group problem-solving efforts with relevant input?**  **Hint:** Proposes options, weighs pros/cons, and helps select an approach aligned to the rubric. * **[Clarifying Discussion] – Do they ask clarifying questions to help peers refine their ideas?**  **Hint:** Uses “What do you mean by…?”, “Can you show evidence?”, or “How does this meet the criteria?” | * **[Leadership Coordination] – Do they take initiative to assign or coordinate peer roles in projects?**  **Hint:** Suggests roles, sets mini-deadlines, tracks responsibilities with a quick plan or checklist. * **[Outcome Responsibility] – Do they help ensure the group stays accountable to deadlines or outcomes?**  **Hint:** Monitors progress vs. timeline, aligns work to success criteria, prompts timely hand-ins. * **[Peer Motivation] – Do they guide, motivate, or mediate when the group faces difficulties?**  **Hint:** Encourages persistence, resolves minor conflicts, and refocuses the group on the goal. |

Analytical Thinking

Design-Based Knowledge Progression →

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| * **[Pattern Linking] – Does the learner identify links between past and current knowledge?**  **Hint:** Points out similarities/differences with earlier topics, examples, or procedures. * **[Recall Application] – Do they recall prior learning and apply it with support?**  **Hint:** Uses a reminded formula, rule, or strategy to attempt the current task. | * **[Concept Linking] – Do they connect multiple concepts and explain relationships between them?**  **Hint:** Explains cause–effect, part–whole or compare–contrast using subject vocabulary. * **[Clarifying Questions] – Do they ask questions that deepen or extend understanding?**  **Hint:** Asks “why/how/what if” that probes assumptions, exceptions, or conditions. * **[Sensemaking] – Do they begin to independently make sense of complex material?**  **Hint:** Summarises in own words, identifies the key idea, and checks plausibility of results. | * **[problem-solving] – Do they use analytical thinking to solve open-ended or real-world problems?**  **Hint:** Breaks tasks into steps, selects methods, justifies choices, and evaluates outcomes. * **[Adapt Strategy] – Do they test ideas, adapt strategies, and explain their reasoning clearly?**  **Hint:** Tries alternatives, switches representations (table/graph/text), and articulates the rationale. |

Curiosity & Creativity

Inquiry-Based Assessment-Informed Instruction →

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| * **[Feedback Use] – Does the learner use feedback to improve their work?**  **Hint:** Edits against comments or rubric codes and resubmits a clearer version. * **[Simple Questions] – Do they ask basic questions showing curiosity about a topic?**  **Hint:** Requests meanings of terms, steps, or expectations to proceed confidently. * **[New Approach] – Do they try new ways of completing work when prompted?**  **Hint:** Applies a modelled structure, method, or tool after demonstration.   . | * **[Connections] – Do they identify and explain connections between ideas or subjects?**  **Hint:** Links class content to real contexts or across subjects with a short explanation. * **[Creative Sharing] – Do they share original or creative ideas with peers?**  **Hint:** Suggests a novel example, design, or angle that still meets task criteria. * **[Clarifying Questions] – Do they ask thoughtful questions that extend discussions?**  **Hint:** Probes assumptions, tests boundaries (“Would this still work if…?”), or asks for evidence. | * **[Problem Solutions] – Do they generate solutions to complex classroom or real-world problems?**  **Hint:** Outlines a feasible plan with steps, needed resources, and success measures. * **[Creative Adaptation] – Do they adapt existing methods or ideas creatively when facing challenges?**  **Hint:** Iterates design/content to overcome limits (time, data, materials) while improving quality. * **[Curiosity Drive] – Do they pursue questions or ideas beyond what was asked in class?**  **Hint:** Independently research, tests variations, or adds optional features/extensions. |

Leadership & Social Influence

Leadership-Centred Instructional Approach →

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| * **[Skill Practice] – Does the learner practise and apply new skills with teacher or peer support?**  **Hint:** Follows a model/example, uses checklists, and asks for help appropriately. * **[Peer Engagement] – Do they engage with peers during discussions or activities when encouraged?**  **Hint:** Faces speakers, responds briefly, and stays with the task when prompted. | * **[Collaboration] – Do they collaborate independently to explore and apply ideas in groups?**  **Hint:** Shares roles fairly, delivers on time, integrates contributions into a coherent product. * **[Idea Sharing] – Do they contribute their own ideas in discussions without waiting to be prompted?**  **Hint:** Volunteers viewpoints, supports claims with evidence, and responds to peer questions. | 1. **[Initiative] – Do they take initiative in class/group tasks, even without instruction?**  **Hint:** Organises materials, drafts a plan, and begins first steps proactively. 2. **[Peer Collaboration] – Do they facilitate peer collaboration, helping the group stay on track?**  **Hint:** Assigns/rotates roles, manages time, resolves minor disputes, and monitors criteria. 3. **[Inclusivity] – Do they actively ensure quieter or excluded peers are included in tasks?**  **Hint:** Invites input, adapts roles so all can contribute, and acknowledges each person’s effort |