

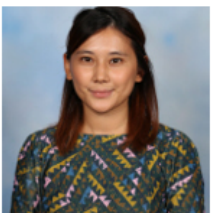
This diagram provides an overview of this student's levels of achievement on the general capabilities in the CAPRI Framework. Assessments have been made on the indicators represented in this diagram as coloured blades of a propeller. Each indicator can be demonstrated across three levels of competence. The size of the blade indicates the level of performance on each indicator. In the table below the level achieved by the student is described. Further information about CAPRI is provided over the page.

Communication and Collaboration	C1 Communication	Level 3	At this level students master multiple techniques to communicate meaning with authority. They adapt their communication methods to ensure impact on audience thinking.
Attitudes and Values	A1 Reflection and Refinement	Level 3	At this level students take the initiative and opportunities to seek and apply constructive feedback. Students reflect on their work and make improvements as required.
	V1 Social understanding	Level 2	Students at this level can define and analyse social issues. They can interpret data and propose defensible solutions. Students at this level understand the value of researching and examining social issues.
Practical and Organisational	P1 Technical Skills	Level 3	At this level, the student exploits their knowledge and technical skills for a novel outcome, and new meaning.
Research and Critical Thinking	R1 Investigating	Level 3	At this level students develop and refine a line of inquiry with innovative and thoughtful approaches.
	R2 Analysing and Reasoning	Level 2	At this level students recognise and explain patterns and trends and use evidence to draw conclusions or justify a position. They are aware of weaknesses in research and select processes and/or formulate to achieve a goal.
Innovation and Creativity	I2 Enacts ideas	Level 2	At this level students combine ideas to produce novel solutions. Student generally choose conventional methods to make products with some original elements.

Disclaimer: Please note that the information contained in this Learner Profile is based on data and assessment undertaken as part of a trial project. Overall levels of competence were determined by LBHS teachers.

# Learner Profiles

## Liverpool Boys High School



## Year 7

- Creation and distribution of Year 7 Assessment Policy Booklet.
- Maintenance and tracking of Year 7 reporting in REVIEW.
- Management of Stage 7-12 Life Skills.
- Distribution of Year 7 Reporting Schedule.
- Management of REVIEW.



## Years 8-10

- Creation and distribution of Year 8-10 Assessment Policy Booklet by Rotation.
- Maintenance and tracking of Year 8-10 reporting in REVIEW.
- Management of Sentral.
- Management of Stage 5 VET courses in Sentral.
- Management of Stage 6 VET courses in Sentral.
- Management of NESA data in Sentral.
- Distribution of Years 8-10 Reporting Schedule.
- Parent/Teacher Night.







## College

- Creation and distribution of College Assessment Policy Booklet.
- Maintenance and tracking of reporting in REVIEW.
- Management of NESA data in Sentral.
- Distribution of College Reporting Schedule.



## HSC CAPRI


 <b>Communication and Collaboration</b>		 <b>Attitudes and Values</b>		 <b>Practical</b>	 <b>Research and Critical Thinking</b>	 <b>Innovation and Creativity</b>
Communication	Collaboration	Attitudes	Values	Practical	Critical Thinking	Innovation and Creativity
<b>C-1 Communication</b> <i>C1 -Chooses mode</i> <i>C1 -Enhances mode</i> <i>C1 -Applies technique</i> <i>C1 -Conveys meaning</i> <i>C1 -Uses specialist terminology</i> <i>C1 -Presents learning</i> <i>C1 -Makes connections</i> <i>C1 -Impacts audience</i> <i>C1 -Develops delivery</i>	<b>C-2 Collaborates</b> <i>C2 -Creates solution</i> <i>C2 -Performs role</i> <i>C2 -Constructs shared understanding of solution</i> <i>C2 -Develops strategies for group interaction</i> <i>C2 -Uses resources</i>	<b>A-1 Reflecting and Refinement</b> <i>A1 -Conducts self-appraisal</i> <i>A1 -Seeks feedback</i> <i>A1 -Reflets on learning</i> <i>A1 -Refines work</i> <i>A1 -Critiques others' work</i>	<b>V-1 Social understanding</b> <i>V1 -Investigates social issues</i> <i>V1 -Constructs shared social understanding</i> <i>V1 -Appreciates diversity</i>  <b>V-2 Ethical understanding</b> <i>V2 -Explores ethical concepts</i> <i>V2 -Makes ethical decisions</i>	<b>P-1 Technical skill</b> <i>P1 -Develops technique</i> <i>P1 -Uses materials</i> <i>P1 -Uses tools</i>  <b>P-2 Product Quality</b> <i>P2 -Produces product</i> <i>P2 -Produces solution</i> <i>P2 -Explores theme</i>  <b>P-3 Planning and Managing</b> <i>P3 -Develops a plan</i> <i>P3 -Implements a plan</i> <i>P3 -Manages time</i> <i>P3 -Manages resources</i>	<b>R-1 Investigating</b> <i>R1 -Formulates inquiry question</i> <i>R1 -Develops inquiry skills</i> <i>R1 -Collects evidence</i> <i>R1 -Organises information</i>  <b>R-2 Analysing and Reasoning</b> <i>R2 -Thinks logically</i> <i>R2 -Solves problems</i> <i>R2 -Interprets information</i> <i>R2 -Analyses own work</i> <i>R2 -Uses evidence</i> <i>R2 -Evaluates research practice</i>	<b>I-1 Exploring Concepts</b> <i>I1 -Explores ideas</i> <i>I1 -Generates ideas</i> <i>I1 -Grouping ideas</i> <i>I1 -Thinks abstractly</i>  <b>I-2 Enacts Ideas</b> <i>I2 -Plays with possibility</i> <i>I2 -Draws on inspiration</i>

Version 7 - December 2021

# Assessment Frames

## COMMUNICATION


**Construct definition:** The ability to express ideas through the consideration of mode, technique, and language, and respond to and influence an audience.

Quality Criteria		Adapts mode for impact.	Masters multiple techniques.	Adapts knowledge, ideas and concepts as needed to convey meaning.	Adapts terminology to support audience accessibility.	Demonstrates learning to audience through elaboration.	Extrapolates ideas and makes connections to various aspects of learning.	Challenges audience thinking.	Adapts delivery for impact.	<b>Level 5: Students at this level are masters of their craft.</b> They consider the context, purpose, and audience and master multiple techniques to communicate knowledge, ideas and concepts with authority. They are sensitive to the audience needs and preferences. They adapt their communication methods to ensure impact on audience thinking.
	Refines modes selected.	Selects a range of modes for impact.	Refines techniques.					Engages audience through consideration of context and purpose.		<b>Level 4: Students at this level are competent and confident communicators.</b> They are considerate of the context and purpose and use a range of refined modes to engage and impact their audience. They readily understand communication techniques and can adapt and refine these to unfamiliar situations.
	Experiments with modes.		Experiments with techniques.	Explains knowledge, understanding and ideas.	Explains subject specific terminology to others outside chosen field.	Presents learning with consideration the target audience.	Explains connections to an audience.	Conveys purpose to the audience.	Experiments with delivery.	<b>Level 3: Students at this level use their growing repertoire of communication strategies to explore unfamiliar situations.</b> They begin to explore communication choices. They experiment with techniques and delivery to convey their knowledge, understanding ideas to a target audience. They explain subject specific terminology to others outside their chosen field. They are attuned to audience needs and are able to connect their knowledge, understanding and ideas.
	Selects mode based on context (e.g., purpose and audience).	Supports mode (e.g., uses visuals).	Applies familiar techniques.		Uses subject specific terminology from chosen field within context.			Targets appropriate audience.	Uses familiar delivery. (e.g., body language, voice)	<b>Level 2: Students at this level use the communication techniques they know to convey ideas to an audience.</b> They identify and use an appropriate mode to be used in a given situation. They enhance and support the mode by applying familiar techniques. They use subject specific terminology to convey ideas to a target audience. They use familiar delivery techniques to convey ideas and meaning to an audience.
	Uses a familiar way to communicate.			Outlines ideas.	Describes subject specific terminology from chosen field within context.	Presents ideas.	Identifies connections between aspects of learning.			<b>Level 1: Students at this level are willing to have a go at sharing ideas to a familiar audience.</b> They use a familiar mode of communication to share ideas with others. They outline ideas that convey their intended meaning, and they begin to describe subject specific terminology from their chosen field within context. They make connections between ideas and share these with a familiar audience.
	Insufficient evidence	Insufficient evidence	Insufficient evidence	Insufficient evidence	Insufficient evidence	Insufficient evidence	Insufficient evidence	Insufficient evidence	Insufficient evidence	<i>A student at this level has not met the minimum Level 1 quality criteria.</i>
Indicators	Chooses mode	Enhances mode	Applies technique	Conveys meaning	Uses specialist terminology	Presents learning	Makes connections	Impacts audience	Develops delivery	Progression
Capability	C-1 Communication									 <b>Communication &amp; Collaboration</b>




## COLLABORATION

**Construct definition:** Working together and proactively contributing to a shared solution.


Quality Criteria	Co-creates solutions by synthesising group members' suggestions.	Proactively redefines role according to group requirements.	Leads articulation of collective understanding.	Evaluates the strategies as an interdependent group.	Utilises resources from within and beyond the group.	<b>Level 5: Students at this level understand the mechanics of collaboration and its importance in reaching a shared solution.</b> They create a final solution that is a combination of well-meshing relevant group ideas. They take charge of the group and redefine roles as the project progresses. They mentor group members and guide them towards a collective understanding. They evaluate group performance and offer suggestions for the future. They seek out expertise of the collective to promote industrious groupwork.
	Connects group ideas.		Synthesises shared ideas.	Works with group members interdependently to negotiate and devise strategies.	Evaluates the quality of resources selected.	<b>Level 4: Students at this level are confident collaborators with a shared vision of the solution.</b> They are putting the puzzle pieces together, and group ideas are being filtered through and connected. They are changing roles as one role finishes and another one is required. The group ideas are being synthesised into fewer more refined components of a solution. They are able to resolve conflict interpedently. They have made an assessment of the resources used.
	Aligns contributions with group members' suggestions.	Self-organises into productive role.	Elicits and refines shared ideas.	Justifies why strategies have changed.	Matches the resources of the group to the task.	<b>Level 3: Students at this level are extending the ideas of others and redefining their contribution as required by the situation.</b> They are extending on the ideas of others by making 'what if' suggestions. They are choosing a role that matches their skill set. They can visualise the final solution and are refining ideas to meet that goal. They can justify why strategies have changed to improve group performance and they are allocating group resources strategically.
			Exchanges relevant thoughts and ideas. (e.g., active listening)	Uses strategies to improve group interactions.		<b>Level 2: Students at this level make use of their skill set to contribute to the group needs.</b> They consider the project and what they can contribute. They share ideas that match the group objective and actively listen to, and exchange ideas with, others. They seek to troubleshoot to make group improvements. They ask for teacher assistance or help from their peers.
	Contributes ideas.	Fulfilis assigned role.			Uses resources at hand.	<b>Level 1: Students at this level work as a team member.</b> They come up with ideas that are relevant to the task. They do a job that someone gives them but don't seek to contribute anything extra. They state their ideas and opinions and recognises that sitting with the group or sharing a collaborative document is a good way to work together. They recognise the teacher as a resource the group can use if they are not sure what to do.
	Insufficient evidence	Insufficient evidence	Insufficient evidence	Insufficient evidence	Insufficient evidence	A student at this level has not met the minimum Level 1 quality criteria.
	Insufficient evidence	Insufficient evidence	Insufficient evidence	Insufficient evidence	Insufficient evidence	A student at this level has not met the minimum Level 1 quality criteria.
Indicators	Creates solution	Performs role	Constructs shared understanding of solution	Develops strategies for group interaction	Uses resources	Progression
Capability	C-2 Collaborates					 <b>Communication &amp; Collaboration</b>

## ATTITUDES


**Construct definition** Ability to self appraise and evaluate feedback to form a cycle of reflection and refinement. The ability to apply critiquing strategies to the work of others.

Quality Criteria	Evaluates own work.	Evaluates feedback.	Connects self-evaluations of learning to areas of need using evidence.	Implements a cycle of reflection and refinement.	Evaluates the work of others.	<b>Level 5: Students at this level can evaluate feedback and implement a cycle of reflection and refinement. They can evaluate the work of others.</b> They can evaluate their own work and can clearly articulate strengths and areas for improvement. They can evaluate the feedback of others and clearly articulate the effectiveness of the feedback received. They take initiative and use evidence connected to the learning intentions to identify areas of improvement using a cycle of reflection and refinement. They can use these skills in the same manner to evaluate the work of others.
	Analyses own work.		Describes learning needs.		Explains improvement strategies.	<b>Level 4: Students at this level can analyse feedback and refine their work. They can explain to other's how to improve their work.</b> They can appraise their own work and actively seek feedback from a variety of sources to identify areas for improvement and can analyse all the information. They can clearly describe what needs to be improved and why. They can repeat this process to develop a pattern of reflection independently. When critiquing other's work, they can explain improvement strategies so that the other person understands what can be improved.
	Explains decisions with reference to task requirements.	Actively seeks feedback.	Identifies learning areas requiring improvement.	Selects and implements improvement suggestions from feedback sources including self-reflections.	Outlines improvement strategies.	<b>Level 3: Students at this level can reflect on and refine their work and support others with effective critiquing.</b> They can look at their own work and actively seek feedback from a variety of sources to identify areas for improvement and can explain why it needs to improve in relationship to the task's requirements. They can use a combination of self-appraisal and feedback to identify what to improve and act on this. They can then seek further feedback and can explain why they are making improvements. When critiquing other's work, they can describe improvement strategies for the other person.
	Outlines components of own work matched to the task (e.g., poetic techniques, formulae/processes used).			Applies given feedback.		<b>Level 2: Students at this level can identify which areas need improvement and make changes.</b> They can collect feedback from others including the teacher and are able to identify for themselves areas of improvement. They can identify which components of their work match the required task and which components need improving. They can make changes based on feedback from self and others. They can identify areas for improvement in other people's work.
		Collects feedback.			Identifies an area for improvement.	<b>Level 1: Students at this level can identify areas for improvement.</b> They can collect feedback from others including the teacher. They can identify areas for improvement in other people's work.
	Insufficient Evidence	Insufficient Evidence	Insufficient Evidence	Insufficient Evidence	Insufficient Evidence	<i>A student at this level has not met the minimum Level 1 quality criteria.</i>
Indicators	Conducts self-appraisal	Seeks feedback	Reflects on learning	Refines work	Critiques others' work	Progression
Capability	A-1 Reflecting and Refinement					 <b>Attitudes &amp; Values</b>




Quality Criteria	Formulates possible solutions to social issues.	Applies social reasoning to novel situations as a team.	Evaluates reasons for/causes of diverse perspectives.	Evaluates ethical decisions using reasons/evidence.	Applies ethical reasoning to novel situations.	<b>Level 5: Students at this level can apply their social and ethical understanding to evaluate or propose solutions considering diverse perspectives.</b> They can evaluate the reasons for and causes of diverse perspectives concerning social and/or ethical issues. They can use their understanding of complex issues to formulate possible solutions and interventions both in familiar and new situations as an individual and as part of a team. They can evaluate, using reason and evidence, ethical decisions of their own or of others.
	Analyses social issues including contributing factors.	Explains the social position of their team.	Analyses diverse perspectives.	Analyses ethical concepts and/or principles.	Justifies ethical decisions.	<b>Level 4: Students at this level can analyse social and ethical issues.</b> They can analyse social issues identifying and analysing contributing factors. They can analyse the diverse perspectives people can have of the issue. They can work within a team to explain the shared understanding of the team about social issues. They can analyse ethical concepts and/or principles and use this to justify ethical decisions of their own and others.
	Explains social issues.	Works with the team to establish a social position.	Explains diverse perspectives.	Explains ethical concepts in context.	Explains ethical decisions.	<b>Level 3: Students at this level understand and can explain social and ethical issues</b> They can explain the components of a social issue and explain why the issue is important in different contexts and can explain different perspectives to the issue. As part of a team, they can establish a position on social issues. They can explain ethical concepts in the context of the issue. They can explain the reasons behind ethical based decisions.
				Defines ethical concepts.	Makes decisions.	<b>Level 2: Students at this level can define social and ethical issues.</b> They can describe a social issue in general terms and understand why the issue is important from more than one perspective. They can define ethical concepts and describe them. They can identify when a decision is based on an ethical concept and are able to make decisions around this concept.
	Recognises social issues.	Contributes ideas.	Identifies diverse perspectives.			<b>Level 1: Students at this level can identify social and ethical issues.</b> They can see a social issue and give it a name. They identify different views on an issue and can contribute ideas. They can identify an ethical concept.
	Insufficient evidence	Insufficient evidence	Insufficient evidence	Insufficient evidence	Insufficient evidence	<i>A student at this level has not met the minimum Level 1 quality criteria.</i>
Indicators	Investigates social issues	Constructs shared social understanding	Appreciates diversity	Explores ethical concepts	Makes ethical decisions	Progression
Capability	V-1 Social Understanding			V-2 Ethical Understanding		 <b>Attitudes &amp; Values</b>



Quality Criteria	Exhibits a coordinated technique to achieve fluency.	Evaluates materials, best matched to goal/task.	Evaluates and chooses equipment, best matched to goal/task.	Assembles components seamlessly.	Refines solution.	Elicits intended response to the theme (e.g., artwork).	Evaluates plan.	Refines plan to take into account unexpected or difficult situations.	Evaluates and manages time constraints (e.g., allows time for things to go wrong).	Evaluates and manages resource constraints (e.g., considers the best time to use resources others may also require).	<b>Level 5: Students at this level are masters of their craft.</b> They exhibit fluency in technique and evaluate the materials and equipment used to produce a seamless product. Their solution is refined and elicits the intended response from the audience to the chosen theme. They evaluate the plan they have produced with consideration given to time and resource constraints, and unexpected or difficult situations.
	Modifies technique.	Manipulates aspects of materials.	Manipulates aspects of tools.	Refines product.	Evaluates functionality of solution.				Works over a sustained period, prioritising tasks.		<b>Level 4: Students at this level are confident in their technical and organisational skills.</b> They modify the techniques, materials and tools chosen for the task to produce a refined product. The solution has been tested and its functionality in relation to the problem has been evaluated. They work productively over a sustained period of time, prioritising tasks.
	Refines technique.	Justifies materials for the task.	Justifies tools for the task.	Produces product.	Prototypes solution.	Realises ideas or themes.	Develops a plan matched to goals.	Implements plan that enables achievement of goals.	Follows a timeline.	Allocates resources.	<b>Level 3: Students at this level make use of their growing repertoire of technical and organisational skills to produce their solution.</b> They refine their technical skills and justify material and tool choices. They explore solutions using prototyping and the chosen theme is evident in the produced solution. They develop and implement a plan matched to task goals that considers available resources.
				Produces components.				Follows a plan.			<b>Level 2: Students at this level reliably use the technical and organisational skills they have to produce components of a solution.</b> They are improving their technical skills through practice and repetition. They formulate a solution and follow a plan matched to the task goals to produce components of the solution.
	Uses familiar technique.	Chooses materials matched to goal/task.	Chooses equipment matched to goal/task.		Matches solution to problem.	Explores an aspect of the theme.	Identifies task goals.		Identifies expected time taken for a task.	Identifies resources required for completion of task.	<b>Level 1: Students at this level use the technical and organisational skills they are familiar with to explore solutions to a problem.</b> They choose familiar techniques, materials and tools to create a solution within their area of interest. They propose a solution that matches the posed problem and explores their chosen theme. They break the problem into task goals and identify the expected time required for the completion of each task. They identify the resources required for each of their goals.
	Insufficient evidence	Insufficient evidence	Insufficient evidence	Insufficient evidence	Insufficient evidence	Insufficient evidence	Insufficient evidence	Insufficient evidence	Insufficient evidence	Insufficient evidence	A student at this level has not met the minimum Level 1 quality criteria.
Indicators	Develops technique	Uses materials	Uses tools	Produces product	Produces solution	Explores theme	Develops a plan	Implements a plan	Manages time	Manages resources	Progression
Capability	P-1 Technical Skills			P-2 Product Quality			P-3 Planning & Managing				 <b>Practical</b>

**Construct definition:** Ability to recognise or develop an argument, use evidence in support of that argument, draw reasoned conclusions, and use information to solve problems. Evaluates processes and practices involved in inquiry and logical thinking.

Quality Criteria	Uses collated evidence to reframe inquiry question(s).	Creates methods to conduct inquiry.		Represents information in novel ways to highlight connections.	Evaluates conclusions based on data.	Adapts processes and/or formulae in generating solutions to complex problems.	Evaluates findings with reference to theoretical framework (e.g., scientific, archaeological, historical).	Critically analyses choices made.	Critically analyses the strength of evidence used to validate judgement or position.	Evaluate overall research practices to make recommendations for subsequent research.	<b>Level 5: Students at this level evaluate the processes taken to support a solution.</b> They pull apart the inquiry question into smaller sub-questions to collate evidence. They carry out the investigation using the protocol they developed. They have designed an organisational method for the information which highlights connections in a novel way. They can adapt process or formulas to solve problems. They are evaluating patterns, making judgements about the evidence they are using and proposing areas for further research.
	Refines inquiry question(s) to enable collection of evidence.	Applies a protocol to conduct inquiry.		Designs organisational methods matched to inquiry requirements.	Explains conclusions drawing on data.	Justifies processes and/or formulae that helped achieve the goal.	Analyses patterns, trends and/or relationships.	Analyses the effect of choices made.	Uses evidence (or lack of) to evaluate an argument or justify a position.		<b>Level 4: Students at this level are competent and confident users of critical thinking skills in their lives.</b> They make changes to inquiry questions so that it reflects the purpose of their project, and they can start collecting evidence. They apply a process to support the collection of knowledge. They make the right choices about the organisation of information. They choose processes to solve a problem and can reflect and critique the steps. They analyse relationships and justify a position using evidence. They analyse research design which could include reliability, validity and accuracy.
	Formulates inquiry question(s).		Considers the reliability and validity of sources.	Organises information using a protocol matched to the investigation.	States conclusions based on findings.	Chooses appropriate formulae or process.		Reflects on the process.	Uses evidence to formulate an argument.	Explains how the research design may have impacted the outcome/s.	<b>Level 3: Students at this level pose questions, collect evidence, and formulate arguments using their growing repertoire of critical thinking skills.</b> They formulate questions that can be investigated. They use expand their knowledge and skill acquisition repertoire by using unfamiliar methods. They make familiar choices about the organisation of their information. They can explain the process or formula they used to achieve the goal. They can explain relationships and trends and formulate an argument from the evidence they collected. They can provide reasons why they could have done things differently and how their choices have affected the final outcome.
		Uses familiar methods to investigate (e.g., Google search)	Seeks own sources of evidence.	Sorts information using familiar scaffolds.		Generates solutions using formulae or process.	Explains patterns, trends and/or relationships.	Explains the choices made.	Connects claims to evidence.	Compares methods used (strengths and weaknesses).	<b>Level 2: Students at this level reliably collect and sort information using a method they are familiar with, to solve a problem.</b> They formulate a question based on something they already know. They use familiar methods to investigate to find what they need. They arrange information into a scaffold. They use a given formula or process to get an answer. They describe patterns and identify evidence that supports a claim. They are aware of the strengths and weaknesses of their research practice. They can explain the choices they made in their process.
	Outlines question(s).		Collects evidence from provided sources.		Identifies action and consequence (e.g., if... then...)		Describes patterns, trends and/or relationships.			Checks that methods and answers make sense.	<b>Level 1: Students at this level are willing to have a go at finding solutions to problems they are familiar with.</b> They identify questions within their areas of interest. With prompting, they can identify ways to find solutions to the questions posed. They collect evidence from provided sources that matches their area of interest, and they have a go at making sense of it. They try to solve problems by identifying the consequences of familiar actions. They describe patterns in collected information. They analyse the method they used in the inquiry and will check to see if the process makes sense.
	Insufficient evidence	Insufficient evidence	Insufficient evidence	Insufficient evidence	Insufficient evidence	Insufficient evidence	Insufficient evidence	Insufficient evidence	Insufficient evidence	Insufficient evidence	<i>A student at this level has not met the minimum Level 1 quality criteria.</i>
Indicators	Formulates inquiry question	Develops inquiry skills	Collects evidence	Organises information	Thinks logically	Solves problems	Interprets information	Analyses own work	Uses evidence	Evaluates research practice	Progression
Capability	R-1 Investigating				R-2 Analysing and Reasoning						 <b>Critical Thinking</b>



Quality Criteria	Modifies ideas, concepts, theories, or models to include different perspectives/ contentions.		Adapts grouping to convey new meaning.	Adapts ideas for new meaning.	Adapts ideas and techniques based on experimentation.	Crafts to inspire.	<b>Level 5: Students at this level inspire others with their novel solution.</b> They draw on a variety of sources to craft a novel solution. They synthesize ideas in unique ways to produce inspiring artifacts. They produce outcomes that are interesting, new, or helpful, making an original contribution to a previously unknown problem or issue.
	Interrogates own ideas, concepts, theories, or models (ask questions, argues for/against).	Evaluates the ideas of self and others (e.g., asks questions to build upon an idea).	Experiments with grouping of ideas.	Conceptualises the 'bigger picture' (e.g., makes generalisations).	Evaluates outcomes (e.g., does the exploration match intentions).	Draws inspiration from others (e.g., artists).	<b>Level 4: Students at this level are developing a repertoire of ideas inspired by others.</b> They are interrogating ideas and reflecting on their processes to create. They evaluate the work of others and draw on this for inspiration. They can explain their inspiration and use this to experiment with and realise ideas matching their intentions.
		Adapts ideas.	Explains groupings.	Connects abstract ideas (e.g., using colour to create emotion).	Experiments with ideas and techniques to create (e.g., prototyping, new process, exemplar).		<b>Level 3: Students at this level begin to play with ideas to create new meaning.</b> They draw from multiple sources to generate new ideas. Through experimentation, they are growing in confidence to combine ideas to create new meaning. They choose conventional methods connect abstract ideas.
	Explains ideas, concepts, theories, or models using words, diagrams, or pictures.			Generates an abstract idea.	Uses familiar techniques create.	Draws on own interests and experiences.	<b>Level 2: Students at this level connect own experiences to an abstract idea.</b> They are exploring ideas that are established and known to create a product. They draw inspiration from their own experiences and interests to explore and generate new ideas. They are beginning to think abstractly about an idea or concept.
	Identifies ideas.	Brainstorms ideas.	Organises ideas.				<b>Level 1: Students at this level are willing to explore ideas within familiar areas of interest.</b> They identify ideas within their areas of interest and then use these ideas as a starting point to generate some ideas of their own. They organise their ideas into groupings that make sense.
	Insufficient evidence	Insufficient evidence	Insufficient evidence	Insufficient evidence	Insufficient evidence	Insufficient evidence	A student at this level has not met the minimum Level 1 quality criteria.
Indicators	Explores ideas	Generates ideas	Grouping ideas	Thinks abstractly	Plays with possibility	Draws on inspiration	Progression
Capability	I-1 Explores concepts				I-2 Enacts ideas		 <b>Innovation and Creativity</b>

# Marking

- Teachers select the frames/indicators for their subject/project. From this assessment tasks are created.
- After completing the assessment, students assess themselves on the sliders for each capability and write a self-reflection on REVIEW.
- Teachers mark on REVIEW.
- The data behind this is then collated and sent to the Assessment Research Centre Melbourne University to create the capability profile.

## Student Overall Comment

"In my role as a drama student who is part of a group, I had seen myself an innovative thinker pretty effective in that particular skill, I demonstrated this by doing the verbatim performance with my group in which we had a shared documentary and each of us had the access to place additional information on it. We thought of multiple ideas and most two effective parts were an education that I suggested and about war my mates both thought of, we combined the ideas and had an idea about 'Education at War Veterans. The goal was to share the suffering veterans suffer from their wars and the unfolding situation in Afghanistan and Vietnam that people were affected and need help until now. I typed my ideas, looked up interviews with veterans, and pasted the links to each website I visited. I said that we need a good scene for our start so I started looking up sound effects and then gunshots, I told them we must use the gunshots as our start of the performance, then I told them we need props, so I managed to structure the stage with two blocks where my mate and I fight with guns, and chairs at the middle of the stage for interviews and had to move them each time we re-enact. Then to make it interesting I told them why don't we make an interview show with Afghanistan and Vietnam veterans soldiers, they liked my idea and started looking up veterans and found good characters, for me I had to search up for questions. After the script was done I divided it into question and answer to make our performance engaging for the audience, so I had to read throughout what my mate wrote who is playing the Vietnamese character. I wrote him good questions after we re-ranged the paragraphs and made them simple, but unfortunately, some of the questions were not clear so on stage I used the same question but thought of other possible questions quickly and more reflectively was said. In the Afghanistan role, they did not search for the one my mate wanted to do, so I found an Afghanistan veteran and wrote questions and answers for my friend to have something to do on stage. Because we ran out of time, I did the costumes, my mate did the lightning, and my mate and I combined our ideas for the re-enactment. The ending of the broken fourth wall idea was by me when we stood in one line and said the name of our performance together."

## Show All Student Comments

Ability to work collaboratively by negotiating ideas and roles to create a piece of Verbatim Theatre.  
Creates solution  
5 Co-creates solutions by synthesising group members' suggestions.

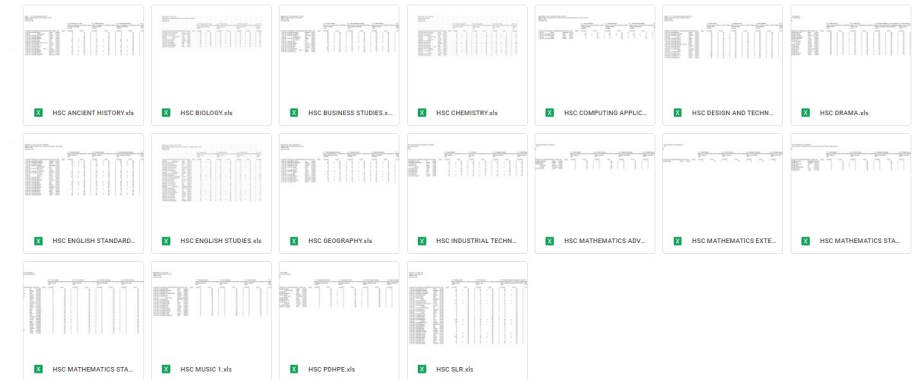
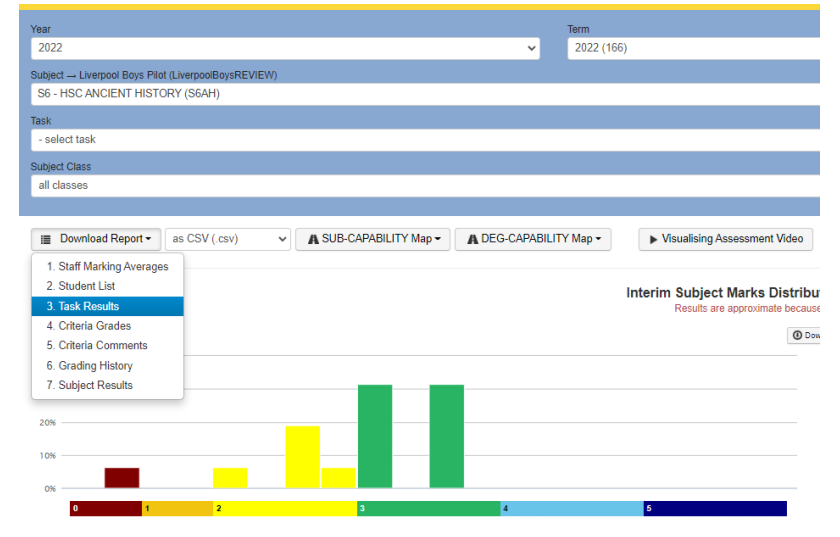


## Student Has Left a Comment

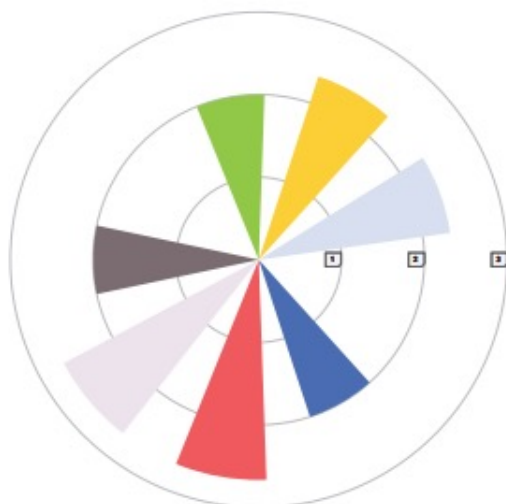
Ability to work collaboratively by negotiating ideas and roles to create a piece of Verbatim Theatre.  
Performs role  
5 Proactively redefines role according to group requirements.



# Data that is collated:







This diagram provides an overview of this student's levels of achievement on the general capabilities in the CAPRI Framework. Assessments have been made on the indicators represented in this diagram as coloured blades of a propeller. Each indicator can be demonstrated across three levels of competence. The size of the blade indicates the level of performance on each indicator. In the table below the level achieved by the student is described. Further information about CAPRI is provided over the page.

Communication and Collaboration	C1 Communication	Level 3	At this level students master multiple techniques to communicate meaning with authority. They adapt their communication methods to ensure impact on audience thinking.
Attitudes and Values	A1 Reflection and Refinement	Level 3	At this level students take the initiative and opportunities to seek and apply constructive feedback. Students reflect on their work and make improvements as required.
	V1 Social understanding	Level 2	Students at this level can define and analyse social issues. They can interpret data and propose defensible solutions. Students at this level understand the value of researching and examining social issues.
Practical and Organisational	P1 Technical Skills	Level 3	At this level, the student exploits their knowledge and technical skills for a novel outcome, and new meaning.
Research and Critical Thinking	R1 Investigating	Level 3	At this level students develop and refine a line of inquiry with innovative and thoughtful approaches.
	R2 Analysing and Reasoning	Level 2	At this level students recognise and explain patterns and trends and use evidence to draw conclusions or justify a position. They are aware of weaknesses in research and select processes and/or formulae to achieve a goal.
Innovation and Creativity	I2 Enacts ideas	Level 2	At this level students combine ideas to produce novel solutions. Student generally choose conventional methods to make products with some original elements.

## CAPRI at Liverpool Boys High School

At Liverpool Boys High School we have a framework to measure, assess and report on the general capabilities: Communication and Collaboration, Attitudes and Values, Practical and Organisational, Research and Critical Thinking, and Innovation and Creativity. CAPRI is based on Dr Darrall Thompson's work (UTS) and other universities. We have adapted the model for schools, and this has been our sole assessment model for years 7 – 10 since 2018.

In 2020 Liverpool Boys High School has been working with the Assessment Research Centre at The University of Melbourne to explore a new approach to assessment that will expand the use of CAPRI into the senior secondary years. While there is more work to be done to enhance the validity and reliability of these assessments, Skills Profiles have been produced for the 2020 graduates to provide a snapshot of the general capabilities that each student has demonstrated through their HSC assessment tasks.

## Elements of the CAPRI framework

### Communication and Collaboration

The ability to express ideas through the consideration of mode, technique and language, and respond to and influence an audience. To work together and proactively contribute to shared objectives.

### Attitudes and Values

The ability to self-appraise, self-regulate and take responsibility for learning processes by formulating a plan. To enact and vary the plan to complete the final product within time constraints. To understand complex social issues in society and the need to develop diverse solutions. To consider diverse perspectives in the application of ethical principles.

### Practical and Organisational

The ability to create a product or artefact by demonstrating skills in the use of a variety of techniques, tools and materials. To complete the product or artefact within provided constraints including time.

### Research and Critical Thinking

The ability to recognise or develop an argument, use evidence in support of that argument, draw reasoned conclusions, and use information to solve problems. To evaluate processes and practices involved in research and to apply logical thinking.

### Innovation and Creativity

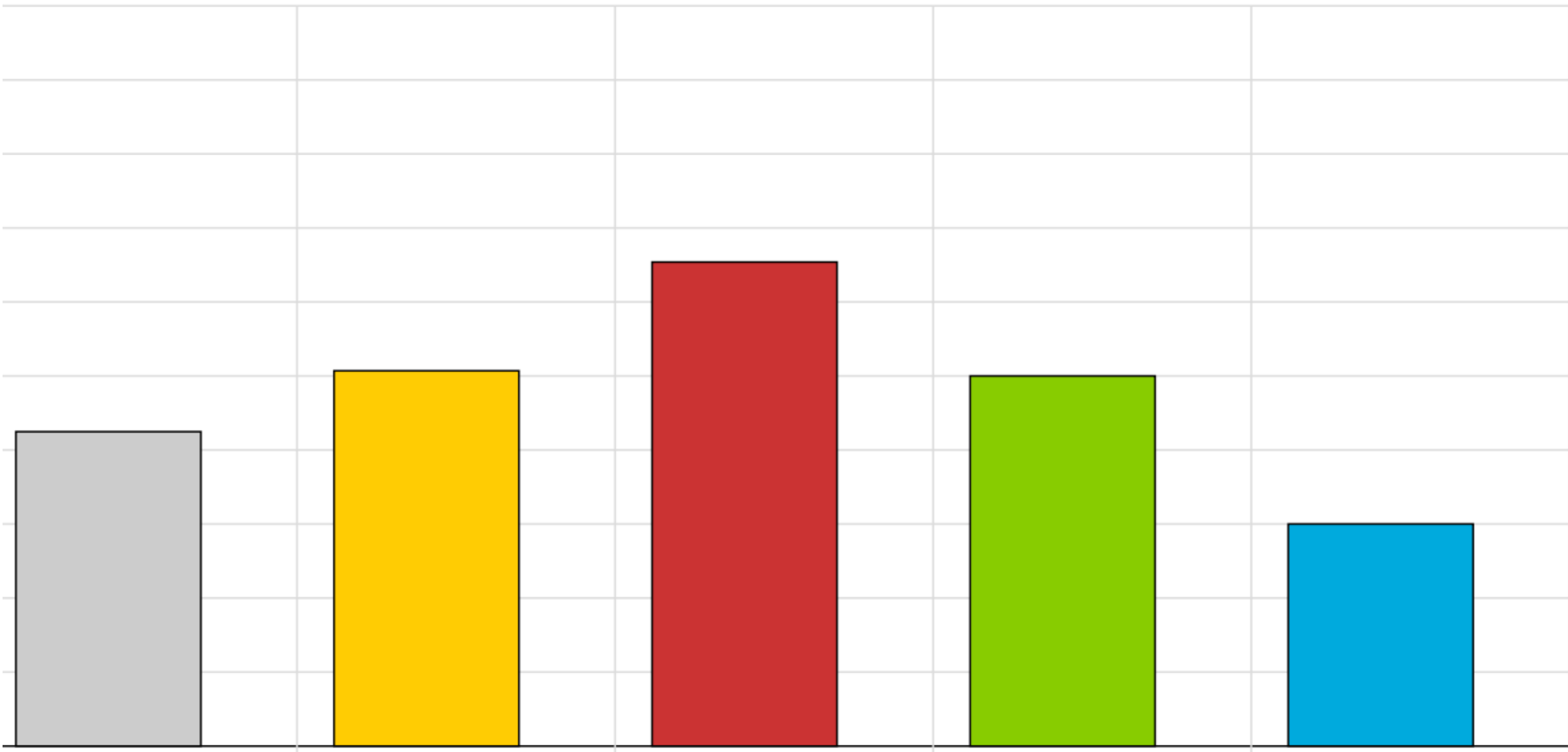
The ability to adopt ideas concepts and theories to generate and apply new ideas in specific contexts. To combine parts to form something original, sift and refine ideas to discover possibilities, construct theories and objects, and act on intuition. The products of creative endeavour can involve complex representations and images, investigations and performances.



# Junior School Years 7-10







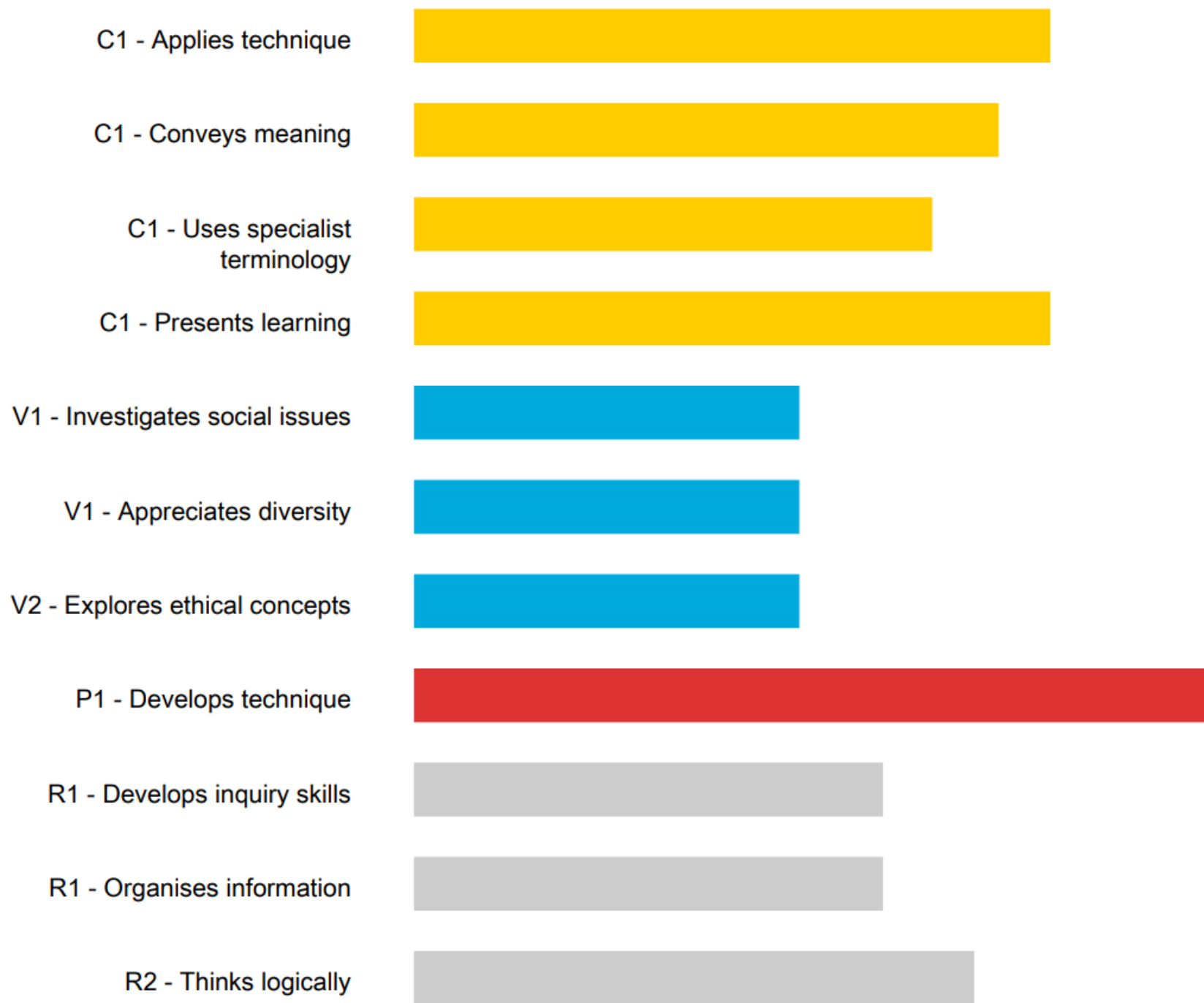
▲ Research and Critical Thinking

◆ Communication and Collaboration

■ Practical and Professional

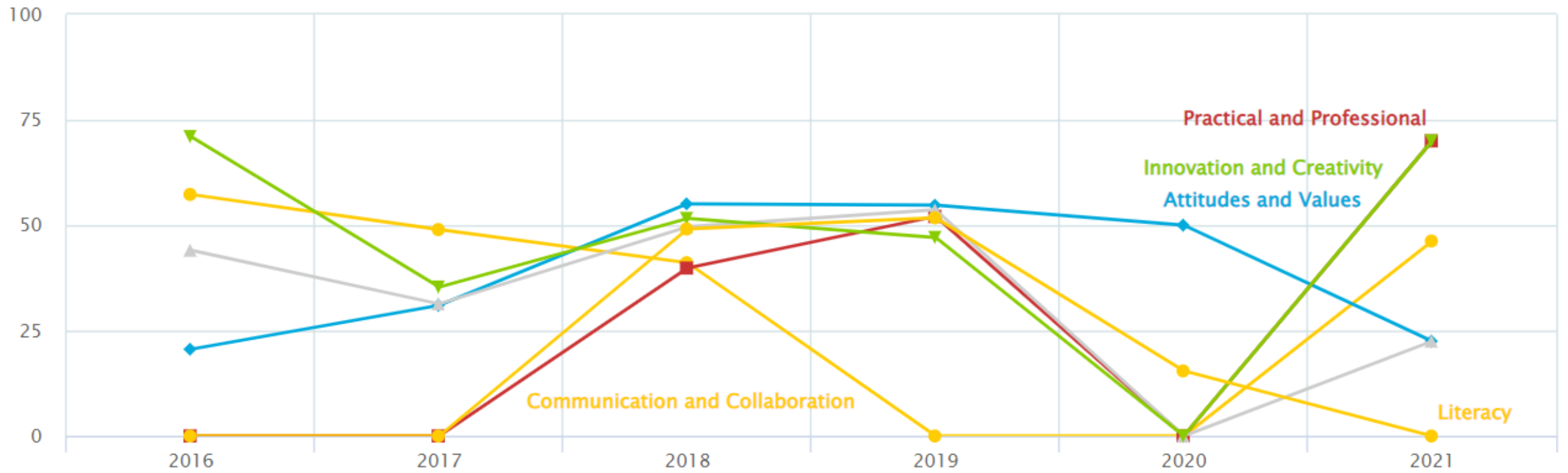
★ Innovation and Creativity

● Attitudes and Values



## Overall Performance by Year

Shows student's overall weighted performance against the 6 Core Goals





  
C-1  
COMMUNICATING

# HOW DOES THAT WORK?

HOW I WONDER!

You will be required to carry out an independent research-based investigation based on your particular interest. You will gain valuable experience in taking responsibility for your own learning.



# Subject Selection:

Personalised  
Learning for all  
students



## DOUBLE THE YUM, DOUBLE THE FUN PROJECT ASSESSMENT NOTIFICATION

Final Product: Exhibition: Smoothie Boost!			Faculty: PDHPE		
Exhibition Date: Term 1, Week 10			NESA Subjects: PDHPE, Food Technology, Mathematics		
C2 15%	C1 10%	A1 15%	P1 20%	P2 25%	P3 10%
Capabilities Assessed: Communication, Collaborates, Reflection & Refinement, Technical Skills, Product Quality, Planning & Managing					



## AUSTRALIANS AT WAR LFS PROJECT ASSESSMENT NOTIFICATION

Final Product: Website			Faculty: Humanities	
Exhibition Date: Term 1, Week 10 – Fri 31 March 2023			NESA Subjects: History, English	
R1 18%	R2 14%	C1 50%		A1 18%
Capabilities Assessed: Investigating, Analysing & Reasoning, Communicating, Reflecting & Refining				



## CHEF DE CUISINE PROJECT ASSESSMENT NOTIFICATION

Final Product: Cook-off			Faculty: TAS		
Exhibition Date: Term 1, Week 10 – TBA			NESA Subjects: Food Technology		
P1	P2	P3	C2	I2	
8%	18%	34%	16%	24%	
Capabilities Assessed:					
Technical Skills, Product Quality, Planning and Managing, Collaboration, Enacts Ideas					



## TIMBER PROJECT ASSESSMENT NOTIFICATION

Final Product: Prototype & Portfolio		Faculty: TAS	
Exhibition Date: Term 1, Wk 11 – Wednesday 05 April 2023		NESA Subjects: Design & Technology	
P1 20%	P2 20%	A1 60%	
Capabilities Assessed:			
Technical Skills, Product Quality, Reflecting and Refinement			

# Assessment Team

**2022:** Rewrite of Assessment Tasks for the Junior School.

**2023:** All students from 7-12 Assessed on the Capabilities Framework.



# Where to next?

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- Ensuring students and parents to understand this and use this?
- Ensuring psychometrics are correct, building REVIEW so it works better.





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