CAPRI element	Excelling (Independently)	Achieving (Some support)	Working towards (with support)
C1 - Communicating	Utilises sophisticated skills in representing ideas and information in visual, written and oral forms. Controls and manipulates language to express and share ideas appropriate to audience, purpose and task. Conveys meaning by demonstrating effective use of a range of fluent, cohesive and coherent devices.	Demonstrates skills in representing ideas and information in visual, written and oral forms. Selects language to express and share ideas appropriate to audience, purpose and task. Develops skills and techniques to demonstrate understanding through fluent, coherent and cohesive devices.	Relies on scaffolds/models to represent ideas and information in visual, written and oral forms. Uses limited language to express and share ideas, which may or may not be appropriate to audience, purpose and task. With support, uses techniques to convey some understanding or meaning.
C2 - Collaborating	Interacts across a range of contexts and purposes in pair, group or whole class interactions that involve negotiating, problem solving and making decisions. Leads the establishment of positive relationships and is active in constructively influencing the outcome of group decision/s by offering effective solutions. Synthesises ideas from group discussion by using active listening, strategic and respectful questioning to negotiate meaning and outcomes.	Participates in a range of collaborative tasks, activities and experiences that involve negotiating, solving problems and making decisions. Contributes to the creation of positive relationships and contributes effectively to group decisions. Adds to ideas in group discussions through active listening and questioning to work towards obtaining group outcomes.	Limited participation in collaborative tasks and experiences. Infrequently engages in group relationships, and needs guidance to contribute to group decisions. Passive during group discussions with limited contributions and interactions that may or may not impact on group outcomes.

Capri element	Excelling	Achieving	Working towards
A1 - Reflecting	Thinks carefully and deeply about own and others learning processes to inform future learning outcomes. Evaluates own work against criteria and identifies areas of strength and weakness. Seeks out and takes on board feedback in order to improve quality of own work.	Thinks about own and others learning processes to improve learning outcomes. Evaluates own work and identifies areas of strength and weakness. Takes on board feedback to improve own work.	With support thinks about own learning to improve learning outcomes. Relies on scaffolds to evaluate own work. Needs guidance in taking on and utilising feedback in order to improve own work.
A2 – Critiquing	Critically analyses ideas and information in own and others work in order to provide constructive feedback for improvement. Uses success criteria/rubric to evaluate own or others work in order to identify areas for improvement.	Responds to ideas and information in own and others work and provides feedback for improvement. Uses success criteria/rubric to evaluate own and others work.	With support, considers areas for improvement in own work. With support, evaluates own work against success criteria/rubric.
A3 – Thinking Independently	Uses a range of processes, procedures and routines when working autonomously to demonstrate knowledge of key concepts, competencies and outcomes. Applies acquired knowledge, skills and experiences to make timely and effective decisions while working autonomously to produce a quality product. Shows initiative by directing own learning when engaging with texts	Use some processes, procedures and routines when working autonomously to demonstrate knowledge of key concepts, competencies and outcomes. Accepts knowledge, skills and experiences and makes some decisions without support to produce a quality product. When prompted, demonstrates some initiative to engage with texts	Use limited processes, procedures and routines when working autonomously to demonstrate knowledge of key concepts, competencies and outcomes. With support, follows instructions to apply knowledge, skills and experiences to produce a product. Requires modelling/scaffolding to express ideas, opinions and beliefs

	and resources to obtain, interpret and evaluate information to express ideas, opinions and beliefs.	and resources to obtain and interpret information to express ideas, opinions and beliefs.	based on information provided.
A4 – Appreciating Diversity	Expresses a range of respectful appreciation of diverse ideas, language, values and opinions when working autonomously to demonstrate knowledge of key concepts, competencies and outcomes.	Use some respectful appreciation of diverse ideas, language, values and opinions when working autonomously to demonstrate knowledge of key concepts, competencies and outcomes.	Use limited respectful appreciation of diverse ideas, language, values and opinions when working autonomously to demonstrate knowledge of key concepts, competencies and outcomes.
	Applies acquired knowledge, skills and experiences while applying a holistically diverse approach to produce a quality product.	Accepts knowledge, skills and experiences and makes some decisions without support to produce a quality product.	With support, follows instructions to apply knowledge, skills and experiences to produce a product.
	Shows initiative by directing own learning when engaging with diverse texts and resources to obtain, interpret and evaluate information to express ideas, opinions and beliefs.	When prompted, demonstrates some initiative to engage with diverse texts and resources to obtain and interpret information to express ideas, opinions and beliefs.	Requires modelling/scaffolding to express ideas, opinions and beliefs based on information provided.
A5 – Exploring Rights and Values	Explore and critically analyse the nature of ethical concepts, values, character traits and principles, and justify how reasoning can assist ethical judgement.	Identify and investigate the nature of ethical concepts, values, character traits and principles, and understand how reasoning can assist ethical judgement.	Awareness of the nature of ethical concepts, values, character traits and principles, and understand some principles of ethical judgement.
	Application of values when communicating information, including the collection, interpretation and analysis of information, ideas and research data.	Consideration of values when communicating information, including the collection, interpretation and analysis of information, ideas and research data.	Recognition of values when communicating information, including the collection, interpretation and analysis of information, ideas and research data.

Capri element	Excelling	Achieving	Working towards
P1 – Making/practical	Demonstrates exemplary safe practices and mitigating the potential risks and hazards present when conducting investigations and constructing design solutions. Effective use of materials, electrical devices, classroom equipment and specialised tools. Model, interpret and apply the steps in a process/procedure to create a high quality product.	Demonstrates safe practices and understanding the potential risks and hazards present when conducting investigations and constructing design solutions. Efficient use of materials, electrical devices, classroom equipment and specialised tools. Following and completing all steps in a process/procedure to create a quality product.	Demonstrates safe practices and understanding the potential risks and hazards present when conducting investigations and constructing design solutions. Use of materials, electrical devices, classroom equipment and specialised tools. Following an outline of a process/procedure to create a product.
P2 – Physical Activities	Demonstrates personal skills to engage in physical activity with confidence and dexterity. Demonstrates active participation and performance in physical activities. Demonstrates application of principles and techniques of physical activities.	Demonstrates personal skills to engage in physical activity with confidence. Demonstrates the foundation for efficient participation and performance in physical activities. Demonstrates knowledge and understanding of principles and techniques of physical activities.	Developing personal skills to engage in physical activity. With support, participates in physical activities. Develops awareness of principles and techniques of physical activities.
P3 – Creating with ICT	Apply ICT effectively and appropriately when, creating and communicating ideas and information, including representing information in a variety of ways to aid understanding. Apply awareness of ethical behaviour whilst using information communication technology.	Use ICT effectively and appropriately when, creating and communicating ideas and information, including representing information in a variety of ways to aid understanding. Demonstrate understanding of ethical behaviour whilst using information communication technology.	With support, use ICT to communicate ideas and information Displays some aspects of ethical behaviour whilst using information communication technology.

P4 – Goal Setting	Purposely monitors own learning by using a range of processes, procedures and time management strategies.	Monitors own learning using processes, procedures and time management strategies.	With support, makes observations about own learning.
	Directing own learning by showing initiative when engaging in essential competencies and outcomes.	Directs own learning when engaging in essential competencies and outcomes.	Directs own learning when promoted.
	Assess and adapts individual and collaborative skills for learning with increasing independence and effectiveness.	Uses effective individual and collaborative skills for learning.	With support, uses some individual and collaborative skills for learning.

Capri element	Excelling	Achieving	Working towards
R1 – Inquiring	Uses a range of processes to question, analyse and explore levels of meaning within sources of information. Actively questions and builds upon prior knowledge, rectifying gaps in learning.	Ability to question, analyse and explore levels of meaning within sources of information. Builds upon prior knowledge, acknowledging where gaps in learning lie.	Requires support to explore meaning within sources of information. Builds upon prior knowledge using guides or scaffolds.
R2 – Analysing and Reasoning	Examination and application of how information may be organised and used to represent interpretations of ideas and interests. Using a range of sources and processes to draw conclusions, and make judgements and inferences.	Consideration of how information may be organised and used to represent interpretations of ideas and interests. Drawing conclusions, judgements and inferences from information.	Recognition that information may be organised and used to represent interpretations of ideas and interests. With support draws conclusions from information.
R3 – Investigating with ICT	Use a range of processes to access information, collect, analyse and represent data, model and interpret concepts and relationships.	Access information, collect, analyse and represent data, model and interpret concepts and relationships.	Use a process to access and collect information.

Capri element	Excelling	Achieving	Working towards
I1- Exploring Ideas	Forms opinions based on extensive research, evidence, other sources and appraisals. Evaluates own ideas in comparison to those of others.	Forms opinions based on research, evidence and some sources. Acknowledges how their own ideas compare to those of others.	Limited in forming and expressing opinions. When promoted, considers differences in ideas.
I2 – Representing Ideas	Makes informed choices about ways their ideas and interests may be understood by audiences and how they communicate meaning. Selects and use a range of modes and media to communicate meaning appropriate to audience and purpose.	Consider the different ways their ideas and interests may be understood by audiences and how they communicate meaning. Uses a range of modes and media to communicate meaning.	With support, recognises how ideas and interests may be understood by audiences and how they communicate meaning. Requires assistance to communicate meaning using a range of modes and media.
I3 – Putting Ideas into Action	Uses a range of processes and procedures when working autonomously to demonstrate putting ideas into action to produce a quality product. Selects and uses knowledge, skills and experiences to develop ideas and select appropriately. Shows initiative by directing own learning when engaging in the creation of ideas. .	Uses some processes and procedures when working autonomously to demonstrate putting ideas into action to produce a quality product. Accepts knowledge, skills and experiences to develop ideas. When prompted, demonstrates some initiative to develop ideas that is linked appropriately to the task/project.	Use limited processes, procedures and routines when working autonomously to demonstrate knowledge of key concepts, competencies and outcomes. With support, follows instructions to apply knowledge, skills and experiences to produce ideas. Requires modelling/scaffolding to express ideas based on information provided.