

# Assessment Task 3



## General Information

Name:  
Gender: male  
Cultural Background: Singapore  
Years in Australia: 5  
Family: Parents, a sister  
Housing: average  
Health: good  
Special Need: Bullied by other young people  
SES status: Average  
Neighbourhood: Positive  
Extra curricular activities: chess club, swimming, computer

Attention: Good  
Memory: Good  
Language: Fluent in two languages – English and Chinese  
Motor functions: Good  
Social cognition: Very good

## Description –

Our avatar (Lee Yang) for this assessment is beginning grade 4. Lee is from Singapore, has a sister who is starting prep next year and both his parents are constantly around for support and assistance. Lee is the victim of bullying and has moved schools because of this issue. He has good attention and memory; he lives in a positive neighbourhood and average housing. In his spare time Lee enjoys chess, swimming and playing on the computer. Lee struggles with trusting people, communication, interacting socially with both peers and teachers and has extremely low self-esteem because of the bullying. These issues that Lee has are causing problems in his education as he has a low attendance record, does not apply 100% effort to his work, struggles with both intrinsic and extrinsic motivation and rarely participates in classroom activities or discussions. Lee can speak fluent English and Chinese. He speaks English at home and Chinese to his grandparents.

## Positive Partnership Planning Matrix

	Communication	Social Interactions	Self-Esteem	Academic Issues
Characteristics	<ul style="list-style-type: none"> <li>- Shy and reserved (better health)</li> <li>- Negative self-talk eg. "I can't do it, I'm stupid etc."</li> <li>- Suspicious of others</li> <li>- Isolate themselves from others</li> </ul>	<ul style="list-style-type: none"> <li>- Reserved (keep to themselves)</li> <li>- Don't share in class discussions</li> <li>- Lack quality friendships</li> <li>- Less accepted by peers</li> </ul>	<ul style="list-style-type: none"> <li>- Critical of themselves (better health)</li> <li>- Unhappy and unsatisfied with themselves</li> <li>- Blames themselves (Better Health)</li> <li>- Fear of trying</li> <li>- Low resilience</li> </ul>	<ul style="list-style-type: none"> <li>- Fear of trying</li> <li>- Lower attendance and completion rate (finish work and school)</li> <li>- Lack of motivation</li> </ul>
Implications	<ul style="list-style-type: none"> <li>- Doesn't ask for help</li> <li>- Doesn't participate in class discussions</li> </ul>	<ul style="list-style-type: none"> <li>- Doesn't interact with others</li> <li>- Keeps to themselves</li> </ul>	<ul style="list-style-type: none"> <li>- The child is deterred from doing any work, as they believe it is not good enough.</li> <li>- The student does not accommodate to constructive criticism well.</li> </ul>	<ul style="list-style-type: none"> <li>- Doesn't apply himself</li> <li>- Doesn't contribute to class discussions.</li> <li>- Work completed is of a low quality when the teacher knows that student has a higher standard.</li> </ul>



<b>Strategies</b>	<ul style="list-style-type: none"><li>- Changing the social environment (seat them amongst friendly classmates who will encourage conversation) (Brophy, 1996)</li><li>- Involving the student with one on one communication with the teacher frequently, for communication development. (Brophy, 1996)</li><li>- Participation in class activities that involve discussion with peers and teacher, such as small group work and whole class meetings. (Brophy, 1996)</li><li>- Encourage the student to communicate positively to cope with stress, frustration, anger, loss and disappointment though out their life. (Field, 2015).</li></ul>	<ul style="list-style-type: none"><li>- Changing the social environment (seat them amongst friendly classmates who will encourage conversation)</li><li>- Small group work (Brophy, 1996)</li><li>- Provide children with prompts or cues to engage in social behaviours, for example the Behavioural Momentum Strategy which requires the child to complete a simple task followed by another task, which might not be in their comfort zone. (Bovey, 2005)</li><li>- Give positive praise to the student for positive social interactions either in classroom or out in the yard.</li><li>- Positive social surviving activities which could include role playing to build supportive relationships (Field, 2015)</li></ul>	<ul style="list-style-type: none"><li>- Giving the student a weekly class job, independently and within a selected group of students, to boost self-confidence and social interaction amongst other students. (Brophy, 1996).</li><li>- Have a parent meeting to encourage the parents to support their child to participate in multiple extracurricular activities. So as to respect people and learn to get along with people. (Field, 2015).</li><li>- Praise children in ways that acknowledges both the process and result of a specific task. (Young, 2004)</li><li>- Provide Resilience building activities to help the student cope with life's ups and downs. (Field, 2015)</li></ul>	<ul style="list-style-type: none"><li>- For child's attendance it is important to create a successful school-family relationship with open and effective communication between the parents and the teachers. (Department of education and training)</li><li>- Giving the child a positive reinforcement when the child has shown an initiative for positive work and attendance.</li><li>- Show that the student's comments are contributions are valued (Weimer, 2011).</li><li>- Asking the child to perform a task that they are confident in to assist lower students with that task.</li></ul>
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# INDIVIDUAL LEARNING PLAN

<b>I.L.P. 01 / 05</b> ( <u>No. of ILPs in current year / Total number ILPs</u> )		<b>Review Date:</b> 30/11/2015	
<b>Date Devised:</b> 02/03/2015			
<b>Student:</b> Lee Yang	<b>Year Level:</b> 4	<b>D.O.B.</b> 25/05/2005	<b>Age:</b> 9 yrs 9 months
<b>Program Support Group Members consulted in devising this plan:</b> <i><b>Class Teacher:</b></i> Mrs. Jessica Williams <i><b>Parents:</b></i> Mrs. Ling & Mr. Tai Yang <i><b>Principal Rep(PSG Chair):</b></i> Mr. Damien Reed <i><b>Consultants to the PSG:</b></i> Ms. Rhonda Walker <b>Additional Reports:</b> Mr. George Knight			
<b>Entry Skills (What the student has achieved)</b> <ul style="list-style-type: none"> <li>Lee can communicate well, however in social situations he does not apply himself, uses negative self-talk, does not participate in class discussions and has a large fear of trying.</li> <li>Lee has become less critical of himself; however he is still unhappy and unsatisfied with some aspects of his education such as physical education and literacy.</li> <li>When Lee does focus in class, he has good memory and great attention.</li> <li>Due to Lee's involvement in the school chess club, I have noticed that he shows evidence of strategic intelligence, good problem solving skills and pushes the boundaries of normal thinking.</li> </ul>			

**Challenges (Areas for Improvement)**

- Social Interaction
- Negative self-talk
- Lack of communication with peers
- Building resilience
- Since the beginning of the year, Lee has been absent once a week, every Tuesday for unexplained reasons. (I believe that this is due to the fact that the class has physical education is on Tuesdays).

**Learning Priorities (Future Learning)**

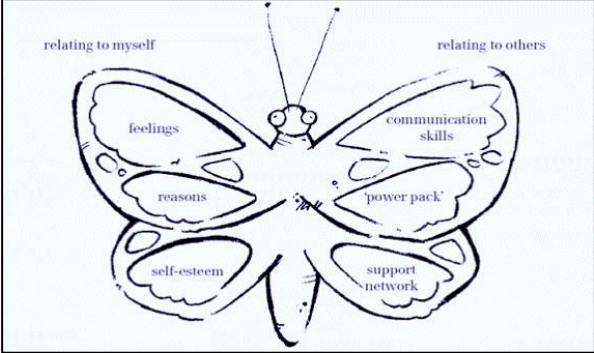
- Involvement in group tasks that promote conversation with other students. The group should contain a student that Lee is comfortable with.
- Encourage Lee to complete a self-evaluation on finished work focussing on positive achievements.
- Providing Lee with exercises that assist in his ability to react positively to negative situations.
- Find out the reason for absences and develop of way of communication between home and school, for example a take home diary.

# INDIVIDUAL LEARNING PLAN

STUDENT NAME: Lee Yang

Devised: 02/03/2015

Goals	Strategies/Methods (HOW)	Mode of Delivery (WHO / WHEN)	Mode of Assessment
<p>Alongside the self-esteem goal, support Lee to seek assistance from peers before coming to the teacher for assistance with work.</p> <p>(Communication)</p>	<ul style="list-style-type: none"> <li>• Within the classroom there can be a procedure set in place that requires all students to have their work reviewed by a peer within the class. The peer cannot be anyone from the students table and they cannot use the same peer within the week for the review of their work.</li> <li>• The peer who is reviewing the work will need to follow the self esteem goal in saying one thing that the student has done well and one thing that they need to improve. This will assist Lee with communication, self-esteem and social interaction.</li> </ul>	<ul style="list-style-type: none"> <li>• This goal will need to be followed by the whole class, as all students will need to have their work peer reviewed. This goal is something that the whole class can benefit from. It is something that can be in place in the hope that Lee will not feel isolated from the class. This goal will help with building communication within the classroom.</li> </ul>	<ul style="list-style-type: none"> <li>• This goal can be assessed by the teacher seeing the work and seeing that different students have reviewed and written one thing that the student has done well, as well as one thing that they need to improve on.</li> </ul>

<p>Use the Butterfly model to assist Lee in expressing his feelings.</p> <p>(Communication)</p>	<ul style="list-style-type: none"> <li>Have a copy of this butterfly model around the class, this will be useful for all students, particularly Lee. It will encourage him to use this to assist him with talking about issues he is having with himself as well as issues in communicating with other students. (Field, 2007). (Please see appendix 1 for larger picture and details.)</li> </ul> 	<ul style="list-style-type: none"> <li>Butterfly model – this will be initiated by the teacher and the whole class will participate in this activity so that Lee is not isolated. This will assist all students to be able to better communicate their feelings to others, in a way that is not hurtful or disrespectful to people.</li> </ul>	<ul style="list-style-type: none"> <li>This goal can be assessed by the teacher listening to the way the students communicate their feelings to each other. This will help Lee communicates his feelings and responds to the feelings of others within the classroom, playground and whole school grounds.</li> </ul>
<p>Increase Lee's interaction with other students.</p> <p>(Social Interaction)</p>	<ul style="list-style-type: none"> <li>Developing a comfortable and social environment for Lee. When weekly seating arrangements are changed, Lee will be purposefully seated next to friendly and outgoing peers, as this may encourage conversation and enable him to feel comfortable and lead to positive interactions (Brophy, 1996).</li> </ul>	<ul style="list-style-type: none"> <li>Seating Arrangement - This will be implemented by the teacher each Monday when seating arrangements are changed.</li> </ul>	<ul style="list-style-type: none"> <li>This goal will be assessed through observation. It will be evident that Lee has achieved his goal of increasing his interactions with other students when he shows less hesitation when engaging in conversation with classmates and</li> </ul>

	<ul style="list-style-type: none"> <li>• Implementation of the Behaviour Momentum strategy (Bovey, 2005). This strategy aims to lead children to complete tasks that are difficult for them, but first starting simple and slowly progressing through difficulty (Bovey, 2005). The Behaviour Momentum strategy involves providing Lee with tasks/jobs that require him to interact with his peers. However, these tasks will begin simple, with small levels of interaction, and will slowly become more socially challenging, requiring Lee to converse with his peers at a higher level. We will implement this strategy in the classroom through the use of a “Job Board”, where Lee will be designated a different job each week that will aim to increase his interaction with his peers. This in turn will hopefully make him feel more comfortable and relaxed in confronting other students in his own time.</li> </ul>	<ul style="list-style-type: none"> <li>• Behaviour Momentum - This strategy will be implemented by the teacher. Lee’s designated job will be a daily task, however each Monday morning Lee will receive a new job that has an increase in interaction with others and the teacher will need to assist Lee in understanding what is required of him. Daily observation needs to be noted.</li> </ul>	<p>openly interacts as a personal choice rather than a requirement of a task.</p>
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<p>Encourage Lee to demonstrate higher levels of participation in class activities</p> <p>(Social Interaction)</p>	<ul style="list-style-type: none"> <li>• Create ample opportunities for small group work (Brophy, 1996) Small group work is effective in increasing a students interactions with other peers as it enlists the help of other students within the class as confederates to aid in drawing out withdrawn students (Brophy, 1996). Due to Lee’s mentality to keep to his own and isolate himself from others, group work will place him in a situation where he will be less frightened by large numbers and he will involved in a more intimate setting. After Lee has participated in several group activities we will slowly introduce the idea of “small group job titles”, where each member of the group will be designated a role. This means that Lee will have a job to perform in his group and this will hopefully encourage him to participate at a higher level.</li> </ul>	<ul style="list-style-type: none"> <li>• This strategy will be implemented by the teacher, and will be consistent throughout the term. Small group work will occur once a day, whether in literacy or numeracy, and Lee’s involvement in his group, with and without a designated role, will be monitored.</li> </ul>	<ul style="list-style-type: none"> <li>• This goal will be assessed through observation. It will be evident that Lee has achieved his goal of higher participation in group activities when he begins to offer suggestions and join in discussions without cues or being asked too. We hope to not only see Lee participate in small group work, but eventually offer ideas in whole class discussions.</li> </ul>
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<p>Teaching Lee to accept constrictive criticism positively rather than accepting it negatively.</p> <p>(Self-Esteem)</p>	<ul style="list-style-type: none"> <li>• After an activity, Lee will complete a self-evaluation. Questions that will be asked include: <ul style="list-style-type: none"> <li>- What did I do well?</li> <li>- What did I find challenging?</li> <li>- What do I need to improve on?</li> <li>- How am I going to make these improvements?</li> </ul>           (Association for Achievement and Improvement through Assessment (n/a)).         </li> </ul> <p>These questions will help Lee understand that making mistakes is not a negative thing; however, it helps us make improvements.</p> <ul style="list-style-type: none"> <li>• Students choose a partner. Students have to share with each other <ul style="list-style-type: none"> <li>-One thing they learnt.</li> <li>-One thing they found easy</li> <li>-One thing they found challenging.</li> <li>- Something they would like to learn about (Association for Achievement and Improvement through Assessment (n/a)).</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Individual evaluation: The teacher will give Lee the self-evaluation sheet immediately after he has completed a set task.</li> <li>• Partner talk: The teacher will choose an appropriate task to allow students to do a partner talk. This will be completed once a day.</li> </ul>	<ul style="list-style-type: none"> <li>• The goal will be assessed by reading Lee's self-evaluations and through observations. It is evident that Lee has achieved these goals if he is able to write positive comments about his work or verbally say a positive comment to the teacher.</li> </ul>
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<p>Increase positive self-talk. (Self-Esteem)</p>	<ul style="list-style-type: none"> <li>• Praise: Give Lee descriptive praise when he has worked well, so he is aware with what is has done right (Child Development Institute, 2005). Students that receive positive feedback from others have a high self-esteem, they tend to think positively and make encouraging comments about themselves (Woolfolk and Margetts, 2012). Student's confidence and self-esteem increases when they receive praise (Morgan, 2008).</li> <li>• In the morning after taking the roll, students have to write a nice comment/note about a peer in their class and place it in their tub/tray.</li> <li>• Once a month students have to go around the classroom and write a nice comment on each student's piece of paper.</li> </ul>	<ul style="list-style-type: none"> <li>• The teacher will give Lee descriptive praise immediately after he has displayed effective work or if he has said a positive comment about himself.</li> <li>• The teacher gives students an opportunity to write positive comments about a peer within the class immediately after their name is called on the roll. The teacher will make sure all students have received a comment.</li> <li>• On the last Friday of each month, the teacher will give the students an opportunity to write a positive comment on each student's piece of paper.</li> </ul>	<ul style="list-style-type: none"> <li>• The goal will be assessed through observations. This goal will be achieved if Lee is able to make positive comments about his work and feel happy about himself.</li> </ul>
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	<ul style="list-style-type: none"> <li>Once a month Lee will go speak to psychologist, Evelyn Field about his self-esteem issues (Field, 2015).</li> </ul>	<ul style="list-style-type: none"> <li>Lee's parents will take him to appointments with Evelyn Field. This will take place on the first Tuesday of every month after school.</li> </ul>	
<p>Getting Lee to fully apply himself to all classroom activities to the best of his abilities.</p> <p>(Academic Issues)</p>	<ul style="list-style-type: none"> <li>The main issue for Lee is that he is not motivated to do his best in the classroom because of the bullying, therefore his schoolwork is of poor quality. Some strategies that the teacher could use to help motivate Lee are: "Make goals high but attainable" (Teach Thought Staff, 2012). Another strategy is to encourage Lee to create his own goals and discuss with him if he is able to achieve better.</li> <li>Give praise and/or positive awards for tasks that may be completed to the best of the student's ability. This may include a prize box in the classroom, stickers, or a point system. (Teach Thought Staff, 2012).</li> </ul>	<ul style="list-style-type: none"> <li>The teacher will implement this strategy. From this the teacher will be able to see Lee's progression of schoolwork. Using rewards and praise is just one of the ways that the teacher will be able to visualise the quality of Lee's work. The use of the goals created by Lee and the teacher can also be used to determine if it has been achieved.</li> </ul>	<ul style="list-style-type: none"> <li>This goal will be observed though the use of schoolwork, assessment tasks, and even having discussions with Lee on a weekly basis to ask him 'How is school going?', 'Who are your friends at lunchtime?' This is in the hope that Lee is comfortable with the teacher and also discussing his own written goals about schoolwork, and how he can achieve them.</li> </ul>

	<ul style="list-style-type: none"> <li>• The most important strategy of all is getting to know the student, so that in Lee's instance he can be comfortable and familiar with the teacher and knows what the teacher expects. "When students feel appreciated it creates a safe learning environment and motivates them to work harder, as they want to get praise and good feedback from someone they feel knows and respects them as individuals." (Teach Thought Staff, 2012).</li> </ul>		
<p>Decrease the number of Lee's unexplained absences.</p> <p>(Academic Issues)</p>	<ul style="list-style-type: none"> <li>• The first thing that the teacher will need to consider is why exactly Lee is constantly absent from school on certain days. The following strategies can be used to decrease Lee's absences from school:</li> <li>• Contact Lee's parents and have a parent-school based relationship to find out why Lee does not want to come to school. It is important that the teacher is "Providing information to parents on the sequential nature of lessons and learning and how their child's learning can be severely disrupted if they miss crucial learning points."</li> </ul>	<ul style="list-style-type: none"> <li>• This strategy will be both enforced by the teacher and Lee's parents. The teacher will have the responsibility to ring up the parents and discuss the reason of Lee's absences. From this, the teacher will be able to discuss with the sport teacher and chess club about moving the day for chess, and activities in sport that can be on everyone's performance level.</li> </ul>	<ul style="list-style-type: none"> <li>• This goal will be achieved if in the next term of school, there are minimal absences. The teacher will know via a classroom role. Lee's parents can continue being contacted in regards to Lee's performance at home and how he is finding school.</li> </ul>

	<p>(Department of Education and Early Child Development, 2015). This is a good strategy as it involves parents and they can also use strategies that will encourage Lee to go to school.</p> <ul style="list-style-type: none"> <li>• As Lee is uncomfortable with the participation in physical education, it is important that the teacher discusses with the sport teacher the importance of making the lessons engaging, yet thoughtful for all the students in the class. (Department of Education and Early Child Development, 2015).</li> <li>• “Arranging special interest lunchtime activities each day to target students with high absence rates” (Department of Education and Early Child Development, 2015). Lee is an active participant in the school chess club, which meets once a week on a Friday. The teacher should consider changing the day of the chess club to the same day that the class has physical education to notice if there is a change in Lee’s presence at school.</li> </ul>	<p>Lee’s parents can also use their own strategies to help Lee, to go to school.</p>	
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## Evaluation

### Lee's achievements as of 13/04/2015 (beginning of term 2)

Lee has improved his negative self-talk in the area of literacy. He can now identify what he has done well and accepts constructive criticism from teachers and his peers. Within the classroom he has become less reserved and will participate in class discussions when asked a question. Lee has made a good friend in Vanessa who is supportive and assists Lee with class work. This friendship has increased Lee's motivation especially at the beginning of the week; however we still need to work on maintaining this motivation throughout the week. The classroom environment with the peer correction of work, the seating arrangements and the Butterfly model have all seemed to help the communication within the classroom and the acceptance of everyone as well as the social interaction of the students. This will continue to improve as the year progresses, with the hope that this will assist Lee in making quality friendships and positive social skills. Lee's self-esteem has improved especially when it comes to literacy and numeracy, he is consistently trying to do his best and apply 100% within these areas. Lee's extrinsic motivation is much stronger with the assistance of the teacher and Vanessa, Lee needs to continue working on being able to intrinsically motivate himself without relying too heavily on others. Lee still has some unexplained absences, the days that they fall on are inconsistent. Lee's parents are aware of this and are continuously working with him to improve this. Lee is still having appointments with Evelyn Field and the school is working with her to support Lee. The school is in constant contact with Lee's parents about the issues that are arising and offering support to both Lee and his family so that his school experience is a positive one. The school has incorporated the National Day of Action against Bullying and Violence, this is a whole school approach to not only assist Lee but also the bystanders that may be a witness to bullying and how they can help. We will continue to work with Lee and his family with achieving his goals and will review the goals and strategies at the end of the semester, with the hope of setting new and more challenging goals for Lee.

Number of days absent: 8

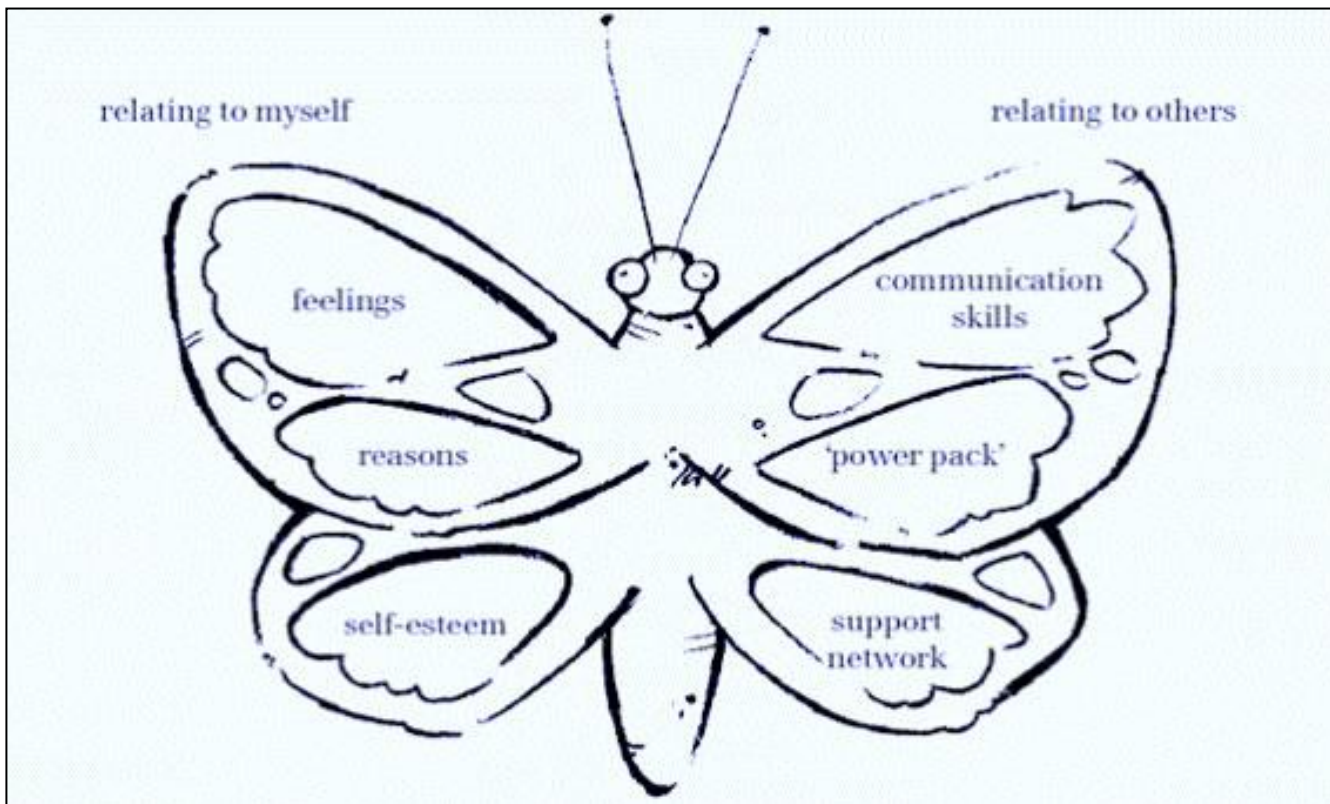
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## Appendix 1- Butterfly Model (Evelyn Field, 2015)



- **Feelings** – these influence how you behave and what you say and do. Feelings need to be identified, measured and released so that you can become assertive.
- **Reasons** - understand why things happened, and perhaps why the other person treated you in the way they did.
- **Self-esteem** - good self-esteem means that people are valued, intrinsically and extrinsically motivated and successful. Bullying can affect self-esteem in a negative way. Self-esteem needs to be high so that you can protect yourself and surround yourself with good friends who will help to protect you from difficult people.
- **Communication skills** - using body language, voice and the right words. These skills can assist with blocking bullies and can be used to support with making friends.
- **'Power pack'** – protecting yourself from people who are having a bad day and who cannot be nice to you, even when you are nice to them. People need to protect themselves and block nastiness and bullying.
- **Support network** - everyone needs a support system, which can help you when you need it.

## Assessment Task 3 Rubric.

Criteria	Distinctions	Credit	Pass	Fail (NN)
Documents academic, social and emotional development of the individual in positive/ strengths based language (LO3)	Matrix and other documentation and discussion demonstrate consistent very high level, comprehensive information on the child's social and emotional development in extremely well considered positive/ strengths based language.	Matrix and other documentation and discussion demonstrate good evidence of comprehensive information on the child's social and emotional development with good positive/ strengths based language.	Matrix and other documentation and discussion demonstrate satisfactory information on the child's social and emotional development with satisfactory positive/ strengths based language.	Matrix and other documentation and discussion demonstrate little, poorly considered or no information on the child's social and emotional development with little, poorly considered or no positive/ strengths based language.
Characteristics (LO4)	Excellent, highly informed and knowledgeable understanding of the characteristics of the child within an inclusive educational setting. Excellent documentation within the planning matrix.	Informed approach with good knowledge and understanding of the characteristics of the child within an inclusive educational setting. Well-considered documentation within the planning matrix.	Satisfactory knowledge and understanding of the characteristics of the child within an inclusive educational setting. Satisfactory documentation within the planning matrix.	Limited, poor or no clear knowledge and understanding of the characteristics of the child within an inclusive educational setting. Limited, poor or no documentation within the planning matrix.

Impacts on individuals and others (LO4)	Highly insightful, connected and comprehensive consideration of possible impact of these characteristics on child's learning, peers, family and school/centre teams. Excellent documentation within the planning matrix.	Good consideration of and thoughtful detail of possible impact of these characteristics on child's learning, peers, family and school/centre teams. Good documentation within the planning matrix.	Satisfactory consideration of possible impact of these characteristics on child's learning, peers, family and school/centre teams. Satisfactory documentation within the planning matrix.	Limited, poor or no clear consideration of possible impact of these characteristics on child's learning, peers, family and school/centre teams. Limited, poor or no clear documentation within the planning matrix.
Implications for the setting (LO2, LO5, LO8)	Very high quality, creative differentiation of instruction and curriculum to meet the needs of the child in the inclusive setting.	Good consideration to differentiating instruction and curriculum to meet the needs of the child in the inclusive setting.	Satisfactory consideration to differentiating instruction and curriculum to meet the needs of the child in the inclusive setting.	Limited, poor or no clear consideration to differentiating instruction and curriculum to meet the needs of the child in the inclusive setting.
Set goals and level of specificity relating to needs through planned task analysis (LO5, LO8)	Excellent, high level consideration of goals and task analysis to scaffold learning to meet the needs of the child.	Good consideration of goals and task analysis to scaffold learning to meet the needs of the child.	Satisfactory consideration of goals and task analysis to scaffold learning to meet the needs of the child.	Limited, poor or no clear consideration of goals and task analysis to scaffold learning to meet the needs of the child.
Strategies demonstrate an understanding of principles of student wellbeing and teaching for resilience within an inclusive setting (LO3)	Comprehensive detailed knowledge of student wellbeing and teaching for resilience and high quality relevant strategies for	Good knowledge of child wellbeing and teaching for resilience and relevant strategies for an inclusive setting. Very good	Satisfactory factual knowledge of child wellbeing and teaching for resilience and generally relevant	Limited, poor or no clear knowledge of child wellbeing and teaching for resilience. Limited, poor or no relevant

	<p>catering for the needs of the child in an inclusive setting. Substantial insight into the impact of these strategies connected to the needs of the child.</p>	<p>understanding of the impact of these strategies connected to the needs of the child.</p>	<p>strategies for an inclusive setting. Adequate understanding of the impact of these strategies connected to the needs of the child.</p>	<p>strategies for an inclusive setting. Inadequate understanding of the impact of the strategies connected to the needs of the child.</p>
<p>Strategies to enhance protective factors minimising risk (LO2, LO4)</p>	<p>Comprehensive detailed knowledge of high quality relevant strategies to enhance protective factors minimising risk for all in an inclusive setting. Substantial insight into the impact of these strategies connected to the needs of the child. Excellent documentation within the planning matrix.</p>	<p>Good knowledge of well selected relevant strategies to enhance protective factors minimising risk for all in an inclusive setting. Thoughtful consideration into the impact of these strategies connected to the needs of the child. Good documentation within the planning matrix.</p>	<p>Satisfactory knowledge of relevant strategies to enhance protective factors minimising risk for all in an inclusive setting. Adequate consideration into the impact of these strategies connected to the needs of the child. Satisfactory documentation within the planning matrix.</p>	<p>Limited, poor or no clear knowledge of relevant strategies to enhance protective factors minimising risk for all in an inclusive setting. Limited, poor or no clear consideration into the impact of these strategies connected to the needs of the child. Limited, poor or no clear documentation within the planning matrix.</p>
<p>Specific Strategies that cater for the individuals additional needs (LO5, LO8)</p>	<p>Comprehensive, very well planned highly relevant strategies to cater for the child's needs. Excellent documentation.</p>	<p>Well-considered, relevant strategies to cater for the child's needs. Good documentation.</p>	<p>Satisfactory and generally relevant strategies to cater for the child's needs. Satisfactory documentation.</p>	<p>Limited, poor or no clear relevant strategies to cater for the child's needs. Limited, poor or no clear documentation.</p>

**Communication of information and ideas & connecting to the literature in the field**

Sources/literature	Explicitly, accurately and insightfully used in significant ways. Appropriate, relevant and recent selection, very thoughtful generalisation to practical experience.	Explicit factual use in significant ways. Appropriate relevant and recent selection, good generalisation to practical experience.	Explicitly used. Satisfactory selection and generalisation to practical experience.	Fails to use source explicitly, poor selection and generalisation to practical experience. .
Presentation/Format of Planning Matrix	Very clear, accurately proofed print throughout. All information very clearly planned, comprehensive, professionally presented and thoroughly organised, scaffolded, complete and accessible. Inclusive language always carefully used throughout.	Clear, proofed print. All information clearly organised, complete and accessible. Inclusive language used.	Generally proofed print. Information adequately organised and accessible. Inclusive language mostly used.	Poorly proofed print, poorly spaced text. Information not clearly organised or accessible. Very limited, poorly used or no use of inclusive language.
References	The assessment task cites 11 or more references with at least 1 from each of 5 topics.	The assessment task cites 6-10 references with at least 1 from each of 5 topics.	The assessment task cites at least 1 different reference from each of 5 topics.	The assessment task cites less than 1 different reference from each of 5 topics.