

| Grade | What does this look like in student friendly terms – common language (can we use the rubric from SOLO?) | What skills might the student be demonstrating to achieve this level? |
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| Foundation (Emerging) | <p>I don't understand...yet!</p> <p>Students are forming basic skills and knowledge.</p> <p>Students show limited knowledge and there is no overall judgement in relation to the legacy of Ancient Rome.</p> | Show curiosity, begin to identify and know basic ideas. |
| Developing | <p>I have a basic idea.</p> <p>Students have a basic knowledge of key content and skills.</p> <p>Students show basic knowledge and there is a limited overall judgement in relation to the legacy of Ancient Rome.</p> | Understand basic key words and facts, identify, begin to describe and recall some information. |
| Secure | <p>I can gather ideas together</p> <p>Students can use knowledge and skills to describe and begin to make links between concepts.</p> <p>Students can show accurate and relevant information showing some knowledge and understanding of Rome's legacy. An overall judgement is given but it is vague.</p> | Think more deeply about concepts, begin to blend ideas together, begin to outline and summarise, compare and contrast in order to form simple explanations. |
| Advanced (Mastering) | <p>I can link and apply my ideas in order to explain things</p> <p>Students have the confidence to apply detailed knowledge and skills to explain/compare/investigate and begin to evaluate.</p> <p>Students show accurate and relevant information and show good knowledge and understanding linked to the question. The student starts to use second order concept words</p> | Confident explanations of concepts, connections and predictions, using technical terminology and imagination, linking, arguing, examining, summarising, all in depth and with fluency. |

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| | like significant, continuity and change and similarities and difference in relation to Rome's legacy. A judgement is made but it is implicit. | |
| Mastery (Extending) | <p>I can evaluate and analyse my ideas and apply to other situations/contexts</p> <p>Students apply a diverse range of knowledge and skills in a sophisticated way and can apply this to abstract scenarios.</p> <p>The student makes accurate and sustained assertions showing clear knowledge with explicit links to the question, with a clear use of second-order concept words. The student makes consistent links to the question through the essay making mini judgements on the positive/negative impact on the legacy of Ancient Rome. The student also makes a clear and explicit judgement in their conclusion.</p> | Confident application and transfer of knowledge to solve, explore, discuss, contrast, teach, hypothesize, challenge, critically evaluate, adapt and justify own theories with fluency. |