

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?
Foundation (Emerging)	<p>I don't understand...yet!</p> <p>Students are forming basic skills and knowledge.</p> <p>Students show limited knowledge and can identify successful and negative factors in relation to the battle of Dunkirk. There is no overall judgement in relation to the evacuation of the British Army from Dunkirk in 1940.</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 of the evacuation of the British Army from Dunkirk and there is a limited overall judgement in relation to the event.</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 evacuation of the British Army from Dunkirk. 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>	Confident explanations of concepts, connections and predictions, using technical terminology and imagination, linking, arguing, examining, summarising, all in depth and with fluency.

	<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 like significant, continuity and change and similarities and difference in relation to the question. A judgement is made on whether the evacuation was a success or a disaster but it is implicit.</p>	
<p>Mastery (Extending)</p>	<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 of the evacuation of the British Army from Dunkirk in 1940. The student also makes a clear and explicit judgement in their conclusion.</p>	<p>Confident application and transfer of knowledge to solve, explore, discuss, contrast, teach, hypothesize, challenge, critically evaluate, adapt and justify own theories with fluency.</p>