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Assessment 2 – What am I Capable of (Living Document)**

**Stage 1 – Personal Learning Plan**

**Your task is to create a, ‘Living Document’, which outlines who you are and how you work, demonstrates your understanding and application of the 7 Capabilities and how the capabilities assist with developing, refining and achieving your goals.**

**Over the course of the year this document that can be added to, modified and refined to coincide with the changing nature of your knowledge and understanding.**

**Part 1 – Introduction**

* Explore who you are – what do you value, what are yours skills and abilities
* Questions to ask your parents
* Summary: Who Am I?

**Part 2 – Evidence**Collect evidence which explores;

* Learning Styles Quiz
* Personality Quiz
* Multiple Intelligences Quiz
* Summary: What Have I Learned About Myself?

**Part 3 - Definition and Exploration of the 7 Capabilities**

* Critical Thinking Activity - assessment
* Creative Thinking Activity - assessment
* Ethical Understanding Activity- assessment
* Intercultural Understanding Activity – assessment
* Literacy, Numeracy and ICT Activities - assessment
* Personal and Social Capability Activity - assessment
* Summary: The 7 Capabilities - assessment

**Part 4 – The Capabilities Me and My Goals**

Identify how the Capabilities can help you to develop, refine and achieve your goals.

* The Capabilities: Me and My Goals - assessment

|  | **Understanding the Capabilities** | **Developing Personal and Learning Goals** | **Reviewing the Learning** |
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| **A** | Clearly explains understanding of the capabilities, with insightful and detailed examples. | Clearly identifies personal and learning goals and purposefully explores them in detail. Develops a range of effective strategies to achieve them.  Effectively develops the selected capability or capabilities relevant to achieving his or her goals, in well-planned, insightful, and/or creative ways.  Interacts purposefully with others to identify and refine goals. | Clearly reviews personal and learning goals and gives insights into the effectiveness of strategies to achieve them.  Reviews on the development of the selected capability or capabilities, with insights into how this helps to achieve his or her goals. |
| **B** | Explains understanding of the capabilities, with some detailed examples. | Identifies personal and learning goals and explores them in some detail. Develops some effective strategies to achieve them.  Develops the selected capability or capabilities relevant to achieving his or her goals, in a way that is mostly effective, and generally organised or creative.  Generally interacts effectively with others to identify and refine goals. | Reviews on personal and learning goals, with some evaluation of the effectiveness of strategies to achieve them.  Reviews on the development of the selected capability or capabilities, with some ideas about how this helps to achieve his or her goals. |
| **C** | Gives some explanation of what the capabilities are, with brief examples. | Identifies personal and learning goals and explores some aspects of these goals. Develops at least one effective strategy to achieve them.  Develops the selected capability or capabilities relevant to achieving his or her goals, in a way that has some effectiveness, and some organisation or creativity.  Interacts with others to identify and make some refinement to goals. | Describes personal and learning goals, with some reviewing of the effectiveness of the strategy or strategies to achieve them.  Reviews on the development of the selected capability or capabilities, with an idea about how this helps to achieve his or her goals. |
| **D** | Describes some, but not all, of the capabilities, with limited examples. | Identifies one or more personal or learning goals and locates some information that may be relevant to the goal(s). Describes aspects of a possible strategy that may help to achieve the goal(s).  Develops an aspect of the selected capability or capabilities, with partial effectiveness. The relevance to the goal(s) may not be clear.  Interacts with others with limited effectiveness, to talk about possible goals. | Describes one or more personal or learning goals with some recount of learning in the subject.  Describes own participation in an activity to develop the selected capability or capabilities, with a vague link to goals. |
| **E** | Attempts to describe at least one of the capabilities. | Identifies a personal or learning goal without any realistic strategies to achieve it. Attempts to locate information that may be relevant to the goal.  Attempts to develop an aspect of the selected capability or capabilities, with limited effectiveness or relevance to the goal.  Gives limited responses to questions from others about possible goals. | Gives limited responses to questions about learning in the subject.  Gives limited responses to questions about own participation in an activity to develop the selected capability or capabilities. Makes a superficial statement about a selected capability in attempting to identify a link to a goal. |