

Progression Levels for the Advanced Cognitive Performance Characteristics (ACPs)

	Stage 1	Stage 2	Stage 3	Stage 4	Stage 5	
META-THINKING	Meta-cognition	<ul style="list-style-type: none"> are aware of the thinking skills used to solve a problem 	<ul style="list-style-type: none"> are able to describe the thinking skills used to solve a problem 	<ul style="list-style-type: none"> are able to select appropriate thinking skills to solve a problem 	<ul style="list-style-type: none"> evaluate the range of possible approaches and select the most appropriate one(s) to improve efficiency 	<ul style="list-style-type: none"> use the full range of thinking skills fluently and comprehensively, including unconventionally
	Self-regulation	<ul style="list-style-type: none"> recognise that making errors is part of learning 	<ul style="list-style-type: none"> identify things that worked well and those that did not begin to suggest goals for improvement 	<ul style="list-style-type: none"> are aware of own general strengths and weaknesses make improvements to own practice and set future goals for improvement 	<ul style="list-style-type: none"> evaluate outcomes of changes and justify amendments/ improvements to the strategy 	<ul style="list-style-type: none"> make insightful observations and comments to continually refine and improve own personal best
	Strategy-planning	<ul style="list-style-type: none"> recognise it is possible to consciously select a given approach to solve a problem 	<ul style="list-style-type: none"> are aware of the main approaches that could be deployed 	<ul style="list-style-type: none"> choose an appropriate approach to solve a problem or address an issue 	<ul style="list-style-type: none"> choose the most appropriate strategy and be able to justify the approach 	<ul style="list-style-type: none"> Use strategy-planning independently as a way to solve problems or issues
	Intellectual confidence	<ul style="list-style-type: none"> begin to communicate own views based on experiences 	<ul style="list-style-type: none"> explain own views using examples and reasons 	<ul style="list-style-type: none"> present and justify own views using a diverse range of evidence 	<ul style="list-style-type: none"> evaluate the views of others and incorporate relevant evidence to construct persuasive arguments including those they do not agree with 	<ul style="list-style-type: none"> synthesise a wide range of viewpoints and evidence to make a coherent and compelling personal argument
LINKING	Generalisation	<ul style="list-style-type: none"> recognise simple patterns or similarities through observations 	<ul style="list-style-type: none"> use patterns, similarities and connections to make simple predictions 	<ul style="list-style-type: none"> identify and explain the connections between events, objects or ideas develop generalisations apply generalisations to an existing situation 	<ul style="list-style-type: none"> analyse similarities and differences between events, objects or ideas develop generalisations, recognising complexity apply generalisations to more complex situations 	<ul style="list-style-type: none"> understand the complexity of generalisations and apply these to a range of different situations with caution and justification
	Connection finding	<ul style="list-style-type: none"> be aware that different facts may be connected 	<ul style="list-style-type: none"> make simple and obvious connections, but do not grasp their significance 	<ul style="list-style-type: none"> make a number of connections, although miss the meta connections and the significance for the whole use prior knowledge to explain those links 	<ul style="list-style-type: none"> actively seek out connections when learning transfer principles and ideas underlying one instance to another 	<ul style="list-style-type: none"> make connections not only within the given subject area, but also between and beyond subjects in inventive ways make novel, insightful and innovative connections which help to reconceptualise
	'Big picture' thinking	<ul style="list-style-type: none"> begin to recognise that there are big ideas 	<ul style="list-style-type: none"> recognise there are big ideas and holistic concepts and begin to use them to make sense of things 	<ul style="list-style-type: none"> use big ideas and holistic concepts and make connections within and between them to make sense of experiences 	<ul style="list-style-type: none"> start new learning by focusing on big questions and/or locate new learning within a bigger picture 	<ul style="list-style-type: none"> explore the complexities and uncertainties in big ideas and holistic concepts and accept they have limitations
	Abstraction		<ul style="list-style-type: none"> conduct processes in the head as opposed to using concrete materials 	<ul style="list-style-type: none"> take ideas, issues, problems or events and apply them to theoretical situations 	<ul style="list-style-type: none"> work with a range of ideas, issues, problems or events in order to explain abstract, theoretical situations or models 	<ul style="list-style-type: none"> evaluate a range of ideas, issues, problems or events, develop and combine them and apply them to complex imagined or theoretical situations
	Imagination	<ul style="list-style-type: none"> form plausible solutions to simple problems, by asking 'what if?' 	<ul style="list-style-type: none"> envisage and create solutions in the mind to solve problems 	<ul style="list-style-type: none"> create novel solutions by drawing on prior knowledge 	<ul style="list-style-type: none"> picture solutions that are plausible but not common, linking together extensive prior knowledge 	<ul style="list-style-type: none"> explore alternative or new plausible solutions using extensive interconnected prior knowledge
	Seeing alternative perspectives	<ul style="list-style-type: none"> recognise that different people have different perspectives 	<ul style="list-style-type: none"> consider different interpretations or views and distinguish between facts, beliefs and opinions are open to novelty 	<ul style="list-style-type: none"> weigh up the viewpoints of others, explain the influences that have shaped them, challenge or adopt different ideas appropriately 	<ul style="list-style-type: none"> critically evaluate the validity of viewpoints or arguments and objectively judge the evidence on which they are based, synthesising ideas where appropriate 	<ul style="list-style-type: none"> recognise that alternative viewpoints can be equally valid and be open to ambiguity question assumptions
ANALYSING	Critical or logical thinking	<ul style="list-style-type: none"> use information given to ask simple questions begin to use information to explore ideas 	<ul style="list-style-type: none"> ask relevant questions and select and organise appropriate information from a range of sources to find answers and develop understanding use selected information to explore ideas and make proposals 	<ul style="list-style-type: none"> identify questions and begin to refine them to clarify and deepen understanding select and organise evidence to explore questions and test hypotheses suggest answers based on evidence process and manipulate evidence and assess it for validity 	<ul style="list-style-type: none"> prioritise questions to explore and develop relevant hypotheses judge the reliability, validity and limitations of evidence critically evaluate different sources of evidence use evidence to challenge assumptions 	<ul style="list-style-type: none"> ask perceptive and insightful questions and develop relevant hypotheses critically analyse and synthesise evidence and assess it for validity use robust evidence to develop compelling new ideas and hypotheses
	Precision	<ul style="list-style-type: none"> begin to use simple symbols, conventions, vocabulary and language for the domain 	<ul style="list-style-type: none"> use simple symbols, conventions, vocabulary and language for the domain with some errors and omissions 	<ul style="list-style-type: none"> use skills, symbols, conventions and vocabulary for the domain with few errors or omissions 	<ul style="list-style-type: none"> use advanced skills, symbols, conventions and vocabulary effectively to reach strong outcomes 	<ul style="list-style-type: none"> select appropriate skills and conventions and use effectively to reach strong outcomes
	Complex and multi-step problem solving	<ul style="list-style-type: none"> use a given approach to solve simple problems, ideas or tasks 	<ul style="list-style-type: none"> are aware that complex tasks can be broken down and understand the techniques for achieving this 	<ul style="list-style-type: none"> select and use appropriate methodologies to solve more complex problems, explore more complex ideas or complete more complex tasks 	<ul style="list-style-type: none"> evaluate the effectiveness of different approaches and identify a preferred personal repertoire 	<ul style="list-style-type: none"> use a broad range of approaches effectively, selecting those most appropriate for particular problems
CREATING	Intellectual playfulness	<ul style="list-style-type: none"> are aware that there are rules in different domains ask 'what if...?' 	<ul style="list-style-type: none"> recognise the rules and conventions of different domains and choose some rules to disregard or change 	<ul style="list-style-type: none"> understand the complex rules and conventions of different domains and choose some rules to modify, recognising some of the consequences 	<ul style="list-style-type: none"> imaginatively adapt and bend the rules of a domain for a specific purpose, outcome or consequence 	<ul style="list-style-type: none"> use the rules flexibly, bending them where appropriate to create novel, fun or interesting outcomes
	Flexible thinking	<ul style="list-style-type: none"> be aware there are often different solutions to a problem 	<ul style="list-style-type: none"> be willing to abandon one idea in favour of another on the basis of reason and evidence 	<ul style="list-style-type: none"> adopt new ideas easily in response to convincing reason and evidence and recognise some consequences 	<ul style="list-style-type: none"> expect to look beyond first ideas and seek others in order to select a best fit 	<ul style="list-style-type: none"> routinely think beyond the accepted approach and consider multiple ideas so as to create best-fit solutions
	Fluent thinking	<ul style="list-style-type: none"> brainstorm ideas, with help, in response to simple problems 	<ul style="list-style-type: none"> independently generate multiple solutions and ideas in response to more complex problems 	<ul style="list-style-type: none"> frequently propose to others solutions resulting from brainstorming ideas for complex problems, evidence or issues 	<ul style="list-style-type: none"> routinely seek to explore a wide range of possibilities before posing a solution to complex problems, evidence or issues 	<ul style="list-style-type: none"> create compelling ideas which demonstrate originality
	Originality	<ul style="list-style-type: none"> create a slight variation to accepted ideas 	<ul style="list-style-type: none"> create several new ideas to address a problem, seeing possibilities others have not seen 	<ul style="list-style-type: none"> create a range of new and unique modifications to address a problem or create an item 	<ul style="list-style-type: none"> create and model a range of new and unique ideas to address a problem recognising practical implications and conflicting demands 	<ul style="list-style-type: none"> insightfully create and model innovative and unique ideas and evaluate them
	Evolutionary and revolutionary thinking	<ul style="list-style-type: none"> create a new idea by building on existing ideas or diverting from them 	<ul style="list-style-type: none"> create several new ideas to address a problem by building on existing ideas or diverting from them 	<ul style="list-style-type: none"> create a range of new ideas to address a problem, recognising limitations and suggesting solutions by building on existing ideas or diverting from them choose a completely different way to address the task 	<ul style="list-style-type: none"> create and model a range of new ideas to address a task recognising practical implications and conflicting demands by building on existing ideas or diverting from them 	<ul style="list-style-type: none"> create and model innovative ideas – both evolutionary and revolutionary, and evaluate them by building on existing ideas or diverging from them
REALISING	Automaticity	<ul style="list-style-type: none"> recall simple key facts, concepts and ideas relevant to the stage of learning with some support 	<ul style="list-style-type: none"> recall more complex key facts, concepts and ideas relevant to the stage of learning and with increased independence show fluency in basic age-related tasks so they can be done without thinking, e.g. times tables 	<ul style="list-style-type: none"> independently recall complex key facts, concepts and ideas relevant to the stage of learning exhibit fluency in an increasing range of key skills 	<ul style="list-style-type: none"> easily recall advanced key facts, concepts and ideas relevant to the stage of learning acquire new rules and use them fluently 	<ul style="list-style-type: none"> effortlessly use key facts, concepts and ideas relevant to the stage of learning draw upon a range of skills without the need to think or process
	Speed and accuracy	<ul style="list-style-type: none"> begin to develop relevant skills and use with some accuracy 	<ul style="list-style-type: none"> use relevant skills with increasing accuracy mostly work to the speed required for the task 	<ul style="list-style-type: none"> actively seek accuracy in work and understand its importance consistently complete work on time 	<ul style="list-style-type: none"> achieve good levels of accuracy in work plan work and pace speed needed to complete it – even with multi-step tasks 	<ul style="list-style-type: none"> strive for and achieve excellent levels of accuracy in work work rapidly without errors