

Third Level Indicators

Estimation and rounding:

Can use a range of rounding techniques to estimate, calculate and check and is able to analyse problems to determine the level of accuracy appropriate to the context drawing on ability to round any decimal number to at least one or two decimal places/three significant figures.

Number and number processes:

Building on the skills and knowledge and understanding of second level numeracy, demonstrates confidence using the four operations in a variety of ways with whole numbers to six digits with calculator and mentally.

Is able to select appropriate strategies (from the above) using relevant information in real life scenarios to work with others -sharing approaches, discussing solutions etc.

Is able to solve simple problems in a range of contexts by working with negative numbers - by adding, subtracting multiplying and dividing integers.

Has explored the rules for the order of operations \times , \div , $+$, $-$ and can apply KU to problems.

Fractions, decimals and percentages:

Can convert between whole numbers, mixed numbers and fractions and use ratios when solving problems in context. Is able to find what percentage one quantity is of another and can apply knowledge of direct proportionality to solve a range of problems.

Money:

Has had opportunities to manage a budget (real or within a learning context/part of a financial enterprise) in order to demonstrate K&U of financial competence in planning, spending and budgeting.

Demonstrates ability to make informed choices showing financial responsibility and is able to handle some foreign exchange calculations.

Is able to source, compare and contrast different contracts and services (including interest and % rates) and explain best value.

Time:

Is able to convert hours and minutes into hours in decimal form for $\frac{1}{4}$ and $\frac{1}{2}$ hours.

Can calculate or measure time intervals and can use this in a speed or distance calculation and can display and interpret solutions using graphs, timelines etc.

Measure:

Measures accurately using a wider range of more complex/unfamiliar tools.

Demonstrates ability to detect unrealistic estimates/measurements and is able to suggest alternatives.

Is able to find the perimeter, area and volume of compound shapes to solve practical problems.

Relevant to context/information given, can choose an appropriate degree of accuracy drawing on K&U of decimal places, significant numbers (ref to estimation).

Data and analysis:

Is able to select, create and use the most appropriate graphical representation for data - using IT skills.

Is able to discuss whether information is robust, vague or misleading and understands that bias may arise when analysing information/collecting data and that sample size may affect precision of conclusions drawn.

Uses knowledge of discrete and continuous data when choosing a selection process and graphical representation.

Ideas of chance and uncertainty:

Solves probability problems in context and is able to discuss implications of solutions. Is developing an understanding of the concept of 'randomness'.

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Creating a Standard Together

Skills & Attributes

- Shows a positive attitude to change and is able to cope with ambiguity showing resilience and adaptability.
- Engages confidently and respectfully with others and is developing empathy with and understanding of others' views and circumstances.
- Works well as part of a team and is able to express ideas and feelings with sensitivity, valuing others' views and making the most of their contributions.
- Is reliable and able to take responsibility for own/ group's actions or choices demonstrating sense of purpose, flexibility and a determination to succeed.
- Applies and uses knowledge and personal skills in increasing range of contexts at school and beyond school.
- Is able to self reflect and draws on a range of strategies to help ensure progress in learning eg uses questions effectively to check understanding; contributes to learning conversations and sets and takes responsibility for personal learning goals.

Listening & Talking

- Is able to express a clear sense of personal preference in what is read, watched and listened to for enjoyment and/or interest with some justification.
- Is able to evaluate texts drawing on examples to inform /illustrate the dialogue and /or substantiate a personal viewpoint.
- Respects, acknowledges and is able to challenge others' opinions to clarify and adapt own thinking eg group task, debate.
- Works with others in a collaborative way taking on a specific role in a group task ie takes on specific roles independently and allows others to assume and develop their role.
- Uses features of spoken language eg tone, register, level of formality to good effect, integrating appropriately, specialist terminology to suit a range of purpose and audience needs across learning in and beyond school.
- Through listening and/or watching, is able to give an accurate summary of the main points including information that has been inferred. Is able to explain processes, summarise findings and draw conclusions to create own texts.
- Can identify and discuss similarities and differences between different text types.
- Is able to identify and discuss how an audience can be persuaded or influenced by speaker/presenter drawing on particular techniques eg humour, repetition, emotive words, hyperbole, use of statistics.
- A variety of presentation techniques & styles have been developed & can be used confidently across learning for a variety of purposes to inform, persuade, motivate, entertain.
- Is developing personal study skills and uses effective note taking strategies when listening/watching eg flow chart, mind map, bullet points, recording - MP3 etc

Reading

- Selects and uses more challenging texts to read and watch across the curriculum. eg. graphical texts such as diagrams, photos, schedules, timelines; literary texts such as biographies, essays, documentaries, interviews.
- Is able to justify why particular texts have been enjoyed/met expectation or are useful/interesting to support a given aim or purpose.
- Has developed scope of reading opportunities and extended knowledge of texts through using a wide range of sources eg exhibitions, online sources and discussions, book groups, 'meet author'.
- Has developed a range of reading strategies and can apply strategies to access information and deepen understanding of different types of text eg skimming/scanning; summarising; highlighting.
- Can independently link & use information from a range of locations & literary sources and contexts and uses knowledge of texts & layouts to investigate, identify and extract information.
- Demonstrates an ability to link main ideas, supporting details and inferences drawn from these to overarching concepts.
- Has read a wide range of increasingly complex texts and can read aloud with fluency, expression and understanding.
- Has developed approaches to locate/determine the meaning of unknown vocabulary.
- Can select and use effective note taking strategies to develop study skills/investigate new ways to create texts eg flow chart, poster, leaflet, drama.
- Is able to identify differences /similarities between different types of text eg comparative study of book and film.
- Is able to explain and demonstrate how creators of different kinds of texts use persuasion and bias to influence opinion and can explain why a text is reliable, valid and or valuable.

Writing

- Shows some enthusiasm for writing and is developing a personal style in writing which can be adapted to suit a variety of audiences and purposes.
- Is able to select and use an appropriate format and tone of writing for a range of given tasks across learning to explain thinking, reports, letters etc eg instructions, explanations, journalistic writing.
- Can write extended pieces (about 500 words where appropriate) linking paragraphs effectively and using language which allows the argument/meaning to flow coherently.
- Uses a wide range of punctuation and sophisticated connectives in keeping with style and to create effect eg writing to persuade, argue, evaluate, describe, interpret.
- Can vary length, structure and complexity of sentences to engage/influence the reader, including rhetorical questions, promoting reflection, pace and viewpoint.
- Can independently review and edit writing to communicate meaning at first reading.
- A variety of presentation techniques and styles have been developed and can be used confidently in a range of contexts for a variety of purposes eg to inform, persuade, motivate, entertain using handwritten, word processed, auditory/visual IT formats.
- Can spell accurately more sophisticated and less familiar words including specialist vocabulary.
- Is able to identify and use key ideas to create an original text referring to sources and/or supporting evidence for a given purpose/audience eg statistics, quotes, opposing opinions, counter arguments.
- Can select a planning strategy for writing which suits personal preference and purpose.