Critical and Creative Thinking: Levels A to D (plus Foundation – 2)

Level A	Level B	Level C	Level D	Foundation to Level 2
Questions and Possibilities				
Exposed to the concept of posing questions	Explore questions about the world around them	Explore and answer who, what and where questions	Pose questions to gather information	Identify, describe and use different kinds of question stems to gather information and ideas
React to the world around them	Use past experience to inform choice making and responses	Explore how past experience influences thinking and reactions to situations	Investigate how past experience influences thinking and reactions to situations and problems	Consider personal reactions to situations or problems and how these reactions may influence thinking
Experience the generating of ideas and routine solutions	Generate ideas and solutions about everyday objects and experience	Explore and investigate ideas and solutions	Generate different ideas and possibilities	Make simple modifications to known ideas and routine solutions to generate some different ideas and possibilities
Reasoning				
Exposed to the application of reasoning and conclusions	Experience reasoning and conclusions	Create conclusions based on exploration	Explore reasons and conclusions through investigation	Examine words that show reasons and words that show conclusions
Encounter information and ideas through everyday experiences, problems and exploration	Experience information and ideas by participating in routine experiences	Apply reasoning to routine tasks and identify their feelings about their work, action or the consequences of a choice	Identify own reasoning and explore ideas, information and options with others	Compare and contrast information and ideas in own and others reasoning
Exposure to meaning through practical application and everyday experiences	Make connections about objects and their purpose and application	Express preferences drawing on past experiences and everyday examples	Use examples and past experience to illustrate understanding and point of view	Consider how reasons and examples are used to support a point of view and illustrate meaning
Meta-Cognition				
Experience the world and react using emotions	Use thinking to identify and express basic needs and linking objects to a label and purpose	Express their thinking by reflecting on what they know and communicating their emotions	Experience ways to express their thinking, including expression of ideas and feelings about learning	Consider ways to express and describe thinking activity, including the expression of feelings about learning, both to others and self
Experience the implementation of learning strategies and use of repetition in their learning experiences	Experience the learning strategies of visualisation and repetition	Use some learning strategies to demonstrate their learning and thinking	Explore learning strategies required to address everyday problems and situations	Explore some learning strategies, including planning, repetition, rewording, memorisation, and use of mnemonics
Experience various problem solving approaches	Encounter everyday problems and learn how to solve them	Investigate everyday problems and exploring possible solutions and their outcomes	Investigate problems and begin to identify different prospects and possible solutions	Investigate ways to problem-solve, using egocentric and experiential language
Achievement Standard				
By the end of Level A, students react to significant changes in their environment. Students generate ideas by using their senses to explore the characteristics of everyday objects and make choices between objects. Students begin to identify their personal preference and make choices about what they would like and dislike. Students are exposed to everyday problems and communicate their thinking through emotion responses. They experience the learning strategy of repetition and beginning to react in everyday routine activities. Students communicate when faced with a problem.	By the end of Level B, students use their senses and cause and effect to explore and understand the world around them. Students generate ideas based on their experiences and make choices in structured situations. Students begin to become aware of their own point of view through their emotions. Students answer 'yes' and 'no' questions which assist them to reflect on their learning and choice making. Students use learning strategies including repetition to participate in everyday routines and events. They use cause and effect to understand the world around them and solve problems.	By the end of level C, students answer simple questions about familiar events and topics. They identify a familiar idea or experience with support and make choices from a range of options. Students can identify their own point of view. They use personal experience and examples to explain reasons. They connect present and past experience with support. Students predict what will happen next in a familiar routine. They practice some learning strategies including following a visual schedule. Students demonstrate some problem-solving approaches when faced with common everyday issues.	By the end of Level D, students answer simple questions related to their own investigation, their feelings or a concept. They identify and describe an event or scientific experiment. They generate ideas based on past experience and make choices based on their personal preferences. Students can identify some components of a point of view. They draw on previous experience to assist with their ideas, reasoning and when drawing a conclusion. Students actively participate in structured thinking activities. They practice some learning strategies to assist them to organise and demonstrate their ideas. Students participate in problem solving activities and can articulate some possible solutions and their outcome in structured practical situations.	By the end of Level 2, students use and give examples of different kinds of questions. Students generate ideas that are new to them and make choices after considering personal preferences. Students identify words that indicate components of a point of view. They use reasons and examples for different purposes. Students express and describe thinking activity. They practice some learning strategies. Students demonstrate and articulate some problem-solving approaches.