



Level 2		
Indicators of someone DEVELOPING at this level:	Indicators of someone COMPETENT at this level:	Indicators of someone SKILLED at this level:
<ul style="list-style-type: none"> <li>May only contribute once or twice to the discussion.</li> <li>May be quite nervous.</li> <li>Limited attempt in general with a lot of prompting needed.</li> <li>May need more than basic support when undertaking research / preparation for the discussion.</li> </ul>	<ul style="list-style-type: none"> <li>Contribution <b>mainly relevant</b>.</li> <li><b>With support</b> can research and make notes that are <b>relevant</b> (if appropriate to task).</li> <li><b>Makes an attempt</b> to engage with and respond to the discussion <i>showing an awareness of the importance of eye contact, though may not be entirely confident</i></li> <li><b>Makes an attempt</b> to emphasise some points by <i>varying volume, pace, body language and/or tone</i>.</li> <li><i>Can make use of appropriate word choice and/or rhetorical questions.</i></li> <li>Makes a <b>limited attempt</b> to fulfil the role allocated to them by the group.</li> </ul>	<ul style="list-style-type: none"> <li>Makes a conscious effort to take part, even if their contribution isn't always relevant.</li> <li>Makes an attempt to undertake the role allocated to them by the group.</li> <li>Generally works independently.</li> </ul>
Level 3		
Indicators of someone DEVELOPING at this level:	Indicators of someone COMPETENT at this level:	Indicators of someone SKILLED at this level:
<ul style="list-style-type: none"> <li>There might be a few signs of nerves or the odd point that isn't relevant to the discussion.</li> <li>Might need a small amount of prompting / support.</li> <li>May not emphasise points by varying intonation and tone.</li> </ul>	<ul style="list-style-type: none"> <li>Contribution <b>relevant</b> to task.</li> <li><b>Shows clear signs of independence</b> in research and making notes (if appropriate to task).</li> <li>Makes a <b>reasonable attempt</b> to engage with and respond to the discussion, <i>with a reasonable attempt at using eye contact</i>.</li> <li>Emphasises some points by <b>varying</b> volume, pace, <i>body language and/or tone</i>.</li> <li><i>Will be making use of appropriate word choice and/or rhetorical questions.</i></li> <li>Makes a <b>reasonable attempt</b> to fulfil the role allocated to them by the group.</li> </ul>	<ul style="list-style-type: none"> <li>Might use different tone of voice / intonation on occasion to emphasise points made.</li> <li>Confident and calm for the majority of the discussion.</li> <li>Responds well to most points made.</li> </ul>
Level 4		
Indicators of someone DEVELOPING at this level:	Indicators of someone COMPETENT at this level:	Indicators of someone SKILLED at this level:
<ul style="list-style-type: none"> <li>Might be a bit nervous at times throughout the talk.</li> <li>Might not be quite as confident as others at this level.</li> </ul>	<ul style="list-style-type: none"> <li>Contribution <b>relevant throughout</b>.</li> <li>Can research and make own notes <b>independently</b> (if appropriate to task).</li> <li><b>Confident</b> use of eye contact.</li> <li><b>Confident</b> emphasising points by <i>varying volume, pace, body language and/or tone</i>.</li> <li><b>Confidently</b> makes use of <i>appropriate word choice and/or rhetorical questions</i>.</li> <li>Is <b>engaged</b> and responding to the discussion.</li> <li><b>Confident</b> and <b>calm</b> body language.</li> <li><b>Confidently</b> fulfils the role allocated to them by the group.</li> </ul>	<ul style="list-style-type: none"> <li>Focussed and engaged.</li> <li>Can vary intonation and tone of voice effectively throughout.</li> </ul>

Judge against **COMPETENT** criteria initially and look to indicators of **DEVELOPING** or **SKILLED** if required.