**ABLE*WA* Support Resources**

Critical and Creative Thinking

ABLE*WA* Stages A–D

**Content Descriptions, Elaborations and Achievement Standards**

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**Stage A | Content descriptions**

In Stage A, the focus is on exposing students to choice making, reasoning and problem-solving. Students encounter vocabulary and simple strategies used to structure and improve thinking. Students are learning how to attend to, explore and experience the world around them**.**

**Questions and possibilities**

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|  | **Elaborations** |
| Exposed to the concept of posing questions (VCCCTQ054) | * asked simple yes and no questions * using their senses to explore questions posed * exploring objects and their purpose and characteristics |
| React to the world around them (VCCCTQ055) | * exposed to information through the sensory exploration of objects and beginning to identify this information by reacting to the sensory elements of objects * using sensory awareness to react to the world around them * experiencing different reactions through everyday experiences * experiencing and developing some consistency in their reactions to everyday experiences, objects and people |
| Experience the generating of ideas and routine solutions (VCCCTQ056) | * encountering routines and becoming aware of their participation in these * using their senses to explore the world and developing preferences and ideas * reacting when routines are varied |

**Reasoning**

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|  | **Elaborations** |
| Exposed to the application of reasoning and conclusions (VCCCTR057) | * sharing words that show a conclusion has been reached * exposed to the reasoning by adults as they make choices between two options * adults explain everyday events and occurrences to show reasoning |
| Encounter information and ideas through everyday experiences, problems and exploration (VCCCTR058) | * experiences their actions and choices being interpreted by an adult * reacting and developing ideas about preferences on objects and people in the world around them * exposed to the possibility and connection of ideas by exploring objects and events |
| Exposure to meaning through practical application and example in everyday experiences (VCCCTR059) | * beginning to use past experience to predict their preference, for example, smile when they see their parent, reaching towards a preferred object * developing and refining reactions and responses based on adult feedback, for example, developing a noise, action or gesture to gain attention |

**Metacognition**

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|  | **Elaborations** |
| Experience the world and react using emotions (VCCCTM060) | * reacting to the sensory feedback of elements within the world * reacting to internal sensations they experience within their own body * beginning to link internal symptoms being addressed through a specific want or need, for example, drink, food |
| Experience the implementation of learning strategies and use of repetition in their learning experiences (VCCCTM061) | * reacting to repetition in their everyday routines * encountering adults’ modelling strategies and  reasoning – using a think aloud * learning how to communicate their needs to others in the same way |
| Experience various problem-solving approaches (VCCCTM062) | * encountering their world through sensory experiences and sharing responses to solve a problem * beginning to develop preferences to people and objects through experiences * experiencing their wants and needs being interpreted and solved by an adult * experiencing a variety of strategies that can be used to assist them to solve a problem |

**Stage A | Achievement standard**

By the end of Stage 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.

**Stage B | Content descriptions**

In Stage B, the focus is on developing students’ understanding of the world around them, how to learn and solve everyday problems. Students become familiar with simple strategies to structure and understand the world and thinking. Students are exposed to thinking processes.

**Questions and possibilities**

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|  | **Elaborations** |
| Explore questions about the world around them (VCCCTQ063) | * experiencing the sensory characteristics of familiar objects and exploring what is the same and different * actively exploring objects and materials in a wide variety of familiar contexts and structured environments * exploring the answer to questions related to their feelings and preferences in structured experiences and situations * answering questions by making choices and experiencing the consequences |
| Use past experience to inform choice making and responses (VCCCTQ064) | * reacting to sensory input in the environment and using personal preference to make choices * beginning to match things that are the same and developing consistency in reactions and responses * becoming familiar with everyday routines and responding to basic familiar routines, environmental changes and people |
| Generate ideas and solutions about everyday objects and experience (VCCCTQ065) | * exploring objects, their characteristics and purpose through structured explorations * learning routine solutions and actions to everyday programs and activities * developing ideas about objects, their name, purpose and use |

**Reasoning**

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|  | **Elaborations** |
| Experience reasoning and conclusions (VCCCTR066) | * participating in routine experiences and experiencing teachers explaining reasons for courses of action * participating in structured activities which result in a conclusion being established * exploring objects and developing an understanding, idea and/or concept |
| Experience information and ideas by participating in routine experiences (VCCCTR067) | * exploring the world around them by attempting different courses of actions * experiencing step-by-step activities and experiencing teachers explaining course of action * evaluating procedures and outcomes by experiencing the effect of their actions throughout daily activities * sharing ideas about what keeps them safe during routine experiences |
| Make connections about objects and their purpose and application (VCCCTR068) | * using trial and error to play with or make something work * making choices from past experience * matching objects with their purpose and application |

**Metacognition**

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|  | **Elaborations** |
| Use thinking to identify and express basic needs and linking objects to a label and purpose (VCCCTM069) | * clarifying and simplifying communication of basic needs and wants, for example, consistent yes/no responses, ways of gaining attention * beginning to use some objects purposefully and identify significant objects when named * exploring and modifying use of objects based on past experience and investigation in structured situations |
| Experience the learning strategies of visualisation and repetition (VCCCTM070) | * practising and developing skills through routine activities and repetition * using visual strategies to assist in their learning * using learning strategies in structured learning experiences so they can be used in new and/or different situations |
| Encounter everyday problems and learn how to solve them (VCCCTM071) | * exploring objects and their appropriate use in structured situations * learning how to solve everyday problems through a set routine or process * learning to communicate their needs and request help |

**Stage B | Achievement standard**

By the end of Stage 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.

**Stage C | Content descriptions**

In Stage C, the focus is on developing the skills to reason, problem-solve and learn. Students become familiar with simple strategies to structure thinking and solve problems. Students explore how thinking can be made explicit.

**Questions and possibilities**

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|  | **Elaborations** |
| Explore and answer who, what and where questions (VCCCTQ072) | * answering who, what and where questions posed by a teacher as they explore a wide variety of familiar contexts in structured situations * answering questions using yes/no responses * using past experience to answer simple questions related to objects in the room * exploring familiar objects, events and topics |
| Explore how past experience influences thinking and reactions to situations (VCCCTQ073) | * using everyday problems and situations to explore personal reactions to situations and how this can affect their response * exploring how prior knowledge and past experience can be used to make predictions and understand the world around them * exploring how prior knowledge and past experience can be used to solve problems |
| Explore and investigate ideas and solutions (VCCCTQ074) | * exploring possibilities and ideas through structured learning * developing ideas and solutions about everyday objects through inquiry and investigation * modifying ideas and thinking based on structured investigating |

**Reasoning**

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|  | **Elaborations** |
| Create conclusions based on exploration (VCCCTR075) | * communicating their discoveries and understandings from investigations and learning experiences * assisting to create conclusions about investigations and problem-solving activities * indicating choices and how a decision can be made when selecting one |
| Apply reasoning to routine tasks and identify their feelings about their work, action or the consequences of a choice (VCCCTR076) | * completing a familiar task, using objects appropriately based on past experience * using past knowledge to guess what an object is and what it is for * drawing conclusions and designing a course of action by following a visual schedule or sequence |
| Express preferences drawing on past experiences and everyday examples (VCCCTR077) | * responding to a real-life scenario and demonstrating preferences and how they would make a choice between objects and events * using images and objects to demonstrate their preferences * selecting an object from a group and explain why this one was chosen |

**Metacognition**

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|  | **Elaborations** |
| Express their thinking by reflecting on what they know and communicating their emotions (VCCCTM078) | * sequencing key steps in routine events using images * showing pride in work and achievements by showing others what they have done * reflecting on a recent event and indicating their basic emotional response and what they liked/disliked |
| Use some learning strategies to demonstrate their learning and thinking (VCCCTM079) | * sequencing images to recall key events or everyday routines * following step-by-step instruction/images to complete tasks * using repetition and visuals to understand and solve problems |
| Investigate everyday problems and exploring possible solutions and their outcomes (VCCCTM080) | * learning to have a go at something new or different and persevere when they have a problem before seeking help * using simple strategies and learnt processes to address routine problems and situations * identifying a problem and possible solutions from a range of options |

**Stage C | Achievement standard**

By the end of Stage 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 practise some learning strategies, including following a visual schedule. Students demonstrate some problem-solving approaches when faced with common everyday issues.

**Stage D | Content descriptions**

In Stage D, the focus is on developing the knowledge and skills to express reasons, to problem-solve and learn more effectively. Students become familiar with simple strategies to structure and improve thinking. Students learn how thinking can be made explicit.

**Questions and possibilities**

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|  | **Elaborations** |
| Pose questions to gather information  [(VCCCTQ081)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCCCTQ081) | * exploring a wide variety of familiar contexts and, with encouragement and support, they wonder, question and become adventurous in their thinking about these contexts * posing questions when prompted by their teacher to investigate information and ideas * exploring how different question stems (who, what, when, why) elicit different types of information |
| Investigate how past experience influences thinking and reactions to situations and problems [(VCCCTQ082)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCCCTQ082) | * exploring similarities and differences in personal reactions to situations and problems * exploring problems and the various action/options, and their preference * mapping reactions to, and thinking about, situations and problems and exploring the link between reaction and thinking |
| Generate different ideas and possibilities [(VCCCTQ083)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCCCTQ083) | * brainstorming ideas and solutions and investigating and evaluating them in structured situations * investigating situations, possible solutions and consequence * generating some different ideas and possibilities to problems and situations |

**Reasoning**

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|  | **Elaborations** |
| Explore reasons and conclusions through investigation [(VCCCTR084)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCCCTR084) | * recording their understanding through images and words * beginning to explain the reasons for their choice, conclusion or decision * exploring and investigating and establishing ideas and understandings during, and at the conclusion of, this process |
| Identify own reasoning and explore ideas, information and options with others [(VCCCTR085)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCCCTR085) | * identifying the elements of a problem which is broken down by a teacher and comparing feelings and solutions * identifying what they are thinking and their decision while attempting to solve a problem when prompted * identifying what they think about two possible actions and possible consequences |
| Use examples and past experience to illustrate understanding and point of view [(VCCCTR086)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCCCTR086) | * drawing conclusions and designing a course of action by acting out and identifying alternatives with teacher support * evaluating procedures and outcomes by investigating whether their work sounds and works right or makes sense with teacher support * identifying the main ideas and concepts developed as the result of activity or investigation |

**Metacognition**

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|  | **Elaborations** |
| Experience ways to express their thinking, including expression of ideas and feelings about learning [(VCCCTM087)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCCCTM087) | * persisting when trying something new or solving a problem and attempting different ideas and solutions * reflecting on knowledge and learning, and communicating what is new * initiating how they feel about different learning experiences and what they found hard * reflecting on their work and indicating when they are finished, how they have improved and what they are proud of |
| Explore learning strategies required to address everyday problems and situations [(VCCCTM088)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCCCTM088) | * learning what learning strategies to use in a range of common situations * learning a variety of strategies they can use to solve common problems * practising and using learning strategies, for example, thinking aloud, planning, brainstorming |
| Investigate problems and begin to identify different prospects and possible solutions [(VCCCTM089)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCCCTM089) | * exploring trial and error sequences and learning how to try again * investigating different people’s roles and feelings in structured situations * beginning to identify how they think and that other people may think/feel differently |

**Stage D | Achievement standard**

By the end of Stage D, students answer simple questions related to their own investigation, their feelings or concepts. 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 practise 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.