

## NZ Transport Agency Rail Safety Resource – Primary – Level 1 to Level 4

### SOLO self-assessment rubrics for:



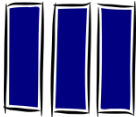
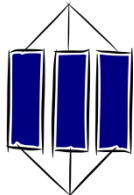
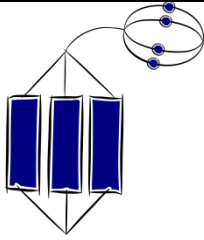
**Actions** – no compromises – demonstrate a commitment to keeping citizens safe around the electrical rail network. Adopt a “sort it and report it” approach to unsafe actions on the rail network. Take responsibility for past actions and make efforts to improve. Seek out and correct unsafe actions on the rail network. [Functioning Knowledge]



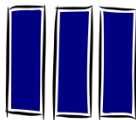
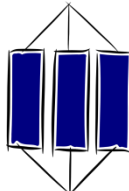
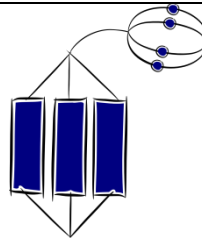
**Collaboration** – listen, respond and act together to make the rail network a system free of death and serious injury. [Functioning Knowledge]



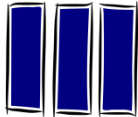
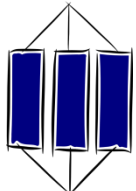
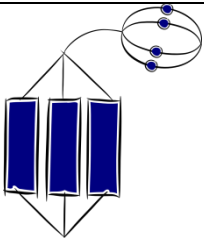
**Communication** – describe, explain and justify ways to manage/communicate rail network safety with others. [Functioning and Declarative Knowledge]



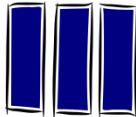
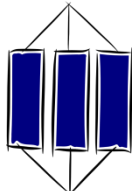
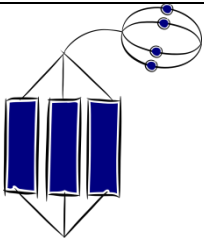
### Links to exercising and strengthening Key Competencies



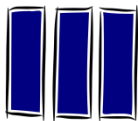
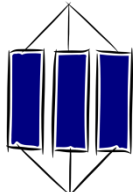
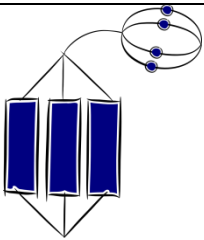
Thinking	Managing self	Participating and contributing	Relating to others	Using language, symbols and text
<p>Critically analyse the factors contributing to safe electrified rail networks for all citizens.</p> <p>Example – describe, explain and justify ways to stay safe on the electrified rail network.</p>	<p>Act responsibly when around the electrified rail network as a pedestrian, passenger, cyclist or driver to ensure all citizens keep safe.</p> <p>Example – adopt a “sort it and report it” approach to unsafe behaviour around the electrified rail network.</p>	<p>Display an awareness of the local issues around creating and maintaining safe electrified rail networks.</p> <p>Be actively involved in community issues around safe electrified rail networks.</p> <p>Example – listen, respond and act together to make the electrified rail network a system free of death and serious injury.</p>	<p>Interact with others to create safe electrified rail networks.</p> <p>Example – demonstrate a commitment to safer outcomes for self, friends, family and whanau at places on the electrified rail network.</p>	<p>Interpret and use language symbols and text in ways that keep citizens safe around electrified rail networks.</p> <p>Example – share safe rules and behaviours for places on the electrified rail network.</p>



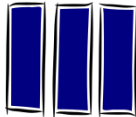
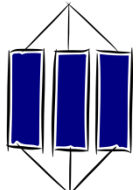
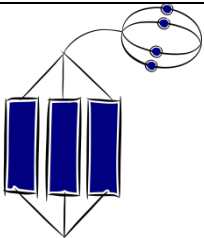
SOLO Functioning Knowledge Rubric	 Prestructural	 Unistructural	 Multistructural	 Relational	 Extended abstract
Learning Intention <i>[verb] [content] [context]</i>	<i>[needs help]</i>	<i>[if directed]</i>	<i>[aware but lacks reasons – makes mistakes]</i>	<i>[purposeful – strategic – knows why and when – can identify mistakes]</i>	<i>[new ways – seeks feedback to improve – acts as role model – teaches others]</i>
<b>Actions</b> – no compromises –  Demonstrate a commitment to keeping citizens safe on the rail network.  Adopt a “sort it and report it” approach to unsafe actions on the rail network.  Take responsibility for past actions and make efforts to improve.  Seek out and correct unsafe actions on the rail network.	I need help to [insert action].	I can [insert action] if I am prompted or directed.	I use several strategies to [insert action] but I am not sure when and/or why to use them.  <i>(trial and error – aware of strategies but not sure why or when to use them so makes mistakes)</i>	I use several strategies to [insert action] and I know when and why to use them.  <i>(strategic or purposeful use of strategies – knows why and when)</i>	I use several strategies to [insert action] and I know when and why to use them.  I can teach others to [insert action].  I act as a role model for others to help them [insert action].  I seek feedback on ways to improve how I can [insert action].
Effective strategies					

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<b>Collaboration</b> – listen, respond and act together to make the rail network a system free of death and serious injury. <ul style="list-style-type: none"> <li>- <b>Listen</b> with others.</li> <li>- <b>Respond</b> to others.</li> <li>- <b>Act</b> with others.</li> <li>- <b>Collaborate</b> with others.</li> </ul>	I need help to [insert action].	I can [insert action] if I am prompted or directed.	I use several strategies to [insert action] but I am not sure when and/or why to use them.  <i>(trial and error – aware of strategies but not sure why or when to use them so makes mistakes)</i>	I use several strategies to [insert action] and I know when and why to use them.  <i>(strategic or purposeful use of strategies – knows why and when)</i>	I use several strategies to [insert action] and I know when and why to use them.  I can teach others to [insert action].  I act as a role model for others to help them [insert action].  I seek feedback on ways to improve how I can [insert action].
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<b>Communication</b> – describe, explain and justify ways to <i>stay safe on the electrified rail network</i> . <ul style="list-style-type: none"> <li>• <b>Describe</b> ways to <i>stay safe on the electrified rail network</i>.</li> <li>• <b>Explain</b> ways to <i>stay safe on the electrified rail network</i>.</li> <li>• <b>Justify</b> ways to <i>stay safe on the electrified rail network</i>.</li> <li>• <b>Share</b> ways to <i>stay safe on the electrified rail network</i>.</li> </ul>	I need help to [insert action].	I can [insert action] if I am prompted or directed.	I use several strategies to [insert action] but I am not sure when and/or why to use them.  <i>(trial and error – aware of strategies but not sure why or when to use them so makes mistakes)</i>	I use several strategies to [insert action] and I know when and why to use them.  <i>(strategic or purposeful use of strategies – knows why and when)</i>	I use several strategies to [insert action] and I know when and why to use them.  I can teach others to [insert action].  I act as a role model for others to help them [insert action].  I seek feedback on ways to improve how I can [insert action].
Effective strategies					

SOLO Declarative Knowledge Rubric	 Prestructural	 Unistructural	 Multistructural	 Relational	 Extended abstract
Learning Intention <i>[verb] [content] [context]</i>	<i>[needs help]</i>	<i>[if directed]</i>	<i>[aware but lacks reasons – makes mistakes]</i>	<i>[purposeful – strategic – knows why and when – can identify mistakes]</i>	<i>[new ways – seeks feedback to improve – acts as role model – teaches others]</i>
<b>Communication</b> – describe, explain and justify ways to stay safe on the electrified rail network. <ul style="list-style-type: none"> <li>Describe ways to stay safe on the electrified rail network.</li> </ul>	I need help to describe ways to stay safe on the electrified rail network.	My description has one relevant idea about staying safe on the electrified rail network.	My description has several relevant ideas about staying safe on the electrified rail network.	My description has several relevant ideas about staying safe on the electrified rail network <b>and I explain how and why these ways work.</b>	My description has several relevant ideas about staying safe on the electrified rail network and I explain how and why these ways work.  <b>I make a generalisation about ways to stay safe on the electrified rail network.</b>
Effective strategies					

<b>SOLO Declarative Knowledge Rubric</b>	 <b>Prestructural</b>	 <b>Unistructural</b>	 <b>Multistructural</b>	 <b>Relational</b>	 <b>Extended abstract</b>
<b>Learning Intention</b> <i>[verb] [content] [context]</i>	<i>[needs help]</i>	<i>[if directed]</i>	<i>[aware but lacks reasons – makes mistakes]</i>	<i>[purposeful – strategic – knows why and when – can identify mistakes]</i>	<i>[new ways – seeks feedback to improve – acts as role model – teaches others]</i>
<b>Communication –</b> describe, explain and justify ways to stay safe on the electrified rail network.  <ul style="list-style-type: none"> <li>- Explain ways to stay safe on the electrified rail network.</li> <li>-</li> </ul>	I need help to explain ways to stay safe on the electrified rail network.  .	My explanation has one relevant reason for staying safe on the electrified rail network.	My explanation has several relevant reasons for staying safe on the electrified rail network.	My explanation has several relevant reasons for staying safe on the electrified rail network <b>and I explain why these reasons are relevant.</b>  [this is a reason because ...]	<b>... and I make a generalisation about the reasons for staying safe on the electrified rail network.</b>
Effective strategies					

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Learning Intention <i>[verb] [content] [context]</i>	<i>[needs help]</i>	<i>[if directed]</i>	<i>[aware but lacks reasons – makes mistakes]</i>	<i>[purposeful – strategic – knows why and when – can identify mistakes]</i>	<i>[new ways – seeks feedback to improve – acts as role model – teaches others]</i>
<b>Communication</b> – describe, explain and justify ways to stay safe on the electrified rail network.  Justify ways to stay safe on the electrified rail network.	I can make a claim about staying safe on the electrified rail network but I need help to give a relevant reason and objection.	I can justify ways of staying safe on the electrified rail network and give a relevant reason and objection.	I can justify ways of staying safe on the electrified rail network and give several relevant reasons and objections	<b>and</b> I can explain why these reasons and objections are relevant to my justification.	<b>and</b> I can : <ul style="list-style-type: none"> <li>- provide evidence,</li> <li>- judge the overall support for the reasons and objections, and</li> <li>- make an overall evaluation of my justification.</li> </ul>
Effective strategies					