	Level 1 - Typically by the end of Foundation Year, students:	Level 2 - Typically by the end of Year 2, students:	Level 3 - Typically by the end of Year 4, students:	Level 4 - Typically by the end of Year 6, students:	Level 5 - Typically by the end of Year 8, students:	Level 6 - Typically by the end of Year 10, students:
Inquiring – identifying, exploring and organising information and ideas	**Pose questions** pose factual and exploratory questions based on personal interests and experiences	**Pose questions** pose questions to identify and clarify issues, and compare information in their world	**Pose questions** pose questions to expand their knowledge about the world	**Pose questions** pose questions to clarify and interpret information and probe for causes and consequences	**Pose questions** pose questions to probe assumptions and investigate complex issues	**Pose questions** pose questions to critically analyse complex issues and abstract ideas
	Identify and clarify information and ideas identify and describe familiar information and ideas during a discussion or investigation	**Identify and clarify information and ideas** identify and explore information and ideas from source materials	**Identify and clarify information and ideas** identify main ideas and select and clarify information from a range of sources	**Identify and clarify information and ideas** identify and clarify relevant information and prioritise ideas	**Identify and clarify information and ideas** clarify information and ideas from texts or images when exploring challenging issues	**Identify and clarify information and ideas** clarify complex information and ideas drawn from a range of sources
	Organise and process information gather similar information or depictions from given sources	**Organise and process information** organise information based on similar or relevant ideas from several sources	**Organise and process information** collect, compare and categorise facts and opinions found in a widening range of sources	**Organise and process information** analyse, condense and combine relevant information from multiple sources	**Organise and process information** critically analyse information and evidence according to criteria such as validity and relevance	**Organise and process information** critically analyse independently sourced information to determine bias and reliability
Generating ideas, possibilities and actions	**Imagine possibilities and connect ideas** use imagination to view or create things in new ways and connect two things that seem different	**Imagine possibilities and connect ideas** build on what they know to create ideas and possibilities in ways that are new to them	**Imagine possibilities and connect ideas** expand on known ideas to create new and imaginative combinations	**Imagine possibilities and connect ideas** combine ideas in a variety of ways and from a range of sources to create new possibilities	**Imagine possibilities and connect ideas** draw parallels between known and new ideas to create new ways of achieving goals	**Imagine possibilities and connect ideas** create and connect complex ideas using imagery, analogies and symbolism
	Consider alternatives suggest alternative and creative ways to approach a given situation or task	**Consider alternatives** identify and compare creative ideas to think broadly about a given situation or problem	**Consider alternatives** explore situations using creative thinking strategies to propose a range of alternatives	**Consider alternatives** identify situations where current approaches do not work, challenge existing ideas and generate alternative solutions	**Consider alternatives** generate alternatives and innovative solutions, and adapt ideas, including when information is limited or conflicting	**Consider alternatives** speculate on creative options to modify ideas when circumstances change
	Seek solutions and put ideas into action predict what might happen in a given situation and when	**Seek solutions and put ideas into action** investigate options and predict possible outcomes when putting	**Seek solutions and put ideas into action** experiment with a range of options when seeking solutions and putting ideas	**Seek solutions and put ideas into action** assess and test options to identify the most effective solution and to put ideas	**Seek solutions and put ideas into action** predict possibilities, and identify and test consequences when seeking	**Seek solutions and put ideas into action** assess risks and explain contingencies, taking account of a range of

	putting ideas into action	ideas into action	into action	into action	solutions and putting ideas into action	perspectives, when seeking solutions and putting complex ideas into action
Reflecting on thinking and processes	**Think about thinking (metacognition)** describe what they are thinking and give reasons why	**Think about thinking (metacognition)** describe the thinking strategies used in given situations and tasks	**Think about thinking (metacognition)** reflect on, explain and check the processes used to come to conclusions	**Think about thinking (metacognition)** reflect on assumptions made, consider reasonable criticism and adjust their thinking if necessary	**Think about thinking (metacognition)** assess assumptions in their thinking and invite alternative opinions	**Think about thinking (metacognition)** give reasons to support their thinking, and address opposing viewpoints and possible weaknesses in their own positions
	Reflect on processes identify the main elements of the steps in a thinking process	**Reflect on processes** outline the details and sequence in a whole task and separate it into workable parts	**Reflect on processes** identify pertinent information in an investigation and separate into smaller parts or ideas	**Reflect on processes** identify and justify the thinking behind choices they have made	**Reflect on processes** evaluate and justify the reasons behind choosing a particular problem-solving strategy	**Reflect on processes** balance rational and irrational components of a complex or ambiguous problem to evaluate evidence
	Transfer knowledge into new contexts connect information from one setting to another	**Transfer knowledge into new contexts** use information from a previous experience to inform a new idea	**Transfer knowledge into new contexts** transfer and apply information in one setting to enrich another	**Transfer knowledge into new contexts** apply knowledge gained from one context to another unrelated context and identify new meaning	**Transfer knowledge into new contexts** justify reasons for decisions when transferring information to similar and different contexts	**Transfer knowledge into new contexts** identify, plan and justify transference of knowledge to new contexts
Analysing, synthesising and evaluating reasoning and procedures	**Apply logic and reasoning** identify the thinking used to solve problems in given situations	**Apply logic and reasoning** identify reasoning used in choices or actions in specific situations	**Apply logic and reasoning** identify and apply appropriate reasoning and thinking strategies for particular outcomes	**Apply logic and reasoning** assess whether there is adequate reasoning and evidence to justify a claim, conclusion or outcome	**Apply logic and reasoning** identify gaps in reasoning and missing elements in information	**Apply logic and reasoning** analyse reasoning used in finding and applying solutions, and in choice of resources
	Draw conclusions and design a course of action share their thinking about possible courses of action	**Draw conclusions and design a course of action** identify alternative courses of action or possible conclusions when presented with new information	**Draw conclusions and design a course of action** draw on prior knowledge and use evidence when choosing a course of action or drawing a conclusion	**Draw conclusions and design a course of action** scrutinise ideas or concepts, test conclusions and modify actions when designing a course of action	**Draw conclusions and design a course of action** differentiate the components of a designed course of action and tolerate ambiguities when drawing conclusions	**Draw conclusions and design a course of action** use logical and abstract thinking to analyse and synthesise complex information to inform a course of action

	Evaluate procedures and outcomes	Evaluate procedures and outcomes	Evaluate procedures and outcomes	Evaluate procedures and outcomes	Evaluate procedures and outcomes	Evaluate procedures and outcomes
	check whether they are satisfied with the outcome of tasks or actions	evaluate whether they have accomplished what they set out to achieve	explain and justify ideas and outcomes	evaluate the effectiveness of ideas, products, performances, methods and courses of action against given criteria	explain intentions and justify ideas, methods and courses of action, and account for expected and unexpected outcomes against criteria they have identified	evaluate the effectiveness of ideas, products and performances and implement courses of action to achieve desired outcomes against criteria they have identified

Critical thinking is at the core of most intellectual activity that involves students in learning to recognise or develop an argument, use evidence in support of that argument, draw reasoned conclusions, and use information to solve problems. Examples of thinking skills are interpreting, analysing, evaluating, explaining, sequencing, reasoning, comparing, questioning, inferring, hypothesising, appraising, testing and generalising.

Creative thinking involves students in learning to generate and apply new ideas in specific contexts, seeing existing situations in a new way, identifying alternative explanations, and seeing or making new links that generate a positive outcome. This includes combining parts to form something original, sifting and refining ideas to discover possibilities, constructing theories and objects, and acting on intuition. The products of creative endeavour can involve complex representations and images,investigations and performances, digital and computer-generated output, or occur as virtual reality.