INSTRUMENTAL ENRICHMENT RUBRIC--Standard

Intrument	**Description**	**Cognitive Functions**	**Key Learning Areas/Skills**
Organisation of Dots	Provides practice in projecting virtual relationships through tasks that require identification and outline of a given figure within a series of dots. Through repeated practice and successful completion of progressively more difficult exercises, the instrument encourages task-intrinsic motivation and activates a variety of cognitive functions.	**Input -** Focus and Perceive, Systematic Search, Conserve Constancies, Collect precise and accurate data, **Elaboration** -Define the problem, Search for relevant cues, Use logical evidence, Abstract thinking, Develop problem solving strategies, Make a plan, Summing Up. **Output –** Project virtual relationships, Perseverance, Give a thoughtfully worded response, Use precision and accuracy, Visual transporting, Self-control , Regulating impulsivity, Reducing trial and error responses	**Mathematics** –Number, Geometry 2D shapes, irregular shapes, Angles, Measurement Art- sketching and copying, precision **Science**- hypothetical thinking, use of logical evidence neuronal dendritic connections. **English** – definition of the problem- can relate to a narrative text. Making connections, Summarising- comprehension strategy. **Philosophy** – can lead to inquiry based discussion and articulation of thinking strategies **Wellbeing** – Perseverance, Resilience, regulating impulsivity.

Orientation of Space	Orientation in Space addresses a lack of articulation, differentiation, and representation of space that may result from an inability to detach oneself from one's own body position as a reference. It is a system of reference for localising objects in space and in relation to one another. Learners discover differing points of view in the perception of an object and consideration for others opinions.	**Input -** Systematic Search, Conserve Constancies, Use Labels, Collect precise data, Use more than one source of information. **Elaboration** – Spontaneous need to compare, use cause and effect relationships, Hypothetical thinking, Understand reality, Form categories **Output –**Perseverance, Give a thoughtfully worded response, Use precision and accuracy , Visual transporting	**Mathematics –** Orientation, Mapping, Directions, Interpretation of data and tables **English** – Ability to read and follow instructions, Grammar- prepositions- over, under. Comprehension strategy- Author's point of view, Finding Details, Comparing and Contrasting, Cause and Effect Relationships, visualising. **Philosophy**- Discussion relating to alternate perspectives **Wellbeing** – Developing empathy, perseverance **Science** – Testing the hypothesis
Comparisons	Comparisons provides concepts, labels, and operations which to describe similarities and differences. Individuals learn to organise information into meaningful systems. Promotes independence by enriching the repertoire of attributes by which they compare objects and events.	**Input -** Focus and Perceive, Systematic Search, Conserve Constancies, Use Labels, Collect precise data, Use more than one source of information.. **Elaboration** – Search for Relevant Cues, Recall and use several pieces of information, Spontaneous need to compare, use cause and effect relationships, Use of Hypothetical thinking, Make a plan **Output –**Perseverance, Give a thoughtfully worded response , Visual transporting	**Mathematics –** Geometric properties, Interpretation of data and tables **English** – Comparing and contrasting, Similarities and differences, Finding Details, Cause and Effect Relationships, knowledge of explicit vocabulary **Philosophy**- making observations, deeper thinking connections, justification, clarification **Wellbeing** – Encouraging independence, regulating impulsivity, making choices **Science** – Testing the hypothesis

Analytical Perception	Learners differentiate between inner and outer sources of reference. They process information structure and restructure their varied life experiences. They develop the ability to divide whole into parts and vice versa. Development of keen perception skills is a major goal.	**Input -** Focus and Perceive, Systematic Search, Conserve Constancies, Use Labels, Collect precise data, Use more than one source of information. **Elaboration** – Establish relationship between parts of a model, Recall and use several pieces of information, spontaneous comparison, inductive and deductive reasoning **Output –**Perseverance, Give a thoughtfully worded response , Visual transporting	**Mathematics**- parts of a whole, Geometry, 2D shapes **Art** – recognition of positive and negative space, sketching **Philosophy** – Look at alternate perspectives. Other points of view **Wellbeing** – Encouraging perseverance, Empathy,
Categorisation	This instrument helps individuals develop the flexibility for categorising the same objects into different sets addressing constant changing criteria. Individuals move from establishing varied relationships among concepts. This ability is essential to and basic for logical and verbal operations.	**Input -** Focus and Perceive, Systematic Search, Conserve Constancies, Use Labels, Collect precise data, Use more than one source of information. Comparative behaviour to ascertain similarities and differences **Elaborate -** Abstract thinking, Develop problem solving strategies, Make a plan, Summing Up**,** Selection of relevant attributes **Output** Project virtual relationships, Determination, Give a thoughtfully worded response, Use precision and accuracy, Visual transporting,	**Mathematics**- Logical Reasoning, Worded Problems, basic algebra, Geometry **English**- finding details, scanning information, reading and responding to instructions, word families, **Science/Inquiry**- living, non living, animals, the brain, scientific classification systems **Wellbeing**- Classification of feelings, teamwork activities, Determination **Philosophy**- logical and abstract thinking

Illustrations	Illustrations presents situations where a problem can be perceived and recognised. Learners attempt to offer an appropriate solution. The instrument mediates learner's ability to perceive details, use several sources of information, and exercise comparative behaviour.	**Input -** Systematic Search, Conserve Constancies, Use Labels, Use more than one source of information.. **Elaboration** – Search for Relevant Cues, Recall and use several pieces of information, Spontaneous need to compare, use cause and effect relationships, Use of Hypothetical thinking, Summing Up **Output –**Perseverance, Give a thoughtfully worded response , Show self control.	**English –**Enhanced vocabulary, sequencing, oral and written language, Comprehension strategies- inferring, predicting, finding details, comparing and contrasting. Narratives –defining a problem and a resolution. **Philosophy** – hIgh order thinking, see think wonder. **Wellbeing**- regulating impulsivity, definition of emotions and feelings, body language, organisational skills
Temporal Relations	Temporal Relations develops a learner's ability to use time based concepts to describe and order their experiences.. Without an awareness of the continuity of time, its ordered succession, and of the rhythm of events, individuals make no use of their past to predict, anticipate, plan, and prioritise future events.	**Input -**, Be aware of time, Conserve Constancies, Use Labels, Collect precise data, Use more than one source of information. **Elaboration** –Recall and use several pieces of information, spontaneous comparison, inductive and deductive reasoning, Hypothetical thinking **Output –**precision and accuracy	**English** – Grammar/different tenses, Sequencing, inferring **Maths** – Time, Calendars, Seasons, Number, Measurement, Multiplication, subtraction, addition **Science**- Animal life cycles, hypothesising **Philosophy**- abstract reasoning. **Well being** - independence

Instructions	The Instructions instrument focuses on encoding and decoding verbal and written information. Learners may occasionally have problems with unfamiliar terms in context. Through the insights gained into the reasons for their successes and failures, learners are transformed into generators of information, able and willing to interpret and transfer instructions.	**Input -**, Focus and perceive, Use more than one source of information. **Elaboration** –Define the problem, Recall and use several pieces of information, search for relevant cues, information, hypothetical thinking **Output –**Precision and accuracy	**English**- interpret text, transfer instructions, figurative language, nuances development of vocabulary, test-taking skills **Maths**- problem solving strategies **Art** – completing drawing with verbal instructions **Science**- hypothesising
Family Relations	The Family Relations instrument uses a system of relationships to link people and categories and emphasizes the inclusion in and exclusion from categories. Learners form conclusions based on logical evidence.	**Input** – Be aware of time, systematic search, use labels, conserve constancies **Elaboration** – Understand reality , develop problem solving, form categories, use of logical evidence. **Output –**precision and accuracy, project virtual relationships, consider another's point of view.	**Mathematics –**analytic Interpretation of data and tables **English** – Ability to read and follow instructions, Inferring, Comprehension strategy- Author's point of view, Finding Details, Cause and Effect Relationships **Philosophy**- Solving problems, logical reasoning **Wellbeing** – Developing empathy, perseverance, inclusivity **Jewish Studies** – Dorot project

Numerical Progressions	Numerical Progressions instrument helps learners search for, deductive, and inductive relationships between separate objects or numbers. Learners understand the relationship of progressions as the their ability to compare, infer. This instrument mediates precision, discrimination, and a willingness to defer judgment until a formula has been calculated.	**Input -** Focus and Perceive, Systematic Search, Conserve Constancies, Collect precise and accurate data, **Elaboration** -Define the problem, Search for relevant cues, Use logical evidence, Develop problem solving strategies **Output –** Project virtual relationships between elements of the progression, Perseverance, Give a thoughtfully worded response, Use precision and accuracy,	**Maths-** number patterns, addition, subtraction, division, multiplication, Geometry, interpreting and plotting data, reading graphs, generating formulas, algebra, Fibonacci sequences. **Wellbeing** – Defer judgments, teamwork, self awareness **Science**- Hypothesising, creating formulas, predicting **Music**- Rhythmic progressions.
Orientation in Space 11	Introduces external and absolute systems of references and enables linking of external with internal. Mediates deferring of responses until all data studies.	**Input -** Focus and Perceive, Systematic Search, spatial relations, Conserve Constancies, Collect precise and accurate data, **Elaboration** -Define the problem, Search for relevant cues, Use logical evidence, Use of hypothetical thinking, spontaneous need to compare **Output –** Project virtual relationships between elements, Perseverance, Give a thoughtfully worded response, Use precision and accuracy,	**Maths -** spatial relationships, interpretation of data geometry, equivalent fractions, Mapping, Directions, **English** – Ability to read and follow instructions, Grammar- prepositions- over, under. Comprehension strategy- Author's point of view, Finding Details, Comparing and Contrasting, Cause and Effect Relationships, visualising. **Philosophy**- Discussion relating to alternate perspectives **Wellbeing** – Developing empathy, perseverance **Science** – Testing the hypothesis

Transitive Relations	The Transitive Relations instrument deals with relationships that exist in ordered sets, in which the differences between set members are described by the terms "greater than," "less than," and "equal to." This instrument helps learners recognize conditions that permit deductive and inductive reasoning.	**Input -** Systematic Search, Conserve Constancies, Collect precise and accurate data, **Elaboration** - Search for relevant cues, Use logical evidence, Develop problem solving strategies, spontaneous need to compare, make a plan **Output –** Project virtual relationships	Maths – Number relationships, four operations, generalising and transferring relationships **English** – Ability to read and follow instructions, Grammar- prepositions- over, under. Comprehension strategy- Author's point of view, Finding Details, Comparing and Contrasting, **Philosophy**- Logical thinking and Relational thinking
Syllogisms	The Syllogisms instrument presents formal, propositional logic. In syllogistic reasoning, the integration of information from two premises about the relationship between terms yields the deduction of an unknown relationship. Through the tasks of Syllogisms, learners gain the ability to discriminate between valid and invalid conclusions and between possible and inevitable outcomes. The instrument fosters inferential and abstract thinking.	**Input -** Systematic Search, Conserve Constancies, Collect precise and accurate data, **Elaboration** - Search for relevant cues, Use logical evidence, Develop problem solving strategies, spontaneous need to compare, summing up **Output –** Project virtual relationships, Overcoming episodic grasp of reality by establishing relationships.	**English** – definition of the problem- can relate to a narrative text. Inferring. Summarising, Identifying characters attributes, drawing conclusions **Science**- Reflection, evaluation of conclusions **Philosophy** – inferential thinking and abstract thinking. **Maths-** interpreting and transferring data

Representational Stencil Design	Requires the construction of a design through a complex series of tasks which require active, mental construction via inferential thinking and an anticipation of the outcome. Mediates challenge, competence and optimism.	**Input –** Focus and Perceive, Conserve constancies, Collect precise and accurate data, **Elaboration -**, spontaneous need to compare, form categories **Output –** Use precision and accuracy, visual transporting,	**Mathematics** –Geometry **English** – definition of the problem- can relate to a narrative text. Inferring, making connections, Summarising- comprehension strategy. **Art**- Drawing and sketching precisely, stencils as art, layering, design anaysis **Philosophy** – can lead to inquiry based discussion and articulation of thinking strategies