

Reporting Criteria – Achievement, Effort and Behaviour

	A (Excellent)	B (Very Good)	C (Satisfactory)	D (Needs Attention)	E (Unacceptable)
Achievement	<p>The student has:</p> <ul style="list-style-type: none"> A very high level of knowledge, skills and understanding of concepts, facts and procedures, and applications of processes. 	<p>The student has:</p> <ul style="list-style-type: none"> A high level of knowledge, skills and understanding of concepts, facts and procedures, and applications of processes. 	<p>The student has:</p> <ul style="list-style-type: none"> A sound level of knowledge, skills and understanding of concepts, facts and procedures, and applications of processes. 	<p>The student has:</p> <ul style="list-style-type: none"> A limited level of knowledge, skills and understanding of concepts, facts and procedures, and applications of processes. 	<p>The student has:</p> <ul style="list-style-type: none"> A very limited level of knowledge, skills and understanding of concepts, facts and procedures, and applications of processes.
Effort	<p>The student:</p> <ul style="list-style-type: none"> Arrives at class every lesson ready to learn Is an enthusiastic learner who tackles new challenges eagerly and with a positive attitude Follows teacher directions Works very well independently and with others in group situations Always completes daily class tasks in a timely manner to the best of their ability Uses class time very constructively 	<p>The student:</p> <ul style="list-style-type: none"> Arrives at majority of lessons ready to learn Is a learner who tackles new challenges with a positive attitude Follows teacher instructions Works well independently and with others in group situations Usually completes daily class tasks in a timely manner to the best of their ability Uses class time constructively 	<p>The student:</p> <ul style="list-style-type: none"> Usually arrives at class ready to learn lessons Is a steady learner who tackles most new challenges with a positive attitude Mostly follows teacher instructions Works independently and in groups with some teacher supervision Completes daily class tasks to a satisfactory standard that matches their ability Uses class time effectively under supervision 	<p>The student:</p> <ul style="list-style-type: none"> Arrives at some lessons ready to learn Is a reluctant learner who finds it difficult to tackle any new challenges Finds it difficult to follow teacher directions Finds it difficult to work independently and in groups Completes daily class tasks to a satisfactory standard on occasion Rarely uses class time effectively 	<p>The student:</p> <ul style="list-style-type: none"> Arrives at most lessons unprepared Is a reluctant learner who finds it very difficult to tackle any new challenges Finds it extremely difficult to follow teacher direction Finds it extremely difficult to work independently, and in groups even with teacher supervision Rarely completes daily class tasks to a satisfactory standard Rarely uses class time effectively
Behaviour	<p>The student:</p> <ul style="list-style-type: none"> Consistently makes excellent behaviour choices in all lessons Serves as a role model for other students with their good behaviour Is always polite to adults and peers in and out of the classroom Manages their feelings and emotions very well in the classroom Reacts appropriately in all classroom situations Always stays focused on the task at hand 	<p>The student:</p> <ul style="list-style-type: none"> Consistently makes good behaviour choices in all lessons Is polite to adults and peers in and out of the classroom Manages their feelings and emotions in the classroom Reacts appropriately in all classroom situations Stays focused on the task at hand 	<p>The student:</p> <ul style="list-style-type: none"> Consistently makes good behaviour choices in most lessons Is mostly polite to adults and peers in and out of the classroom Manages their feelings and emotions in the classroom with minimal teacher direction Reacts appropriately in most classroom situations Stays focused on the task at hand with the occasional teacher redirection 	<p>The student:</p> <ul style="list-style-type: none"> Is inconsistent in behaviour choices in most lessons Is, at times, impolite to adults and peers in and out of the classroom Has difficulty managing their feelings and emotions in the classroom Reacts inappropriately in some classroom situations Is disrespectful of others at times Inconsistently focused on the task at hand despite teacher redirection 	<p>The student:</p> <ul style="list-style-type: none"> Consistently makes poor behaviour choices in the majority of lessons Demonstrates behaviour that is not respected by their peers Is frequently impolite to adults and peers in and out of the classroom Manages their feelings and emotions poorly in the classroom even with constant teacher direction Reacts inappropriately in many classroom situations Rarely stays focused on the task at hand despite frequent teacher redirection