



EFFORT

SCORE	DESCRIPTOR
4.0	Consistently models the school value 'Commitment' by involvement in class discussions, completing all tasks to the best of their ability and seeking out extra challenges and feedback to ensure continuous improvement. Sets learning goals based on feedback and works to achieve these.
3.5	Demonstrates all behaviours from 3.0 and some from 4.0.
3.0	Consistently demonstrates the school value 'Commitment' by engaging in class discussions and completing tasks. Is always prepared for class and participates positively in collaborative activities with peers. Is attentive to feedback and works to respond to it.
2.5	Demonstrates all behaviours from 2.0 and some from 3.0.
2.0	Usually demonstrates the school value 'Commitment' by engaging in class discussions and completing tasks. Is usually prepared for class and willing to work collaboratively with their peers. Is attentive to feedback and makes some effort to respond to it.
1.5	Demonstrates all behaviours from 1.0 and some from 2.0.
1.0	Sometimes demonstrates the school value 'Commitment'. Makes some effort to engage in class discussions and complete set tasks. Is sometimes attentive to feedback but seldom responds to it.
0.5	Demonstrates some but not all behaviours from 1.0.
0.0	Does not demonstrate the school value 'Commitment'. Does not make any effort to engage in class discussions or complete set tasks. Does not respond to feedback to improve learning.



LEARNING ORGANISATION

SCORE	DESCRIPTOR
4.0	Consistently completes all set homework to a high standard and seeks feedback and support where there are concerns. Comes to all classes on time and well prepared, with all necessary equipment. Workbooks show that all work has been completed to a high standard, they are well organised and are an excellent learning resource. Deadlines are consistently met, and the student displays excellent time management.
3.5	Demonstrates all behaviours from 3.0 and some from 4.0.
3.0	Consistently completes homework to a satisfactory standard. Consistently on time to class and brings necessary equipment. Workbooks show that classwork has been completed and they can be used as a learning resource. Deadlines are usually met and there is some evidence of effective time management.
2.5	Demonstrates all behaviours from 2.0 and some from 3.0.
2.0	Usually completes homework to a reasonable standard. Usually on time to class and brings most necessary equipment. Workbooks show that most work has been completed and they could be used as a limited learning resource. There is little evidence of effective time management.
1.5	Demonstrates all behaviours from 1.0 and some from 2.0.
1.0	Sometimes completes homework, though the effort involved is often minimal. Is sometimes late for class or arrives without all necessary equipment. Workbooks show that most work has been completed but organization of notes is poor. There is little evidence of effective time management, and deadlines are often not met.
0.5	Demonstrates some but not all behaviours from 1.0.
0.0	Does not complete homework. Often arrives to class late and without necessary equipment. Workbooks include little completed work and are poorly organised. Deadlines are not met, and there is no evidence of effective time management.



SENIOR YEARS ACHIEVEMENT – APPLIED LEARNING

SCORE	DESCRIPTOR
4.0	Assessment tasks show a very high level of skills development. All classwork has been completed to a very high standard. Formative assessment tasks have shown that the student is consistently achieving all Learning Intentions beyond the level that would be expected. The student has demonstrated an excellent understanding of concepts and skill mastery in all class activities.
3.5	Assessment task scores show a high level of skill development and some achievements are at the 4.0 level.
3.0	Assessment tasks show a high level of skill development. All classwork has been completed to a satisfactory to high standard. Formative assessment tasks have shown that the student is consistently achieving Learning Intentions. The student has demonstrated a good understanding of concepts and skill mastery in all class activities.
2.5	Assessment tasks indicate a moderate level of skills development but some achievements are at the 3.0 level.
2.0	Assessment tasks indicate and moderate level of skills development. Classwork has usually been completed to a satisfactory standard. Formative assessment tasks have shown that the student is achieving most Learning Intentions. The student has usually demonstrated an understanding of concepts and skill mastery in class activities.
1.5	Assessment tasks indicate a low level of skills development but some achievements are at the 2.0 level.
1.0	Assessment tasks indicate a low level of skill development. Classwork has only sometimes been completed to a satisfactory standard. Formative assessment tasks have shown that the student is achieving some Learning intentions. The student has demonstrated a limited understanding of concepts and skill mastery in class activities
0.5	Assessment tasks indicate a very low level of skills development but some achievements are at the 1.0 level.
0.0	Assessment tasks indicate a very low level of skill development. Classwork has not been completed or has been completed to a very poor standard. Formative assessments have shown a poor grasp of Learning Intentions. The student has not demonstrated understanding of concepts and skill mastery in class activities.