

Reports provide valuable and objective information to parents about their child's progress and his application in his studies. The purpose of this document is to provide guidance to parents, carers and students to understand the information on the report.

GRADES

Grades describe achievement in terms of the course standard across the whole year level, regardless of which stream they are in¹. For example, a "C" in Standard Science in Year 10 is the same as a "C" in Extended Science.

Student achievement in Year 7 to 10 is reported on a five-point scale. The table shows a description of the achievement for each letter grade

| Letter grade | Achievement Descriptor |
|--------------|---|
| A | The student demonstrates excellent achievement of what is expected for this year level. |
| B | The student demonstrates high achievement of what is expected for this year level. |
| C | The student demonstrates satisfactory achievement of what is expected for this year level. |
| D | The student demonstrates limited achievement of what is expected for this year level. |
| E | The student demonstrates very low achievement of what is expected for this year level. |

COURSE ACHIEVEMENT

For selected streamed courses, students are also assigned an achievement indicator which shows their achievement relative to the stream they are in.

The scale of achievement used is:

Excellent, High, Satisfactory, Limited, Very Low.

PERFORMANCE INDICATORS

Each report also has teacher feedback on six performance indicators: effort, behaviour, engagement, skills, understanding, and homework.

The table on the following pages provides a description of the kinds of attributes required for various levels of achievement used to report on these Performance Indicators.

¹ The only exception is Year 10 Religious Education where the grade is assigned for the particular stream.

Performance Indicator Descriptors for Reports

| | Effort | Behaviour | Engagement |
|----------------|--|---|--|
| Excellent | <ul style="list-style-type: none"> Consistently reflects and acts upon advice Perseveres with all challenges Works efficiently and is self-disciplined Consistently seeks opportunities to improve and develop skills and knowledge (eg tutorials, additional reading, research) | <ul style="list-style-type: none"> Consistently upholds and promotes the core values of the College Consistently respectful towards others Consistently respectful towards personal and College property Consistently models courtesy and politeness to peers | <ul style="list-style-type: none"> Consistently seeks opportunities to contribute in a range of learning contexts Consistently produces a standard and quantity of work reflective of ability Consistently maintains focus Consistently asks relevant questions |
| Commendable | <ul style="list-style-type: none"> Frequently reflects and acts upon advice Completes all required tasks in line with ability Frequently shows perseverance Frequently seeks opportunities to improve | <ul style="list-style-type: none"> Frequently upholds and promotes the core values of the College Frequently respectful towards others Frequently respectful towards personal and College property Frequently models courtesy and politeness to peers | <ul style="list-style-type: none"> Frequently seeks opportunities to contribute in a range of learning contexts Frequently produces a standard and quantity of work reflective of ability Frequently maintains focus on set tasks Frequently asks relevant questions |
| Satisfactory | <ul style="list-style-type: none"> Generally reflects and acts upon advice Completes tasks to minimum acceptable standard Generally reflects and acts upon advice | <ul style="list-style-type: none"> Generally upholds and promotes the core values of the College Generally respectful towards others Generally respectful towards personal and College property Generally models courtesy and politeness to peers | <ul style="list-style-type: none"> Generally seeks opportunities to contribute in a range of learning contexts Generally produces a standard and quantity of work reflective of ability Generally maintains focus on set tasks Generally asks relevant questions |
| Marginal | <ul style="list-style-type: none"> Occasionally reflects and acts upon advice Occasionally completes tasks to minimum acceptable standard Completes work below potential | <ul style="list-style-type: none"> Sometimes requires guidance on the core values of the College Sometimes requires discipline to remain courteous and polite | <ul style="list-style-type: none"> Occasionally contributes in some learning contexts Occasionally produces a standard and quantity of work reflective of ability Often unfocused on set tasks Occasionally asks relevant questions |
| Unsatisfactory | <ul style="list-style-type: none"> Unwilling to work towards improvement Does not reflect or act upon advice Completes work well below potential | <ul style="list-style-type: none"> Frequently requires guidance on the core values of the College Frequently requires discipline to remain courteous and polite | <ul style="list-style-type: none"> Frequently requires direction to contribute in learning contexts Frequently produces standard and quantity of work below ability Frequently unfocused Unwilling to participate in set activities |

Performance Indicator Descriptors for Reports (Continued)

| | Skills | Understanding | Homework |
|----------------|---|---|---|
| Excellent | <ul style="list-style-type: none"> Consistently demonstrates skills to perform a task with a high degree of mastery, fluency and precision Effectively uses subject area specific language | <ul style="list-style-type: none"> Applies knowledge in new contexts with discernment Makes connections across content to improve the result or outcome Discriminates between strategies to solve problems with sophistication Communicates knowledge with logic, reason and insight | <ul style="list-style-type: none"> Consistently completes all homework independently and to the best of ability Consistently checks work and makes changes when necessary Consistently seeks advice with problems relating to homework |
| Commendable | <ul style="list-style-type: none"> Frequently demonstrates skills to perform a task with proficiency and accuracy Correctly uses subject area specific language | <ul style="list-style-type: none"> Applies knowledge in new contexts Makes connections across content to correctly answer a high order question Choses appropriate methods to solve problems successfully Communicates clearly and effectively to demonstrate understanding | <ul style="list-style-type: none"> Frequently completes all homework independently and to the best of ability Frequently checks work and makes changes when necessary Frequently seeks advice with problems relating to homework |
| Satisfactory | <ul style="list-style-type: none"> Generally demonstrates at least the minimum acceptable degree of mastery, fluency and precision when completing tasks Generally uses subject area specific language correctly | <ul style="list-style-type: none"> Can comprehend and use knowledge in a familiar context Interprets answers and results correctly Communicates sufficiently to demonstrate understanding | <ul style="list-style-type: none"> Generally completes all homework independently and to the best of ability Generally checks work and makes changes when necessary Generally seeks advice with problems relating to homework |
| Marginal | <ul style="list-style-type: none"> Occasionally demonstrates skills to perform a task to the minimum acceptable degree of mastery, fluency and precision Skill development at a level that inhibits accuracy or progress Relies on repeated demonstrations to progress Occasionally uses subject area specific language | <ul style="list-style-type: none"> Below expected knowledge of content resulting in difficulty in articulating understandings Often repeats mistakes or misunderstandings without questioning or reasoning Limited idea of whether answer is correct or what answer means Relies on repeated explanations to progress | <ul style="list-style-type: none"> Occasionally completes all homework independently and to the best of ability Does not check work or make changes when necessary Does not seek advice with problems relating to homework |
| Unsatisfactory | <ul style="list-style-type: none"> Level of skills result in an inability to engage with the curriculum Level of skills result in an inability to perform tasks to an acceptable level Limited progress despite repeated demonstrations Rarely uses subject area specific language | <ul style="list-style-type: none"> Frequently shows misconception of concepts Little idea of whether answer is correct or what answer means Limited progress despite repeated explanations Frequently repeats mistakes or misunderstandings without questioning or reasoning | <ul style="list-style-type: none"> |