

EXPLANATION OF REPORT GRADES – PREPARATORY

The table below is designed to be used as a guide by teachers, parents and students in writing and interpreting reports. Each set of descriptors gives a global impression of the typical student in each category. Further specific information and explanation about individual students may be obtained from the teacher concerned.

NG – Non Graded NA – Not Applicable

| Achievement Level | |
|-------------------------------|--|
| EXTENDING (EX) | Extending with depth beyond the Year level expectations. The student applies the curriculum content and demonstrates a thorough understanding of the required knowledge. The student demonstrates a high level of skill that can be transferred to new situations. |
| ADVANCING (AD) | Working beyond the Year level expectations. The student makes connections using the curriculum content and demonstrates a clear understanding of the required knowledge. The student demonstrates a high level of skill in situations familiar to them, and is beginning to transfer skills to new situations. |
| DEMONSTRATING (DE) | Working at the Year level expectations. The student can work with the curriculum content and demonstrates understanding of the required knowledge. The student applies skills in situations familiar to them. |
| DEVELOPING (DP) | Working towards the Year level expectations. The student is exploring the curriculum content and demonstrates understanding of aspects of the required knowledge. The student uses a varying level of skills in situations familiar to them. |
| EMERGING (EM) | Beginning to work towards the Year level expectations. The student is becoming aware of the curriculum content and demonstrates a basic understanding of aspects of required knowledge. The student is beginning to use skills in situations familiar to them. |

| | Effort | Classroom Behaviour |
|----------|---|---|
| A | Consistently displays an enthusiastic and positive attitude. Uses class time very effectively and is self-motivated. Works independently and with initiative. Contributes positively and thoughtfully to class discussions. | Is consistently courteous, well behaved, co-operative and punctual. Displays an understanding of classroom standards and interacts considerably with other. |
| B | Mostly uses class time to great effect and required minimal teacher direction. Shows a positive attitude when completing classroom tasks and participates constructively in class discussions. | Is mostly is well behaved, courteous, co-operative and punctual. Demonstrates a responsiveness to teacher direction and rarely requires correction. |
| C | Usually makes positive use of class time. Works well given occasional teacher encouragement and direction. Usually positive towards the subject. Work generally demonstrates care. | Is usually well behaved, courteous and co-operative. Teacher supervision required at times. Sometimes needs redirection. |
| D | Required teacher motivation and direct supervision to make use of class time. Rarely works independently. Inconsistent attitude towards subject and generally requires prompting before becoming actively involved. | Displays inconsistent and/or inappropriate behaviour. Sometimes lacking co-operation and politeness. Teacher redirection needed fairly often. Can be a disruptive influence at times. |
| E | Requires constant teacher motivation and direction to make use of class time. Tends to avoid involvement and demonstrates a lack of interest in the subject. Work often incomplete or not done at all. | Displays an unsatisfactory standard of behaviour. Is often disruptive, ill mannered and discourteous. Frequently unco-operative. Generally requires constant supervision. |