

## EXPLANATION OF REPORT GRADES – YEARS 1 – 4

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

	<b>Achievement Level</b>	<b>Effort in Class</b>	<b>Classroom Behaviour</b>
<b>A</b>	<b>EXTENDING</b> Evidence in a student's work typically demonstrates a very high level of knowledge and understanding of the content (facts, concepts, and procedures), and application of skills to familiar, new and complex unfamiliar situations; works consistently at an independent level and extends considerably beyond the achievement standard.	Consistently displays an enthusiastic and positive attitude. Uses class time effectively and is self-motivated. Works independently and with initiative. Contributes positively and thoughtfully to class discussions and activities.	Is consistently courteous, well behaved, co-operative and punctual. Displays an understanding of classroom standards and interacts considerately with others.
<b>B</b>	<b>ADVANCING</b> Evidence in a student's work typically demonstrates a high level of knowledge and understanding of the content (facts, concepts, and procedures), and application of skills to familiar and some new situations and some complex familiar situations; works mostly at an independent level and works beyond the achievement standard.	Mostly shows a positive attitude, uses class time effectively and is generally self-motivated. Works independently and participates constructively in class discussions and activities.	Is mostly well behaved, courteous, co-operative and punctual. Demonstrates responsiveness to teacher direction and only occasionally requires correction.
<b>C</b>	<b>DEMONSTRATING</b> Evidence in a student's work typically demonstrates a sound level of knowledge and understanding of the content (facts, concepts, and procedures), and application of skills at their appropriate year level, demonstrating the achievement standard; can work independently.	Sometimes makes positive use of class time. Works well given occasional teacher encouragement and redirection. Usually displays a positive attitude towards the subject and sometimes participates in class discussions and activities.	Is sometimes well behaved, courteous and co-operative. Teacher redirection is required at times. Sometimes needs reminding of appropriate behaviour.
<b>D</b>	<b>DEVELOPING</b> Evidence in a student's work typically demonstrates a limited level of knowledge and understanding of the content (facts, concepts, and procedures), and partial application of skills, below their year level expectations; works towards the achievement standard, with prompts and attempts	Requires teacher motivation and direct supervision to make use of class time. Rarely works independently. Displays an inconsistent attitude towards the subject and generally requires prompting before becoming involved in class discussions and activities. Work is sometimes incomplete.	Displays inconsistent and/or inappropriate behaviour and lacks co-operation and politeness. Teacher redirection is needed regularly. Can be a disruptive influence at times.
<b>E</b>	<b>EMERGING</b> Beginning to work toward the achievement standard.	Is unable to participate in class without direct teacher supervision.	Mostly displays inappropriate behaviour and is a disruptive influence in class.