

# Reporting - Description of Indicators and Grades

## Approach to Learning

### Work Completion

<b>Excellent</b>	The student has <b>consistently</b> shown commitment to achieve their personal best when completing <b>all</b> assessment tasks.
<b>Good</b>	The student has <b>mostly</b> shown commitment to achieve their personal best when completing <b>most</b> assessment tasks.
<b>Satisfactory</b>	The student has <b>generally</b> shown commitment to achieve their personal best when completing <b>most</b> assessment tasks.
<b>Inconsistent</b>	The student has shown <b>limited</b> commitment to achieve their personal best when completing <b>most</b> assessment tasks.
<b>Unsatisfactory</b>	The student has shown <b>limited</b> commitment to achieve their personal best when <b>attempting</b> assessment tasks.

### Engagement

<b>Excellent</b>	The student has demonstrated a <b>high level</b> of organisation in the subject and has <b>actively contributed</b> to all learning experiences.
<b>Good</b>	The student has been <b>well organised</b> in the subject and has been <b>actively involved</b> in all learning experiences.
<b>Satisfactory</b>	The student has been <b>organised</b> in the subject and has been <b>actively involved</b> in learning experiences.
<b>Inconsistent</b>	The student has shown <b>inconsistencies</b> in organisation in the subject and has participated in <b>some</b> of the learning experiences.
<b>Unsatisfactory</b>	The student has <b>not been well organised</b> for the subject and has <b>not participated</b> in learning experiences.

## Subject Grades

Each subject indicates student achievement A to E (A+ to E- in Year 12) for the assessment tasks. A description of these grades is listed below. In middle school the Australian Curriculum Achievement Standards determine assessment decisions and at SACE the Performance Standards for each subject outline the levels of achievement.

- A** The student is demonstrating **excellent** achievement of what is expected at this year level.  
**thorough** knowledge and understanding of the content, key ideas and concepts  
**very high level** of competence in the skills and processes  
uses these skills and processes in **new contexts**
- B** The student is demonstrating **good** achievement of what is expected at this year level.  
**extensive** knowledge and understanding of the content, key ideas and concepts  
**high level** of competence in the skills and processes  
**uses** the skills and processes in **some new contexts**
- C** The student is demonstrating **satisfactory** achievement of what is expected at this year level.  
**satisfactory** knowledge and understanding of the content, key ideas and concepts  
**expected** level of competence in the skills and processes  
**uses** skills and processes in **familiar contexts**
- D** The student is demonstrating **partial** achievement of what is expected at this year level.  
**basic** knowledge and understanding of the content, key ideas and concepts  
**limited** level of competence in the skills and processes  
some ability to use skills and processes in familiar contexts
- E** The student is demonstrating **minimal** achievement of what is expected at this year level.  
**very basic** knowledge and understanding in a **few** areas of the content, key ideas and concepts  
**very limited** competence in **some** of the skills and processes  
**beginning** ability to use skills and processes in familiar contexts

## Modified SACE

**Completed** The student has focused on the SACE capabilities and has met their personal learning goals

**Not Completed** The student has focused on the SACE capabilities but has not met their personal learning goals

## ISEC ( Intensive Secondary English Course )

### Proficiency Level

**HP Highly Developed** Thorough conceptual understanding, skill-based textual understanding, and language proficiency.

**PR Mostly Developed** conceptual understanding, skill-based textual understanding, language proficiency.

**DP Generally developed** Developing conceptual understanding, skill-based textual understanding, language proficiency.

**LP Partially developed** Limited conceptual understanding, some skill-based textual understanding, language proficiency.

