

STUDENT ATTRIBUTES	RARELY (1pt)	OCCASIONALLY (2pt)	SATISFACTORILY (3pt)	USUALLY (4pt)	CONSISTENTLY (5pt)
<p>APPLICATION</p> <p>A student's degree of readiness to find purpose in his own learning, readiness to work independently, and ability to direct his own academic growth.</p>	<p>The student rarely demonstrates independence in his learning, relying on continual prompts and direction from the teacher. The student does not yet exhibit initiative in his own learning and avoids difficult tasks and challenges. The student urgently needs to improve application and engagement with subject content and peers.</p>	<p>The student occasionally displays independent application and the ability to direct his own learning. The student regularly avoids work and engages in practices which limit his own learning and that of his peers. Teacher reminders are often required to redirect the student to his work.</p>	<p>The student displays satisfactory self-control and readiness to learn. The student relies on teacher guidance and general redirection but demonstrates a growing self-confidence in facing and seeking new challenges.</p>	<p>The student demonstrates a sense of ownership and a positive self-belief in relation to his learning. The student seeks feedback on his work. He welcomes new challenges and uses subject knowledge and skills to problem-solve, analyse, and evaluate.</p>	<p>The student demonstrates a high sense of self-efficacy and the capacity to integrate learning experiences, applying critical and creative thinking. The student is an example to his peers, approaching learning tasks with adaptability and persistence. He is active in consistently seeking feedback, new challenges, and opportunities to extend his learning.</p>
<p>COMMITMENT TO STUDY</p> <p>A student's diligence in the completion of classwork, assignments, homework, revision, and/or assigned study.</p>	<p>The student regularly neglects set tasks, is frequently disengaged from the learning environment, and does not apply himself. When work is submitted, it reflects minimal effort and application.</p>	<p>The student occasionally applies himself to classwork, however, his effort and focus require improvement. At times, he submits set tasks late or which appear rushed and/or completed without sufficient effort. The student's efforts in completing homework, revision, and study tasks are inconsistent and irregular.</p>	<p>The student works with purpose in resolving all learning activities to the best of his ability. He completes and submits most set tasks on time, and to a satisfactory standard. The student undertakes some revision and study at home to supplement classwork.</p>	<p>The student usually demonstrates a high level of application and diligence to effectively resolve and complete set tasks. He regularly submits work of a high standard, indicative of substantial time and effort. There is evidence that the student undertakes effective revision and study at home to consolidate learning activities.</p>	<p>The student consistently displays a diligent approach to his learning and on-task focus, positively using his class time. The student constantly submits work of an excellent standard, reflecting a high-level of effort and diligence in refining and revising his work. The student undertakes thorough and effective revision and study to successfully consolidate learning.</p>
<p>CONDUCT</p> <p>The degree to which a student is cooperative and polite towards the teacher and his peers, demonstrating courtesy and respect.</p>	<p>The student is rarely cooperative with the teacher and/ or his peers. His poor behaviour detracts from the teaching and learning process. Despite various corrective strategies and regular communication with parents and relevant leaders, the student's poor and disruptive behaviour continues.</p>	<p>The student occasionally demonstrates an ability to be cooperative and polite toward the teacher and peers but must work towards more positive contributions and interactions in class. When corrective strategies and home-school communication have been used, the student has responded with some improvement in behaviour.</p>	<p>The student's behaviour satisfactorily meets classroom expectations. He is generally cooperative and polite to other members of the class, contributing to the teaching and learning environment in a positive and collaborative manner. When corrective behaviour strategies have been used, the student has responded with regular appropriate behaviour.</p>	<p>The student is regularly a respectful, polite, and cooperative member of the classroom, and positively contributes to the learning environment. Communication with the student, his parents, and leaders is generally positive and affirms the student's ability to maturely interact with his peers and classroom teacher in a considerate manner.</p>	<p>The student is always well mannered, courteous, and respectful, serving as an excellent example to his peers. The student always cooperates with the teacher and his peers, and his active presence enhances the learning environment. He engages actively in developing positive and right relationships.</p>
<p>ENGAGEMENT</p> <p>The level to which a student actively participates in class activities and asks and responds to questions.</p>	<p>The student is rarely interested or focused on learning and/or engaging with subject content. The student's willingness to engage in answering questions is limited and set work is often incomplete.</p>	<p>The student occasionally demonstrates active engagement in learning and interest in subject content. With regular prompting, he shows some willingness to engage in answering questions. There is some evidence of self-monitoring and pacing of his own learning.</p>	<p>The student demonstrates an acceptable level of engagement with subject content which is conducive to learning. The student demonstrates a willingness to self-monitor and pace his learning. He asks and responds appropriately to questions linked to learning activities.</p>	<p>The student is usually eager to learn about subject content and has demonstrated on-task focus, effective time and task management skills, and contributes to learning activities in a thoughtful and meaningful manner. The student seeks knowledge and extension with topical questioning and collaborative responses.</p>	<p>The student is highly engaged with the teacher, peers and subject content and consistently completes set tasks. He demonstrates motivation to master skills and synthesize knowledge. His questions and responses are framed to engage with and seek relevant information on a deeper level.</p>
<p>RESPONSIBILITY</p> <p>The extent to which a student is punctual, prepared and organised for lessons.</p>	<p>The student is rarely punctual, poorly prepared and exhibits limited time management during, and personal organisation for lessons.</p>	<p>The student is occasionally punctual and prepared for class. He is inconsistent in his application of time management and personal organisation skills.</p>	<p>The student is generally punctual to class with the required equipment. The student exhibits a developing capacity for time management and personal organisation.</p>	<p>The student is usually punctual, regularly prepared for class and exhibits the capacity for effective time management and personal organisation.</p>	<p>The student is consistently punctual and thoroughly prepared for class, exhibiting outstanding time management and personal organisation.</p>