

Learning Behaviours Rubric	Excellent	Very Good	Good	Satisfactory	Limited	Not Satisfactory
Overall Achievement <i>Victorian Curriculum</i>	Working Well Above the Level	Working Above the Level	Working at the Level	Working at the Lower End of the Level	Working Below the Level	Working Well Below the Level
Approach to Learning <i>Student has a curious and positive mindset; has a consistently high work ethic; takes responsibility for their own learning; shows respect, empathy and tolerance to staff and students and works in a safe and responsible manner; they are self-aware and confident when expressing ideas.</i>	<ul style="list-style-type: none"> ○ Always self-regulates their learning by approaching all tasks in a positive manner while remaining composed and focused under stress. ○ All aspects of their learning are self-directed by their own curiosity. ○ Work ethic is always consistent and self-directed. ○ Respect, empathy and tolerance is always shown to others. 	<ul style="list-style-type: none"> ○ Mostly self-regulates their learning by approaching most tasks in a positive manner while remaining composed and focused under stress. ○ Most aspects of their learning are self-directed by their own curiosity. ○ Work ethic is mostly consistent and self-directed. ○ Respect, empathy and tolerance is shown to others most times. 	<ul style="list-style-type: none"> ○ Students can usually self-regulate their learning by approaching some tasks in a positive manner. ○ Some aspects of their learning are self-directed when prompted by others. ○ Work ethic is consistent with some direction by others. ○ Respect, empathy and tolerance are usually shown to others. 	<ul style="list-style-type: none"> ○ Students can pre-empt their emotions and manage most behaviours before they escalate. ○ Learning is directed by others. ○ Work ethic is reasonable when prompted. ○ Respect, empathy and tolerance are occasionally shown to others. 	<ul style="list-style-type: none"> ○ Students can manage their emotions and behaviours with assistance. ○ They are unable to maintain focus over time. ○ Respect, empathy and tolerance are rarely shown. 	<ul style="list-style-type: none"> ○ Student is unable to control their emotions and actions. ○ Requires constant assistance to remain on task. ○ Constantly reminded to show respect and tolerance to others.
Collaboration <i>When working collaboratively students challenge each other to succeed; Persists when dealing with new problems; make a</i>	<ul style="list-style-type: none"> ○ Student always stays on task without prompting and encourages others to stay focussed and moves the group towards the goal. 	<ul style="list-style-type: none"> ○ Mostly stays on task without prompting. ○ Mostly listens and demonstrates understanding of another person's point of view Is mostly open 	<ul style="list-style-type: none"> ○ Usually stays on task without prompting. ○ Usually listens to others ○ Is usually open and receptive to feedback from others. 	<ul style="list-style-type: none"> ○ Occasionally stays on task without prompting. ○ Occasionally listens to others. ○ Needs to be reminded to work cooperatively 	<ul style="list-style-type: none"> ○ Stays of task with some prompting. ○ Rarely listens to others. ○ Can partially accomplish tasks with assistance. 	<ul style="list-style-type: none"> ○ Gives up on problem solving tasks. ○ Never listens to others. ○ Prefers to work alone.

<p><i>positive contribution to the learning space</i></p>	<ul style="list-style-type: none"> ○ Always listens empathetically and demonstrates understanding of another person’s point of view. ○ Is always open and receptive to feedback from others. ○ Engages in collaborative work and assumes different roles and responsibilities to accomplish tasks effectively using group dynamic skills. 	<p>and receptive to feedback from others.</p> <ul style="list-style-type: none"> ○ Draws positive energy from group members while accomplishing tasks in a variety of roles and responsibilities. 	<ul style="list-style-type: none"> ○ Usually works cooperatively and can accomplish tasks in certain groups. 	<p>and can accomplish most tasks in certain groups.</p>	<ul style="list-style-type: none"> ○ Interrupts, "shows off" or ignores group activities to pursue individual interests. 	<ul style="list-style-type: none"> ○ Is intolerant of others or tries to dominate others.
<p>Organisation <i>Students adhere to the Ready to Learn Policy and arrives to each session with Correct equipment & materials. They arrive to learning spaces on time and home learning tasks are reordered and submitted on time. Learning tasks are edited</i></p>	<ul style="list-style-type: none"> ○ Always adheres to all aspects of the ‘Ready to Learn’ Policy. ○ Always arrives to each session with the correct equipment and material. ○ Always arrives to learning spaces on time. ○ All home-learning tasks are reordered and submitted on time. 	<ul style="list-style-type: none"> ○ Adheres to most aspects of the ‘Ready to Learn’ Policy. ○ Mostly arrives to each session with the correct equipment and material. ○ Mostly arrives to learning spaces on time. ○ Most home-learning tasks are reordered and submitted on time. 	<ul style="list-style-type: none"> ○ Adheres to some aspects of the ‘Ready to Learn’ Policy. ○ Usually arrives to each session with the correct equipment and material. ○ Usually arrives to learning spaces on time. ○ Home-learning tasks are usually reordered and submitted on time. 	<ul style="list-style-type: none"> ○ Needs to be reminded occasionally adheres the ‘Ready to Learn’ Policy. ○ Occasionally arrives to each session with the correct equipment and material. ○ Occasionally arrives to learning spaces on time ○ Home-learning tasks are occasionally reordered and submitted on time. 	<ul style="list-style-type: none"> ○ Needs to be reminded regularly to adhere the ‘Ready to Learn’ Policy. ○ Correct equipment and material is rarely brought to learning sessions. ○ Rarely arrives to learning spaces on time. ○ Home-learning tasks are rarely reordered 	<ul style="list-style-type: none"> ○ Needs to be constantly reminded to adhere to the ‘Ready to Learn’ Policy. ○ Correct equipment and material is never brought to learning sessions. ○ Never arrives to learning spaces on time. ○ Home-learning tasks are never reordered

<p><i>and are of a high standard.</i></p>	<ul style="list-style-type: none"> ○ Proof-reads and check the quality of all tasks and highly values quality, accuracy and precision. 	<ul style="list-style-type: none"> ○ Proof-reads and check the quality of most tasks and values quality, accuracy and precision. 	<ul style="list-style-type: none"> ○ Usually proof-reads and check the quality of their work and places some value on quality, accuracy and precision. 	<ul style="list-style-type: none"> ○ Occasionally proof-reads and check the quality of their work and places little value on quality, accuracy and precision. 	<p>and submitted on time.</p> <ul style="list-style-type: none"> ○ Rarely proof-reads and check the quality of their work and places little value on quality, accuracy and precision. 	<p>and submitted on time.</p> <ul style="list-style-type: none"> ○ Never proof-reads and check the quality of their work and places no value on quality, accuracy and precision.
---	---	--	---	--	--	--

Victorian Curriculum Levels

Levels	Well Below the Level	Below the Level	At the Level	Above the Level	Well Above the Level
Year 10 End of Year	7.50 – 8.00	8.50 – 9.00	9.50 – 10.00	10.50	11.00
Year 10 Mid-Year	7.00 – 7.50	8.00 – 8.50	9.00 – 9.50	10.00 – 10.50	11.00
Year 9 End of Year	6.50 – 7.00	7.50 – 8.00	8.50 – 9.00	9.50 – 10.00	10.50 – 11.00
Year 9 Mid-Year	6.00 – 6.50	7.00 – 7.50	8.00 – 8.50	9.00 – 9.50	10.00 – 10.50
Year 8 End of Year	5.50 – 6.00	6.50 - 7.00	7.50 – 8.00	8.50 – 9.00	9.50 – 10.00
Year 8 Mid-Year	5.00 – 5.50	6.00 – 6.50	7.00- 7.50	8.00 – 8.50	9.00 – 9.50
Year 7 End of Year	4.50 – 5.00	5.50 – 6.00	6.50 – 7.00	7.50 – 8.00	8.50 – 9.00
Year 7 Mid-Year	4.00 – 4.50	5.00 – 5.50	6.00 – 6.50	7.00 – 7.50	8.00 – 8.50