

Progress Report Rubric – 2020



Rating	Learning Characteristics			Behaviours		Academic	
	Organisation	Effort	Persistence	Respect	Expected Behaviours	Academic Standard (Yr 7-10)	Subject Requirements (Yr 11-12)
Excellent 5	<ul style="list-style-type: none"> Always prepared for learning (brings correct equipment) Completes all class and home learning tasks. Punctual and ready to learn. 	<ul style="list-style-type: none"> Highly driven towards learning. Consistently works collaboratively with teacher and peers. Consistently follows instructions and asks questions to clarify. 	<ul style="list-style-type: none"> High level of determination in solving problems and overcoming difficulties. Consistently shows independence towards their learning. Regularly seeks feedback. 	<ul style="list-style-type: none"> Always considerate of others. Goes out of their way to be a positive member of our school community. Polite and courteous at all times. 	<ul style="list-style-type: none"> Consistently meeting school PBS expectations. Positive, proactive contributor to our school environment and culture of learning. 	<ul style="list-style-type: none"> Above Standard Student is working at least 6 months ahead of Vic Curriculum expected level. At Standard Student is working within 6 months of Vic Curriculum expected level. Below Standard Student is working at least 6 months below the Vic Curriculum expected level. Modified Student has PSD funding or an agreed ILP and receives modified learning activities in consultation with families. These students will receive a separate report based on their individual learning goals. Unable to Assess Student was not able to be assessed. 	<ul style="list-style-type: none"> On Track Student is on track to complete their learning activities. Concern Student is at risk of not completing their learning activities. Not Satisfactory Student has not yet completed the learning activities required to satisfy a pass mark.
Very Good 4	<ul style="list-style-type: none"> Prepared for learning (brings correct equipment) Completes most class and home learning tasks. Punctual and ready to learn. 	<ul style="list-style-type: none"> Consistently applies effort towards learning. Collaborates with teacher and peers. Follows instructions and usually asks questions to clarify. 	<ul style="list-style-type: none"> Shows determination in solving problems and overcoming difficulties. Frequently shows independence towards their learning. 	<ul style="list-style-type: none"> Considerate of others. Is a positive member of our school community. Almost always polite and respectful. 	<ul style="list-style-type: none"> School expectations and PBS behaviours are met. Positive contributor to our school environment and culture of learning. 		
Good 3	<ul style="list-style-type: none"> Generally prepared for learning (usually brings correct equipment) Class and home learning tasks are often completed. Usually punctual and ready to learn. 	<ul style="list-style-type: none"> Generally applies effort towards learning. Can work collaboratively with teacher and peers. Generally follows instructions. 	<ul style="list-style-type: none"> Generally shows determination in solving problems and overcoming difficulties. Shows independence towards their learning. 	<ul style="list-style-type: none"> Usually considerate of others. Generally a positive member of our school community. Polite and respectful most of the time. 	<ul style="list-style-type: none"> Usually meets school expectations and PBS behaviours. Generally a positive contributor to our school environment and culture of learning. 		
Needs Improvement 2	<ul style="list-style-type: none"> Sometimes prepared for learning (occasionally brings correct equipment) Requires assistance to complete class and home learning tasks. Usually punctual, although prompts may be needed for learning. 	<ul style="list-style-type: none"> Sometimes applies effort towards learning. Can work collaboratively with teacher but is distracted during some group tasks. Requires reminders to follow some instructions. 	<ul style="list-style-type: none"> Shows some determination in solving problems and overcoming difficulties. Some independence shown towards their learning. Seeks teacher support, but should try other strategies while waiting. 	<ul style="list-style-type: none"> Sometimes considerate of others. Sometimes causes conflict with others. Polite and respectful at times. 	<ul style="list-style-type: none"> Sometimes meets expectations and PBS behaviours. Minor prompts will rectify any deviations. Teacher intervention is sometimes required. 		
Concern 1	<ul style="list-style-type: none"> Rarely prepared for learning (reluctant to bring correct equipment) Class and home learning tasks are often not completed. Regular reminders and prompts are needed for learning. 	<ul style="list-style-type: none"> Applies inconsistent effort towards learning. Has difficulty participating positively in group work. Requires regular prompts to follow instructions. 	<ul style="list-style-type: none"> Gives up quickly when faced with a challenge. May make comments such as "I can't do this" with little initial attempt to have a go. 	<ul style="list-style-type: none"> Regularly impacts on the learning of others. Doesn't always treat others fairly and respectfully. May talk over others at times in class. 	<ul style="list-style-type: none"> Behaviour is notably outside of the schools PBS behaviour expectations. Can be a distraction to learning. Teacher intervention is often required. 		
Unsatisfactory 0	<ul style="list-style-type: none"> Rarely prepared for learning (little or no correct equipment) Class and home learning tasks are rarely completed. Constant reminders and prompts are needed for learning. 	<ul style="list-style-type: none"> Highly disengaged from their learning. Makes little or no attempt to participate positively in group work. Rarely follows instructions without multiple reminders and prompts. 	<ul style="list-style-type: none"> Reluctant to take on new challenges. Requires external motivation and reluctantly attempts work. Rarely shows independence towards their learning. 	<ul style="list-style-type: none"> Significant concerns exist about the way the student treats others. Causes conflict through inappropriate interactions. 	<ul style="list-style-type: none"> Student's behaviour is of significant concern. PBS values and general classroom expectations are frequently not observed. Impact on learning of themselves and others is significant. 		