

# HIBS MOTIVATION GRADES

## DIGITAL TECHNOLOGY

|                                       |  |  |  |   | If parents have been contacted by you or a Housemaster etc. with a concern about the student you should consider awarding a poor or a fair grade.   |  |
|---------------------------------------|--|--|--|---|---|--|
| Descriptor                            | Excellent  | Very Good  | Good   | Fair  | Poor  |  |
| Grade                                 | 1  | 2  | 3  | 4   | 5   |  |
| <b>MOTIVATION TO LEARN</b>            | Very enthusiastic, self-motivated and independent learner; able to expand both his own and other students' learning experiences by drawing on his own wider knowledge of Digital Technology. | Generally co-operative, self-motivated and independent learner; able to expand both his own and other students' learning experiences by drawing on his own wider knowledge of Digital Technology on occasions. | Mostly cooperative and displays a degree of self-motivation and independence; in terms of application to the assessment brief.   | At times cooperative and displays some degree of self-motivation and independence; in terms of application to the assessment brief.   | Rarely cooperative and seldom displays a degree of self-motivation and independence; in terms of application to the assessment brief.   |  |
| <b>PARTICIPATION AND CONTRIBUTION</b> | High degree of cooperation, participation and initiative shown in the computer lab; actively participates and contributes to the learning environment on a regular basis.                    | Very good degree of cooperation, participation and initiative shown in the computer lab; actively participates and contributes to the learning environment fairly regularly.                                   | Good degree of cooperation, participation and initiative shown in the computer lab; actively participates and contributes to the learning environment from time to time.   | Degree of cooperation, participation and initiative shown in the computer lab; participates and contributes to the learning environment on a limited basis.   | Limited degree of cooperation, participation and initiative shown in the computer lab; participates and contributes to the learning environment on a very limited basis.  |  |
| <b>ATTENTION IN CLASS</b>             | Always attentive and focused in class. Listens and responds appropriately; always intent on completing set assessment tasks in a timely and efficient manner.                                | Mostly attentive and focused in class. Listens and responds appropriately; generally intent on completing set assessment tasks in a timely and efficient manner.   | Usually attentive and focused in class. Listens and responds appropriately; intent on completing set assessment tasks within a more extended timeframe.  | At times attentive and focused in class. Listens and responds to some degree; some intent on completing set assessment tasks within a more extended timeframe.  | Seldom attentive and focused in class. Listens and responds to a limited degree; limited intent on completing set assessment tasks even within a more extended timeframe.   |  |
| <b>ORGANISATION FOR LEARNING</b>      | Consistently organised using excellent folder/filing structure and naming conventions and focused for the whole lesson. Very timely and efficient use of class time and computer resources.  | Usually organised and focused using very good folder/filing structure and naming conventions and focused for the lesson. Timely and efficient use of class time and computer resources.                        | Generally organised using appropriate folder/filing structure and naming conventions and focused for most of the lesson. Generally timely and efficient use of class time and computer resources but requires some direction at times. | At times organised using a semblance of folder/filing structure and naming conventions. Timely and efficient use of class time and computer resources at times but frequently requires direction during the lesson. | Some degree of organisation using an attempt to create some folder/filing structure and naming conventions. All too frequent reminders required to make more timely and efficient use of class time and computer resources during the lesson. |  |
| <b>PRESENTATION OF WORK</b>           | High quality of presentation and layout in terms of the requirements of the assessment brief demonstrating high degree of digital fluency and visual literacy.                               | Very good clear presentation and layout in terms of the requirements of the assessment brief, demonstrating very good degree of digital fluency and visual literacy.   | Generally well presented work but some errors reflected in in terms of the requirements of the assessment brief, demonstrating good degree of digital fluency and visual literacy.   | Some attempt made to present work clearly but overall layout fails to conform to the requirements of the assessment brief, demonstrating some degree of digital fluency and visual literacy.                        | Very limited attempt in terms of presentation to conform to the requirements of the assessment brief, demonstrating limited degree of digital fluency and visual literacy.  |  |