

# HIBS MOTIVATION GRADES

## LEARNING SUPPORT

					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>	Shows enthusiasm and a desire to learn. Is self-motivated and consistently strives to work to the best of his ability in all learning tasks.	Shows enthusiasm and a desire to learn. Is self-motivated and generally strives to work to the best of his ability in all learning tasks.	Generally shows enthusiasm and a desire to learn. Is mostly self-motivated and works well in most learning tasks. Responds well to guidance/redirection.	Sometimes displays a negative approach to learning. At times, needs prompting to engage in learning tasks. Mostly responds well to guidance/redirection.	Consistently displays a negative approach to learning. Needs regular prompting to engage in learning tasks. Does not respond well to guidance/redirection.	
<b>PARTICIPATION AND CONTRIBUTION</b>	Actively engages in all learning activities, even when they are challenging. Always works well with others and regularly contributes to class discussion. Listens to other responses/points of view, in a respectful and self-reflective manner. Actively supports the learning of others.	Engages in all learning activities, even when they are challenging. Works well with others and regularly contributes to class discussion. Listens to other responses/points of view, in a respectful and self-reflective manner. Actively supports the learning of others.	Generally engages in all learning activities, even when they are challenging. Mostly works well with others and regularly contributes to class discussion. Listens to other responses/points of view, in a respectful and self-reflective manner. Generally supports the learning of others.	At times disengages from learning activities, especially when they are challenging. Mostly works well with others and sometimes contributes to class discussion. Mostly listens to other responses/points of view, in a respectful and self-reflective manner. Sometimes supports the learning of others.	Generally disengaged from learning activities, especially when they are challenging. Doesn't work well with others and rarely contributes to class discussion. Easily distracted when listening to other responses/points of view. Does not support the learning of others.	
<b>ATTENTION IN CLASS</b>	Actively listens to teacher instructions and class discussion. Will promptly clarify areas of uncertainty. Does not distract other students and is consistently focused and on task.	Usually listens to teacher instructions and class discussion. Will clarify areas of uncertainty. Does not distract other students and is consistently focused and on task.	Generally listens to teacher instructions and class discussion. Will sometimes clarify areas of uncertainty. Generally does not distract other students and is mostly focused and on task.	At times slow to recognise signals and come to attention. Needs reminding to clarify areas of uncertainty. Distracts other students by talking or getting off task. Is often off task.	Often slow to recognise signs and come to attention. Needs reminding to clarify areas of uncertainty. Distracts other students by talking or getting off task. Is always off task.	
<b>ORGANISATION FOR LEARNING</b>	Consistently arrives on time with the appropriate equipment for class. Quick to be seated and settled for the start of class.	Usually arrives on time with the appropriate equipment for class. Usually quick to be seated and settled for the start of class.	Usually arrives on time with the appropriate equipment for class. Generally quick to settle for the start of class.	Generally arrives on time but sometimes does not have the appropriate equipment for class. Sometimes takes a while to settle for the start of class.	Struggles to be punctual or arrive with the appropriate equipment for class. Often takes a while to settle for the start of class.	
<b>PRESENTATION OF WORK</b>	On the basis of teacher observation, student work consistently reflects a great deal of effort and pride in his organisation and presentation of his work. Care is taken to ensure that work is complete, ordered and useful as a study tool.	On the basis of teacher observation, student work consistently reflects a high level of effort and pride in his organisation and presentation of his work. Care is taken to ensure that work is complete, ordered and useful as a study tool.	On the basis of teacher observation, student work consistently reflects a reasonable amount of effort and pride in his organisation and presentation of his work. Some care is taken to ensure that work is complete, ordered and useful as a study tool.	On the basis of teacher observation, student work consistently reflects little effort and pride in his organisation and presentation of his work. Work is often incomplete and disorganised.	On the basis of teacher observation, student work consistently reflects no effort and pride in his organisation and presentation of his work. Work is incomplete and disorganised.	