

HIBS MOTIVATION GRADES

ENGLISH (Year 7 – 10 students only)

				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
MOTIVATION TO LEARN	Shows enthusiasm and initiative. A self-motivated, independent learner. Looks to expand his own learning experiences.	Shows enthusiasm and initiative. A generally independent learner who asks for help and advice when needed.	Shows some enthusiasm and initiative. Responds to teacher direction.	Shows little enthusiasm and drive for learning.	Lacks enthusiasm and drive for learning.
PARTICIPATION AND CONTRIBUTION	Co-operates effectively. Contributes effectively as an individual and as a group member. Maintains focus and is on task, avoids distractions.	Co-operates effectively. Contributes as an individual and in group work situations. Usually maintains focus and is on task.	Usually co-operative. Has positive relationships with other students. Generally focusses and is on task.	Needs regular reminding to behave appropriately. Reluctantly involved with others. Needs regular reminding to focus and complete tasks. For Junior students: has been referred in form book occasionally in reporting period for off task behaviour.	Disruptive, negative and uncooperative. Often sent from class. Usually off task and work rarely completed. For Junior students is often referred in form book.
MOTIVATION TO READ	Shows enthusiasm, engagement and initiative. A self- motivated reader, keen on expanding his own reading experience. Regularly and effectively contributes to a reciprocal reading experience.	Shows enthusiasm and initiative. An independent reader who is keen to progress to the next text. Usually contributes to a reciprocal reading experience.	Shows some enthusiasm and initiative in reaching reading goal. Sometimes contributes to a reciprocal reading experience.	Shows little enthusiasm and drive for reading. Attempting to complete reading goal.	Lacks enthusiasm and drive for reading. Unable to complete reading goal.
ORGANISATION FOR LEARNING	An efficient learner, sound management of time. Deadlines always met with time for feedback and editing. Always punctual.	Ready for learning. Deadlines usually met with time for feedback and editing. Is mostly punctual.	Manages time and has right equipment most of the time. Deadlines met often with time for feedback and editing. Is usually punctual.	Not well organised. Often leaves equipment behind. Deadlines rarely met with time for feedback and editing. Regularly late for class.	Needs help to be organised. Needs to be reminded often. Does not have right equipment or books. Deadlines not met with time for feedback and editing. Usually late for class.
CLEAR PRESENTATION OF IDEAS (ORAL, WRITTEN, VISUAL FORMS)	Work always organised and clearly articulated; taking into account learning differences.	Work often organised and clearly articulated; taking into account learning differences.	Work usually organised and clearly articulated; taking into account learning differences.	Work sometimes organised and clearly articulated; taking into account learning differences.	Work rarely organised and clearly articulated; taking into account learning differences.