

HIBS Motivation Grades – Mathematics

				If parents have been contacted by you or a Housemaster etc. with a concern about the student you should consider awarding a 4 or 5	
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 who initiates and/or regularly contributes to discussion. Tries to expand his own learning experiences. Asks for help and advice when required and continually challenges himself mathematically.	Shows enthusiasm, and initiative. A generally independent learner who asks for help and advice when he is unsure about a particular mathematical concept. Sometimes prompted by the teacher to initiate discussion.	Shows some enthusiasm and initiative. A generally independent learner who responds well to guidance.	Shows little enthusiasm and drive for learning Mathematics. Needs prompting often for a response (often disengaged rather than just quiet). Teacher and/or Housemaster etc. will have contacted parents at least once.	Lacks enthusiasm and drive for learning Mathematics. Needs prompting often for a response (reticent rather than just quiet). Generally negative and concerning behaviour. Teacher and/or Housemaster etc. will have rung parents to voice concern several times.
Participating and Contributing	Co-operates effectively; takes on different roles within the classroom. An active learner making positive, informed decisions about his mathematical learning. Contributes effectively as an individual and in group work situations. Always involved and challenges himself mathematically.	Co-operates effectively; takes on different roles within the classroom. Generally active learner making good decisions about his own learning. Contributes effectively in group work situations and enjoys problem solving. Usually involved.	Usually a cooperative and active learner. Typically makes good decisions about his contributions in class. Has positive relationships with other students and enjoys collaborating with others mathematically.	Needs regular reminding to stay on task and to be involved with class discussions and group work etc. For junior students: has been referred in form book occasionally in reporting period for off-task behaviour.	Frequently fails to participate in class, including discussions group work etc. For junior students: is referred in form book once a week or once every two weeks.
Attention in class	Almost always listens actively to the teacher and others, and responds appropriately. Accepting of other points of view on a mathematical problem. Follows directions accurately. Almost always maintains consistent focus and avoids distractions.	Usually Listens to the teacher and others, and responds appropriately. Usually on task but, on rare occasions may have been reminded or prompted to return to task.	Generally listens and responds positively. Generally on task. Occasionally needs some reminders to refocus on the mathematical task set.	Demonstrates off task behaviour at times and can be distracted. Work not completed several times in a reporting period.	Usually off task, work not completed and sometimes not even attempted. Is easily distracted and will regularly not follow directions.
Organisation for learning	Consistently Organised. Organises himself by managing time and having the right equipment all of the time. Effectively uses diary or other organisational tool. Mathematics homework always complete by the required date to a high standard and marked (when required). Always punctual.	Usually Organised. Organises himself by managing time and having the right equipment most of the time. Effectively uses diary or other organisational tool. Mathematics homework always complete by the required date to a high standard and marked (when required). Needs a reminder once or twice in the reporting period. Usually punctual.	Generally Organised. Organises himself by managing time and having the right equipment most of the time. Generally uses diary or other organisational tool. Mathematics homework generally complete to a reasonable standard, but rarely marked (when required). Generally punctual.	Not well organised, needs some strategies to help organisation and often needs to be reminded. Often leaves equipment behind. Mathematics homework often not completed or completed but to a consistently poor standard. Regularly late to class.	Needs help to be organised. Often needs to be reminded, does not usually have right equipment or books. Mathematics homework rarely completed. No diary or diary rarely used. Regularly late to class.
Presentation of work	Consistent high quality presentation of work. Exercise books are ruled up and a sequential structure is used. Complete, logical and legible presentation of Calculations, written, and/or digital work.	Usually clear presentation of work. Exercise books are ruled up and a sequential structure is used. Makes an effort to present calculations, written, and/or digital work in a logical and legible manner.	Generally, well presented work, but lacks structure and fails to use a ruler to set out exercise books in a sequential and cohesive manner. Needs some prompting for improvement and reminders around structure and layout of calculations.	Can, at times have untidy presentation. Needs prompting for improvement and reminders around structure and layout of calculations. Work is not set out in a logical manner and resultant calculations can be difficult to follow.	Work is very untidy and disorganised, often missing and/or lost. Little or no attempt is made to rectify this.