

HIBS MOTIVATION GRADES

Literacy

					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. Consistently strives to work to the best of his ability in learning tasks.	Shows enthusiasm and initiative. A generally independent learner who asks for help and advice when needed. Generally strives to work to the best of his ability in learning tasks.	Shows some enthusiasm and initiative. Responds to teacher direction. Works well in most learning tasks.	Shows little enthusiasm and drive for learning. Mostly responds well to teacher direction. At times needs prompting to engage in learning tasks.	Lacks enthusiasm and drive for learning. Does not respond well to teacher direction. Needs regular prompting to engage in learning tasks.	
PARTICIPATION AND CONTRIBUTION	Cooperates effectively. Contributes effectively as an individual and as a group member. Maintains focus and is on task, avoids distractions. Actively supports the learning of others.	Co-operates effectively. Contributes as an individual and in group work situations. Usually maintains focus and is on task. Actively supports the learning of others.	Usually cooperative. Has positive relationships with other students. Generally focuses and is on task. Generally supports the learning of others.	Needs regular reminding to behave appropriately. Reluctantly involved with others. Needs regular reminders to focus and complete tasks.	Disruptive, negative and uncooperative. Often sent from class. Usually off task and work rarely completed. Does not support the learning of others.	
ATTENTION IN CLASS	Actively listens to teacher instructions and class discussions. Will promptly clarify areas of uncertainty. Is consistently focused and on task.	Usually listens to teacher instructions and class discussions. Will clarify areas of uncertainty. Is consistently focused and on task.	Generally listens to teacher instructions and class discussions. Will clarify areas of uncertainty. Is mostly focused and on task.	At times slow to pay attention. Needs reminding to clarify areas of uncertainty. Distracts other students by talking or getting off task.	Often slow to pay attention. Needs reminding to clarify areas of uncertainty. Distracts other students by talking or getting off task.	
ORGANISATION FOR LEARNING	An efficient learner with sound management of time. Deadlines are always met with time for feedback and editing. Always punctual.	Ready for learning. Deadlines are usually met with time for feedback and editing. Is mostly punctual.	Manages time and has the right equipment most of the time. Deadlines are met often with time for feedback and editing. Is usually punctual.	Not well organised. Often leaves equipment behind. Deadlines are 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 the 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 is always organised and clearly articulated; taking into account learning differences.	Work is often organised and clearly articulated; taking into account learning differences.	Work is usually organised and clearly articulated; taking into account learning differences.	Work is sometimes organised and clearly articulated; taking into account learning differences.	Work rarely organised and clearly articulated; taking into account learning differences.	