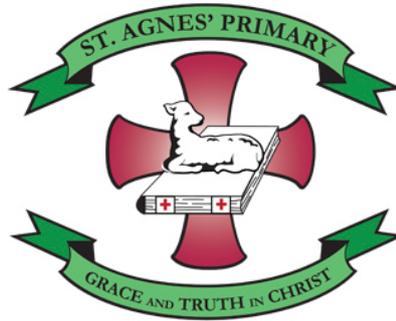# ASSESSMENT AND REPORTING POLICY

St. Agnes' Primary School

RATIONALE:

This Policy describes the principles and expectations for assessing and reporting student achievement at St Agnes' Primary School Port Macquarie. Planning, programming, assessing and reporting involves the consideration of the individual learning needs of all students and the creation of a learning environment that assists students to achieve the outcomes of the syllabus. Students' achievement of the syllabus outcomes is the goal of planning, programming and assessing. The sequence of learning experiences that teachers provide, should build on what students already know and should be designed to ensure that they progress through the learning continuum. As students participate in a range of learning experiences, teachers make professional judgements about what students know, what they can do and what they understand. Assessment and Reporting then is a vital part of any teaching and learning cycle.

Effective assessment involves:
- Providing students with opportunities to demonstrate achievement
- Gathering and recording evidence about student achievement
- Using this evidence as the basis for making professional judgements about student achievement.
- Promoting student's responsibility for their continued learning.

Reporting involves:
- The process of communicating student achievement and progress gained from the assessment process by teachers to parents/ carers and students

AIMS:

Through assessment our school will:
- Enable judgements to be made about student achievement
- Promote student learning and responsibility for learning
- Cater for students with special needs
- Provide assessment tasks that are formative, summative as well as diagnostic and embedded in the school curriculum and are based on standards which relate to curriculum policies.

Reporting in our school will:
- Provide both formal and informal feedback to parents, students and teachers that supports teaching and learning.

What Assessment Means:
Assessment is the process of identifying, gathering and interpreting information about students' learning. Assessment is an essential and integral part of the teaching and learning process. The purpose of assessment is to provide information in relation to student progress and to set directions for ongoing teaching and learning.

Assessment may be conceptualised in two ways:
1. **Assessment for learning:** acknowledges that assessment should occur as a regular part of teaching and learning and that information gained from assessment activities can be used to shape the teaching and learning process and ultimately improve learning outcomes. This approach is described as formative.

2. **Assessment of learning:** is the assessment for accountability purposes, to determine the students' level of performance on a specific task or at the conclusion of a unit of teaching and learning. The information gained from this kind of assessment is summative and is often used in reporting.

Principles of Assessment for Learning
The following principles provide the criteria for judging the quality of assessment materials and practices:

1. Emphasises the interactions between learning and manageable assessment strategies that promote learning
In practice, this means:
- teachers reflect on the purposes of assessment and on their assessment strategies
- assessment activities allow for demonstration of learning outcomes
- assessment is embedded in learning activities and informs the planning of future learning activities
- teachers use assessment to identify what a student can already do

2. Clearly expresses for the student and teacher the goals of the learning activity
In practice, this means:
- students understand the learning goals and the criteria that will be applied to judge the quality of their achievement
- students receive feedback that helps them make further progress

3. Reflects a view of learning in which assessment helps students learn better, rather than just achieve a better mark
In practice, this means:
- teachers use tasks that assess, and therefore encourage, deeper learning
- feedback is given in a way that motivates the learner and helps students to understand that mistakes are a part of learning and can lead to improvement
- assessment is an integral component of the teaching-learning process rather than being a separate activity

4. Provides ways for students to use feedback from assessment
In practice, this means:
- feedback is directed to the achievement of standards and away from comparisons with peers
- feedback is clear and constructive about strengths and weaknesses
- feedback is individualised and linked to opportunities for improvement

5. Helps students take responsibility for their own learning

In practice, this means:
- assessment includes strategies for self-assessment and peer assessment emphasising the next steps needed for further learning

6. Is inclusive of all learners

In practice, this means:
- assessment against standards provides opportunities for all learners to achieve their best
- assessment activities are free of bias

Assessment tasks should be:

RICH: provide assessment information across a range of KLA outcomes within one task, optimising students' expression of their learning. Rich assessment tasks reduce the need for more assessment.

AUTHENTIC: match the assessment criteria to the task/ assess what has been taught and learnt in unit of work.

PROVIDE QUALITY MARKING SCHEMES: contain criteria specific to the most important elements of the assessment task.

ENSURE CONSISTENCY OF TEACHER JUDGEMENT: plan/program outcomes to be addressed collaboratively.

BE LINKED TO TEACHING AND LEARNING: type of task is appropriate to the outcomes selected

Assessment tasks should demonstrate a variety of tasks which include but are not limited to the following:
- written tasks
- assignment and research
- oral presentations (with or without aid of multimodal resources)
- design and make
- performance
- experimental
- formal and informal teacher observation
- questioning
- peer evaluation
- self evaluation

In summary, assessment for learning:
- is an essential and integrated part of teaching and learning
- reflects a belief that all students can improve
- involves setting learning goals with students
- helps students know and recognise the standards they are aiming for
- involves students in self-assessment and peer assessment
- provides feedback that helps students understand the next steps in learning and plan how to achieve them
- involves teachers, students and parents reflecting on assessment data.

IMPLEMENTATION:

Assessment

1. The Leadership team of St Agnes' will ensure that:
- Assessment processes will comply with National, NSW and the Diocese of Lismore requirements/recommendations
- External and internal assessments will be carried out effectively.
- Appropriate assessment processes are carried out effectively for various year levels and are recorded in Assessment Plans (see Appendix)
- Staff receive appropriate professional learning on how to construct quality assessment tasks
- Staff receives appropriate professional learning that promotes consistency of teacher judgement.
- Student Achievement information is collected, stored, accessed and used in an efficient and timely manner

2. Teachers at St Agnes' will ensure they develop assessment processes that:
- Demonstrate current pedagogy that incorporates the principles for learning and assessment of learning
- Are derived and directly related to the Lismore Diocese Religious Education Curriculum, the K-6 Foundations Statements (NSW) and other related National Curriculum documents as they are adopted.
- Provide a range of opportunities that include a variety of models and strategies
- Ensure that all students receive fair and reliable information and progress in their learning and provide meaningful feedback to students and other stakeholders.
- Create opportunities for collaboration and planning of assessment criteria, moderation of students work, shared understandings of student learning and assessment, and balanced judgements about student achievement.
- Provide opportunities for all students to demonstrate a level of achievement commensurate with their abilities
- Monitor and record student progress
- Enable clear reporting of school and student performance

Reporting

St. Agnes' School will provide formal and informal opportunities for reporting to parents through interviews, diary comments, telephone and face to face conversations, as this assists the development of a dialogue between home and school and further enhances student learning.

Parent/Teacher Interviews

Parents/Carers will be given the opportunity for the following formal interviews:
- Early Term 1 with a focus on the possible social/emotional needs of the student.
- At the end of Term 2 as a result of the First Semester Report. Students from Years 3-6 will attend this interview with their parents/carers. Goals and recommendations are discussed and set.
- An offer of a formal interview after the December Report if required.

The School will also:
- Provide opportunities for informal discussions between relevant staff, community based professionals and parents when requested.
- Provide Individual Education Plan (IEP) for those students who receive funding or are identified as having a learning disability. These plans will be discussed with parents/ carers at least twice a year.

School Semester Reports *(Attachment 1)*

The written report for each student will
- Be issued at the end of each semester in the school year
- Use Plain English Reporting Criteria
- Provide information on the students' learning in each of the Key Learning Areas
- Use the A-E scale (except in Kindergarten) to compare student achievement in their year cohort against a Common Grade Scale (NSW)
- Include teacher comments affirming student strengths as well as addressing areas for further growth.
- Not publish publicly the performance of individual students relative to the rest of the cohort but have this information available if requested by parents
- Provide information about the student's personal and social development, work habits and involvement in school programs and activities
- Be confidential

Kindergarten Reporting *(Attachment 2)*

Kindergarten students will not be graded using the A-E common Grade Scale. Two written reports will be provided to parents at the end of each semester.
- Student achievement in each area of learning will be described as Working Towards, Working At and Working Beyond.
- Comparative information will not be available to parents

Students with Disabilities and ESL Students *(Attachment 3)*

- Students with an intellectual disability (students who meet the Student Disability Criteria for an Intellectual Disability) and ESL 'new arrivals' (students enrolled in an Australian school less than one year before the reporting process) qualify from exemption from A-E reporting.
- Parents of students with intellectual disabilities should be contacted by the Principal or nominee to confirm parent wishes in respect to A-E reporting.
- Parents of students with a disability will be asked to choose from the following reporting options for their son/daughter:
- **Option A:** Student Report A-E compared to their year level.
- **Option B:** Progress in relation to IEP outcomes.

Reporting of External Testing

- For students in Years 3 and 5, in addition to school based reports, parents will be provided with a report on their child's achievement in the external National Literacy and Numeracy assessment (NAPLAN) Individual reports will show the student's achievement compared to nationally agreed benchmarks.
- For Students in Year 6, in addition to school based reports, parents will receive a report on their child's participation in the Diocesan Religion test which is conducted midyear.

External Reporting - The Annual School Report

- The Annual School Report will publish student outcomes in the NAPLAN testing.
- The school will provide all required performance data to the NSW Department of Education, the Catholic Education Office, the National Government (Myschool website) and the community by means of an annual report.

Reports and reporting practices will be reviewed regularly

Reviewed: *February 2011*
Ratified: *February 2011*
Reviewed: *February 2014*
Ratified: *February 2014*
Updated: *February 2016*
Next Review: *February 2019*

Comparison of Student Achievement in Key Learning Areas

You can ask the school to provide you with written information that clearly shows your child's achievement in the subjects studied in comparison to that of other children in the child's peer group at the school. This information will show you the number of students in each of the achievement levels A-E.

If your child sat for the National Assessment Program Literacy and Numeracy (NAPLAN) in Year 3 or Year 5 this year you will receive a separate report on your child's performance in late September or October. The national reporting format will provide parents with performance information including:

- Your child's skill band in reading, writing, language conventions and numeracy.
- Your child's results in these areas shown against the national average.
- The range of achievement for the middle 60% of students.

A description of the skills and understandings that students are likely to demonstrate in each of the 10 skill bands.

The class teacher can provide you with more specific detail on your child's performance in NAPLAN.

Information for Parents Regarding the New NSW K-10 Syllabuses

What is the Australian Curriculum?

The Australian Curriculum, Assessment and Reporting Authority (ACARA), in collaboration with states and territories, has developed agreed Australian curriculum for English, Mathematics, Science and History. Each of these learning areas includes content statements that represent essential learning for all Australian students.

How is Australian Curriculum being implemented in NSW?

In NSW, the Board of Studies has worked closely with teachers and key education stakeholders to develop syllabuses that include Australian curriculum content and further detail that clarifies learning. As a result of this work, Kindergarten to Year 10 syllabuses provide direction to ensure greater consistency between NSW schools.

What will my child learn at school?

The new syllabuses build on the strength of the existing NSW curriculum. Many features of the new K-10 English, Mathematics, Science (incorporating Science and Technology K-6) and History syllabuses are retained. Literacy and numeracy remain important areas of focus in K-6, where essential foundation skills are developed. The syllabuses identify the knowledge, understanding, skills, values and attitudes that students are expected to develop in each learning area. They are designed to provide flexibility for teachers to develop their teaching and learning programs to meet the needs of their students.

English

- Students develop their language skills through activities involving speaking and listening, reading and writing, and viewing and representing.
- They learn about language and literature through working with a wide range of print, spoken, visual, media, multimedia and digital texts.
- They interpret and express their views on what they hear, see and read.
- They create written and digital texts, and deliver formal and informal presentations.
- For the first time, there will be a requirement that students experience a range of texts including Australian works, multiculturalism, Aboriginality and Australian identity, and Asian perspectives.
- There is an increased emphasis on grammar and the teaching of quality literature.

Science and Technology

- Students develop their skills in using processes of Working Scientifically and Working Technologically to answer interesting questions and develop creative solutions to important 21st century problems.
- They develop their curiosity and understanding about the Natural Environment and the Made Environment through learning about the Physical World, Earth and Space, the Living World, the Material World, Built Environments, Information and Products.
- Students learn about the influence and relevance of science and technology in their lives now and in the future.

Mathematics

This year sees the introduction of the new Mathematics Syllabus from the Board of Studies. All staff have been immersed in developing an understanding of the new curriculum.

- Students will continue to engage in learning that reflects a sequential and logical approach to learning in Mathematics with a level of challenge appropriate to their stage of learning and develop knowledge, skills and understanding in Working Mathematically in an integrated way.
- The new syllabus has a focus on a deep understanding of mathematical concepts and the ability to apply this understanding to other situations.
- Content is organised into three strands: Number and Algebra; Measurement and Geometry and; Statistics and Probability.
- Working Mathematically comprises five components: Communicating, Problem Solving, Reasoning, Understanding and Fluency. There are changes in language, so some of the old concepts you may be familiar with will be different (eg. times table are called multiplication facts).

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«FirstName» «Surname»

Semester One 2015   **Class: «ClassName»**

PERSONAL AND SOCIAL DEVELOPMENT	EFFORT	WORK HABITS	EFFORT
Accepts responsibility for self	«W_NS1»	Demonstrates organisational skills	«W_NS10
Follows school and class rules	«W_NS2»	Completes daily reading	«W_NS11
Is courteous and cooperative	«W_NS3»	Completes set work	«W_NS12
Participates in group activities	«W_NS4»	Works without disturbing others	«W_NS13
Respects the property of others	«W_NS5»	Works independently	«W_NS14
Wears school uniform correctly	«W_NS6»	Is punctual	«W_NS15
Responds appropriately to correction	«W_NS7»	Takes pride in presentation of work	«W_NS16
Demonstrates good sportsmanship	«W_NS8»	Maintains focus on set tasks	«W_NS17
Displays appropriate playground behaviour	«W_NS9»	Demonstrates initiative	«W_NS18

ATTENDANCE RECORD	
Number of days absent in Terms 1 and 2 (as at time of printing)	«A_F»

COMMENT
«T_C»

Teacher: **«T_N»**   Principal (Acting): **Mrs Ginaya Yarnold**

Issued without alteration or erasure «Month» «Year»

RELIGIOUS EDUCATION

EFFORT	«R_E»
OVERALL ACHIEVEMENT	«R_G»

Religious Education incorporates the four Foundation areas of profession of faith, celebration of the Christian mystery, life in Christ and prayer.

ENGLISH

EFFORT	«E_E»	ACHIEVEMENT				
OVERALL ACHIEVEMENT	«E_G»	A	B	C	D	E
Speaking and Listening: Communicates and interacts with a range of people, in different situations for a variety of purposes. Recognises patterns and features of predictable spoken texts.						
Writing and Representing: Uses basic grammar, punctuation, appropriate vocabulary, and a variety of spelling strategies when planning, composing and reviewing a small range of simple texts for a variety of purposes and audiences. Texts are published using legible handwriting and digital technology.						
Reading and Viewing: Draws on an increasing range of strategies and skills to fluently read, view and comprehend a range of texts, on less familiar topics in different media and technologies. Shows an awareness of purpose, audience and subject matter.						

MATHEMATICS

EFFORT	«M_E»	ACHIEVEMENT				
OVERALL ACHIEVEMENT	«M_G»	A	B	C	D	E
Number and Algebra: Whole number, addition, subtraction, multiplication and division.						
Statistics and Probability: Data.						
Measurement and Geometry: Length and 2D space.						

Working Mathematically: The student's progress in working mathematically (that is a developing number sense, an ability to communicate mathematical understandings, problem solve and reason) is reflected in the overall achievement grade for Mathematics.

SCIENCE AND TECHNOLOGY

EFFORT	«S_E»	ACHIEVEMENT				
OVERALL ACHIEVEMENT	«S_G»	A	B	C	D	E
Working Scientifically: Investigates questions and predictions by collecting and recording data, sharing and reflecting on their experiences and comparing what they and others know.						
Working Technologically: Uses a structured design process, everyday tools, materials, equipment and techniques to produce solutions that respond to identified needs and wants.						
Knowledge and Understanding of Natural and Made Environments: describes that living things have life cycles, can be distinguished from non-living things and grouped, based on their observable features; identifies ways heat is produced and that heat moves from one object to another; and describes ways that science knowledge helps people understand the effect of their actions on the environment and on the survival of living things.						

HUMAN SOCIETY AND ITS ENVIRONMENT

EFFORT	«H_E»
OVERALL ACHIEVEMENT	«H_G»

Human Society and Its Environment incorporates the strands of change and continuity, cultures, environments and social systems and structures.

PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION

EFFORT	«P_E»	ACHIEVEMENT				
OVERALL ACHIEVEMENT	«P_G»	A	B	C	D	E
Fundamental Movement and Physical Activities.						
Healthy Choices and Self and Relationships.						

CREATIVE ARTS

EFFORT	«C_E»	ACHIEVEMENT				
OVERALL ACHIEVEMENT	«C_G»	A	B	C	D	E
Drama: Making, performing and appreciating.						
Dance: Performing, composing and appreciating.						
Visual Arts: Making and appreciating.						

ACHIEVEMENT SCALE

COMMON GRADE SCALE		DESCRIPTION OF ACHIEVEMENT
A	Extensive Achievement	• Extensive knowledge and understanding of content • Very high level of competence in processes and skills • Applies knowledge and skills to new situations
B	Thorough Achievement	• Thorough knowledge and understanding of content • High level of competence in processes and skills • Applies knowledge and skills to most situations
C	Sound Achievement	• Sound knowledge and understanding of main areas of content • Adequate level of competence in processes and skills
D	Basic Achievement	• Basic level of knowledge and understanding of content • Limited level of competence in processes and skills
E	Limited Achievement	• Elementary knowledge and understanding in few areas of content • Very limited competence in some processes and skills

EFFORT SCALE

5	Highly commendable	4	Commendable	3	Satisfactory	2	Inconsistent	1	Improvement desired

Comparison of Student Achievement in Key Learning Areas

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ENGLISH

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OVERALL ACHIEVEMENT	«E_G»	WB	WA	WT
Speaking and Listening: Demonstrates an emerging awareness of purpose when communicating and interacting with familiar people in informal situations.				
Writing and Representing: Conveys ideas by composing simple texts which demonstrate developing skills and knowledge in grammar, punctuation, vocabulary, simple sound blends and sight words. Texts are published using legible letters and digital technologies.				
Reading and Viewing: Demonstrates developing skills and strategies, to read, view and comprehend short predictable texts on familiar topics in different media. Shows a developing awareness of purpose, audience and subject matter.				

MATHEMATICS

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EFFORT	«S_E»	ACHIEVEMENT		
OVERALL ACHIEVEMENT	«S_G»	WB	WA	WT
Working Scientifically: Explores their immediate surroundings by questioning, observing using their senses and communicating to share their observations and ideas.				
Working Technologically: Uses a simple design process to produce solutions with identified purposes.				
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WA	Working At	• Thorough knowledge and understanding of content • High level of competence in processes and skills • Applies knowledge and skills to most situations
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Mathematics

This year sees the introduction of the new Mathematics Syllabus from the Board of Studies. All staff have been immersed in developing an understanding of the new curriculum.

- Students will continue to engage in learning that reflects a sequential and logical approach to learning in Mathematics with a level of challenge appropriate to their stage of learning and develop knowledge, skills and understanding in Working Mathematically in an integrated way.
- The new syllabus has a focus on a deep understanding of mathematical concepts and the ability to apply this understanding to other situations.
- Content is organised into three strands: Number and Algebra; Measurement and Geometry and; Statistics and Probability.
- Working Mathematically comprises five components: Communicating, Problem Solving, Reasoning, Understanding and Fluency. There are changes in language, so some of the old concepts you may be familiar with will be different (eg. times table are called multiplication facts).

ST AGNES' PRIMARY SCHOOL
PORT MACQUARIE

VISION:
"TO BE WITNESSES OF CHRIST'S LOVE:
IN FAITH, CULTURE, EDUCATIONAL EXCELLENCE
AND HOPE FOR THE FUTURE"

«FirstName» «Surname»

Semester One 2015　　　　　　　　　　　　　　　　**Class: «ClassName»**

PERSONAL AND SOCIAL DEVELOPMENT	EFFORT	WORK HABITS	EFFORT
Accepts responsibility for self	«W_NS1»	Demonstrates organisational skills	«W_NS10»
Follows school and class rules	«W_NS2»	Completes daily reading	«W_NS11»
Is courteous and cooperative	«W_NS3»	Completes set work	«W_NS12»
Participates in group activities	«W_NS4»	Works without disturbing others	«W_NS13»
Respects the property of others	«W_NS5»	Works independently	«W_NS14»
Wears school uniform correctly	«W_NS6»	Is punctual	«W_NS15»
Responds appropriately to correction	«W_NS7»	Takes pride in presentation of work	«W_NS16»
Demonstrates good sportsmanship	«W_NS8»	Maintains focus on set tasks	«W_NS17»
Displays appropriate playground behaviour	«W_NS9»	Demonstrates initiative	«W_NS18»

This is a modified report, written with reference to an Individual Education Plan.
Stage reference is made at the top of each KLA

ATTENDANCE RECORD	
Number of days absent in Terms 1 and 2 (as at 29/05/2015)	«A_F»

COMMENT
«T_C»

Teacher:　**«T_N»**　　　　　　　　　　Principal (acting):　**Mrs Ginaya Yarnold**

Issued without alteration or erasure «Month» «Year»

RELIGIOUS EDUCATION - STAGE 3

EFFORT	«R_E»
OVERALL ACHIEVEMENT	«R_G»

Religious Education incorporates the four Foundation areas of profession of faith, celebration of the Christian mystery, life in Christ and prayer.

ENGLISH - STAGE 1

EFFORT	«E_E»	ACHIEVEMENT				
OVERALL ACHIEVEMENT	IEP	A	B	C	D	E
Speaking and Listening: Communicates and interacts with a range of people, in different situations for a variety of purposes. Recognises patterns and features of predictable spoken texts.						
Writing and Representing: Uses basic grammar, punctuation, appropriate vocabulary, and a variety of spelling strategies when planning, composing and reviewing a small range of simple texts for a variety of purposes and audiences. Texts are published using legible handwriting and digital technology.						
Reading and Viewing: Draws on an increasing range of strategies and skills to fluently read, view and comprehend a range of texts, on less familiar topics in different media and technologies. Shows an awareness of purpose, audience and subject matter.						

MATHEMATICS - STAGE 1

EFFORT	«M_E»	ACHIEVEMENT				
OVERALL ACHIEVEMENT	IEP	A	B	C	D	E
Number and Algebra: Whole number, addition, subtraction, multiplication, division, fractions, decimals, patterns and algebra.						
Statistics and Probability: Chance and data.						
Measurement and Geometry: Length, area and position.						

Working Mathematically: The student's progress in working mathematically (that is a developing number sense, an ability to communicate mathematical understandings, problem solve and reason) is reflected in the overall achievement grade for Mathematics.

SCIENCE AND TECHNOLOGY - STAGE 3

EFFORT	«S_E»	ACHIEVEMENT				
OVERALL ACHIEVEMENT	«S_G»	A	B	C	D	E
Working Scientifically: Investigates questions and predictions by collecting and recording data, sharing and reflecting on their experiences and comparing what they and others know.						
Working Technologically: Uses a structured design process, everyday tools, materials, equipment and techniques to produce solutions that respond to identified needs and wants.						
Knowledge and Understanding of Natural and Made Environments: Explains rapid change at the Earth's surface caused by natural events, using evidence provided by advances in technology and scientific understanding; and describes some physical conditions of the environment and how these affect the growth and survival of living things; and describes systems used to produce or manufacture products and the social and environmental influences on product design.		«S_L3_7»	«S_L3_6»	«S_L3_5»	«S_L3_4»	«S_L3_3»

HUMAN SOCIETY AND ITS ENVIRONMENT - STAGE 3

EFFORT	«H_E»
OVERALL ACHIEVEMENT	«H_G»

Human Society and Its Environment incorporates the strands of change and continuity, cultures, environments and social systems and structures.

PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION - STAGE 3

EFFORT	«P_E»	ACHIEVEMENT				
OVERALL ACHIEVEMENT	«P_G»	A	B	C	D	E
Fundamental Movement and Physical Activities.						
Healthy Choices and Self and Relationships.						

CREATIVE ARTS - STAGE 3

EFFORT	«C_E»	ACHIEVEMENT				
OVERALL ACHIEVEMENT	«C_G»	A	B	C	D	E
Dance: Performing, composing and appreciating.						
Drama: Making, performing and appreciating.						
Visual Arts: Making and appreciating.						

ACHIEVEMENT SCALE

COMMON GRADE SCALE		DESCRIPTION OF ACHIEVEMENT
A	Extensive Achievement	• Extensive knowledge and understanding of content • Very high level of competence in processes and skills • Applies knowledge and skills to new situations
B	Thorough Achievement	• Thorough knowledge and understanding of content • High level of competence in processes and skills • Applies knowledge and skills to most situations
C	Sound Achievement	• Sound knowledge and understanding of main areas of content • Adequate level of competence in processes and skills
D	Basic Achievement	• Basic level of knowledge and understanding of content • Limited level of competence in processes and skills
E	Limited Achievement	• Elementary knowledge and understanding in few areas of content • Very limited competence in some processes and skills

EFFORT SCALE

5	Highly commendable	4	Commendable	3	Satisfactory	2	Inconsistent	1	Improvement desired