

TARGET

We use a student's Year 6 test scores in English and Maths to assess each student's starting point.

Each student is given a single, challenging target grade, that covers all subjects.

TARGET GRADE		
Old	New	Vocational
A*	9	Distinction*
	8	
A	7	Distinction
B	6	Merit
	5	
C	4	Pass
	3	
D	3	Pass Level 1
E	2	
F	1	

For Years 7 to 10 this is a number between **9 and 1**, where 9 is the highest target grade.

For Year 11 a mixture of grades **9 to 1** and **A* and G** will be used.

For vocational subjects, a grade between **Distinction* and Pass Level 1** will be used.

PROGRESS

Progress is measured by comparing the **Professional Prediction** with the **Target Grade**.



Exceptional Progress

Exceeding Target Grade

Good progress

Meeting Target Grade

Expected progress

1 grade below Target Grade

Less than expected progress

More than 1 grade below Target Grade

ASSESSMENT

Working At grades are measured using the same scale and **represent a student's current performance in each subject**. Students also receive a **Professional Prediction**, which indicates **what their final grade is likely to be**, based on current performance.

EFFORT

Effort is graded using our **Effort Rubric** as follows:

Excellent

Good

Inconsistent

Inadequate

1

2

3

4

OUR ASSESSMENT STRUCTURE

EFFORT RUBRIC

EXCELLENT

1

Consistently strives for excellence.
Takes ownership of own learning.
Highly organised and self-disciplined.
Shows initiative and responsibility.
Shows real determination in pursuit of goals.
Demonstrates resilience when things get hard.
Continuously seeks, reflects and acts on all feedback.
Actively participates and contributes for the benefit of all.

GOOD

2

Always tries to produce good quality work.
Responds well to all learning opportunities.
Well organised and meets expectations.
Responds well to advice and instruction.
Perseveres towards goals.
Responds well to encouragement when dealing with challenge.
Responds positively and acts on all feedback.
Contributes well when asked to.

INCONSISTENT

3

Sometimes tries to produce good quality work.
Responds to learning opportunities, but not consistently.
Sometimes needs direction to organise themselves and meet expectations.
Responds to instruction.
Puts inconsistent effort in towards achieving goals.
Sometimes gives up when faced with a challenge.
Responds inconsistently to feedback.
Makes limited contributions.

INADEQUATE

4

Rarely tries to produce good quality work.
Chooses not to respond to learning opportunities.
Regularly fails to meet expectations despite clear direction.
Regularly fails to respond to instructions.
Puts in little effort towards achieving goals.
Gives up too easily.
Responds poorly to feedback, or not at all.
Does not contribute positively.