

Performance Standards

The performance standards describe five levels of achievement, A to E.

Each level of achievement describes the knowledge, skills, and understanding that teachers refer to in deciding, on the basis of the evidence provided, how well a student has demonstrated his or her learning.

During the teaching and learning program the teacher gives students feedback on, and makes decisions about, the quality of their learning, with reference to the performance standards.

Students refer to the performance standards to identify:

- the knowledge, skills, and understanding they have demonstrated
- those specific features they still need to demonstrate to reach their highest possible level of achievement.

When the student completes the subject, the teacher makes a decision about the quality of the student's learning by:

- referring to the performance standards
- taking into account the weighting given to each assessment type
- assigning a subject grade between A and E.

Performance Standards for the Stage 1 Personal Learning Plan

	Understanding the Capabilities	Developing Personal and Learning Goals	Reflecting on Learning
A	Clearly explains understanding of the five capabilities, with insightful and detailed examples.	Clearly identifies personal and learning goals and purposefully explores them in detail. Develops a range of effective strategies to achieve them. Effectively develops the selected capability or capabilities relevant to achieving his or her goals, in well-planned, insightful, and/or creative ways. Interacts purposefully with others to identify and refine goals.	Clearly evaluates personal and learning goals and gives insights into the effectiveness of strategies to achieve them. Reflects on the development of the selected capability or capabilities, with insights into how this helps to achieve his or her goals.
B	Explains understanding of the five capabilities, with some detailed examples.	Identifies personal and learning goals and explores them in some detail. Develops some effective strategies to achieve them. Develops the selected capability or capabilities relevant to achieving his or her goals, in a way that is mostly effective, and generally organised or creative. Generally interacts effectively with others to identify and refine goals.	Reflects on personal and learning goals, with some evaluation of the effectiveness of strategies to achieve them. Reflects on the development of the selected capability or capabilities, with some ideas about how this helps to achieve his or her goals.
C	Gives some explanation of what the five capabilities are, with brief examples.	Identifies personal and learning goals and explores some aspects of these goals. Develops at least one effective strategy to achieve them. Develops the selected capability or capabilities relevant to achieving his or her goals, in a way that has some effectiveness, and some organisation or creativity. Interacts with others to identify and make some refinement to goals.	Describes personal and learning goals, with some reflection on the effectiveness of the strategy or strategies to achieve them. Reflects on the development of the selected capability or capabilities, with an idea about how this helps to achieve his or her goals.
D	Describes some, but not all, of the capabilities, with limited examples.	Identifies one or more personal or learning goals and locates some information that may be relevant to the goal(s). Describes aspects of a possible strategy that may help to achieve the goal(s). Develops an aspect of the selected capability or capabilities, with partial effectiveness. The relevance to the goal(s) may not be clear. Interacts with others with limited effectiveness, to talk about possible goals.	Describes one or more personal or learning goals with some recount of learning in the subject. Describes own participation in an activity to develop the selected capability or capabilities, with a vague link to goals.
E	Attempts to describe at least one of the capabilities.	Identifies a personal or learning goal without any realistic strategies to achieve it. Attempts to locate information that may be relevant to the goal. Attempts to develop an aspect of the selected capability or capabilities, with limited effectiveness or relevance to the goal. Gives limited responses to questions from others about possible goals.	Gives limited responses to questions about learning in the subject. Gives limited responses to questions about own participation in an activity to develop the selected capability or capabilities. Makes a superficial statement about a selected capability in attempting to identify a link to a goal.