



The following information may appear on a MGHS Student Report

**Grades at Years 8-10**

Grade	Word Equivalent	A–E indicators (Revised)	These grades are based on subject specific Australian Curriculum Achievement Standards
A	Your child is demonstrating excellent achievement of what is expected at this year level.	<ul style="list-style-type: none"> <li>• <b>Thorough</b> knowledge and understanding of the content, key ideas and concepts</li> <li>• <b>Very high level</b> of competence in the skills and processes</li> <li>• <b>Uses</b> these skills and processes in <b>new contexts</b></li> </ul>	
B	Your child is demonstrating good achievement of what is expected at this year level.	<ul style="list-style-type: none"> <li>• <b>Extensive</b> knowledge and understanding of the content, key ideas and concepts</li> <li>• <b>High level</b> of competence in the skills and processes</li> <li>• <b>Uses</b> the skills and processes in <b>some new contexts</b></li> </ul>	
C	Your child is demonstrating satisfactory achievement of what is expected at this year level.	<ul style="list-style-type: none"> <li>• <b>Satisfactory</b> knowledge and understanding of the content, key ideas and concepts</li> <li>• <b>Expected</b> level of competence in the skills and processes</li> <li>• <b>Uses</b> skills and processes in <b>familiar contexts</b></li> </ul>	
D	Your child is demonstrating partial achievement of what is expected at this year level.	<ul style="list-style-type: none"> <li>• <b>Basic</b> knowledge and understanding of the content, key ideas and concepts</li> <li>• <b>Limited</b> level of competence in the skills and processes</li> <li>• <b>Some ability to use</b> skills and processes in <b>familiar contexts</b></li> </ul>	
E	Your child is demonstrating minimal achievement of what is expected at this year level.	<ul style="list-style-type: none"> <li>• <b>Very basic</b> knowledge and understanding in a few areas of the content, key ideas and concepts</li> <li>• <b>Very limited</b> competence in some of the skills and processes</li> <li>• <b>Beginning ability to use</b> skills and processes in <b>familiar contexts</b></li> </ul>	

## Grades at SACE Stage 1\* and SACE Stage 2\*\*

Stage 1	Stage 2	Description	These grades are based on subject specific SACE Performance Standards			
A	A+	Very High Achievement		These grades are based on subject specific SACE Performance Standards		
	A					
	A-					
B	B+	High Achievement			These grades are based on subject specific SACE Performance Standards	
	B					
	B-					
C	C+	Competent Achievement				These grades are based on subject specific SACE Performance Standards
	C					
	C-					
D	D+	Marginal Achievement	These grades are based on subject specific SACE Performance Standards			
	D					
	D-					
E	E+	Low Achievement		These grades are based on subject specific SACE Performance Standards		
	E					
	E-					
N	N	No Result (insufficient evidence in every assessment type for the subject)			These grades are based on subject specific SACE Performance Standards	
UG	UG	Ungraded will only appear if classes have completed no summative assessment tasks in the reporting period. For example, 1 <sup>st</sup> term for some Stage 2 subjects.				
Absent	Absent	Absent will only appear when a student has not completed any assessment tasks due to a legitimate absence. For example, an illness covered by a doctor's certificate or an authorised exemption from school.				

\* For the Personal Learning Plan and the subjects that meet the literacy and numeracy requirements, the SACE Board uses a moderation process to confirm school decisions at the C grade level.

\*\* The SACE Board uses a moderation process to quality assure school assessment grades.

External assessment can take a variety of forms, e.g. examinations, performances, investigations, and products. The SACE Board uses grades and/or scores to assess and record achievement in external assessment.

The SACE Board uses statistical process to verify that school assessment grades and external assessment grades in each subject are consistent with the performance standards.

## Performance Indicators

Performance	Indicator	Description
Uses Class Time Effectively	<ul style="list-style-type: none"> <li>• Consistently</li> <li>• Usually</li> <li>• Sometimes</li> <li>• Rarely</li> <li>• Never</li> </ul>	Refers to the level at which your daughter practices good time management, is punctual, applies herself to the task at hand, brings appropriate equipment, etc.
Is Well Behaved	<ul style="list-style-type: none"> <li>• Consistently</li> <li>• Usually</li> <li>• Sometimes</li> <li>• Rarely</li> <li>• Never</li> </ul>	Refers to how your daughter behaves during class.
Completes Homework	<ul style="list-style-type: none"> <li>• Consistently</li> <li>• Usually</li> <li>• Sometimes</li> <li>• Rarely</li> <li>• Never</li> </ul>	Indicates how often your daughter attempts her homework.
Assessment Tasks Not Complete	A number	Indicates how many assessment tasks set by the teacher have not been submitted.

## Modified Curriculum for Students in Years 8, 9 and 10 only.

	Description
<b>Modified</b>	Students who have some form of modification to the normal subject program and / or assessment tasks. This will be negotiated by the subject teacher. You may discuss your student's program with the subject teacher during a Parent / Teacher evening or by contacting the teacher directly.
<b>Gift</b>	This is indicated in the subject title. Gifted and talented students are selected to go into a Year 8, Year 9 or Year 10 class in the areas of Maths, Science, English or HASS. The curriculum in these classes is accelerated and extended to meet their learning needs.