

Performance Standards

The performance standards describe five levels of achievement that are reported with the grades A to E at the student's completion of study of a subject.

Each level of achievement describes the knowledge, skills, and understanding that teachers refer to in deciding how well a student has demonstrated his or her evidence of 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 can also refer to the performance standards to identify the knowledge, skills, and understanding that they have demonstrated and those specific features that they still need to demonstrate to reach their highest possible level of achievement.

At the student's completion of study of a subject, the teacher makes a decision about the quality of the student's learning, demonstrated through the set of assessments, by:

- referring to the levels of achievement described in the performance standards
- assigning a grade based on the level that gives the best overall description of the student's evidence of learning.

Performance Standards for Stage 1 Integrated Learning

	Application of Knowledge and Skills	Investigation	Communication and Collaboration	Reflection	Development of Learning Connections
A	Comprehensive development of knowledge and skills. Thoughtful and consistent application of knowledge and skills for a purpose.	Insightful identification and gathering of relevant information using a variety of sources. In-depth investigation of information, ideas, and skills from more than one perspective.	Sustained and productive collaboration with others. Clear and proactive communication with others in the group. Constructive discussion of ideas and opinions.	In-depth reflection on own learning and progress in learning.	Detailed, focused, and convincing explanation of some of the connections between the program focus and aspects of the capability in each chosen key area. In-depth understanding and development of aspects of the chosen capability(ies).
B	Focused development of knowledge and skills. Well-considered application of knowledge and skills for a purpose.	Well-considered identification and gathering of relevant information using different sources. Some depth in investigation of information, ideas, and skills from more than one perspective.	Purposeful collaboration with others. Clear and often proactive communication with others in the group. Thoughtful discussion of ideas and opinions.	Some depth in reflection on own learning and progress in learning.	Detailed and convincing explanation of some of the connections between the program focus and aspects of the capability in each chosen key area. Well-considered understanding and development of aspects of the chosen capability(ies).
C	Competent development of knowledge and skills. Considered application of knowledge and skills for a purpose.	Considered identification and gathering of relevant information using some alternative sources Competent investigation of information, ideas, or skills from more than one perspective.	Appropriate collaboration with others. Competent and sometimes proactive communication with others in the group. Considered discussion of ideas and opinions.	Considered reflection on own learning and progress in learning.	Mostly effective explanation of some of the connections between the program focus and aspects of the capability in each chosen key area. Considered understanding and development of aspects of the chosen capability(ies).

	Application of Knowledge and Skills	Investigation	Communication and Collaboration	Reflection	Development of Learning Connections
D	Partial development of knowledge and skills. Basic application of knowledge and skills with some relationship to a purpose.	Identification and gathering of some relevant information from more than one source. Investigation of aspects of information, ideas, and/or skills.	Some occasional collaboration with others. Disjointed communication with others in the group. Some description of ideas and/or opinions.	Some acknowledgment of own learning or progress in learning.	Description of some of the connections between the program focus and aspects of the capability in a chosen key area. Some awareness and development of aspects of the capability(ies).
E	Attempted development of knowledge and skills. Limited application of knowledge and skills, with some attempted link to a purpose.	Identification of information in one or more source, which may have some relevance. Attempted identification of information, ideas, or skills.	Limited collaboration or communication with others in the group. Brief description of an idea or opinion.	Limited recognition of own learning or progress in learning.	Identification of one or more connections between the program focus and aspects of the capability in a chosen key area. Emerging awareness and limited development of aspects of the capability(ies).