<table>
<thead>
<tr>
<th>VCE</th>
<th>Needs Attention 0</th>
<th>Acceptable 1</th>
<th>Good 2</th>
<th>Very Good 3</th>
<th>Excellent 4</th>
</tr>
</thead>
</table>
| Uses ICT tools ethically and responsibly | • sometimes follows the school’s ICT user agreement and mobile devices policy  
• sometimes constructs a bibliography 
• demonstrates an awareness of cyber safety | • largely follows the school’s ICT user agreement and mobile devices policy  
• often constructs a bibliography 
• demonstrates a good awareness of cyber safety | • consistently follows the school’s ICT user agreement and mobile devices policy  
• consistently constructs a bibliography 
• demonstrates a very good understanding of cyber safety | • consistently follows the school’s ICT user agreement and mobile devices policy  
• uses Harvard style to cite sources (see Planner) 
• safely shares information and communicates online | • shows leadership in the area of ethical ICT use in the school  
• shows leadership around issues of cyber-bullying and the safe use of social networking |
| Uses ICT tools effectively for learning | • sometimes brings device to class and uses device for class work  
• sometimes backs-up work to prevent loss  
• uses the internet to find information with assistance | • largely brings device to class and uses device for class work  
• largely backs-up work to prevent loss  
• uses the internet to find information with some assistance | • consistently brings device to class and uses device for class work only  
• consistently backs-up work to prevent loss  
• uses the internet to find information with little assistance | • uses device in innovative ways to enhance learning  
• uses multiple methods to ensure work is not lost (e.g. dropbox)  
• selects information from the internet by evaluating the quality, suitability and credibility of sources | • uses device in innovative ways to enhance learning  
• uses multiple methods to ensure work is not lost (e.g. dropbox)  
• uses ICT tools to organise and improve the use of researched information |
| Demonstrates effective problem-solving techniques | • uses thinking tools provided with assistance  
• uses multiple methods provided to solve problems | • uses thinking tools provided with some assistance  
• uses multiple methods to solve problems with some assistance | • uses thinking tools provided with little assistance  
• uses multiple methods to solve problems with little assistance | • adapts or creates own thinking tools to help in solving problems  
• generates own alternative ways of approaching a problem | • adapts or creates own thinking tools to help in solving specific problems  
• generates a range of creative responses to risks and contingencies |
| Makes connections between concepts | • combines information from different sources with assistance  
• independently demonstrates skills from other disciplines in class infrequently | • combines information from different sources with some assistance  
• sometimes demonstrates skills from other disciplines in class independently | • combines information from different sources with little to no assistance  
• often demonstrates skills from other disciplines in class independently | • uses evidence from multiple sources to back-up an argument  
• consistently demonstrates skills from other disciplines in class independently | • develops own arguments based on research  
• consistently demonstrates skills from other disciplines in class independently |
| Is organised and meets deadlines | • sometimes meets deadlines  
• sometimes uses her/his planner (or alternative) to keep organised  
• sometimes catches up on work missed due to absence | • largely meets deadlines  
• often uses strategies (like use of her/his planner or electronic calendar) to keep organised  
• typically catches up on work missed due to absence | • consistently meets deadlines  
• consistently uses strategies to keep organised  
• consistently catches up on work missed due to absence | • consistently meets deadlines  
• consistently uses strategies to keep organised  
• seeks out and completes work missed due to absence | • consistently meets deadlines  
• consistently uses innovative strategies to keep organised  
• seeks out and completes work missed due to absence |
| Uses class time effectively for learning | • usually uses class time for learning  
• usually asks for help when needed  
• usually comes to class ready to learn | • largely uses class time for learning  
• often takes the initiative to keep on task (e.g. asking for help/seeking extension work)  
• typically comes to class ready to learn | • consistently uses class time for learning  
• frequently takes the initiative to enhance learning opportunities  
• typically studies at home to prepare for class work | • works outside of class to prepare to use class time most effectively  
• demonstrates independent learning skills  
• consistently studies at home to prepare for class work | • independently seeks out knowledge to enhance in class learning  
• demonstrates independent learning skills  
• independently studies at home and seeks out further opportunities to prepare for class work (such as VCE Lectures) |
| Reflects and acts on feedback in order to improve | • sometimes uses feedback to improve work  
• seeks out feedback infrequently | • largely uses feedback to improve work  
• sometimes seeks out feedback | • consistently uses feedback to improve work  
• often seeks out feedback | • seeks out and uses feedback from multiple sources to improve work | • seeks out and uses feedback from multiple sources to produce work of a very high standard |
| Respects the values and rights of individuals | • sometimes shows respect towards others  
• demonstrates an awareness that others see the world differently | • typically shows respect towards others  
• demonstrates a good understanding of how others might see the world differently | • consistently shows respect towards others  
• demonstrates an excellent understanding of how others see the world differently | • consistently shows respect towards others  
• challenges stereotypes and prejudices | • consistently shows respect towards others  
• takes a leadership role in challenging stereotypes and prejudices |
| Works effectively in teams | • sometimes works well when undertaking role allocated by group  
• sometimes contributes to planning to ensure group meets deadlines  
• demonstrates some conflict resolution skills | • typically allocates roles amongst team members  
• sometimes uses a planning tool/strategy to keep group on task  
• demonstrates good conflict resolution skills | • consistently takes a leadership role in group work  
• typically uses planning tools/strategies to keep group on task  
• demonstrates excellent conflict resolution skills | • consistently takes a leadership role in group work  
• consistently uses planning tools/strategies to keep group on task  
• takes on a mediation role when dealing with conflict | • consistently takes a leadership role in group work  
• uses innovative planning tools/strategies to keep group on task  
• takes on a mediation role when dealing with conflict |

* These are guidelines to use to make on balance judgements about students’ performance in your classroom.