



Craigslea State High School

Mathematics Effort Expectations



	Classrooms	Home
The relationship between effort and achievement	<p>Student demonstrates understanding that achievement comes because of effort through:</p> <ul style="list-style-type: none">▪ <i>Thorough completion of drafts and assignments that reflect task criteria</i>▪ <i>Productive and valued contributions to classroom activities including group work</i>▪ <i>Thorough preparation for exams through detailed completion of revision and study notes</i>▪ <i>Thoughtful and considered completion of classwork</i>▪ <i>All homework tasks are completed.</i>▪ <i>All equipment stated on the booklist is with the student each lesson.</i>▪ <i>Bookwork, (Pages are ruled down the middle with a red line, work is dated, Worked examples are transcribed, exercises are set out properly, Diagrams, rules, working units are shown neatly, working is marked and all work is up to date in the one work book).</i>▪ <i>Student attends Maths tutorials or seeks teacher help for problems in either their own time or at convenient times in class, as to not affect the learning of others.</i>▪ <i>Gets to class on time.</i>	<p>Student manages competing demands on time to maintain focus on academic goals evident in:</p> <ul style="list-style-type: none">▪ <i>Thoughtful completion of homework, drafts and assignments</i>▪ <i>Consistent reading and revision of class notes</i>▪ <i>Thorough preparation for exams through detailed completion of revision and study notes</i>▪ <i>Students have a work book at home that they can study with. Work in this book would consist of students frequently writing new rules, revising and practicing problems.</i>▪ <i>All online learning tasks are completed without frequent reminders.</i>
Explicit guidance about exactly what it means to expend effort	<p>Student accepts guidance and teacher feedback on how results can be improved through hard work. This is evident through:</p> <ul style="list-style-type: none">▪ <i>Discussion, clarification and action on teacher guidance and feedback</i>▪ <i>Feedback on progress sought regularly from teacher</i>	<p>Student applies suggested strategies to specific tasks demonstrating :</p> <ul style="list-style-type: none">▪ <i>Action on teacher guidance and feedback</i>
Tracking of effort and achievement	<p>Student tracks progress on stated goals and adopts strategies to achieve goals, seen in:</p> <ul style="list-style-type: none">▪ <i>Articulation of short and long term goals</i>▪ <i>Monitors progress towards realisation of goals</i>▪ <i>Maintains focus on goals</i>▪ <i>Seeks support in achieving subject goals</i>	<p>Student maintains visible record of progress, reflecting:</p> <ul style="list-style-type: none">▪ <i>Maintenance of a record of progress towards achievement of goals</i>▪ <i>Support and direction sought from teachers</i>