

MEASURING
ACADEMIC
PROGRESS
AGAINST
EACH KLA



Students with Disabilities and Impairments

Measuring Academic Progress Against Each KLA:
Students with Disabilities and Impairments
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1. INTRODUCTION: CHANGES TO RATING STUDENT PROGRESS

For the year 2001, some changes will be made in the way schools measure, rate and report the achievement and progress of students with disabilities and impairments in the annual report. This document is intended to assist schools and school reviewers to implement these changes in the context of the annual report and triennial school review processes. The document describes the new procedures and provides examples of the details.

More information on setting goals, assessment and achievement for these students can be found in the Course Advice (CSF) Companion Documents: *Students with Disabilities and Impairments and Assessment and Reporting Support Materials: Students with Disabilities and Impairments*. These documents are available on the CD-ROM Switched on Curriculum 2 and on SOFWeb at www.sofweb.vic.edu/assess/disabil.

Like all schools, specialist schools manage and report on their performance using the Office of Schools accountability framework. The school charter, annual report and triennial review are the key elements of this accountability process. Together, these processes form an integrated planning, development and reporting package to assist schools in monitoring and continuously improving their performance. Schools complete the charter and review process every three years. For advice on providing student reports to parents see: *“Assessment and Reporting Support Materials: Students with Disabilities and Impairments”*.

These changes have been introduced to extend and strengthen measurement and reporting procedures.

Change 1: All schools to participate

The measurement and reporting academic process for all students in receipt of funding for a Disability or Impairment will be extended to all schools. Both specialist and regular schools supporting students with disabilities and impairments will use the same procedures.

Schools will be expected to report on the achievement of students with disabilities and impairments using either assessment against the Curriculum Standards Framework (CSF) or overall progress against a key learning area (KLA) using the School Curriculum Survey. It is assumed that if possible each student would be assessed using the CSF II and the standard methodology. The performance of these students would be reported through the CASES, CSF module and included in the annual report. If the alternative assessment (as outlined in this document) is used the results would be reported in the school annual report using the School Curriculum Survey (special settings) which is located in the CASES survey module. All students in receipt of D&I funding would be included in one of these reporting modes.

In previous years, specialist schools only have been required to report on the achievement of students in each KLA in their annual report and triennial review. Teachers used a six-point scale to make a judgement on the overall accomplishment of each student by considering progress for each of the individual goals in each KLA.

Change 2: Setting entry skills and outcome targets

Schools will be required to set entry levels and outcome targets for each learning goal in the educational program planned for each student with disabilities and impairments.

After planning learning goals, schools will specify entry skills and outcome targets for each goal in each KLA in each student's educational program. A rating will then be made for each goal by comparing entry levels with progress towards the outcome target. Ratings on each goal will form the basis for rating overall progress and achievement in each KLA.

Change 3: Verification process

In a school's verification process, a random sample of students will be selected in consultation with the school verifier. The school will provide a copy of each student's goals or Individual Education Program (IEP). At the verification meeting, the school is expected to discuss the relevance, development, measurement and achievement of the learning goals set for each student.

When reviewing each child's plan and progress, the following criteria or guidelines will be used:

- A specific set of goals for the student does exist.
- Each goal is explicitly worded so that the behaviour to be observed when the student achieves the goal is clearly specified.
- There is a clear indication of the base line or entry level of performance for each of the goals.
- The means by which the goal is to be measured are clearly stated.
- A target or anticipated learning outcome is described for each goal. The target would be for the period of the learning plan, the school year, or 12 months after the student's entry skills have been established.
- If necessary, there is a context specified in which the behaviour skills will occur.
- The goals are realistic in that they are both achievable and challenging, given the capabilities of the student.
- The total set of goals has sufficient diversity to ensure breadth of experience. While consideration has been given to all key learning areas, the needs of the child remain paramount.
- There is evidence that the student's goals, although influenced by the student's impairment, reflect what the student can do well.

The verification discussion would also cover the processes followed by the school in establishing the student's learning goals, including the role of the parent support group. This is not a compliance audit, but an examination and discussion of good practice.

To support these changed procedures, the Accountability and Development Division has developed a framework for the measurement of achievement and progress (towards individual learning goals) for students with disabilities and impairments. Using examples from the *Companion Course Advice – Students with disabilities and impairments*, this document aims to illustrate and explain these new procedures by providing:

- an overview of what is involved in achievement and judging the progress of students with disabilities and impairments;
- guidance for planning and writing individual learning goals in the context of the CSF II;
- strategies for determining entry levels and setting outcome targets;
- three examples of individual learning plans and goals along with sample recording sheets for students of different ages with different abilities and skills.



2. THE PROCESS FOR RATING OVERALL STUDENT PROGRESS

The standard rating process

The standard rating process will continue to be used to monitor and report on each student's overall achievements and progress. For each KLA, teachers will use actual data about entry skills and outcome targets to rate progress towards each individual learning goal in the student's educational program. These individual goal ratings are then taken into account to make one general or overall rating for the curriculum area. The overall progress of a student is a single rating for all individual outcomes in a KLA. This process is illustrated in Figure 1.

The ratings of student progress are made on a 6-point scale. The overall rating, or judgement, is recorded in the *School Curriculum Survey* in the Opinion Survey System on the school's CASES computers.

1	2	3	4	5	6
No Progress	Little Progress	Satisfactory Progress	Good Progress	Very Good Progress	Excellent Progress

Using the rating scale

When a student has achieved the outcome targets for an individual learning goal, progress should be rated as "satisfactory" or "good." If a student has generalised or applied a skill beyond the scope or planned support framework of the outcome target, the teacher should judge the progress as "very good" or "excellent."

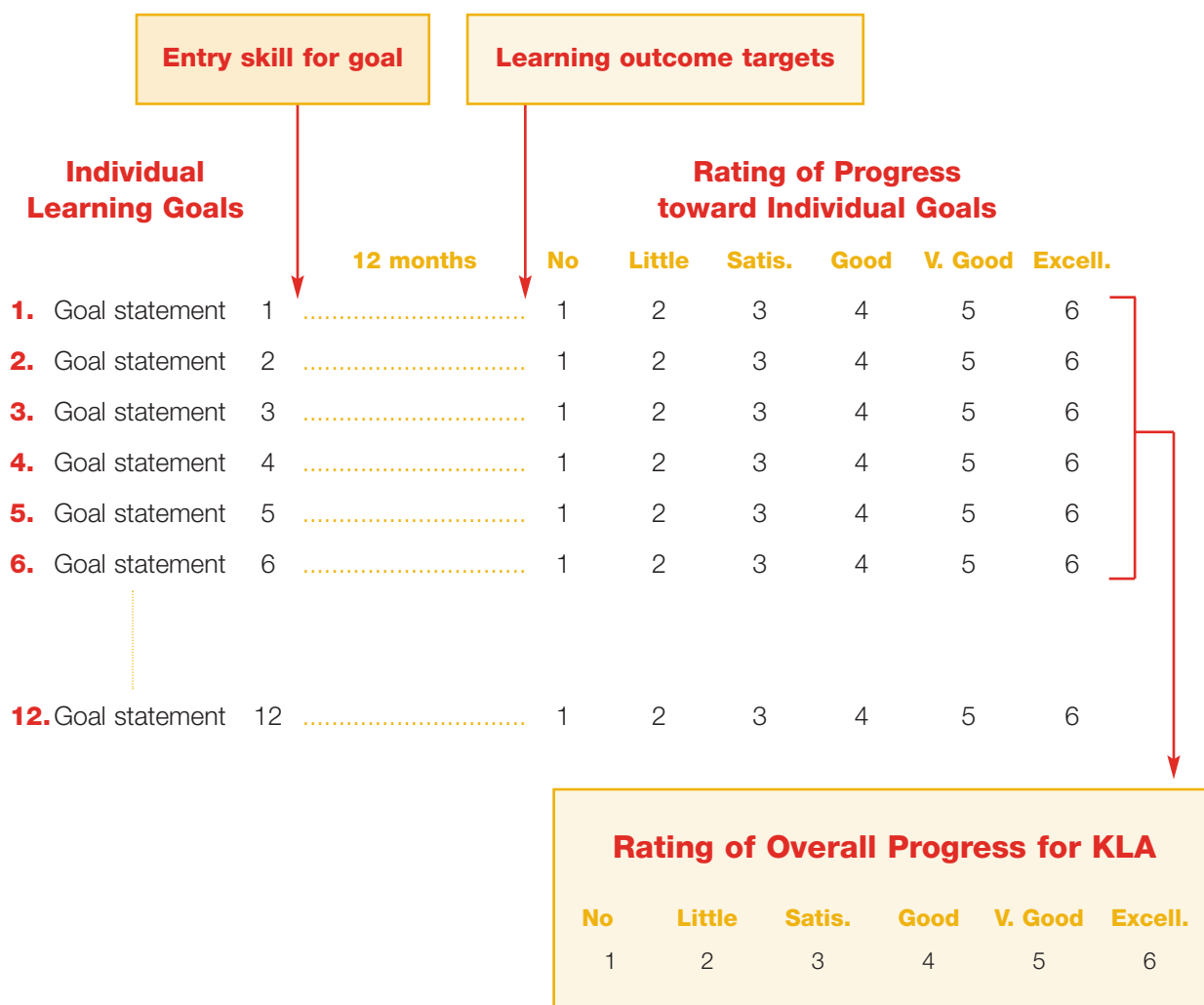
There are, of course, many ways to apply such a scale in individual circumstances. For example, goals for a student with physical disabilities may target, in the context of health and physical education key learning area activities, the *maintenance* of walking with the assistance of a frame. While this student may be only partially participating in the planned activities, and may not have progressed at all in the acquisition of motor skills, the student can be rated "satisfactory" if participation is achieved *and* entry skills related to mobility and walking are maintained. Another student could be rated "satisfactory" if entry skills are maintained despite a degenerative condition. Further detailed examples are provided in later sections of this document.

Judging the relative importance of individual learning goals

Rating overall student progress in a KLA requires the teacher to judge or weigh up the relative importance of the individual learning goals in that KLA. While goals for a student are usually spread across curriculum areas, most students will have more than one goal within each KLA. Therefore, the relative importance of individual or clusters of goals should be considered when making an overall rating.

Not all goals are equally important: some goals may be more critical or significant than others. For example, the Program Support Group (PSG) may have established general priorities within a KLA such as health and physical education to *increase understanding and participation in games*; or across several KLAs to *increase the range of situations and complexity of signs used to communicate with others*. Progress towards these priorities may be taken into account when rating student progress.

Figure 1: Illustration of the process for Rating Overall Progress



3. STEPS IN MEASURING PROGRESS TOWARDS LEARNING GOALS

The PSG is responsible for developing and monitoring the implementation of the individual educational program for each student with disabilities and impairments. The process for managing the educational program includes developing learning goals, program planning and program evaluation. This process is described in detail in the publication *Guidelines for Implementing the Curriculum and Standards Framework for Students with disabilities and impairments*.

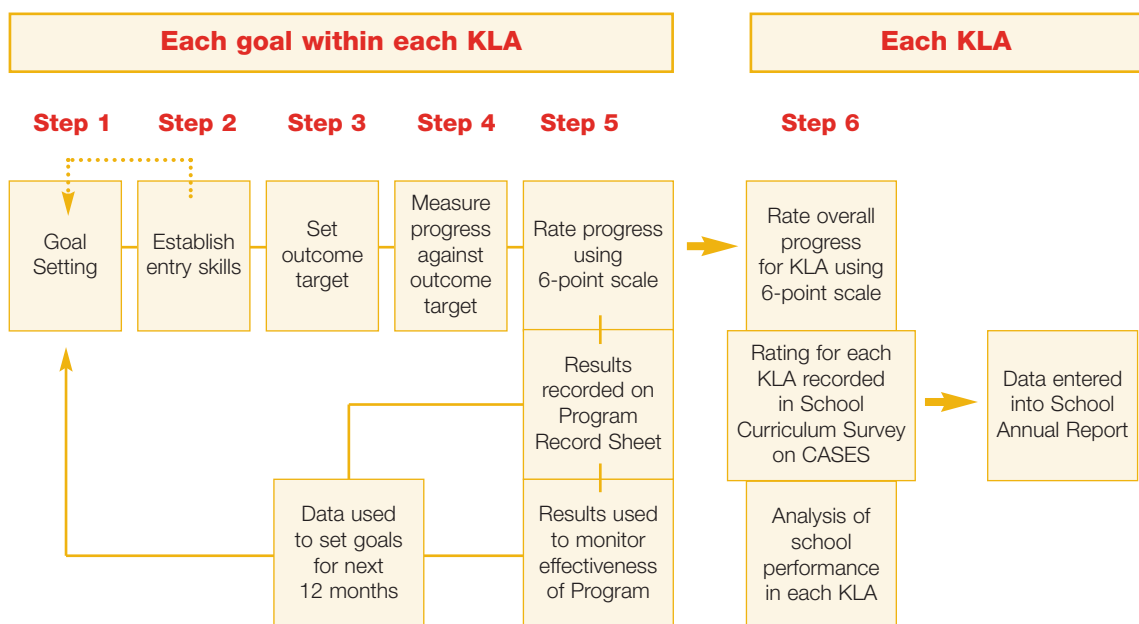
An individual learning goal defines the knowledge, skills and competencies that the PSG considers are desirable for a student to maintain, achieve or use in new ways over the next 12 months.

The steps listed below will assist the PSG and the student's teachers in setting and using individual learning goals to measure and rate the student's progress and use the results to monitor the effectiveness of the education program. This evaluation may then be used to modify aspects of the program and set goals for the future.

The steps include goal setting, describing and measuring entry skills for each goal, and setting and measuring progress towards outcome targets. Setting and reporting on targets will help ensure that each student with disabilities and impairments has an appropriate, challenging and effective educational program.

The monitoring of student progress in achieving outcome targets enables both teachers and parents to have a realistic understanding of a student's progress and to make informed judgements about a student's overall achievement in a curriculum area.

Figure 2: Steps in measuring and rating progress towards individual learning goals



Steps in measuring and rating student progress and achievement

Measurement of a student's progress towards the learning goals in their educational program will be used to make a rating of individual goals and overall achievement in each KLA. When planned and written carefully, these learning goals can be used to monitor, measure and rate the student's progress and achievement.

Each step in this progress may be recorded on an *Individual Education Program Record Sheet*. Samples of these sheets are presented at the end of this document. Other examples of recording and reporting sheets that could be used with modification are included in *Assessment and Reporting Support Materials: Students with Disabilities and Impairments*. Further details and examples of each of these steps are summarised in later sections of this document.

Step 1: Setting goals

The student's PSG sets individual learning goals for the student at the start of each school year. These immediate goals should be set in the context of long-term plans or general goals that maintain a focus on the future requirements of the student in the next stages of schooling and of life in the adult community.

Step 2: Establishing entry skills

When goals are set, the student's competencies and skills, or performance in relation to each goal is observed and recorded very precisely. For each goal, these observations determine the student's entry skills. In the past, this has sometimes been referred to as *a baseline measure of performance* when certain specific conditions are to be met or altered. Sometimes, previous assessments or specific observations about the student's strengths or preferences can provide a measure of entry skill. Usually, it will be necessary to directly observe the student and clearly identify and record the conditions and any assistance provided when establishing entry skills.

Step 3: Setting outcome targets

After establishing entry skills, an outcome target is set for each goal. The outcome target is the desired level of performance to be achieved in 12 month's time or at the end of the school year.

Usually, the outcome target will describe an increase in knowledge or skill, the use of a skill in new or more complex ways or situations, or changes in the conditions or assistance provided. For some students, the maintenance of existing skills and performance conditions may be an appropriate target. Targets in the cognitive or affective domains should be expressed in terms of related behaviours and/or products.

Step 4: Measuring progress against outcome targets

The student's progress towards the outcome targets is measured at the specified review dates. This usually occurs at mid-year and at the end of the year. The PSG usually sets more frequent review dates for goals in order to regularly monitor and adjust teaching and learning strategies according to student progress and achievement.

Step 5: Rating progress

Achievement is the progress a student has made from the entry skills toward the outcome target. Teachers can ask, “What progress has the student made towards the outcome target?” and make a rating of this progress using the six-point scale:

1	2	3	4	5	6
No Progress	Little Progress	Satisfactory Progress	Good Progress	Very Good Progress	Excellent Progress

In determining how achievement and progress is rated, the teacher should think about the student’s abilities and participation as a whole and take into account factors which may impact upon performance. Again, the teacher should consider the conditions, context and support provided.

- *Does the student display the outcome skill or behaviours in different contexts or only in a limited number of situations?*
- *Does the student initiate the outcome skills in appropriate situations around peers and other adults?*
- *What was the type and level of assistance from others?*
- *Was the assistance formal or did the student utilise informal, natural supports?*

A rating of student progress should be made for all goals for a student. The number of goals set and ratings made for an individual student will vary from year to year.

Step 6: Rating overall progress for each KLA

This is a single, overall rating of student progress for a KLA. The single rating is based upon a student’s progress towards each of the individual outcome targets for each goal. This overall rating is made using the same 6-point scale. The overall rating for each KLA is entered into the *School Curriculum Survey* in the Opinion Survey Module on the school’s CASES computer. The Opinion Survey Module analyses these entries, enabling the school to evaluate its overall performance in each KLA. This data is then included in the school’s annual report and triennial review.



4. SETTING GOALS APPROPRIATE FOR INDIVIDUAL STUDENTS

The introduction to the *Companion Course Advice – Students with disabilities and impairments* (pages 9 – 14) presents five complementary principles for the development and planning of goals for individual students. These principles aim to inform the decisions made by teachers and the PSGs in setting appropriate goals and to assist teachers in the process of developing learning strategies to support student achievement and progress.

The five principles, rewritten in terms of goals, are listed and briefly summarised here to assist in setting goals appropriate for individual students. Further details and examples can be found in the *Companion Course Advice*. Additional guidelines are included in *Guidelines for Implementing the Curriculum and Standards Framework for Students with disabilities and impairments* (pages 3 – 4).

Principle 1: Goals should have content similar to those for age peers

Educational goals for students with disabilities should be based on curriculum experiences that are the same as, or as close as possible to, those experiences and activities afforded to other students of a similar age. As a general rule, students with disabilities and impairments should be engaged in activities that are appropriate for their chronological age.

The CSF II is the curriculum framework for all students and can accommodate and include the widest range of abilities and skills. It is used for setting goals, planning units of work, and sequencing teaching and learning activities for all students in Victorian schools. For these reasons, all curriculum decisions about individual students with disabilities and impairments should be made in the context of the CSF.

Principle 2: Goals should encourage active participation with others

Goals for students with disabilities and impairments should encourage active participation with other students in common curriculum activities. This includes access to the widest range of KLAs. Individual students will participate in different ways. For some students, participation may be partial, but still active. Other students will participate in activities that are similar but not identical to those pursued by their peers.

Partial participation can occur within KLAs and particular activities. Goals for encouraging participation might accommodate:

- participation in fewer components of the activities;
- modified activities that build directly on the strengths of the student;
- assistance from another person to undertake the tasks;
- cooperation and interdependency between students;
- alternative activities that are linked or similar in intention to those planned and pursued by other students.

Partial participation encourages independence while recognising that interdependence is a common means of mutual support in schools and the general community.

Principle 3: Goals should be individualised

While goals should be individualised to meet the student's present and future educational needs, they must also be achievable and realistic given the student's impairment and present attainments. Goals should accommodate the learning styles and strengths of the student. Goals must offer opportunities, challenges and choices that are relevant to the student's physical, intellectual, emotional and social abilities and needs.

Principle 4: Goals should be based on strengths

Goals for students with disabilities and impairments should be based on, and planned around, the individual student's strengths, abilities, interests and preferences. Although a student's strengths and abilities may be influenced by their impairment, the emphasis in setting goals should be on what that student can do well. Frequently, implementing the educational program will involve finding ways to extend and build on these existing abilities and skills. In this way, the student's self-concept and unique abilities are likely to be enhanced.

Principle 5: Goals should be functional

Goals should be meaningful and purposeful to the student and should be embedded within natural and enriched social contexts of school and daily life. Often it will be important for immediate goals to be part of longer-term goals that anticipate the student's future needs. For example, many secondary students with disabilities will benefit from the opportunity to learn and practice skills in the community environments of adult life. As some students with severe disabilities will learn far less than their peers, it is critical that what they do learn is valuable and useful in terms of their current and future lives.

This principle suggests that to be functional, goals should be referenced to frequently occurring, everyday and community activities. This means considering "top-down" planning where educational goals focus and assist the student to learn skills that are likely to be directly useful in the future.

5. WRITING GOAL STATEMENTS THAT ARE CLEAR AND SPECIFIC

A goal can only be used as a basis for assessing achievement and progress when it is expressed and written in specific, measurable terms. If goals, entry skills and outcome targets are not expressed clearly, it is not possible to use them for measuring and rating student progress.

Components of goal statements

The following guidelines will assist in developing each of the components that are necessary to make goal statements clear. These guidelines should be referred to when setting or reviewing goals. The guidelines identify the components of goal statements that school reviewers will consider during the triennial review. Reviewers will ask for a sample of student goal statements to evaluate with reference to these guidelines. Examples of goal statement components are detailed below.

Figure 3: Formulating Goal Statement Components

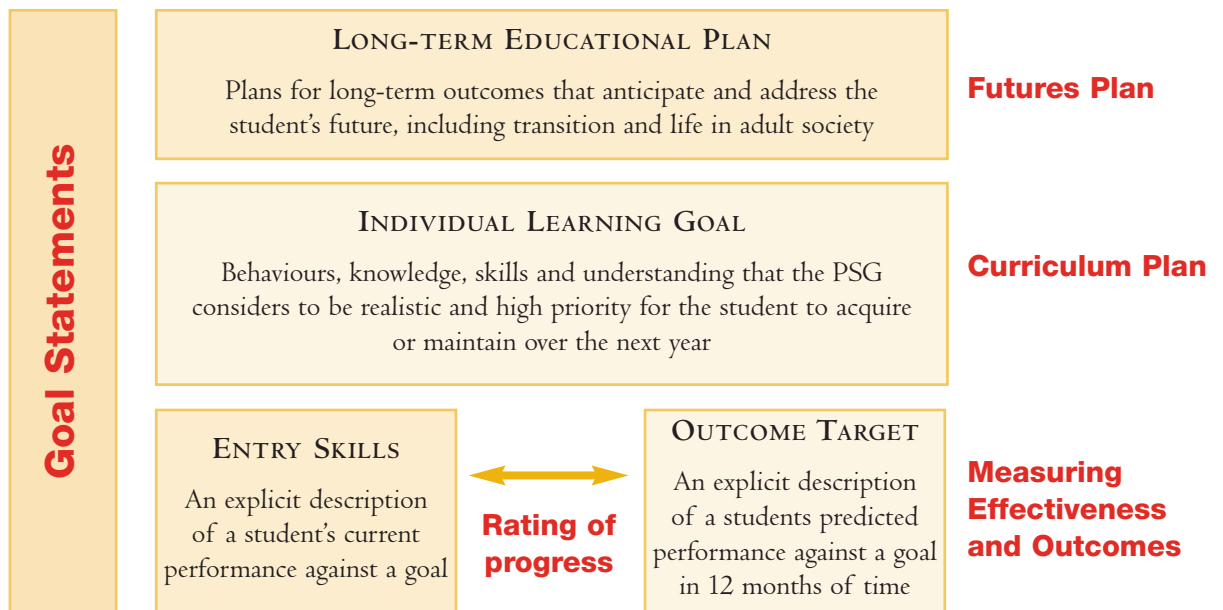
Specify the behaviour	Describe specifically the behaviour that will be observed when the student is engaged in or has achieved the skill.	James <i>points to</i> ... Alison <i>says the names of</i> ... Using <i>two hands</i> , Phuong <i>takes and passes two objects</i> ... Elena <i>raises her hand to vote her preference</i> ...
Use behavioural examples	Define goals in the cognitive and affective domains in terms of examples of behaviours or products that will be observed when the goal is demonstrated.	Shivone will show <i>understanding</i> when <i>she matches photos of people with the survey groups</i> , Glenda will <i>interpret the graph by explaining why some bars are tall and some short</i> ... Ian will <i>explore ideas and techniques and make a box</i> .
Be measurable	State the manner in which the goal will be measured or quantified. Common methods are <i>frequency</i> or event count (number of times behaviour occurs), <i>duration</i> (length of time behaviour takes) and <i>accuracy</i> (number or level correct or other specified criteria)	Dom presses the VCR switch every time it's required. Danny makes four suggestions for how... can be used. Peta adds at least five items to her lists of... each day Melanie give a two minute demonstration of... Igor replaces the water for the hens by 9.30 each day. Shaun checks all items in one invoice in five minutes. ...with 4/5 items correct... ...to four decimal places... a story with 3 original ideas... find 10 references... ...select named item from three alternatives on the shelf ...gives correct dollars at the supermarket checkout
Describe the context	Briefly describe the context or changes in the context in which the behaviours or skills will occur.	
Specify modifications	Include any adaptations, aids, special equipment or modifications used to assist the student.	...using a walking frame ...explain in AUSLAN ...makes a box following and folding at the perforations ...interviews a known person using a prompt sheet
List any support	List the levels and type of support or assistance provided by others.	following a verbal prompt from the teacher... Dom presses the switch when tapped by another student ...after a model and physical assistance for the first step

Students will have a range of learning goals, all different, which will require different specifications, conditions and modes of measurement. It is important to establish how a goal is to be measured before formal teaching and learning commences. Often, it may be possible to describe and measure the same goal in different ways. In this case, the teacher should decide the most relevant specifications and suitable mode of measurement for a particular goal.

The translation of general aims to clear, measurable goals is not difficult and goal statements may be written in many different ways provided sufficient information is included. Each point in the above guidelines is not necessarily required for every goal. Often the goal is easier to plan and write up when some of the points in the guidelines are stated in terms of entry skills and/or outcome targets. Entry skills and outcome targets are part of the goal statement and should be developed jointly. Examples of this process are provided in the next section of this document. Schools undertaking a triennial review in the immediate future will be supported with professional development activities to assist with the process of developing clear goal statements.

6. ESTABLISHING ENTRY SKILLS AND SETTING OUTCOME TARGETS

Figure 4: The relationship of entry skills and outcome targets with long-term plans and learning goals in the context of measurement and curriculum planning.



Entry skills

Determining a student's entry skills involves writing an explicit description of a student's current performance before teaching commences, with reference to a specific learning goal. A formal record and measure of a student's current performance should be established once the individual learning goal for a student has been agreed upon and defined. This usually occurs early in each school year.

Setting goals and establishing entry skills and outcome targets are not mutually exclusive processes. It is difficult to set realistic and challenging goals and targets for a student if current abilities, skills and preferences are not known. Knowing a student's current abilities and learning capacity sets the context in which teachers can plan relevant goals and targets.

The examples listed below illustrate one approach for planning and recording the relationship between setting goals and establishing entry skills using the guidelines listed in the previous section of this document. The actual entry skills and the teacher's knowledge of the student's strengths and ability are used to plan an appropriate, achievable, outcome target.

Outcome targets

A target is a specific, anticipated learning outcome for the student at the end of the teaching-learning plan, the school year or 12 months after the student's entry skills have been established. It is a description of the predicted future performance of a student.

Figure 5: Examples of Relationships between Learning Goals, Entry Skill and Outcome Target

Learning Goals	Entry Skills	Outcome Targets
By pointing, Morgan will find and match with pictures in his class book, common goods available on the supermarket shelves.	Using the wrapper as an aid, Morgan can find one item only (his favourite biscuit) on the supermarket shelves without other assistance.	Using 20 pictures of common goods in his class book, Morgan will find, match and then collect from the shelves any six of the items as marked in his book without other prompts.
Wendy will present a logical argument to her peers supporting her own opinions in relation to other views about a controversial issue.	Wendy can present a summary for up to 5 minutes of views obtained from a media report about an issue of current interest using AUSLAN and an interpreter.	Wendy will make 2 X 10 minute, logical class presentations of her own and other views about 2 controversial issues related to deafness and answer questions through and interpreter.
Rob will produce a sequence of drawings of an activity of interest and then say and write an appropriate caption for each drawing.	Rob initiates and completes drawings of activities and writes long, legible captions that may or may not be related to the content or activity.	After rehearsing a caption verbally and recording it, Rob writes out a short, appropriate caption for each drawing replaying the recording as a model.
Dom will respond to a functional object touched on his palm by reaching towards it and grasping and holding it.	Currently Dom can grasp and hold objects placed into his hand for 20 to 30 seconds.	<ol style="list-style-type: none"> 1. Reach a few centimetres towards an object after it is touched on his palm. 2. Maintain grasping and holding for 20 – 30 seconds after an object is placed in his hand.

An example of Rob's drawings and caption (or commentary), along with the educational program planned for him can be found in the Companion to the English Course Advice - Students with disabilities and impairments (pages 37 - 42). All other examples are also from the Course Advice documents.

A clear statement of outcome usually has many of the same written components as a learning goal, and should be planned and understood in terms of the individual goal and entry skill with which it is associated. Frequently, the outcome target will emphasise and specify one or more of the following dimensions:

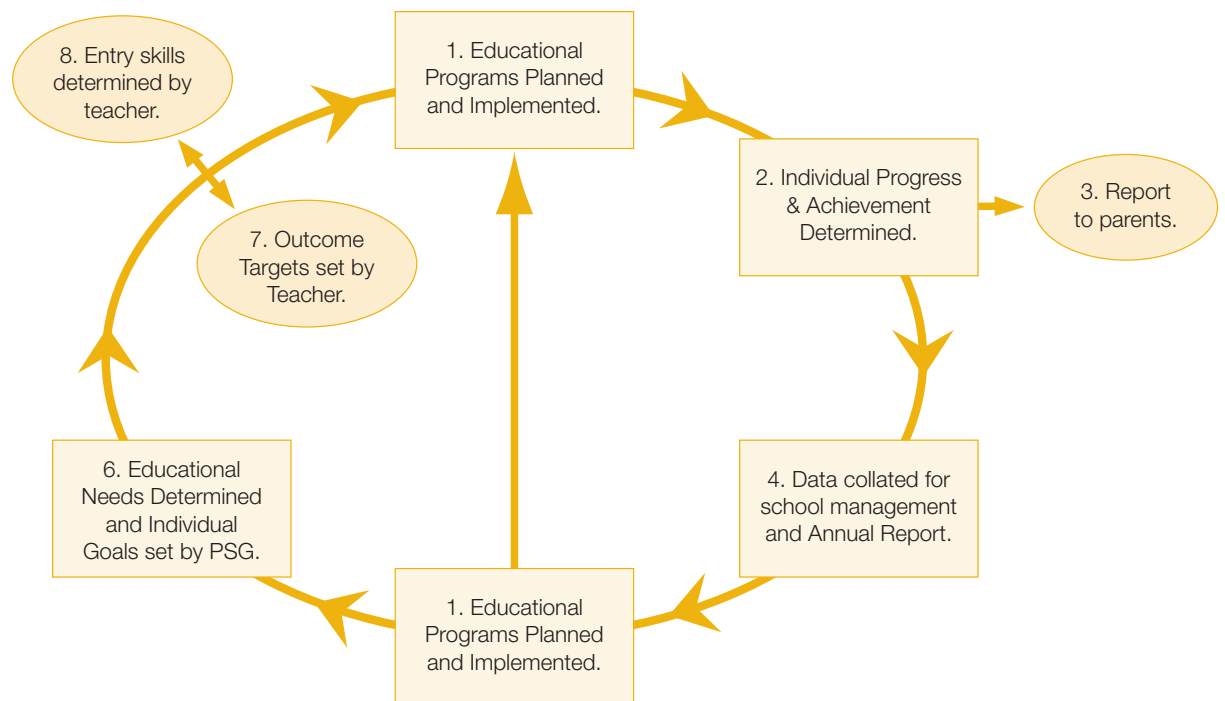
- an increase or expansion of existing skills
- the acquisition of new skills
- an increase in the accuracy or complexity with which a skill is applied
- the generalisation of skills to new situations or contexts
- a decrease or increase in the time taken
- changes in the place or context where a skill is performed
- a decrease in the amount or type of assistance provided
- changes in adaptations, aids, special equipment or other task modifications
- the maintenance of an existing skill or competency.

Although the end of the school year is the formal time for rating achievement and reporting, teachers should be monitoring and reviewing the effectiveness of programs and student performance in regular cycles throughout the year. If it is evident that a teaching-learning strategy is inappropriate or an outcome target cannot be met, teachers should modify the strategies or target prior to the official assessment process. While the teacher is responsible for the adjustment of teaching-learning strategies, the decision to significantly modify a target should only be made in consultation with the PSG.

7. REPORTING: PLANNING, EVALUATION AND MEASURING PROGRESS

Each school is responsible for providing two types of reports. The first is a progress report for the family of individual students. The second is a summary of the overall performance of the school in each of the KLAs. Figure 6 illustrates how reporting procedures are an integral component of the planning and evaluation cycle for the summary of progress and achievements. They also provide specific directions or indicators for future planning for both individual students and the whole school.

Figure 6: Planning and Evaluation Cycle



Individual student reports

For individual students, outcome targets are compared with entry skills to rate each student's achievement and progress for each KLA. A summary of a student's actual performance in relation to entry skills and the learning goals is entered into the student's record sheet. From this information, an individual report should be prepared at least twice a year for the student and his or her family. This report should provide a summary of the student's actual performance using language that will be meaningful to a reader who may not be familiar with the CSF. As well, the report may make recommendations about future goals and plans for the individual student.

While individual student reports may include a general summary and comments about a student, the report should be clear and specific about teaching and learning goals and the student's achievements. Reference should be made to each of the KLAs and to the goals that were planned. Information may be included about specific class projects, activities or themes that have been undertaken, along with comments about the participation of the individual students.

However, the central purpose of the report is to provide enough detail to give the reader an understanding of the specific achievements made by the student in the period under review. In some instances, it may be appropriate to briefly describe the context or circumstances in which the achievements have been made or to provide actual examples of the student's performance.

The primary purpose of the student report is to communicate the individual student's achievement and not to make comparisons with the progress of students without disabilities or impairments. However, in some circumstances it may be appropriate to make a comparison.

For example, a student who uses a head-rod and computer for all communication and written work, may be rated at "above class average achievement in the quantity of background research and the quality of written SOSE reports" but "completed half as many assignments as other students". In writing such comments, and in referring to CSF key learning area outcomes, it is important to provide objective and accurate information that does not under or over represent the student's abilities in relation to others.

Information and recommendations in the individual student report will influence the PSG's knowledge of the student and assist with modifying teaching goals and setting future goals and outcomes.

School performance in each KLA

As well as individual student reports, the school would prepare a report on the overall progress of all students for each KLA. The report would include aggregate ratings of all student progress for each KLA and an analysis of the school's overall performance.

Special settings

In both SDS and Special Schools, the level of data collation will be determined by the number of students in the school. Where there are less than 10 students in the school data for all students would normally be combined into the one data set.

Data is combined by entering the KLA-level data into the CASES survey module.

Where there are two or more sub-school arrangements at the school, it might be desirable to collate the data for those students in each sub-school. This would be achieved by entering the data for each sub-school into the survey module as separate surveys. Enter all the data for sub-school one into the first survey and then repeat the procedure for the second and third. The decision to analyse the data by sub-

school is made by the principal. Data for the annual report can be reported at either the school or sub-school level.

It should be noted that in many cases it would be possible to report achievement against the CSF. Where this is possible, student achievement and progress against the CSF should be recorded also.

Mainstream schools

All students in receipt of funding because of a disability or impairment would be assessed against the CSF in those KLAs where it is possible to do so. Data for those students would be included into CASES with other students at the same year level. These students would still have a PSG and individual goals set.

Where it is not possible to assess against the CSF, the alternative assessment would be used. This would involve determining individual goals, entry achievement levels, projected performance and assessment against the goals as set out in this document. When there are more than five and less than twenty students in receipt of disability and impairment funding at the school, the data would be combined at the KLA level and entered into the school curriculum survey (special settings) that is located on the CASES survey module.

Where there are five or more students at the one year level, it might be more appropriate to combine the results for the students at each year level. This is achieved by entering the data for all students at the first year level and then registering a second survey for the next year level and repeating this procedure for each year level.

Although each student will have individual goals, the data at the KLA level will allow the school to consider the quality of provision of educational programs for each KLA area. If many students are not making “good progress” against their individual learning goals, for example in mathematics, then either the goals set for the students are inappropriate or the mathematics experiences provided for the students are not meeting their needs.



8. THREE EXAMPLES

The three examples that follow are provided to illustrate the procedures, principles and guidelines described in this document. Each of the examples, with minor modifications, is taken directly from the *Companion Course Advice - Students with disabilities and impairments*. Details of the PSG, class and educational program provide the context in which goals, entry skills and outcome targets have been developed. As such, the educational programs for each student are planned within the context of KLAs of the CSF II. As well, it is in this wider context that teachers make judgements about achievement and ratings of the student's progress towards established learning goals.

Individual Learning Goals Record Sheet 1999

School: Karinda Special

KLA: English Level: 1

Student Name: Phuong Nguyen

Teacher: Eilyn Simmovitch

Unit: Participate in Five Special Learning Activity routines and interactions

Review Date: 1. 1/5/99 2. 13/11/99

GOALS

	Entry Skills	Outcome Target	Actual Performance	Rating of Achievement
1. Texts: Speaking/listening Interact with peers by watching their activity and joining in some routine activities.	Phuong watches others at a distance only if the activity involves food. His attention can be directed to some other activities for a few seconds if related to objects are put into his hands.	During four of the five Learning Activities Phuong watches other students and joins in by independently getting, giving taking or moving objects at least 3 times.	Completes at least one component of each activity independently with 1 or more students.	1 2 3 4 5 6
2. Context. Understand: Speaking/listening Communicate with intent by giving and taking required objects in the context and sequence of a routine.	When attending, Phuong can randomly take, reach, grasp, hold and examine common objects using two hands. He discards objects rather than passing when asked for the object.	During routines, Phuong will reach pick up and pass common objects to another student every time an object is named and pointed to as part of the routine sequence.	On 2 observations, Phuong picked up and passed the correct object half the time	1 2 3 4 5 6
3. Context. Understand: Speaking/listening Use gestures and informal signs to communicate with intent about needs, choices or something familiar.	Phuong uses six functional gestures at home, but not at school, to communicate: look to answer (yes); protest; finish; hunger; toilet; I want to.	At school, use most gestures daily in a functional way during routine and other activities without prompts.	All six gestures used regularly and appropriately, often to initiate interaction.	1 2 3 4 5 6
4. Structures & features: Speaking/listening Learn the movement, meaning and context and use of two new formal signs: interpret and use these in simple statements to others.	Phuong picks up the related object when four of ten iconic sign-gestures are performed: spoon, cup/glass, egg, brush/comb.	Use, without prompts or model, two new sign-gesture-movements in context, and clearly enough to initiate a response from another person.	One sign-gesture (egg) initiated without prompts in the context of collecting and packing eggs: used the sign at home to his parents.	1 2 3 4 5 6
5. Contextual understanding Remember the place of and retrieve common objects from cupboards, drawers etc. when needed in daily routines.	Phuong can search and find known objects from cupboards (and other places) at home but not at school.	Retrieve and pass to others at least five objects during each of the five special learning activities when the object is named and a sample picture pointed to.	Obtained and pass most objects (more than 5) during each activity using context only as a natural prompt.	1 2 3 4 5 6

Overall assessment of progress towards goals in KLA (circle appropriate)

1	2	3	4	5	6
No Progress	Little Progress	Satisfactory Progress	Good Progress	Very Good Progress	Excellent Progress

Comments: Phuong has made excellent progress in terms of joining in routine learning activities and interacting with other students. He is watching the context, and adapting his behaviour to join in meaningful ways. He is initiating use of all his home gestures in context at school. Perhaps the next target should be shaping these informal gestures into clearer signs rather than introducing new signs.

Individual Learning Goals Record Sheet 1999

School: Appendale Primary

KLA: Mathematics **Level:** 4

Student Name: Ken Stockton

Teacher: Mr. D. Arbus

Unit: Number – Apply mental computation and estimation

Review Date(s): 1. 8/10/99

GOALS

	Entry Skills	Outcome Target	Actual Performance	Rating of Achievement
1.	Devise and acquire strategies and skills to mentally add and subtract 2-digit numbers and multiples of ten.	Add and subtract 2-digit numbers where the product is no greater than 99 and requiring a single computation. to respond.	High level of accuracy 80% with mental addition; subtraction not continued due to error and frustration.	1 2 3 4 5 6 3
2.	Play "Make 20" (and variations on the game) with a group of 3 or 4 other students.	Add three numbers on three cards to total exactly 20. He can wait and take turns with others.	Ken continues to be only successful in finding and adding two numbers on two cards.	1 2 3 4 5 6 1
3.	Estimate and multiply decimal prices from a supermarket catalogue by 10 and 100.	Ken will first estimate and then using a calculator, multiply decimal prices by 10 and 100 and record the product in \$&C	Accurate estimation and multiplying by 10 but not multiply by 100.	1 2 3 4 5 6 3
4.	Identify patterns in numbers when numbers are multiplied by 10, 100, 1000.	Presently Ken can type out 10/20/30/40 -100 as a pattern without errors and without a calculator.	Reached outcome target after several weeks.	1 2 3 4 5 6 4
5.	Develop strategies to explore, estimate, count and add large numbers (to 10,000) in practical situations	Counts sums of money from tuck shop to nearest \$ with accuracy up to \$30.	Close approximation in estimating no. of \$s; accurate counting and addition to \$100.00 using coins & notes.	1 2 3 4 5 6 5
6.	Estimate and check length of common objects and distances.	Ken estimates length/distance up to 4 meters (approx) by indicating something of comparable length or distance.	Ken is now estimating accurately, distances of up to six meters from him to nearest meter.	1 2 3 4 5 6 5

Overall assessment of progress towards goals in KLA (circle appropriate)

1	2	3	4	5	6
No Progress	Little Progress	Satisfactory Progress	Good Progress	Very Good Progress	Excellent Progress

Comments: Ken is clearly not up to the same complexity and range of activities as other students, however, he has made good progress in achieving five of the six individual goals and targets set in Mathematics.

Individual Learning Goals Record Sheet 1999

School: Manuka Hills

KLA: Science

Based on Levels: 5/6

Student Name: Josie Rigos

Teacher: Mr. D. Arbus

Unit: Earth and Beyond/Physical World – Unit: Coal and Electricity

Review Date(s): 12/10/99

GOALS

	Entry Skills	Outcome Target	Actual Performance	Rating of Achievement
1.	Compare and contrast two methods of mining for coal. Josie has presented a summary of 2 ways to propagate plants. Can organise and sequence a short presentation logically using charts.	Independently make 2 charts of photos, pictures text and diagrams to illustrate open-cut and underground mining.	Clear, logical presentation with all essential detail/process illustrated.	1 2 3 4 5 6
2.	Describe some of the impacts of open-cut mining and coal burning on the immediate environment. Josie can relate cause and effect following observation and explanation. She has some understanding of pollution as it relates to cars and trucks.	State four negative outcomes of coal mining on the environment.	Describe mining as a leading to: poisonous air; land not available for other things; trees and plants lost/ killed.	1 2 3 4 4 5 6
3.	Describe some of the processes and changes in the earth that led to the formation of fossil fuels from decaying forests. In a previous unit, Josie broke up pieces of coal to find remains of wood grain and leaf prints.	Describe 3 stages related to the formation of coal. say why coal is called a fossil fuel.	Josie named 2 processes (decomposition and pressure) and drew diagrams showing how rock might cover the decaying forests.	1 2 3 4 5 6
4.	Describe the basic stages in generating electricity; recognise that magnets are involved in generating electricity. Josie can organise and sequence a short presentation logically using charts.	In simple terms, describe the basis relationship between coal and the production of electricity. Produce a picture-caption sequence of 4 stages in making electricity.	Stated coal's burnt, water to steam, turns magnets in generator, makes electricity. Produced flow chart. Identified major stages at power station.	1 2 3 4 5 6
5.	Categorise appliances and devices around the home and school according to electricity usage. In a number of Math units Josie has accurately categorised objects on a number of dimensions.	1. Participate in experiment of checking current drain (speed of wheel) at meter. 2. Make chart of appliances using high, low levels and no electricity.	Did not catch on to the concept of high and low usage. Did not finish chart.	1 2 3 4 5 6
6.	Construct a model power delivery system and demonstrate the differences when 4.5 and 9 volt power supplies are used. Is interested in most activities; has constructed similar models before (battery motor) following a step-wise diagram and some verbal direction.	With one other student, use kit model with large diagram to link 20 globes with different batteries; explain why lights bright and dull depending on battery voltage.	Constructed model; named parts; stated 2 reasons why lights dull/bright.	1 2 3 4 5 6

Overall assessment of progress towards goals in KLA (circle appropriate)

1	2	3	4	5	6
No Progress	Little Progress	Satisfactory Progress	Good Progress	Very Good Progress	Excellent Progress

Comments: Ken is clearly not up to the same complexity and range of activities as other students, however, he has made good progress in achieving five of the six individual goals and targets set in Mathematics.

Individual Learning Goals Record Sheet

School: _____ **KLA:** _____ **Based on Levels:** _____

Student Name: _____ **Teacher:** _____
Unit: _____ **Review Date(s):** _____

	GOALS	Entry Skills	Outcome Target	Actual Performance	Rating of Achievement
1.	_____	_____	_____	_____	1 2 3 4 5 6
2.	_____	_____	_____	_____	1 2 3 4 5 6
3.	_____	_____	_____	_____	1 2 3 4 5 6
4.	_____	_____	_____	_____	1 2 3 4 5 6
5.	_____	_____	_____	_____	1 2 3 4 5 6
6.	_____	_____	_____	_____	1 2 3 4 5 6

Overall assessment of progress towards goals in KLA (circle appropriate)

1	No Progress	2	Little Progress	3	Satisfactory Progress	4	Good Progress	5	Very Good Progress	6	Excellent Progress

Comments: Ken is clearly not up to the same complexity and range of activities as other students, however, he has made good progress in achieving five of the six individual goals and targets set in Mathematics.









ACCOUNTABILITY AND DEVELOPMENT DIVISION