

# Your Questions Answered

## What are the major features of the student report card?

- A–E scale
- Clear information about your child's strengths and weaknesses
- An indication of your child's progress over the previous 12 months
- A plan for how your school will support your child's future learning
- Advice on how you can support your child
- Student involvement in reporting

## Why are there A–E ratings on the report cards?

Parents have told us that the different reporting scales used by schools in the past were confusing. They want a clearer and more consistent indication of the progress their child has made.

The introduction of the A–E scale means all government schools (with the exception of some specialist schools) will be using the same approach to reporting progress against the same standards. The A–E ratings will have the same meaning no matter which government school your child attends or where you are located in Victoria.

## What exactly do the A–E ratings mean?

**A** indicates achievement that is **well above the standard expected** for your child's year level at the time of reporting. It means that your child understands and is able to successfully work with knowledge and skills that are significantly more complex than would normally be expected.

**B** indicates achievement that is **above the standard expected** for your child's year level at the time of reporting. It means that your child understands more complex ideas and has a broader range of skills than would normally be expected.

**C** indicates achievement that is **at the standard expected** for your child's year level at the time of reporting. It means that your child's learning is on track and that they understand and can apply the range of knowledge and skills expected for their year level at the time of reporting.

**D** indicates achievement that is **below the standard expected** for your child's year level at the time of reporting. It means there are some skills and knowledge that your child has yet to acquire before they can be said to be achieving at the expected standard.

**E** indicates achievement that is **well below the standard expected** for your child's year level at the time of reporting. It means there are significant areas of knowledge and skills your child needs to acquire before they can be said to be achieving at the expected standard.

## Isn't a 'C' a disappointing result?

No, it is not at all. It is important to remember that if your child receives a 'C' on the report card it indicates that their *learning is on track* and they are achieving the statewide standard that *is expected of them* at the time of reporting.

In the past, a 'C' in some schools might have meant the child was performing below the standard expected. This is no longer the case.

## Doesn't this mean that nearly all students will receive a 'C'?

No. In any one class, children will be reaching different standards at different times in the different learning areas. **This is because students are graded on achievement, not simply time served as in some previous reporting systems.**

Statewide tests, such as the Achievement Improvement Monitor (AIM), as well as tests from other countries, confirm that there is often a wide range of achievement in any one class in a school. For instance, while level 5 is the standard expected for students in the second semester of Year 8, there are likely to be students at the end of Year 8 who achieve well beyond that standard, and some who will still be working towards achieving it.

## What were the changes to the A–E ratings announced earlier this year?

In response to feedback received last year, and an analysis of student results across the state, three refinements have been made to the report cards:

- Preps will still receive report cards but the A–E rankings for Prep students are now optional for schools. Contact your child's school to find out how your child's progress will be reported in Prep.
- An 'A' rating now refers to students who are 12 months or more ahead of the standard expected at the time of reporting, rather than a standard more than 12 months ahead.
- Instead of having the one rating, Maths performance will be rated in five areas (Number; Space; Measurement, Chance and Data; Structure; and Working Mathematically).

## What are the learning standards?

Your child's achievement is measured against statewide standards. The standards in our schools are called the Victorian Essential Learning Standards. They outline what is important for students to learn as they progress in their learning from Prep to Year 10.

## How will my child be assessed?

The Victorian Essential Learning Standards provide a clear set of standards for assessment of student achievement. Students achieve the standards by successfully completing a wide range of learning and assessment activities. The activities for assessment include writing, performing, creating and responding to a range of tasks and tests.

## For further information

**To see what achievement is expected of your child's year level visit our website:** <http://vels.vcaa.vic.edu.au/parent/parentbook.html>

**To find out more about the student reports visit our website:** <http://www.education.vic.gov.au/aboutschool/studentreports/default.htm>

**If you have any queries or feedback contact the Department of Education by email:** [student.reports@edumail.vic.gov.au](mailto:student.reports@edumail.vic.gov.au)

# A SAMPLE PRIMARY STUDENT REPORT CARD

## Part 1

JOHN SURNAME

Your child's achievement against what is expected for this time of year.

Year 4 Semester 2

Learning Area	Rating	Year 2	Year 3	Year 4	Year 5	Year 6
Health and Physical Education	D		○.....●	●		
Interpersonal Development	B		○.....●		●	
Personal Learning	B		○.....●		●	
Civics and Citizenship	C		○.....●		●	
The Arts	D		○.....●	●		
English Reading	B				○.....●	
English Writing	C		○.....●	●		
English Speaking and Listening	B				○.....●	
The Humanities	C		○.....●		●	
Maths Number	C		○.....●		●	
Maths Space	C		○.....●		●	
Maths Measurement, Chance and Data	C		○.....●		●	
Maths Structure	C		○.....●		●	
Maths Working Mathematically	C		○.....●		●	
Science	C		○.....●		●	
Design, Creativity and Technology	C		○.....●		●	
Information and Communications Technology (ICT)	B				○.....●	
Thinking Processes	C		○.....●	●		

Shows the level of achievement expected of all students in Victoria at this year level.

Shows the achievement of your child 12 months ago.

Shows the achievement of your child this year.

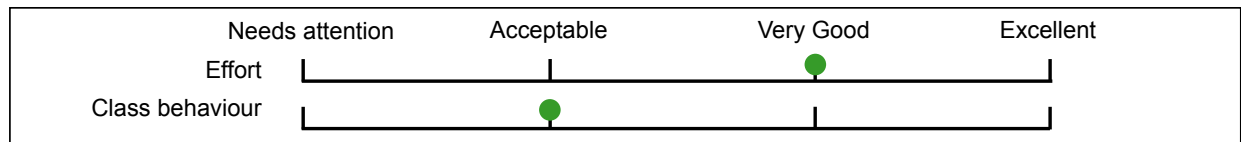
### Ratings

- A Well above the standard expected at this time of year
- B Above the standard expected at this time of year
- C At the standard expected at this time of year**
- D Below the standard expected at this time of year
- E Well below the standard expected at this time of year

### Legend

- Your child's achievement 12 months ago
- Your child's achievement this year
- ..... Your child's progress since last year
- The expected level of achievement

### Work habits



## Part 2

JOHN SURNAME

Year 4 Semester 2

### What John has achieved

John is an enthusiastic reader who understands and explains the main ideas in what he reads. He can predict what might happen next and makes sense of different kinds of text. In his oral report on 'families', John showed that he can speak clearly and keep his audience interested in what he is telling them. In writing, John can now express an opinion clearly, and he is beginning to use a wider range of sentences with more accurate punctuation. His thinking skills now extend to providing solid reasons for the arguments he presents. John has shown great improvement in his mental Mathematics and counting abilities. He can now add and subtract simple fractions and numbers to two decimal places. He can recognise and use a number of different units of measurement, including metric measures. John uses measuring equipment accurately, and can draw sound conclusions from his observations. He can use a compass correctly, and find places on maps using grid references. When researching, John can select an appropriate search engine on the internet and can quickly and efficiently locate specific information. John used this information to produce a poster that showed a very clear understanding of why it is important to look after our environment. John participates enthusiastically in team problem-solving activities, and listens attentively to the opinions of others. He is always willing to help other students. John has successfully led a small team of students to set classroom goals and procedures this semester that will improve the way we look after our classroom.

### Areas for improvement/future learning

In writing, John needs to use a range of sentence structures using correct punctuation and tense. John made very limited use of different kinds of materials and techniques in his artwork. He needs to focus on planning and thinking how he can use materials creatively before he begins. He also needs to put greater effort into handing in his assignments on time. John needs to work on mastering basic movement patterns and skills, particularly balancing, hopping and rolling. By taking a more active part in physical activities, John will also increase his fitness level.

### The school will do the following to support John in his learning

John will be given more opportunities to read texts that contain a range of different sentence structures and to use these as models for his own writing. He will be encouraged to use different art materials, and think about and plan how to use them in different ways. John will have a partner assist him with rolling, balancing and hopping activities.

### What you can do at home to help John's progress

Talk to John about his interests and encourage him to write down the main ideas in clear sentences. Monitor the completion of his homework and assist him to plan his time. You could also set him tasks at home which require him to think ahead and plan how he will complete them. If possible, encourage John to get involved in more physical activity out of school, perhaps by joining a sporting club of some kind.

### Attendance

John has been absent for four days this semester.

### Student comment

I really like using computers at school and am learning lots of ways to find information for projects. I found some new ways to do advanced searches.

I am not doing so well at sport or art. I will try out different things next year in drawing and painting, and will practise more in PE. I will also try and make my writing as good as my reading and speaking.

### Parent comment *[please insert comments, sign the report and send it back to the school]*

*We are happy with how John has worked in school this year. We know he has trouble with his coordination. We have discussed this with him and we will try to find a group for him to join to help him improve his coordination. John really likes the computer and often spends time finding information for school. He has talked about all the things he likes and is looking forward to next year.*

Student <i>John Surname</i>	Parent <i>Mary Surname</i>
Teacher <i>Teacher name</i>	Date <i>December 2007</i>

*You can ask the school to provide you with written information that clearly shows your child's achievement in the subjects studied in comparison to that of other children in the child's peer group at the school. This information will show you in which 25 per cent of his/her peer group your child is performing.*

# A SAMPLE SECONDARY STUDENT REPORT CARD

## Part 1

**KATE SURNAME**

**Science**

Your child will receive a separate report for each subject studied.

Your child's achievement against what is expected for this time of year.

**Year 8 Semester 2**

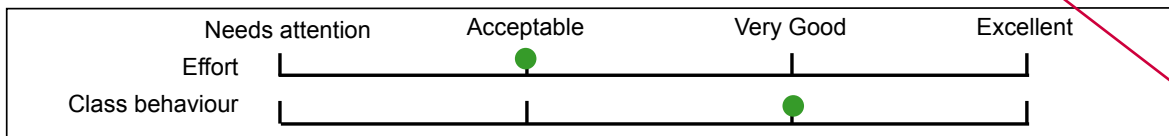
	Rating	Year 6	Year 7	Year 8	Year 9	Year 10
Science	C					
Thinking Processes	C					
Interpersonal Development	B					

Shows the level of achievement expected of all students in Victoria at this year level.

Shows the achievement of your child 12 months ago.

Shows the achievement of your child this year.

### Work habits



### What Kate has achieved

Kate understands the particle model and can use her knowledge to explain the structure and properties of different types of matter. Her project on 'The Changing Earth' demonstrated a sound understanding of ecosystems and the impact humans can have on them. Her research project was well presented and clearly showed she can now locate, select and use information effectively from a range of different sources. Kate is skilled in designing experiments to test simple hypotheses and she can safely and accurately use a range of equipment and chemicals. She has continued to develop her skills in making accurate observations and in recording her observations using appropriate language and formats. Kate has well developed interpersonal skills and is able to work effectively with others to complete group tasks.

### Areas for improvement / Future learning

Kate needs to improve her skills in drawing valid conclusions from experimental data. She must ensure that the available data supports her conclusions. Kate also needs to make sure that all tasks are completed and submitted by the due date as some of her homework tasks were overdue. Finally, she needs to make sure that she regularly reviews her level of understanding of the work and seeks assistance when she requires it.

### The school will do the following to support Kate in her learning

Activities and worksheets will be provided which support Kate to plan her homework and to regularly review her level of understanding of the learning outcomes we are working to achieve in each unit of work. Kate's parents will be informed when work is overdue via Kate's diary.

### What you can do at home to help Kate's progress

Check Kate's diary on a regular basis to monitor her completion of homework tasks and support her to keep to her homework timetable. Assist Kate to monitor her understanding by asking her to explain in her own words the ideas she is learning about in class.

### Ratings

- A Well above the standard expected at this time of year
- B Above the standard expected at this time of year
- C At the standard expected at this time of year**
- D Below the standard expected at this time of year
- E Well below the standard expected at this time of year

### Legend

- Your child's achievement 12 months ago
- Your child's achievement this year
- Your child's progress since last year
- The expected level of achievement

## Part 2

**KATE SURNAME**

**My Personal Learning Goals**

**Year 8 Semester 2**

### **My learning goals**

I will focus on three areas to improve my learning this semester: organisation, persistence and reading.

I will use my diary to organise my homework and to remind me of what I need to bring to school. I will make a homework timetable for home and put it above my desk. This will help me get my assignments in on time. I will make a greater effort to persist when I find the work boring or difficult. To improve my reading skills, I will set aside 20 minutes four nights a week to read a novel of my choice.

### **Student comment**

I have made a greater effort to complete and hand in my assignments and managed to complete most tasks by the due date. I still need to make better use of my homework timetable. I am proud of the efforts I made to push myself harder in some subjects and to develop approaches to use when I found the work difficult. I believe that I am much more persistent than I was last semester. I managed to read three novels, but have not finished the fourth one. I need to schedule time for reading and stick to it.

### **Teacher comment**

Kate has handed in most of her work by the due date this semester. She has clearly made a greater effort to persist when she experiences difficulty with the work and has developed a range of strategies to use in these circumstances. Kate has also shown she can commit to reading more widely, and while she aimed to do more, she has met the goal of reading three novels that she agreed on with her English teacher.

### **My future learning goals**

My main goal will be to make a greater effort to stick to my homework timetable.

I will also work on developing my skills in learning with and from my peers. I especially want to focus on learning to support other members of a team.

I will continue to read as widely as I can and will also aim to produce a book review for publication in the school magazine.

### **Attendance**

Kate has been absent for 7 days this semester.

### **Parent comment** *[please insert your comments and send it back to the school]*

*We are pleased with Kate's efforts to achieve her goals. It has been helpful for Kate to set goals and for us to be informed of them. She has shown commitment to being more persistent and to handing more of her work in on time. We will encourage her in her goal of monitoring her homework. Kate has enjoyed reading the novels and we have had some interesting discussions with her about them. We will make sure we ask her about some of the work she is learning in Science.*

**Student** *Kate Surname*

**Parent** *David Surname*

**Teacher** *Teacher name*

**Date** *December 2007*

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