

Writing Guide for the Student Report Cards

Alexander's report

Alexander Pappas

English

Year 8 Semester 1

Learning Area	Rating	Year 6	Year 7	Year 8	Year 9	Year 10
English Reading	C			●		
Writing	C		●			
Speaking and listening	C			●		
Interpersonal Development	C			●		

Work habits

	Needs Attention	Acceptable	Very Good	Excellent
Effort			●	
Class Behaviour			●	

What Alexander has achieved

<p><i>Alexander has completed detailed responses to texts showing an excellent understanding of and engagement with the characters, plot and themes.</i></p> <p><i>His writing folio demonstrated awareness of audience and purpose and the ability to explore thoughtful and interesting ideas. His creative writing showed some imagination.</i></p> <p><i>Alexander showed he can contribute positively to small group discussions and work collaboratively in small groups.</i></p>	<p>This report focuses on English and Interpersonal Development. It offers good evidence of achievement. The comments in Alexander's report are clearly linked to the Standards (English Level 5). However, other important elements in the Standards are not referred to. For example, there is little about interpersonal development and in English there is no reference to either the variety of text types Alexander reads and writes nor how challenging they are. Characters, plots and creative writing refer to fiction, but what other text types has he worked with? Is he equally able to deal with all text types encountered during the course? In describing work students complete, it is useful to give a sense of how demanding tasks are, as well as the variety of material students can cope with.</p>
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Areas for improvement or future learning

<p><i>Alexander's reading will improve if he uses library periods more constructively and sets aside regular time for reading.</i></p> <p><i>In his written work, Alexander needs to explore themes and issues in greater depth.</i></p>	<p>It is unclear what Alexander should do to make his library periods more constructive. Is this a time-wasting issue, or one of not understanding the library's resources, or of not knowing how to use the library effectively? The suggestion to set aside regular time for reading is vague. How much time? How often?</p> <p>There should be a focus on the <i>kinds</i> of reading Alexander should do, not simply the time committed. Should he read novels, newspaper feature articles, biographies? Is there evidence that he reads some kinds of fiction that are too simple for him now? Is there a list of suggested books from which he should select, such as those in the Premier's Reading Challenge, or a list available in the library?</p>
<p><i>In class, he should try to participate more frequently in class discussions.</i></p> <p><i>Alexander should establish more productive working habits, including: revise for regular grammar tests; enter all homework in his diary; use the proof-reading and re-drafting process consistently; maintain a personal vocabulary and spelling list; and use a dictionary to check spelling and a thesaurus to widen his vocabulary.</i></p>	<p>The report identifies a number of areas for future learning that are linked to the standards, which are mainly easy to understand.</p> <p>These specific suggestions relating to work habits are useful and easy to follow.</p>

The school will do the following to support Alexander in his learning

This area of the report should reflect some of the areas identified for future learning.

It may be that Alexander needs help in using the library; or in selecting books that he is likely to find enjoyable; or in suggestions for other material he could read.

It might be helpful for the school to monitor some of the suggestions for improving his working habits. Suggestions for the school's actions to support Alexander's learning will relate to the areas of improvement required. They could relate to implementing reading programs, selecting appropriate reading materials and activities and planning his library borrowing program.

What you can do at home to help Alexander's progress

It may be that the parents can assist in monitoring some of Alexander's working habits. For example, parents could: look at and sign his diary regularly; look with him at his vocabulary and spelling work periodically and perhaps ask him to explain meanings of certain words.

Possible suggestions:

- *Check Alexander's diary every few days to ensure he has entered all his homework in it.*
- *Ask Alexander to show you his first draft and re-drafts, and to explain the changes he has made.*
- *Help Alexander to have a regular time for reading at home, at least four times a week.*