

Writing Guide for the Student Report Cards

John's report

John Davidson

Year 4 Semester 2

| Learning Area | Rating | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|---|--------|---------|---------|---------|---------|--------|
| Health and Physical Education | E | ○.....● | | | | |
| Interpersonal Development | B | | | ○.....● | | |
| Personal Learning | A | | | ○.....● | | |
| Civics and Citizenship | C | | | ○.....● | | |
| The Arts | D | | ○.....● | | | |
| English Reading | A | | | | ○.....● | |
| Writing | C | | ○.....● | | | |
| Speaking and listening | B | | | | ○.....● | |
| The Humanities | C | | | ○.....● | | |
| Mathematics Number | C | | | ○.....● | | |
| Space | C | | | ○.....● | | |
| Measurement, chance and data | C | | | ○.....● | | |
| Structure | C | | | ○.....● | | |
| Working mathematically | C | | | ○.....● | | |
| Science | C | | | ○.....● | | |
| Design, Creativity and Technology | C | | | ○.....● | | |
| Information and Communications Technology | A | | | | ○.....● | |
| Thinking Processes | C | | ○.....● | | | |

What John has achieved

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| <p><i>John has completed several written pieces of work this semester in English. These all show an understanding of writing for different purposes and audiences. His spelling, grammar and punctuation meet the expected level at this time of the year.</i></p> | <p>The first comment deals only with completion of work, and is of limited use, unless it notes a change in his usual behaviour. It has the value of noting that there is a body of evidence available, upon which the subsequent judgements about purpose, audience, spelling, grammar and punctuation are based.</p> <p>The graphic representation of his achievement shows that John’s writing is approximately at the expected standard, the comment about spelling, grammar and punctuation is not required.</p> <p>It is important to avoid generalisations that really mean ‘could do better’ (most kids could) or ‘should do better’ (given what the teacher knows about John) in these areas.</p> <p>In selecting areas for comment, look for patterns of inconsistent achievement within and across domains.</p> |
| <p><i>John’s oral report on families was informative, with several humorous anecdotes he had collected from elderly neighbours.</i></p> | <p>The comments about his oral language show John is able to collect, select and present information in an informative and entertaining manner.</p> <p>This kind of recognition of John’s strengths is likely to encourage him.</p> |

Areas for improvement or future learning

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| <p><i>John usually finished his work very quickly, without planning out what he was going to do and how he could use materials creatively.</i></p> <p><i>John did not hand in his assignment on responding to famous artworks. During feedback he has not commented on other children’s artwork.</i></p> | <p>The report notes that John works quickly and neither plans nor considers how his work could show creativity. This is specific information, which parents should be able to understand easily.</p> <p>The second paragraph refers to John’s work completion. Firstly, it notes that he did not hand in a specified assignment. There is no information on why he did not hand it in (didn’t complete it, too hard, he was absent). It also notes he did not comment on his classmate’s work. These comments indicate absence of evidence for achievement, but make no reference to improvement or future learning.</p> <p>Throughout, the language used in these comments refers to the past: ‘has displayed’; ‘usually finished’; ‘what he was going to do’; ‘did not hand in’; ‘has not commented’; ‘has had difficulty’; ‘has been’.</p> <p>Comments on ‘areas for improvement’ and ‘future learning’ should look forward to the future more than back to the past. The language should use expressions such as ‘needs to’; ‘could’; ‘should’. The comments should focus more on the behaviours the teacher hopes to see than on the ones that are problematic.</p> |
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| | <p>Provide positive advice for an accessible strategy or solution the student can adopt, e.g.</p> <p><i>John needs to work more slowly using a plan for using art materials. He needs to hand in all assignments. He needs to participate actively in group discussions of the work of classmates.</i></p> |
| <p><i>In Physical Education, John has had difficulty in mastering some of the movement patterns and skills covered this semester, particularly balancing, hopping and rolling. He has been a reluctant participant in sessions on a regular basis.</i></p> | <p>The comment <i>John needs to improve his motor skills, particularly balancing, hopping and rolling</i> is easily understood and more specific.</p> <p>It also links to the strategy the school could use, designed to overcome a specific reason for low achievement:</p> <p><i>The school will encourage John to participate more regularly in Physical Education sessions and ensure a partner assists him with rolling, balancing and hopping activities.</i></p> |