



PROJECT DOCUMENTATION

VENDOR SOFTWARE SPECIFICATIONS

STUDENT REPORT CARDS

Note this is version 2.10. Changes have been made to sections 1.3 and 2.6 about requirements for ESL reporting in May 2008

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Student Report Card Information for Software Developers

1 Information Overview

1.1 Introduction

The Victorian Government has introduced plain English student report cards. These will provide greater consistency in student reports across the State and give parents a clearer picture of their child's progress against expected state-wide standards. All 1621 government schools in Victoria are included in these changes.

The report cards will include a graphic indicating the domains studied, A-E rating scale to evaluate how well a child is doing and dots indicating current achievement and progress from 12 months ago. They will also advise what the child has achieved, areas for improvement and future learning, what the school will do to improve the child's progress at school, how parents can help at home and attendance. Sections for parent and student comments will also be included.

The new Victorian Essential Learning Standards (VELS) will be progressively used in the student assessments, with full implementation in 2008. The VELS replace the Curriculum and Standards Framework (CSF) II as the basis for curriculum and assessment in Victorian schools. A full description of the VELS is available at <http://vels.vcaa.vic.edu.au>. A concise description of the strands, domains, dimensions, learning focus statements and standards that comprise the VELS is provided in the glossary.

This document provides the software industry with the information needed to meet the minimum mandatory requirements for the calculation and presentation of the report cards. Schools may continue to use existing report formats as long as the added features being described here are included.

This document will be updated and enhanced as the requirements are refined from 2006. A log of changes is compiled to track the date of each update.

1.2 Student Reports - 2008

All Government schools are expected to report against all domains of the Victorian Essential Learning Standards from 2008.

1.3 Reporting for students of English as second language (ESL)

Schools need to produce full-page reports for students of English as a Second Language (ESL) in a format that is consistent with the standard VELS reports and the data collected centrally in CASES21.

1.3.1 ESL standards

ESL standards are used instead of the English standards to show how ESL students are progressing. The ESL standards are organised into three broad bands:

A Stages for Years Prep to 2

B Stages for Years 3 to 6

S Stages for Years 7 to 10.

In all of the ESL stages, students are assessed in the dimensions of

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- Reading
- Writing
- Speaking and Listening.

However, standard English levels, using progression points, are not used in assessing ESL

Instead, the scores that may be assigned to ESL students vary with, and reflect, the ESL stage. The scores that may be used are:

- A Stages – There are two stages, A1 and A2, each with three achievement points:
 - A1.1, A1.2, A1.3
 - A2.1, A2.2, A2.3.
- B Stages – There are four B stages, BL – B3, each with three achievement points:
 - BL.1, BL.2, BL.3.
 - B1.1, B1.2, B1.3
 - B2.1, B2.2, B3.3
 - B3.1, B3.2, B3.3
- S Stages – There are five S stages, SL – S4, each with three achievement points
 - SL.1, SL.2, SL.3.
 - S1.1, S1.2, S1.3
 - S2.1, S2.2, S2.3
 - S3.1, S3.2, S3.3
 - S4.1, S4.2, S4.3

For more information on the assessment of ESL, you should consult the Department's website, at <http://www.education.vic.gov.au/studentlearning/studentreports/samples/default.htm#4>

1.4 Report Formats

The primary student report card format and secondary student report card format are different. The report cards will include a graphical presentation as well as written comments. There are mandated headings that need to be included. Schools will have the flexibility to add extra information.

Software needs to provide for schools to tailor the report templates to reflect their individual school community needs.

Software needs to provide for:

- The school's current report designs and logos
- The ability to add text boxes, in addition to those stated below
- Reformatting of the page as required
- Providing between 3 and 5 year levels to report progress

The sample primary and secondary student reports on the [Student Report Cards web site](http://www.education.vic.gov.au/studentlearning/studentreports/default.htm) (<http://www.education.vic.gov.au/studentlearning/studentreports/default.htm>) represent the minimum requirements only.

*NB – Where schools have an extensive portfolio system in place and all the headings in the report cards are being covered in continuous monitoring these schools will have to include as a minimum requirement:

- The summary page or subject page with the graphic presentation
- Work habits
- Rating and legend
- What 'student' has achieved
- Areas for improvement/future learning
- Attendance.

1.5 Primary student report card

The Primary Student Report Card will display all the Learning Area (domain) assessments on a summary page graphic. A graphical presentation similar to that on the web site must show:

- Domains – the areas assessed against the VELS
- Year level boxes
- A five-point rating scale (A-E) to describe a child's performance
- Achievement dots to show achievement
- Progress dots to show progress
- Expected level of performance with a vertical shaded bar
- Ratings and legend boxes.
- For Prep students schools have the option of whether or not they include the graphic as above. Software should allow schools to replace the graphic and A – E ratings with alternative descriptions of student progress using text boxes on an additional page.

On this summary page is also a work habits assessment to indicate 'Effort' and 'Class behaviour'.

On the next page(s) text boxes with the following headings need to be included:

- What the 'student' has achieved
- Areas for improvement/future learning
- The school will do the following to support 'student' in their learning
- What you can do at home to help 'student's' progress
- Student comment
- Attendance
- Teacher name and date
- Teacher signature (optional)
- Parent comment on a separate page.

Software needs to provide the capacity for extra text boxes for such information as:

- Teacher comment (optional)
- Subject overview
- Extra curricular comments
- Alternative descriptors for Prep reports if schools choose not to include the graphic.

Software also needs to provide the capacity for extra pages for individual subject reports (e.g. by specialist teachers). These pages should allow insertion of text boxes as required.

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Software should also provide for the inclusion of a personal learning goals page (as described in 1.5) for primary schools that choose to use it.

1.6 Secondary student report card (Years 7-10)

The Secondary Student Report Card will have a separate page for each subject.

The secondary school may choose to provide a Summary Page of all domains assessed or selected domains where a number of teachers have had input into an aggregated score for a domain. This would have a similar appearance to the primary student report card, and would be in addition to the subject pages.

Each subject page for secondary schools will have a graphical presentation similar to that on the web site and it must show:

- Domains – the areas assessed against the VELs for the subject
- Year level boxes
- A five-point rating scale (A-E) to describe a student's performance
- Achievement dots to show achievement
- Progress dots to show progress
- Expected level of performance with a vertical shaded bar.

On this subject page is also a work habits assessment to indicate 'Effort' and 'Class behaviour' for the particular subject. Also included on this subject page will be text boxes with the following headings:

- What 'student' has achieved
- Areas for improvement/future learning

Text boxes with the headings:

- The school will do the following to support 'student' in his/her learning
- What you can do at home to help 'student's' progress

These can be on each subject page. If they are not included here they must be on a summary page.

Software needs to provide the capacity for extra text boxes for such information as:

- Subject overview
- Extra curricular comments

A 'My Personal Learning Goals' page for secondary students will need to have text boxes to write comments in the report to:

- Document their personal learning goals
- Comment on how they are going in relation to their goals
- Allow teachers to add comments in relation to achievement of goals
- Allow students to set future learning goals
- Attendance
- Teacher name and date
- Teacher signature (optional)
- Student signature (optional)
- Parent comment on a separate page.

1.8 Interactions with schools CASES21 system

Student data will be available from CASES21. CASES21 will provide an export file and also a facility to import information via a file transfer.

File descriptions for 'exporting' from, and 'importing' to CASES21 are on the student reports web site – [software vendors page](#).

1.9 Teacher Notebooks

Software should cater for both PC and Mac notebooks.

2 Technical Details

2.1 Collecting Student Data from CASES21

2.1.1 Receive data from CASES21

Student data will be made available from CASES21 in XML format. Schools will use a new CASES21 process to export the data files. This is a description of the CASES21 file.

Any updates to this file will be provided as they become available, and noted on the web site.

2.1.2 PRS211 Students and Prior VELs Results

PRS211 Message	
Function/s Supported	PRS211 Students and Prior Results
Description	Sends student details and their prior summary details to the Student Reporting System.
Input from Application/ or Output to Application	Output from CASES21
Type	Manual – initiated by user
Frequency	2 x per year minimum to load the Student Reporting System
Required Turnaround	Immediate
Triggering Events	Student Reporting Cycle
Encryption	None
Parameters	None
Outputs/Inputs	XML message structure
Message Transport	File transfer
Message Delimiter	Xml tags

File details can be found on the student reports web site:

<http://www.education.vic.gov.au/studentlearning/studentreports/developers/default.htm> Export of Student Details and prior results from

CASES21 to Student Reporting System Version X. please refer to the web site for the most up to date version number.

<http://www.education.vic.gov.au/studentlearning/studentreports/developers/default.htm>

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2.2 Student Report Setup

2.2.1 Data Loading

School will begin the reporting process by collecting student data from CASES21 using data files, and adding semester information.

Software should:

- Accept the data from the CASES21 file
- Allow school to enter semester detail (if not available from CASES21)
- Assist school in sorting students by teacher, class, home group, subject, school year
- Receive the following student details from CASES21 file:
 - Registration Number
 - Campus
 - Student Key
 - Student Surname
 - First Name
 - Preferred Name
 - Gender
 - Home Group
 - School Year
 - Achievement Data from 12 months ago, if available
 - Absences data
- Allow for students to be added individually
- School will assign students to subjects, domains to subjects and teachers to subjects. This should be done at class or school year level. A means of linking these is required.
- Software needs to provide a set-up program and templates
- Software should link domains to dimensions
- Software should provide for linking domains to the Student, keys include:
 - Student Key
 - Registration Number (critical for importing results back to CASES21)
 - Teacher
 - Home Group
 - Domains being studied by Student
 - Subjects
 - Class

2.3 Student assessments

2.3.1 Receive Teacher Information

Teachers enter numerical ratings at dimension level.

Teachers also enter a rating for 'Effort' and for 'Class behaviour' by selecting Needs attention, Acceptable, Very Good or Excellent.

Student assessments will be entered at dimension level using a value between 0.00 and 6.75 to indicate progress.

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Valid achievement assessment codes and values for each domain and dimension can be found in the dimension codes and scores table document at this link: http://www.eduweb.vic.gov.au/edulibrary/public/stratman/data/reports/student/dimension_codes_and_scores-tbl-20060816.doc.

Any dimension that is not to be assessed must have a 'not applicable or NA' entry available. This will identify it as not contributing to the total domain score, and it will not be used in calculating the final domain assessment. This needs to be set up at the beginning of the year when templates are done.

Software must:

- Accept assessment ratings at dimension level using 0.0 to 6.75.
- Allow the teacher to select only valid entries
- Only accept valid entries, and flag incorrect entries for follow-up
- Use dimension codes and scores table information to identify valid entries
- Provide an indicator to identify dimensions not being assessed
- Software must identify that an 'NA indicator' is present and dimension is not being assessed
- Software must identify any dimension that does not have a score or an 'NA' indicator, and flag it for follow-up
- Software must allow dimension data to be changed, and recalculate the impacted calculations
- Only accept valid entries for 'Effort' of Needs attention, Acceptable, Very Good or Excellent
- Only accept valid entries for 'Class behaviour' of Needs attention, Acceptable, Very Good or Excellent
- Software must identify where 'Effort' does not have an entry and flag it for follow-up
- Software must identify where 'Class behaviour' does not have an entry, and flag it for follow-up
- Reject with an indicator invalid entries for Effort and Class behaviour.

2.3.2 Calculate Domain Score

With the exception of English and Mathematics, the domain numerical value is the mean average of values entered for each contributing dimension. To calculate the domain value, add the contributing dimension scores and divide by the number of dimensions used. If the result is an invalid score, it is then 'rounded' up to the nearest valid rating.

Software must:

1. Match dimensions to domain and subject
2. Add all the dimension values and divide by the number of dimensions contributing
3. Select the nearest higher valid number from the algorithm, if the result is not a valid number.

2.3.3 Calculate Domain Score from Duplicates

Duplicate domains occur when more than one subject is being used to assess a domain. Dimension scores of each teacher and the combined and averaged domain score is passed to CASES21.

Software must:

1. Identify duplicate domain scores
2. Add all the dimension values and divide by the number of dimensions contributing
3. Select the nearest higher valid score from the algorithm, if the result is not a valid score
4. Select the summary domain score to be passed to CASES21. dimension scores will also be passed to CASES21.

2.3.4 Calculate Alphabetical Rating

The Algorithm and school year will be used to convert the numeric score for the domain to an alphabetical value of A, B, C, D or E. These letters will appear in the 'Rating' column of the report card, aligned to the associated domain or dimension.

Software must:

- Use the algorithm information, school year and the numerical domain score to determine the alphabetic domain rating of A, B, C, D or E.
- Note there has been a change to the algorithm for 2007 which makes the first valid score for any domain/dimension generate a 'D' rating.

2.3.5 Subject Page and Domain Rating

The Domain Rating for each subject will appear on that subject's page of the report, even when a number of subjects are reporting in the same domain.

2.3.6 Secondary Student Summary Page

A Summary Page may be required for a report where a number of subjects are reporting in the same domain. The calculation described 'Calculate domain score' will be used in this case.

2.3.7 Sending Data to CASES21

Software must:

- Identify duplicate domains, and process to a single domain score
- Prepare only one correct score for each domain to be sent to CASES21
- Prepare all dimension scores to be sent to CASES21.

2.4 Primary Student Report Card

2.4.1 Primary Student Summary Page

A summary page must be included in the report containing the following information.

Student Name – The student name must appear on the report. The student name will be supplied in the CASES21 file.

School Year and Semester must appear on the report. The student school year will be supplied in the CASES21 file.

2.4.2 Headings

- Student Name
- School Year and Semester

Unless a school has opted not to include this for Prep students (refer to section 1.5), the report will contain a table style structure with 'Learning Area' containing the domains being studied. The English domain will contain the dimensions of 'Reading', 'Writing', and 'Speaking and Listening'. The Mathematics domain will contain the dimensions of 'Number', 'Space', 'Measurement, chance and data' and 'Working mathematically' at levels 1 and 2. At levels 3 – 6 the Mathematics domain will contain the dimensions of 'Number', 'Space', 'Measurement, chance and data', 'Structure' and 'Working mathematically'. A 'Rating' column will contain A, B, C, D or E aligned to the domain. There will be between 3 and 5 school year columns.

2.4.3 Table Headings

- Learning Area - will appear above the domains being studied
- Rating - will appear above A, B, C, D or E
- Previous School Year- this will be in the format Year 1
- Current School Year - this will be in the format Year 2
- Next School Years - this will be in the format Year 3 and 4.
- Current school year is from the CASES21 data
- Previous and next years are derived from current school year.

2.4.4 Table Contents

- Domain information will be sourced from the school entered data described in 'Student Report Setup'
- English domain will contain 'Reading', 'Writing' and 'Speaking & Listening'
- Mathematics domain will contain the dimensions of 'Number', 'Space', 'Measurement, chance and data' and 'Working mathematically' at levels 1 and 2.
- At levels 3 – 6 the Mathematics domain will contain the dimensions of 'Number', 'Space', 'Measurement, chance and data', 'Structure' and 'Working mathematically'
- A, B, C, D, or E will appear in the middle of the column under 'Rating'. These will appear beside the associated domain or dimension.

2.4.5 Dot Chart

A dot indicating student achievement in the current semester for each reported domain or English and Mathematics dimension will appear beside the associated Vendor Software specifications

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domain or dimension. The dot will be positioned in the year columns. It could be in the middle or halfway across the right or left edge of the year columns. (see the diagram 1 below) The only exception is Prep where a dot for a C rating can only appear inside the shaded area. (see diagram 2 below)

A 'hollow' dot or circle representing student's achievement from one year ago will appear beside the associated domain or dimension**. The position of this circle will be derived from information in the CASES21 file.

- Use the domain numerical score, school year and algorithm information to determine the position of current assessment's solid dot
- For the English dimensions of 'Reading', 'Writing', and 'Speaking and Listening', use dimension numerical score, school year and algorithm information to determine the position of solid dot
- For the Mathematics dimensions of 'Number', 'Space', 'Measurement, chance and data', 'Structure' and 'Working mathematically' use dimension numerical score, school year and algorithm information to determine the position of solid dot
- Use achievement score from one year ago (from CASES21), school year and algorithm information to determine the position of the hollow dot
- For the English dimensions of 'Reading', 'Writing', and 'Speaking and Listening', use achievement from one year ago (from CASES21), school year and algorithm information to determine the position of hollow dot
- For the Mathematics dimensions of 'Number', 'Space', 'Measurement, chance and data', 'Structure' and 'Working mathematically' use dimension numerical score, school year and algorithm information to determine the position of hollow dot
- If after 12 months a student's achievement has remained static, or regressed rather than progressed, no 'hollow dot' should appear on the graphic.

** Software developers should take note that any Mathematics domain results that were imported from a Student Reporting System to CASES21 via the PRS212 message at the end of Semester 1 2006 and at the end of Semester 2 2006, will be exported from CASES21 to the Student Reporting System as part of the equivalent PRS211 export of student details and prior results at the end of Semester 1 2007 and Semester 2 2007.

As Mathematics will be reported from 2007 onwards at the dimension rather than the domain level, reporting software must ensure that these historical 2006 Maths domain results do not impact on the 2007 Student Reports.

Software developers should also take note that as no historical Maths dimension results will be returned in the PRS211 export from CASES21 to the Student Reporting System until Semester 1 2008, no hollow dots will be present for Mathematics dimensions on Student Reports for either Semester 1 2007 or Semester 2 2007.

2.4.6 Progress

A dotted line will link last year's 'hollow' dot with this year's dot.

- Use domain score, year level, semester and algorithm to establish the rating
- The dot will be either in centre of a column or halfway across the right or left edge of a column, depending on the student achievement score
- Apply dot to correct school year, dependent on score
- If dot position exceeds available columns, place the dot at the furthest possible point

- Apply dotted line. If there is no hollow dot, do not apply dotted line.

2.4.7 Expected Level

A shaded stripe will indicate the expected achievement level. A vertical shaded stripe will relate to the current Year and Semester being reported. With the exception of Prep it should start at the left edge and end at the middle of the current year column for the first semester report. It should start at the middle and be against the right edge of the column for the final semester. (see the diagram 1 below) The stripe should be wide enough to include an achievement dot placed in the centre of the column.

- Use school year and semester and algorithm information to position vertical stripe
- In Semester 1 the stripe will be from the left edge to beyond the centre of the 'this Year' column (except for prep where the stripe will be half of the width (see diagram 2 below)
- In Semester 2 the stripe will be from left of the centre to the right edge of the 'this Year' column.

Year 2	Year 3	Year 4	Year 5	Year 6
		•		
		•		
		•		

Diagram 1

Rating	Prep	Year 1	Year 2
D	•		
C	•		
D	•		

Diagram 2

2.4.8 Legend Boxes

A text box to explain Rating is required

- Heading of 'Ratings' must appear in the text box

This text must appear in the text box:

- 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

Shading to appear in text box

'C At the standard expected at this time of year' will be shaded to match the shaded stripe.

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A text box to explain the Legend is required. If any of the symbols or items has not been used, then this item should not appear in the text box.

- Heading of 'Legend' must appear in the text box

This text must appear in the text box:

- 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

Check for relevance

- If ○ is not used in the reporting graph it should not appear in the legend
- If is not used in the reporting graph it should not appear in the legend

2.4.9 Attitude Ratings

A text box containing a horizontal line and a dot will be used to graphically represent 'Effort' and 'Class behaviour'. The line will have four points on it. The first point, at the left side, will be 'Needs attention', then 'Acceptable', 'Very good', and on the right end, 'Excellent'. These ratings will be entered by teachers by selecting one of these options. The report will place a dot on the line at the selected option.

Headings for Work Habits text box:

- Heading of 'Work Habits' must appear above the text box
- 'Needs attention' must appear to the top left, inside the text box
- 'Acceptable' must appear to the top left of centre, inside the text box
- 'Very good' must appear to the top right of centre, inside the text box
- 'Excellent' must appear to the top right, inside the text box
- 'Effort' must appear to the middle left, inside the text box
- 'Class behaviour' must appear to the bottom left, inside the text box
- Each option must be identified on the line
- The selected option must be identified with a dot
- Only the selected assessment should be represented with a dot on the Effort graph
- Only the selected assessment should be represented with a dot on the Class behaviour graph.

2.4.8 Written Comments

Text boxes are required for written comments. The text boxes should be expandable, and include the following headings.

- What 'Student Name' has achieved
- Areas for improvement/future learning
- The school will do the following to support 'Student Name' in 'his/her' learning
- What you can do at home to help 'Student Name's' progress
- Teacher comment
- Student comment
- Attendance
- Parent comment

Text boxes relating to student achievement, improvement/future learning and attendance must not be able to be deleted. Other text boxes must be able to be deleted, and extra text boxes added.

- Add text box
- Delete allowable text boxes , if required

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- Save changes for future reports

2.4.9 Names, dates and signatures

Headings and spaces are required for:

- Teacher name
- Date
- Parent signature

Optional headings and spaces should be able to be included for the following:

- Teacher signature
- Student signature

Names must be able to be changed or deleted, and extra names/signatories added, as required by the school.

Further Requirements

2.4.10 Printing

The report must be printable on A4 paper.

2.4.11 Quartile Paragraph

The software should allow for the inclusion, in a smaller font size at the bottom of the page that contains the parent comment and signature, a paragraph using the exact wording below:

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.

2.5 Secondary Student Report Card

2.5.1 Page Set-up

Each will require a separate page.

A summary page may be required. This would have a similar appearance to the primary student report card, and would be in addition to the pages.

Student Name must appear as a heading on each subject report. The student name will be supplied in the CASES21 file.

School Year and Semester must appear on each subject report. The school year will be supplied in the CASES21 file.

The subject name must appear as a heading on each subject report. These will be entered by the school.

The following is required for each subject:

2.5.2 Headings

- Student Name
- School Year and Semester
- Subject Name

The report will contain a table style structure with no heading on the section containing the domains being studied. The English domain will contain the dimensions of 'Reading', 'Writing', and 'Speaking and Listening'. The Mathematics domain will contain the dimensions of 'Number', 'Space', 'Measurement, chance and data', 'Structure' and 'Working mathematically'. A 'Rating' column will contain A, B, C, D or E aligned to the domain. There will be between 3 and 5 school year columns.

2.5.3 Table Headings

- No heading is required above the domains being studied
- Rating - will appear above A, B, C, D or E
- Previous School Years - this will be in the format Year 7, 8
- Current School Year - this will be in the format Year 9
- Next School Year - this will be in the format Year 10 and a column headed 'Beyond Year 10'
- Current school year is from the CASES21 data
- Previous and next years are derived from current school year.

2.5.4 Table Contents

- Domain information will be sourced from the school entered data described in 'Student Report Setup'
- English domain will contain separate lines for 'Reading', 'Writing' and 'Speaking & Listening'
- Mathematics domain will contain separate lines for 'Number', 'Space', 'Measurement, chance and data', 'Structure' and 'Working mathematically'
- A, B, C, D, or E will appear in the middle of the column under 'Rating'. These will appear beside the associated domain or dimension.

2.5.5 Dot Chart

A dot indicating student achievement in the current semester for each reported domain or English and Mathematics dimension will appear beside the associated domain or dimension. The dot will be positioned in the year columns. It could be in the middle or halfway across the left or right edge of the year columns. (see diagram 1 below) The numerical assessments are rounded into six month blocks and these are used to establish the position of the dot. The only exception is for the end of 'Beyond year 10' where the dot must appear completely within and adjacent to the edge of the year column (see diagram 2 below).

A 'hollow' dot or circle representing student's achievement from one year ago will appear beside the associated domain or dimension**. The position of this circle will be derived from information in the CASES21 file.

- Use domain numerical score, school year and algorithm information to determine the position of solid dot
- For the English dimensions of 'Reading', 'Writing', and 'Speaking and Listening', use dimension numerical score, school year and algorithm information to determine the position of solid dot
- For the Mathematics dimensions of 'Number', 'Space', 'Measurement, chance and data', 'Structure' and 'Working mathematically' use dimension numerical score, school year and algorithm information to determine the position of solid dot
- Use achievement from one year ago (from CASES21), school year and algorithm information to determine the position of hollow dot
- For the English dimensions of 'Reading', 'Writing', and 'Speaking and Listening', use achievement from one year ago (from CASES21), school year and algorithm information to determine the position of hollow dot
- For the Mathematics dimensions of 'Number', 'Space', 'Measurement, chance and data', 'Structure' and 'Working mathematically' use dimension numerical score, school year and algorithm information to determine the position of hollow dot
- If after 12 months a student's achievement has remained static, or regressed rather than progressed, no 'hollow dot' should appear on the graphic.

** Software developers should take note that any Mathematics domain results that were imported from a Student Reporting System to CASES21 via the PRS212 message at the end of Semester 1 2006 and at the end of Semester 2 2006, will be exported from CASES21 to the Student Reporting System as part of the equivalent PRS211 export of student details and prior results at the end of Semester 1 2007 and Semester 2 2007.

As Mathematics will be reported from 2007 onwards at the dimension rather than the domain level, reporting software must ensure that these historical 2006 Maths domain results do not impact on the 2007 Student Reports.

Software developers should also take note that as no historical Maths dimension results will be returned in the PRS211 export from CASES21 to the Student Reporting System until Semester 1 2008, no hollow dots will be present for Mathematics dimensions on Student Reports for either Semester 1 2007 or Semester 2 2007.

2.5.6 Achievement Progress

A dotted line will link last year's 'hollow' dot with this year's dot.

- Use the domain score and algorithm to establish school year and semester rating
- The dot will be either in centre of a column or halfway across the left or right edge of a column, depending on the student achievement score. (see diagram below)
- Apply dot to correct school year, dependent on score.
- If dot position exceeds available columns, place the dot at the furthest possible point.
- Apply dotted line. If there is no hollow dot, do not apply dotted line.

2.5.7 Expected Level

A shaded stripe will indicate the expected achievement level. A vertical shaded stripe will relate to the current Year and semester being reported. It should always start at the left edge and end at the middle of the current year column for the first semester report. It should start at the middle and be against the right edge of the column for the final semester. (see diagram below) The stripe should be wide enough to include an achievement dot placed in the centre of the column.

- Use school year and semester and algorithm information to position vertical stripe
- In Semester 1 the stripe will be from the left edge to beyond the centre of the 'this Year' column
- In Semester 2 the stripe will be from left of the centre to the right edge of the 'this Year' column.

Year 6	Year 7	Year 8	Year 9	Year 10
		•		
		•		
		•		

Diagram 1

Year 7	Year 8	Year 9	Year 10	Beyond Year 10
		•		•
		•	•	
		•		•

Diagram 2

2.5.8 Legend Boxes

A text box to explain Rating is required

- Heading of 'Ratings' must appear in the text box

This text must appear in the text box:

- 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

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- D Below the standard expected at this time of year
- E Well below the standard expected at this time of year

Shading to appear in text box

- 'C At the standard expected at this time of year' will be shaded to match the shaded stripe.

A text box to explain Legend is required. If any of the symbols or items has not been used, then this item should not appear in the text box.

- Heading of 'Legend' must appear in the text box

This text must appear in the text box:

- ○ 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

Check for relevance

- Is ○ used in reporting, if not remove from legend
- Is ⋯⋯ used in reporting graph, if not remove from legend

2.5.9 Attitude Ratings

A text box containing a horizontal line, and a dot will be used to graphically represent 'Effort' and 'Class behaviour'. The line will have four points on it. The first point, at the left side, will be 'Needs attention', then 'Acceptable', 'Very good', and on the right end, 'Excellent'. These ratings will be entered by teachers by selecting one of these options. The report will place a dot on the line at the selected option.

- Headings for Work Habits text box
- Heading of 'Work Habits' must appear above the text box
- 'Needs attention' must appear to the top left, inside the text box
- 'Acceptable' must appear to the top left of centre, inside the text box
- 'Very good' must appear to the top right of centre, inside the text box
- 'Excellent' must appear to the top right, inside the text box
- 'Effort' must appear to the middle left, inside the text box
- 'Class behaviour' must appear to the bottom left, inside the text box
- Each option must be identified on the line
- The selected option must be identified with a dot
- Only the selected assessment should be represented with a dot on the Effort graph
- Only the selected assessment should be represented with a dot on the Class behaviour graph.

2.5.10 Written Comments

Text boxes are required for written comments. The text boxes should be expandable, and include the following headings.

- What 'Student Name' has achieved
- Areas for improvement/future learning
- The school will do the following to support 'Student Name' in 'his/her' learning
- What you can do at home to help 'Student Name's' progress
- My Personal Learning Goals (At the top, outside the text box)
 - My learning goals

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- Student comment
- Teacher comment
- My future learning goals
- Attendance
- Parent comment

Text boxes relating to student achievement, improvement/future learning and attendance must not be able to be deleted. Other text boxes must be able to be deleted, and extra text boxes added.

- Add text box
- Delete allowable text boxes , if required
- Save changes for future reports

2.5.11 Names, dates and signatures

Headings and spaces are required for:

- Teacher name
- Date
- Parent signature

Optional headings and spaces should be able to be included for the following:

- Teacher signature
- Student signature

Names must be able to be changed or deleted, and extra names/signatories added, as required by the school.

2.5.12 Printing

The report must be printable on A4 paper.

2.5.13 Quartile Paragraph

The software should allow for the inclusion, in a smaller font size at the bottom of the page that contains the parent comment and signature, a paragraph using the exact wording below:

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.

2.6 ESL subject page

When an ESL page is produced, the current summary page of the student report card will remain unchanged with the exception that the domain of "English" will not be included.

The software needs to generate a new subject page for ESL with the following attributes:

- An ESL subject page that can be used by both primary and secondary schools to report progress in ESL.

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- The subject page would contain a new ESL graphic which would replace the standard achievement and progress graphic
- There will be three versions of the ESL graphic:
 - P-2
 - Years 3-6
 - Years 7-10.
- Schools would be able to select the appropriate graphic based on the year level of the student
- The placement of solid dots for speaking and listening, reading and writing are generated from dimension scores entered by the teacher.

The three versions of the graphic should be as follows:

Prep to Year 2

There would be a total of 6 spots (3 per stage) for dots to be positioned based on teacher scores (A1.1, A1.2, A1.3, A2.1, A2.2, A2.3).

Achievement in learning English as a second language	Stage A1	Stage A2	
Speaking and listening			
Reading			
Writing			

Years 3-6

There would be a total of 12 spots (three per stage) for dots to be positioned based on teacher scores (B0.1, B0.2, B0.3, B1.1, B1.2, B1.3, B2.1, B2.2, B2.3, B3.1, B3.2, B3.3)

Achievement in learning English as a second language	Stage BL	Stage B1	Stage B2	Stage B3	
Speaking and listening					
Reading					
Writing					

Years 7-10

There would be a total of 15 spots (3 per stage) for dots to be positioned based on teacher scores(S0.1, S0.2, S0.3, S1.1, S1.2, S1.3, S2.1, S2.2, S2.3, S3.1, S3.2, S3.3, S4.1, S4.2, S4.3)

Achievement in learning English as a second language	Stage SL	Stage S1	Stage S2	Stage S3	Stage S4	
Speaking and listening						
Reading						
Writing						

The three dots for each stage would be positioned within the box, not crossing over lines as per the example below. A score of S0.2 would generate the middle dot, S0.1 the dot to the left and S0.3 the dot to the right.

Years 7-10

Achievement in learning English as a second language	Stage SL	Stage S1	Stage S2	Stage S3	Stage S4	
Speaking and listening	● ● ●					

There is a shaded band at the right hand end of the graphic to indicate the end of the ESL stages.

The legend needs to explain that this indicates that students reaching this point will move to being assessed against the English standards in the next phase of reporting - see <http://www.education.vic.gov.au/studentlearning/studentreports/samples/default.htm#4> for sample ESL reports

The graphic should allow for hollow 'progress' dots to be produced after twelve months of study of ESL. Note that hollow dots for ESL would not carry over to English (ie when the student moves from ESL to English there would be no hollow dots until their third semester of study of English.) They would also not carry over from one band of stages to another (eg if the student moves from the Prep to 2 to the 3-6 band of stages)

The software needs to allow for teacher scores to be uploaded to CASES 21 each semester to generate 12 month hollow progression dots, and for reporting to the system.

2.6.1 Legend for ESL subject page

A text box to explain the Legend is required. If any of the symbols or items has not been used, then this item should not appear in the text box.

- The heading of 'Legend' must appear in the text box

This text must appear in the text box:

- ○ Your child's achievement 12 months ago
- ● Your child's achievement this year
- Your child's progress since last year
- □ At this point your child's progress will be assessed against the English standards

Check for relevance

- Is ○ used in reporting, if not remove from legend
- Is used in reporting graph, if not remove from legend

2.6.2 Attitude Ratings

A text box containing a horizontal line and a dot will be used to graphically represent 'Effort' and 'Class behaviour'. The line will have four points on it. The first point, at the left side, will be 'Needs attention', then 'Acceptable' then 'Very good', and on the right

end, 'Excellent'. These ratings will be entered by teachers by selecting one of these options. The report will place a dot on the line at the selected option.

Headings for Work Habits text box

- Heading of 'Work Habits' must appear above the text box
- 'Needs attention' must appear to the top left, inside the text box
- 'Acceptable' must appear to the top left of centre, inside the text box
- 'Very good' must appear to the top right of centre, inside the text box
- 'Excellent' must appear to the top right, inside the text box
- 'Effort' must appear to the middle left, inside the text box
- 'Class behaviour' must appear to the bottom left, inside the text box
- Each option must be identified on the line
- The selected option must be identified with a dot
- Only the selected assessment should be represented with a dot on the Effort graph
- Only the selected assessment should be represented with a dot on the Class behaviour graph.

2.6.3 Written Comments

Text boxes are required for written comments. The text boxes should be expandable, and include the following headings.

- What 'Student Name' has achieved
- Areas for improvement/future learning
- The school will do the following to support 'Student Name' in 'his/her' learning
- What you can do at home to help 'Student Name's' progress

2.2 Exporting Student Data to CASES21

2.2.1 Send data to CASES21

Student achievement data will be 'Imported' into CASES21 using the process which is detailed on the [software vendors page](#) of the student reports web site.

This is a description of the CASES21 file.

Any updates to this file will be noted on the web site.

2.2.2 PRS212 Student VELs Results

PRS211 Message	
Function/s Supported	PRS212 Students Results
Description	Sends student achievements to CASES21
Input from Application/ or Output to Application	Output from Student Reporting System
Type	Manual – initiated by user
Frequency	2 x per year minimum to load the Student Reporting System
Required Turnaround	Immediate
Triggering Events	Completion of Student Reporting Cycle
Encryption	None
Parameters	None
Outputs/Inputs	XML message structure
Message Transport	File transfer
Message Delimiter	Xml tags

File details can be found on the web site,

<http://www.education.vic.gov.au/studentlearning/studentreports/default.htm>

Import of Student results into CASES21 from Student Reporting System
Version X For updates on the interface specification, please refer to the
following link on the student reports web site:

<http://www.education.vic.gov.au/studentlearning/studentreports/developers/default.htm>

3 Supporting Documentation

3.1 Glossary of Terms

Term	Description
CASES21	Computerised A dministrative S ystem E nvironment in S chools - CASES21 is the school administration computer system. This is used to record student achievement data.
Dimension	Each domain is broken down into dimensions. For example the ICT domain has the three dimensions of ICT for thinking, ICT for visualising thinking and ICT for communicating. Standards are written for each dimension. The relationship between the strands, domains and dimensions is shown in Table 3.2.
Domain	The <i>Victorian Essential Learning Standards</i> identify three core and interrelated strands for the Prep to Year 10 curriculum. Each strand has a number of domains which describe the essential knowledge, skills and behaviours students need to prepare for further education, work and life.
Strands	There are three core, interrelated strands, the are: <ul style="list-style-type: none"> • Physical, Personal and Social Learning • Discipline-based Learning • Interdisciplinary Learning. Each strand has a number <i>domains</i>
Subject	Subjects are used to teach domains and dimensions. For example in the subject of Japanese the domains of LOTE, Thinking Processes and Communication may be taught. Secondary student reports use a separate page for each subject. Japanese would then be assessed against the chosen domains. The dimensions will be rated separately. These are then combined to calculate each domain score.

3.2 VELS Strands, Domains and Dimensions

Strand	Domain	Dimension
Physical, Personal and Social Learning	Health and Physical Education	Movement and physical activity Health knowledge and promotion
Physical, Personal and Social Learning	Interpersonal Development	Building social relationships Working in teams

Physical, Personal and Social Learning	Personal Learning	The individual learner Managing personal learning
Physical, Personal and Social Learning	Civics and Citizenship	Civics knowledge and understanding Community engagement
Discipline-based Learning	The Arts	Creating and making Exploring and responding
Discipline-based Learning	English	Reading Writing Speaking and listening
Discipline-based Learning	The Humanities (Economics)	Economics knowledge and understanding Economics reasoning and interpretation
Discipline-based Learning	The Humanities (Geography)	Geographical knowledge and understanding Geospatial skills
Discipline-based Learning	The Humanities (History)	Historical knowledge and understanding Historical reasoning and interpretation
Discipline-based Learning	Languages Other Than English (LOTE)	Communicating in a language other than English Intercultural knowledge and language awareness
Discipline-based Learning	Mathematics	Number Space Measurement, chance and data Structure Working mathematically
Discipline-based Learning	Science	Science knowledge and understanding Science at work
Interdisciplinary Learning	Communication	Listening, viewing and responding Presenting
Interdisciplinary Learning	Design, Creativity and Technology	Investigating and designing Producing Analysing and evaluating
Interdisciplinary Learning	Information and Communications Technology (ICT)	ICT for visualising thinking ICT for creating ICT for communicating
Interdisciplinary Learning	Thinking Processes	Reasoning, processing and inquiry Creativity Reflection, evaluation and

		metacognition
--	--	---------------

Table 1: The structure of the essential learning strands

Strands, domains and dimensions are fully explained on the Victorian Essential Learning Standards web site at <http://vels.vcaa.vic.edu.au/about/index.html>.

3.3 Algorithm

The algorithm is available online. Please refer to the following link on the Student reports web site:

<http://www.education.vic.gov.au/studentlearning/studentreports/default.htm>

3.4 ESL report template