

IMPLEMENTING THE NEW STUDENT REPORT CARDS

SUPPORTING INFORMATION for SCHOOLS

The following information is provided to assist schools in deciding whether to implement the New Student Report Cards in 2006 or wait until 2007. Schools are asked to consider the information provided below and then provide details of their decision on the attached online survey <http://surveymonkey.com/s.asp?u=701931519772>

It is important to note that scope for school based flexibility in the development of reporting formats which best meet the needs of their community will continue to exist. The attached documentation outlines the key components of the new reporting requirements and makes clear how the format can be varied to meet local needs.

Schools should also note that the new report card is not a requirement for students with disabilities (PSD students) who are following an individual learning plan. Schools may choose to use components of the report cards that suit the needs of these students.

Implementation options

If your school chooses to use the New Student Report Cards in 2006:

Opting to use the new student reporting system in 2006 means that you will, as a minimum expectation:

- report student achievement using a commercial software package upgraded to meet DE&T reporting requirements or software developed by DE&T and
- use all the features of the new report card format, including graphics and A-E ratings for English and Mathematics, and comment boxes.

You may choose to:

- implement the new report cards for all students in the school, or for one or more year levels (e.g. all students in Prep or all Year 7's)
- use the graphics and A-E ratings for domains additional to English and Mathematics where curriculum is planned and progress is assessed using the Essential Learning Standards. Note: Data entered for these domains will not be used to show progression on the graphic in 2007.

If your school chooses to wait until 2007 to use the New Student Report Cards:

Opting to use the New Student Report Cards from 2007 means no change to current reporting formats in 2006. Although all schools must use the Victorian Essential Learning Standards in 2006 to plan curriculum and assess student progress in English and Mathematics, schools choosing not to implement the new student report cards until 2007 can continue to report achievement in 2006 in all subjects, including English and Mathematics, in the same way as they do now (e.g. using B, C, E).

Alternatively, if you do not wish to change your current formats but do want to commence reporting against some domains using the new A-E ratings, you could choose to do so by using the algorithms provided in Attachment 1 to generate your A-E ratings.

A more detailed overview of options and requirements in 2006, 2007 and 2008 is provided in the table overleaf and in the sections that follow on the software, key aspects of the report card, and the scope available for adapting it.

Details of the algorithm which generates the A-E ratings for the report card graphic are included in Attachment 1.

New Student Reports Transition Model - Overview of Requirements 2006 to 2008

2006	2007	2008
<p>All schools will:</p> <ul style="list-style-type: none"> • Provide two written reports (one for each semester) and conduct parent/teacher interviews • Plan curriculum and assess achievement in English and Maths using the Victorian Essential Learning Standards <p>In addition, schools opting to use the New Student Report Cards will:</p> <ul style="list-style-type: none"> • Choose to opt in as a whole school, or for one or more year levels e.g. all year 7 students • Implement the new report format by using either upgraded commercial software or software developed by DE&T. • For Maths and English, assess achievement at the dimension level using the Victorian Essential Learning Standards • Enter achievement in each dimension using the numeric score associated with the relevant standard (e.g. 2.25, 2.5, 2.75, 3.0) • Report achievement using an A-E rating (generated by the software from the numeric scores) for English (for each dimension) and Maths (for the domain) • Plan curriculum and assess achievement in other subjects using the CSF II or the Victorian Essential Learning Standards • If reporting against CSFII, use existing scales (e.g. B, C, E) and text boxes on a separate page to report on achievement I (this cannot be included on the graphic) OR 	<p>All schools will:</p> <ul style="list-style-type: none"> • Implement the new report format by using either the DE&T software or upgraded commercial software • Provide two written reports (one for each semester) and conduct parent/teacher interviews • Plan curriculum and assess achievement in English Maths Health & Physical Education Personal Learning Civics & Citizenship Humanities Economics Geography History Communication ICT using the Victorian Essential Learning Standards • Assess achievement at the dimension level • Enter achievement in each dimension using the numeric score associated with the relevant standard (e.g. 2.25, 2.5, 2.75, 3.0) • Report achievement using an A-E rating (generated by the software from the numeric scores) for English (for each dimension) and for other subjects (for the relevant domains) • Plan curriculum and assess achievement in other subjects using the CSF II or the Victorian Essential Learning Standards 	<p>All schools will:</p> <ul style="list-style-type: none"> • Implement the new report format by using either the DE&T software or upgraded commercial software • Provide two written reports (one for each semester) and conduct parent/teacher interviews • Plan curriculum and assess achievement in all subjects using the Victorian Essential Learning Standards • Assess achievement at the dimension level • Enter the achievement for each dimension undertaken using the numeric score associated with the relevant standard (e.g. 2.25, 2.5, 2.75, 3.0) • Report achievement using an A-E rating (generated by the software from the numeric scores) for English (for each dimension) and for all other subjects (for the relevant domains) • For domains such as Thinking and ICT that are assessed by more than one teacher or in more than one subject, report achievement in each of the relevant subjects. Secondary schools can choose to add a summary page and report an aggregated rating for the domain (calculated by the software).

2006	2007	2008
<ul style="list-style-type: none"> If reporting against the Essential Learning Standards, enter achievement in each dimension using a numeric score (e.g. 2.25, 2.5, 2.75, 3.0), and report achievement using the A-E rating generated by the software for the domain For domains such as Thinking and ICT, which in secondary schools may be assessed by more than one teacher/in more than one subject, report achievement in each of the relevant subjects. Secondary schools can choose to add a summary page and report an aggregated rating for the domain (calculated by the software). <p>Schools opting not to use the New Student Report Cards:</p> <ul style="list-style-type: none"> For English and Maths, and any subjects assessed using the Essential Learning Standards rather than CSFII, make an on balance judgement against the standards and progression points. For subjects assessed using CSF II, make a judgment using current processes Record and report results for all subjects, including English and Maths, using existing methods (e.g. B, C,E) and existing report formats. You may use A-E for some domains (using information in Appendix 1) if you choose. <p>*NB Progression points will be available for English and Maths in late 2005. The VCAA will inform schools of the schedule for development of progression points in other domains in 2006. For schools opting-in in 2006, achievement in the previous year (progress over twelve months) will not appear on the graphic until semester one 2007 and it will be provided for English and Maths only.</p>	<ul style="list-style-type: none"> Use existing scales (e.g. B, C, E) and text boxes on a separate page to report on achievement in the areas assessed using CSF II (this cannot be included on the graphic) For domains such as Thinking and ICT, which in secondary schools may be assessed by more than one teacher or in more than one subject, report the achievement in each of the relevant subjects. Secondary schools can choose to add a summary page and report an aggregated rating for the domain (calculated by the software). <p>Schools who choose to assess subjects in addition to those listed above using the Victorian Essential Learning Standards will:</p> <ul style="list-style-type: none"> Enter achievement for each dimension using the numeric score associated with the relevant standard (e.g. 2.25, 2.5, 2.75, 3.0) Report achievement using the A-E rating generated by the software for the domain 	

Support for schools choosing to implement the New Student Report Cards in 2006

Schools will have the option of continuing to use commercial software packages, providing these have been upgraded to meet the new reporting requirements OR using the Department of Education & Training (DE&T) software. The DE&T reporting software is planned to be available to schools towards the end of Term 1 2006.

Software specifications

The software will, amongst other things:

- Enable schools to generate all components of the new student report card
- Contain the graphic and text box headings as illustrated in the sample on the *Student Reports* website (www.sofweb.vic.edu.au/studentreports/index.htm)
- Import and export data to and from CASES21 to set up templates for report cards and for storage of data
- Generate a solid achievement point (circle) indicating achievement for each reported domain
- Generate a hollow achievement point (based on data stored in CASES21) to indicate achievement one year ago (for schools that opt to use the new report cards in 2006, this can only happen in English and Maths for 2007)
- Calculate domain scores from contributing dimension scores
- Calculate the corresponding A-E rating for the domain score
- Generate one achievement point and a corresponding A-E rating to be shown on a summary page where multiple teachers have provided assessments in a domain
- Provide a set-up program and templates
- Link domains to dimensions
- Link a student's domains and dimensions to a teacher
- Provide the ability to report on subject achievement against both Victorian Essential Learning Standards and CSF II
- Require teachers to enter numerical scores at the dimension level
- Only recognise valid assessment values
- Allow teachers to change and update entries
- Be able to be used on the school's network or laptops offline
- Be compatible with both IBM and Macintosh
- Provide error reports where reports are missing or some entries are missing or not valid
- Provide for reports to be printed on A4 in black and white
- Be designed to be easy to use and require minimal training.

When setting up templates, schools will need to/be able to:

- Assign students to subjects, subjects to dimensions, and teachers to subjects (dimensions are automatically assigned to domains by the software)
- Add school designs and logos
- Add additional areas to the report beyond minimum requirements, if desired
- Customise the formatting of pages.

The above are minimum specifications. Schools should assume that software provided by commercial providers would include additional enhancements. Further information, including the full set of software specifications can be found at <http://www.sofweb.vic.edu.au/studentreports/support/index.htm>.

Schools choosing to implement the New Student Report Cards in 2006 will receive:

- Training support and further briefings on report card requirements and processes
- Sample report cards showing how the format can be varied and how, for example, achievement in areas such as Languages other than English in the early years, ESL, and extra-curricular activities can be effectively incorporated into the card
- The progression points and assessment maps for English and Mathematics that will be sent to all schools
- Access to discussion groups, examples of effective administration practice in different contexts, and an invitation to provide and share feedback.

How teachers will report achievement:

Standards and progression points

Teachers will use the Standards at the six levels to make judgements of student achievement. To assist this process, progression points have also been developed. Progression points are indicators of progress towards the standard for the level. With the exception of Level 1, which has one progression point, there will be three progression points within each level.

Teachers will use the standard statement and progression point descriptors to assign a score against a dimension, (eg 2.0, 2.25, 2.5, 2.75, 3.0).

Domain scores and A-E ratings

The software will aggregate dimension scores to provide a score for the domain. The software will then produce an A-E rating based on the domain score (see Attachment 1 for more detail), and an achievement point (circle) on the graphic. For English only, the software will generate ratings and achievement points for each dimension.

Assessment maps

Assessment maps including progression point descriptors and annotated samples of student work will be available by the end of 2005 for English and Mathematics. Timelines for development of assessment maps in further domains will be provided by the VCAA in 2006.

Key features of the new report card format

The following is a brief summary of the key components of the new report card format. It is followed by a section 'scope for flexibility' which outlines how the report card format can be varied to suit particular school needs, for example, the needs of schools using portfolios.

The Primary Report Card: Part 1

The Learning Areas or domains listed on the report are only those for which there is a standard at that level. In Prep, for example, domains listed would be Health and Physical Education, Interpersonal Development, The Arts, English and Mathematics.

The graphic comprises:

- A shaded vertical bar showing the level of expected achievement of all students in Victoria at the year level
- A solid achievement point (circle) on the graphic indicating a student's achievement at the time of the report. The hollow achievement point shows the achievement one year ago. In 2006, only solid achievement points will be available as there will be no prior achievement to plot. Prep students will only ever have solid achievement points.
- The A-E ratings that correspond to the achievement points. They are derived from numerical scores assigned by the teacher to each of the relevant dimensions for a particular domain. If there is no standard for a domain at a particular level (e.g. Thinking in Prep), it cannot be included in the graphic and an A-E rating cannot be allocated, but achievement can be reported on using comments against learning focus statements.

Work habits comprise effort and class behaviour. Teachers choose the most relevant statement for each student from 'Needs attention', 'Acceptable', 'Very Good', 'Excellent'. The software will generate a circle placed at the appropriate point on each bar.

The rating and legend boxes explain the ratings and key features of the graphic.

Part 2:

What the student has achieved in their learning

Comments that describe key aspects of what the student has achieved in the relevant domain(s).

What areas need improvement or what the future learning will be

Comment that identifies main areas for improvement, further learning

What the school will do to support the student in their learning

Details of the main strategies the school will use to assist the student

What the parent/caregiver can do at home to further support their child's learning

Suggested ways in which the parent can assist their child

Student comment

This section provides students with the opportunity to reflect on their learning. Schools may choose whether or not to include a student comment in Years P-2.

Attendance

A figure for this section can be generated from CASES or taken from the roll.

Parent comment

Parents are invited to provide a comment in this section. It has been included to enhance the partnership between home and school and encourage parents' involvement in their child's learning. Schools may choose to include this section on a separate page.

Scope for flexibility

Part 1

- The graphic can be adjusted to cover 3, 4 or 5 year levels.

Part 2

- The parent comment section and signature can be placed on a separate page
- Signature boxes can be deleted
- Schools may choose whether or not to include the student comment section in Years P-2.
- Schools that use portfolios must complete the 'What John has achieved', 'Areas for improvement /future learning' and 'Attendance' sections. Other sections in Part 2 may be left blank/deleted if they are reported on in the portfolio.
- The size of the text boxes on this page can be altered.
- Schools can add extra text boxes and pages (e.g. to include reporting of achievement against the CSF, further teacher comment, a subject overview, a report from a specialist teacher, or for extra curricular activities)
- Schools can choose to add personal learning goals (Part 2 from the secondary report card) as an additional page

The Secondary Report Card: Part 1

In secondary schools each subject must have a separate page that includes the graphic showing progress and achievement, work habits, a student's achievements, areas for improvement/future learning. The sections on 'what the school can do to support learning' and 'what you can do at home to support learning' can be included for each subject, or on a summary page (as detailed further below).

The graphic comprises:

- A shaded vertical bar showing the level of expected achievement of all students in Victoria at the year level
- A solid achievement point (circle) on the graphic indicating a student's achievement at the time of the report. The hollow achievement point shows the achievement one year ago. In 2006 only solid achievement points will be available.
- The A-E ratings that correspond to the achievement points. They are derived from numerical scores assigned by the teacher to each of the relevant dimensions for a particular domain.

Work habits comprise effort and class behaviour. Teachers choose the most relevant statement for each student from 'Needs attention', 'Acceptable', 'Very Good', 'Excellent'. The software will generate a circle placed at the appropriate point on each bar.

What the student has achieved in their learning

Comments that describe key aspects of what the student has achieved in the relevant domain(s).

What areas need improvement or what the future learning will be
Comment that identifies main areas for improvement, further learning

What the school will do to support the student in their learning
Details of the main strategies the school will use to assist the student

What the parent/caregiver can do at home to further support their child's learning
Suggested ways in which the parent can assist their child

The rating and legend boxes
An explanation of the ratings and key features of the graphic.

Part 2:

My personal learning goals

In Term 1 students write personal learning goals. These may relate to a particular subject or may be more general, for example, about work habits. These are reviewed at the end of the semester and retained, or revised goals are written for the second semester.

Student comment

At the end of semester 1 and semester 2 the student makes a comment on progress made towards achieving the goals set.

Teacher comment

At the end of semester 1 and semester 2 a teacher (possibly a home group teacher, allocated class teacher, or year level coordinator) makes a summary comment on how the student is progressing in achieving their personal goals.

My future learning goals

The student revises personal learning goals set in semester 1 or in semester 2, makes adjustments and identifies the next set of goals they wish to work towards.

Attendance

A figure for this section can be generated from CASES or taken from the roll.

Parent comment

Parents are invited to provide a comment in this section. It has been included to enhance the partnership between home and school and encourage parents' involvement in their child's learning. Schools may choose to include this section on a separate page, or invite parents to complete it during a parent/teacher interview.

Scope for flexibility

Part 1

- The graphic can be adjusted to cover 3, 4 or 5 year levels.
- Schools can delete the sections 'The school will do the following....' 'What you can do at home....' from subject reports if this information is provided on a summary page (see below)

Part 2

- There should only be one Part 2 for each student.
- The 'Parent comment' section and space for the parent signature can be provided on a separate page.
- The size of the text boxes can be altered.
- If learning goals, and comment on progress towards them from the teacher, the student and the parent are explicitly included in portfolios, they do not need to be repeated in this part of the report
- Signature boxes can be deleted.

Optional Summary Page

Schools can choose to add a summary page comprising:

- The graphic containing aggregated scores and ratings for subjects where more than one teacher has assigned ratings e.g. Thinking, Interpersonal Development, or for all domains.
- If individual subject comments on 'The school will do the following...', 'What you can do...' have not been made for each subject, then a summary covering these aspects should be provided on this page.

Schools can add extra pages and text boxes (e.g. to include reporting of achievement in ESL, achievement in subjects taught and assessed using the CSF, further teacher comment, a subject overview statement, or for extra curricular activities).

Further information

For further information on any of the information provided in this package, please contact the Assessment and Reporting Unit by email (assessment.reporting@edumail.vic.gov.au), or telephone 9637 2296 or 9637 3026.

Starts at 0.00 and increments by 0.25, except Level 1		Example showing the ratings a Year 6 student could receive on a semester 2 report ... and what scores that student might get for the Thinking dimensions						Algorithm calculates mean dimension score which is converted to closest letter		Prep	Year 1		Year 2		Year 3		Year 4		Year 5		Year 6		Year 7		Year 8		Year 9		Year 10								
Year Level Expectation				Reasoning, processing and inquiry	Creativity	Reflection, evaluation and metacognition	Algorithm calculates mean dimension score ...			Mid	End	Mid	End	Mid	End	Mid	End	Mid	End	Mid	End	Mid	End	Mid	End	Mid	End	Mid	End										
6.75		A	more than 12 months ahead	4.25	3.75	3.75	3.91666667	C	Report card Year 6 student at the end of sem 2)																														
6.50		A																																					
6.25		A																																					
6.00	End Year 10	A																																					
5.75	End Year 9	A																																					
5.50		A																																					
5.25		A																																					
5.00	End Year 8	A	6-12 months ahead																																				
4.75		A																																					
4.50	End Year 7	B																																					
4.25			B																																				
4.00	End Year 6	C	at the standard expected																																				
3.75		C																																					
3.50	End Year 5	D		more than 6 and less than 18 months behind																																			
3.25			D																																				
3.00	End Year 4	E	more than 18 months behind																																				
2.75		E																																					
2.50	End Year 3	E																																					
2.25				E																																			
2.00	End Year 2	E																																					
1.75		E																																					
1.50	End Year 1	E																																					
1.25			E																																				
1.00	End Prep	E																																					
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0.00			E																																				

Notes

To get the A-E grading, an algorithm will be applied to all the numeric dimension scores. The algorithm will

- calculate the mean dimension score
- round the mean dimension score to the nearest point on the scale
- then allocate the corresponding letter.

The report will plot the mean dimension score for each domain (except English where it will plot the dimension scores) and the corresponding letter.

For example, let Domain Z consist of Dimension W, X and Y. On these dimensions the Year 6 students was given 3.5, 3.75, 4.5. The mean dimension score is 3.9167, which is closest to 4.00 on the scale and the corresponding letter is C. So 4.00 is plotted with a C grading.