# Semester 1 student reports

May 2020 advice

In recognition that schools have adopted revised teaching and learning plans for Term 2, schools must provide:

* a description of the areas of the Victorian Curriculum F-10 taught
* a succinct descriptive assessment of student learning achievement, based on the Achievement Standards in the Victorian Curriculum F-10 for the subject areas taught
* a comment on how the student has adjusted to the remote and flexible learning environment, with reference to the Personal and Social Capability curriculum.

If sufficient assessment evidence is available, schools can choose to use a five-point scale for relevant subjects (this is optional and not a requirement of reporting this semester).

## Example statements

Below are examples for Semester 1 F-10 student reporting to reflect these expectations. These are examples only as the Department does not mandate a student reporting format.

### Example: Description of the areas of the Victorian Curriculum F-10 taught - Mathematics

‘In Mathematics, we focussed on representing and ordering numbers up to the tens of thousands. We have also been working on multiplication, telling the time (both digital and analogue), and collecting data and presenting findings in different types of graphs.’

### Example: A succinct descriptive assessment of student learning achievement, based on the Achievement Standards in the Victorian Curriculum F-10 where there is limited assessment evidence: Mathematics comments

‘Christina knows numbers to 10,000 and has been practicing multiplication, especially the 7 times table. She can read both digital and analogue clocks accurately. She also measured the length of each finger in her family and uploaded a bar graph displaying her findings.

The next steps for Christina include working with numbers beyond 10,000, comparing the time between two events and using different types of graphs to represent information.’

### Example: a comment on how the student adjusted to the remote and flexible learning environment, with reference to the Personal and Social Capability curriculum

‘Christina has shown great organisational skills during the transition from on-site to remote learning, writing up a daily schedule incorporating our check-in times and regular breaks. She is keen to contribute in class discussions at school and via Webex. I congratulate her on her persistence and achievement this semester.’

## If sufficient assessment evidence is available

### Example: teacher judgements and a five-point scale to show achievement and progress in Mathematics.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Rating | Level 2 | Level 3 | Level 4 | Level 5 |
| **Mathematics**  |
| Number and Algebra  | At the expected level |  |  |  |  |
| Measurement and Geometry  | At the expected level |  |  |  |  |
| Statistics and Probability  | At the expected level |  |  |  |  |

#### Ratings

Well above the expected level

Above the expected level

At the expected level

Below the expected level

Well below the expected level

#### Legend

|  |
| --- |
|  Current level of achievement  |
|  Previous reporting achievement  |
|  Progress achieved  |
|  The expected level of achievement  |

### Example: using a scale against Mathematics learning goals

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Learning Goals  | Not yet achieved my goal | I am on my way to achieving my goal | I am making good progress to achieve my goal | I have achieved my goal | I am working on a more complex challenge |
| **Number and Algebra** |  |
| Order numbers up to 10, 000  |  |  |  | ✓ |  |
| Quickly recall the multiplication facts in the 7 times table  |  |  | ✓ |  |  |
| Solve two-step worded problems involving multiplication |  |  | ✓ |  |  |
| Measurement and Geometry |  |
| Read time on digital and analogue clocks  |  |  |  | ✓ |  |
| Calculate the duration of events  |  |  | ✓ |  |  |
| Statistics and Probability |  |
| Select a topic, develop questions and collect data  |  |  |  | ✓ |  |
| Display my data in a bar graph  |  |  | ✓ |  |  |