

Names on this report are fictitious.



Prospect School

honesty · knowledge · kindness

END OF YEAR REPORT

Name: *James Spader*

Room: *19* **Year:** *4* **Date:** *Dec. 2014*

Teacher: *Lucy Wilson*

Attendance Rate: *91% - Satisfactory*

creating a positive future through inspirational learning

Diagram should help parents and whānau get a quick idea of progress and achievement.

READING

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	
Level 1			Level 2		Level 3		Level 4
1 ... 5 6 7 8 ... 12 13 14 15 16 17 18	19 20 21 22	Proficient/Advanced	Basic	Proficient/Advanced	Basic	Pro.	

Green Line = Beginning of the Year Achievement **Orange Line** = End of Year Achievement
Red Line = End of Year Target (set in Term 1)

First bullet point states current achievement in relation to National Standard

- James is working at the National Standard in Reading.
- He has made expected progress by moving to the end of curriculum level 2.
- Finds important information using key words.
- Finds 'hidden' meanings using clues and his prior knowledge.
- Identifies and understands the main idea in text.
- Makes links between different ideas and information in the text.

Second comment denotes progress in a quantifiable way.

Second comment quantifies how good the progress is with an adjective e.g. expected, limited, within the level, very good, some, excellent, etc...

Next Learning Step(s)

- To work out word meanings by looking for clues and information.
- Identify the author's purpose i.e Why the author wrote the text? What is the text for?

WRITING

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	
Level 1			Level 2		Level 3		Level 4
Basic	Proficient	Advanced	Basic	Proficient	Advanced	Basic	Proficient

Green Line = Beginning of the Year Achievement **Orange Line** = End of Year Achievement
Red Line = End of Year Target (set in Term 1)

- James has not yet reached the National Standard in Writing.
- He has made excellent progress, moving three curriculum sublevels from 1P to 2P, which is equal to two years' learning in one year.
- Uses ideas about the topic.
- Is beginning to put similar ideas together.
- Uses some describing words to add detail.
- Uses capital letters to start sentences and full stops at the end of sentences.

Next Learning Step(s)

- To begin with information about his topic and include an ending that summarises his ideas.

Remaining bullet points have to be coherent. That means the order should relate closely to the curriculum area. For reading, start with comprehension skills, then decoding. For writing, deep features then surface, and for maths, strategy and then knowledge. Bullets are brief and simple. Bullet points are taken from teachers' planning. Students should be able to recognise these comments as learning intentions they have had in the past, either from small group teaching and/or whole class lessons and/or as a personal goal.

Next Learning Step(s) could originate from a variety of sources. It could be a gap from recent teaching and learning, a gap highlighted from an assessment task, an indicator from the literacy progressions or National Standards documents, or an outcome from the next level or stage (in the example below it would be a goal from Early Stage 6). It should be written as a learning intention to help with future teaching and learning. It should be coherent, easily linking back to the bullets in the main reading, writing or maths comments box above.

MATHEMATICS

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	
Level 1			Level 2		Level 3		Level 4
Stage 0-1	Stage 2-3	Stage 4	Early Stage 5	At Stage 5	Early Stage 6	At Stage 6	Early Stage 7

Green Line = Beginning of the Year Achievement

Orange Line = End of Year Achievement

Red Line = End of Year Target (set in Term 1)

- James is working at the National Standard in Maths.
- He has made expected progress by moving from Early Stage 5 to At Stage 5.
- Solves addition and subtraction problems using place value e.g. $52-24$ as $52-20=32$, $32-4=28$.
- Solves multiplication using repeated addition e.g. 3×5 as $5+5+5=15$.
- Can read, write and order numbers up to 1000.
- Instantly recalls the double facts to 20 e.g. $7+7=14$, $9+9=18$.

Next Learning Step(s)

- Instantly recall the addition facts to 20 e.g. $8+7=15$, $9+6=15$, $13+5=18$.
- Instantly recall multiplication facts for 2, 5 and 10 times tables.

PATHWAYS / INQUIRY

- James can label the parts of a plant and describe their functions.
- He is able to describe where our food comes from and how it gets to us.
- He can identify different forms of renewable energy and can discuss different ways to save energy for the future.
- He identifies key words and uses these to locate new information.
- He confidently uses a range of ICT to share learning.

CULTURAL / KEY COMPETENCIES

- James is able to work within a team by taking on a leadership role.
- He listens to other people's ideas.
- He contributes his ideas to class discussions.
- He effectively manages his time and completes tasks well.
- He is beginning to understand that the choices we can make impact on our environment e.g. what happens if people drop rubbish.

The entire report should be in 'plain language.' Teachers need to consider the vocabulary they use to describe learning. Consider the reader. Could the student read and understand the report or explain it to their parents? Could all parents read and understand **all** the words? Is the vocabulary from common phrases or words used in class lessons? Teacher jargon should be either kept to a minimum, or explained with an example, like in the maths comments above, or even removed entirely, like the 'inference' comment in the reading example above ('finds 'hidden' meanings...').

'How to help at home' should help parents to complete a manageable task at home. The hints and tips should clearly link to the Next Learning Steps boxes. Teachers could choose one or two goals from the next steps for reading, writing or maths. In the example below, a writing comment was chosen as this was the curriculum area in which 'James Spader' had not reached National Standard. Note how the example is very specific and based closely on the next learning steps; seek to provide hints and tips for parents to support learning goals.

PARTICIPATION IN SCHOOL LIFE

Early Childhood Education Club, Boys' Club, Kapa Haka.

HOW TO HELP AT HOME

- Look through the local paper, the Western Leader. Ask James to choose and then read an article. Talk to him about what other information he knows about this topic. Ask him to write down two or three facts and finish with an ending that summarises his ideas.

First few sentences should summarize the progress and achievement of the entire report.

GENERAL COMMENT

James has made consistent progress and achieved well in Reading and Maths. Although he has not yet reached the National Standard in Writing he has worked hard and made excellent progress. James enjoys participating in discussions and has shown leadership when working in small groups. His whānau goal from Student Led Conference was to go to bed at 9pm. James and his Mum have been focusing on this and have made some progress in this area. James confidently tries new sports and activities during physical education, ensuring he follows the rules and plays fairly. He displays a creative strength in Art. He consistently shows the school values both in and out of the class.

The rest of the general comment box needs to tell the 'true' story of the student: their work habits, the special strengths or areas to develop, attendance, whānau goals, teacher aide assistance, and commenting on the school values.

Teacher

Associate Principal

Principal

The **GREEN** line on the charts in this report represents where **your** child was achieving at the beginning of the year. The **RED** line indicates the end of the year target that was set for your child in Term 1. The **ORANGE** line shows where your child was achieving at the end of this year.

If the orange line is to the left of the red line they have not met their target. If the orange line is to the right of the red line then they have exceeded their target.

Achievement is informed by learning conversations with your child, observations of their learning and regular standardised testing. Teachers use these tools to make an Overall Teacher Judgement (OTJ).