# Five-point scale

This document provides examples of five-point scales to support schools to meet the requirement for a five-point scale to be used in student reports.

## Overview

The Department of Education’s policy [Reporting Student Achievement and Progress Foundation to 10](https://www2.education.vic.gov.au/pal/reporting-student-achievement/policy) outlines school obligations for student reporting to parents/carers and the department.

These obligations include three requirements to formally report achievement and progress to parents/carers twice-yearly for each curriculum area taught:

* a teacher judgement(s)
* an indication of progress since the curriculum area was last reported on
* a five-point scale.

Five-point scales that may be used in student reports are:

* **Age-related scale**: a scale that rates performance against what is expected of a student based on their age/year level. This scale must be used for English, Mathematics and Science (except in specific instances of individual students where this has been determined by schools in partnership with parents to be unnecessary).
* **Learning goals scale**: a scale that rates student progress towards achieving broad learning goals in particular learning area or capability or across more than one learning area or capability
* **Learning dimensions scale**: a scale that rates student progress towards targeted knowledge and understanding, skills and capabilities, and/or dispositions within a particular unit/s of work
* **English as an Additional Language (EAL) expected progress scale**: a scale that rates student progress in a way that accounts for individual student factors that may impact performance such as age, refugee or migrant background and related life experiences, and previous educational experiences in their home language and English.

The five-point scale can be shown in different formats. Practical examples of the different types of five-point scales are provided below.

Please note, Examples 1 and 12 include all three requirements of reporting student achievement and progress. All other examples show the five-point scale only and schools would also need to add teacher judgement(s) and an indication of progress since the curriculum area was last reported on.

**While learning goals should be developed in partnership with students using student-friendly language, all five-point scale ratings must be decided by the teacher based on the teacher’s evidence-based judgement.**

## Age-related scale

This scale rates the quality of a student’s achievement against what is expected for students of that year level at the time of reporting. Most reporting software providers can automatically generate age-related ratings based on an algorithm provided by the department.

**English, Mathematics and Science**

An age-related scale **must** be used for reporting against the Victorian Curriculum F-10 achievement standards in English, Mathematics and Science, as outlined in the VCAA’s [F-10 Revised Curriculum Planning and Reporting Guidelines](https://www.vcaa.vic.edu.au/Documents/viccurric/RevisedF-10CurriculumPlanningReportingGuidelines.pdf). English, Mathematics and Science are considered foundational learning areas. They also have a strong evidence base that underpins them, which makes it clear what expected progress should look like.

**EAL**

An age-related scale cannot be used for EAL because students can become enrolled in EAL at any age.

**All other curriculum areas (including capabilities)**

For all other curriculum areas (including capabilities), the use of age-related scales is not recommended. This is because the evidence base that underpins them is less clear about what expected progress should look like based on the age of students. Schools can choose what five-point scale will be used to report on these areas.

**Students with disability and/or additional needs**

Schools, in consultation with their school community, may also decide an **age-related** five-point scale is not appropriate to use for students with disability and/or additional needs.

In these circumstances, schools may use another kind of five-point scale (for example, a scale developed around learning goals or learning dimensions) for each curriculum area taught during the reporting period. For more information, see: [Reporting to parents and carers – students with disability and/or additional needs](https://www2.education.vic.gov.au/pal/reporting-student-achievement/guidance/reporting-achievement-parents-students-disability-additional-needs).

**Example 1: Age-related scale with teacher judgement and indication of progress – Science**

**Student name: Xxx Year: 1 Semester: 2**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Curriculum Area** | **Rating** | **Level D** | **Foundation** | **Level 1** | **Level 2** | **Level 3** |
| **Science** | Below age-expected standard |  |  |  |  |  |

|  |  |
| --- | --- |
| **KEY: Ratings of the age-related five-point scale**  Well above the expected standard  Above the expected standard  At the expected standard  Below the expected standard  Well below the expected standard | **LEGEND:**  previous result, x months ago  teacher judgement  indication of progress since the curriculum area was last reported on  age-expected standard of achievement |

**What does this report show?**

* This student’s current teacher judgement in Science is Level F (shown by the black dot).
* Their previous level in Science was Level 0.5 (shown by the hollow dot with a 6 inside which represents 6 months).
* This student has made 6 months progress in 6 months (which is expected progress).
* The age-expected standard at Semester 2 of Year 1 is Level F.5 to Level 1.0 (shown by the yellow highlight).
* This student is below age-expected standard (the teacher judgment/black dot is below the expected standard /highlighted yellow section).
* **Note: the age-related five-point scale in this example includes:**
  + **the highlighted yellow showing the expected age-related level**
  + **the ‘Rating’ column showing the rating of this student against the age-related five-point scale; and**

**the key showing the ratings of the age-related five-point scale.**

(*Please note: the below examples only meet the five-point scale requirement. Schools would also need to add teacher judgement(s) and indication of progress to meet all three requirements to report achievement and progress to parents/carers*)

**Example 2: Age-related five-point scale in a table – English**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **English** | **Well below age-expected standard** | **Below age-expected standard** | **At age-expected standard** | **Above age-expected standard** | **Well above age-expected standard** |
| **Speaking and Listening** |  |  | ✓ |  |  |
| **Reading and Viewing** |  | ✓ |  |  |  |
| **Writing** |  |  | ✓ |  |  |

**Example 3: Age-related five-point scale with descriptors – Science**

| Science | |
| --- | --- |
| Age-related rating | Achievement |
| **Well below age-expected standard** |  |
| **Below age-expected standard** |  |
| **At age-expected standard** |  |
| **Above age-expected standard** | Your child is achieving 12 months above the age-expected level |
| **Well above age-expected standard** |  |

**Learning goals scale**

This scale rates a student’s progress towards broad learning goals in a particular learning area or capability or across more than one learning area or capability.

Goals are drawn from the achievement standards and should be developed in partnership with students.

Goals should be achievable within a reporting period (one semester) but also challenging, providing a 'stretch’ for students.

Students should consider having somewhere between 4-6 goals across all curriculum areas and capabilities that focus on the most important areas for improvement.

**Example 4: Five-point scale against Learning goals for different learning areas and capabilities.**

| Learning Goals | Not yet achieved | Working towards achieving | Making good progress to achieve | Achieved | Working on a more challenging goal |
| --- | --- | --- | --- | --- | --- |
| I provide examples and/or evidence to help support my point of view |  |  | ✓ |  |  |
| I use feedback from peers and teachers to identify achievements and areas for improvement |  |  |  | ✓ |  |
| I explain and justify methods used to solve multi-step problems |  |  | ✓ |  |  |
| I follow procedures to plan investigations or experiments |  |  |  |  | ✓ |
| I work effectively with peers, including listening to and contributing ideas, to describe and discuss similarities and differences in music |  | ✓ |  |  |  |

## Learning dimensions scale

This scale rates how well a student has achieved targeted *knowledge and understanding*, *skills and capabilities*, and/or *dispositions* (against the achievement standards) within a particular unit/s of work.

**Example 5: Five-point scale against learning dimensions – History, Level 7 and 8.**

| History (Levels 7 & 8) | Beginning | Developing | Progressing | Proficient | Exemplary |
| --- | --- | --- | --- | --- | --- |
| I can sequence key events and developments within Medieval Europe |  |  | ✓ |  |  |
| I can explain the influence of significant individuals and/or groups in Medieval Europe (such as Charlemagne and the Catholic Church) |  | ✓ |  |  |  |

**Example 6: Five-point scale against learning dimensions – Italian, Level 3 and 4.**

| Italian (Levels 3 & 4) | Beginning | Developing | | Competent | | Advanced | | Sophisticated | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| I can read and understand written Italian words and sentences on family/friends. For example: ‘Il nonno e’ simpatico’ and ‘suo fratello e’ divertente’. |  |  | | ✓ | |  | |  | |
| I can respond to questions verbally on family/friends using Italian words or phrases. For example: ‘il mia famiglia è gentile’ and ‘ho tre sorelle’. |  |  | |  | | ✓ | |  | |
| I can construct questions to ask classmates about their family/family, for example: ‘Quanti fratelli hai?’ and ‘A che ora…?’ |  | |  | |  | | ✓ | |  |

**Example 7: Five-point scale against learning dimensions - Personal and Social capability, Level F**

| Dispositions | Not yet | Occasionally | Sometimes | Usually | Always |
| --- | --- | --- | --- | --- | --- |
| Uses appropriate language to explain <his/her/their> feelings and knows when, how and with whom it is appropriate to share these emotions. |  |  |  | ✓ |  |
| Applies persistence and known strategies when faced with a difficult problem. |  |  | ✓ |  |  |
| Understands what actions and words are appropriate to use with friends and is aware that <his/her/their> actions and words can help or hurt others. |  |  | ✓ |  |  |

## Scales for English as an Additional Language (EAL)

Suggested five-point scales for EAL are:

* learning goals scale (as per above)
* learning dimensions scale (as per above)
* expected progress scale (outlined below).

### Learning goals scale for EAL students

**Example 8: Five-point scale against learning goals, Levels C1 – C2 EAL curriculum**

| **Learning Goals** | **Not yet achieved** | **Working towards achieving** | **Making good progress to achieve** | **Achieved** | **Working on a more challenging goal** |
| --- | --- | --- | --- | --- | --- |
| **Speaking and Listening**  I contribute to class discussions and listen to the opinions of other class members |  |  | ✓ |  |  |
| I deliver oral presentations using body language and eye contact |  |  |  | ✓ |  |
| **Reading and Viewing**  I check the meaning of new words using a bilingual dictionary |  |  | ✓ |  |  |
| I show an understanding of punctuation when I read aloud |  |  | ✓ |  |  |
| **Writing**  I redraft my writing following feedback from the teacher |  | ✓ |  |  |  |
| I keep a clear focus on the topic in my written responses |  |  | ✓ |  |  |

### Learning dimensions scale for EAL students

**Example 9: Five-point scale against learning dimensions, Levels A1 – A2 EAL curriculum**

| **Minibeasts** | **Beginning** | **Developing** | | **Progressing** | | **Proficient** | | **Exemplary** | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| I can describe similarities and differences between minibeasts |  |  | |  | | ✓ | |  | |
| I can explain the life cycle of minibeasts |  |  | | ✓ | |  | |  | |
| I can read the names of body parts correctly |  | |  | |  | | ✓ | |  |
| I can match action verbs with pictures |  | | ✓ | |  | |  | |  |
| I can use time markers in a text (First, Next, Then) |  | |  | | ✓ | |  | |  |
| I can write an explanation text about a minibeast |  | |  | |  | | ✓ | |  |

***Secondary example***

**Example 10: Five-point scale against learning dimensions, Level C3 EAL curriculum**

| **Analysing and presenting argument** | **Beginning** | **Developing** | **Competent** | **Advanced** | **Sophisticated** |
| --- | --- | --- | --- | --- | --- |
| I can present a point of view on a topic |  | ✓ |  |  |  |
| I use evidence to support an opinion |  | ✓ |  |  |  |
| I can identify key ideas in a written opinion piece |  |  |  | ✓ |  |
| I can identify key ideas in a persuasive speech |  |  | ✓ |  |  |
| I can analyse visual images and techniques |  |  | ✓ |  |  |
| I develop ideas logically in written responses |  |  |  | ✓ |  |

### EAL expected progress scale

This scale rates the expected progress of an EAL student since the last reporting cycle, taking into account factors such as:

* age
* refugee or migrant background and related life experiences
* previous educational experiences in their home language and English
* additional learning needs.

The teacher considers assessment evidence as well as these factors to make an ‘on balance’ judgement of the quality of the student’s progress.

The rating for this EAL five-point scale has the following descriptors:

* not yet applicable\*
* limited progress
* satisfactory progress
* very good progress
* excellent progress.

\*Please note, the ‘not yet applicable’ descriptor applies only for students who have very recently arrived at the school, such as a newly arrived student from another country, or a new student from another school and/or sector. There may be no previous achievement data for this student and the student would not have attended the school long enough for the teacher(s) to make an evidence-based judgement about the student’s progress.

***Unpacking individual considerations for EAL students for the five-point scale against progress***

* **Age**

The A, B and C pathways of the EAL curriculum are developmentally appropriate for students at different life stages. However, an EAL student’s age may be a factor in making decisions relating to the five-point scale in a small set of circumstances. A Year 10 EAL student, for instance, might be educated to an age-equivalent level in their home language but in the beginning stages of learning English. The challenges of learning English and the content of other subject areas may initially impact on a student’s ability to make consistent or rapid progress. In a primary setting, students who begin school before turning five may have their younger age considered when their expected rate of progress is determined.

* **Refugee or migrant background and related life experiences**

The learning needs and capacities of EAL students will vary according to factors such as their pre-migration experiences. Students from a refugee background may have experienced interruptions to their education and traumatic life experiences. The BL and CL levels of the EAL curriculum cater for students who have limited literacy in their home language and English. However, a student who has suffered traumatic life experiences may initially make limited progress as they settle into life in a new country and experience formal education for the first time. In this scenario, a teacher might decide that progressing one additional proficiency level in the first semester – for example, moving from CL.1 to CL.2 in the three language modes – is considered ‘excellent progress’ for that student.

* **Previous educational experiences in their home language and English**

Many EAL students will have schooling equivalent to their same-age peers in Australia. These previous educational experiences will provide them with a solid foundation that will support their ability to settle into a school routine and use their knowledge of one or more languages when learning English. Students who do not have a solid educational foundation in their home language or English may take longer to settle in and make consistent progress in learning English as an additional language.

* **Additional needs**

All students are capable of learning and making progress, regardless of their background. In some circumstances, very limited progress in learning English and the content of other subject areas may be caused by a learning difficulty. Formal diagnosis of a learning difficulty or additional learning need should be taken into consideration when determining a student’s expected rate of progress. For instance, an EAL student who has been diagnosed with a hearing impairment may progress one proficiency level in all three language modes over the semester. The teacher may deem this to be ‘very good progress’ given the additional challenges faced by the student.

*Schools are encouraged to conduct the* [*Language and Learning Interview*](https://fuse.education.vic.gov.au/Resource/LandingPage?ObjectId=14c128d2-8b5f-4117-ad61-ba4d4120fca3) *with all EAL students upon enrolment to identify their language and learning needs and determine the most appropriate EAL pathway for each student. This information can inform a teacher’s judgement about the expected rate of progress of their EAL students.*

***Reporting expected progress for EAL students using a five-point scale***

The length of time a student is required to be assessed against the EAL curriculum is not prescribed. Schools may set targets for their cohort of EAL students based on their context, however the individual circumstances of students still need to be considered in determining the expected rate of progress for individual students.

**Example 11: Stand-alone five-point scale against expected progress for EAL learners**

| **EAL progress rating/ language mode** | **Not yet applicable** | **Limited**  **progress** | **Satisfactory**  **progress** | **Very good progress** | **Excellent**  **progress** |
| --- | --- | --- | --- | --- | --- |
| Speaking and Listening |  |  |  | ✓ |  |
| Reading and Viewing |  |  | ✓ |  |  |
| Writing |  |  |  | ✓ |  |

**Example 12: Five-point scale against progress integrated into EAL report**

**Achievement and progress report against the EAL curriculum**

**5-point scale –**

**expected progress**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **EAL curriculum level** | **CL** | | | **C1** | | | **C2** | | | **C3** | | | **C4** | | | **Progress rating** |
| Beginning CL.1 | Consolidating CL.2 | Achieved CL.3 | Beginning C1.1 | Consolidating C1.2 | Achieved C1.3 | Beginning C2.1 | Consolidating C2.2 | Achieved C2.3 | Beginning C3.1 | Consolidating C3.2 | Achieved C3.3 | Beginning C4.1 | Consolidating C4.2 | Achieved C4.3 |
| **Speaking and Listening** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | **Excellent progress** |
| **Reading and Viewing** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | **Excellent progress** |
| **Writing** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | **Very good progress** |

**Choose from drop-down menu**

current level of achievement

previous reporting cycle

***Case studies using the five-point scale against progress for EAL students***

The Department has developed diagrams to illustrate how EAL students may progress through the EAL pathways and transition from one pathway to another, or to the English curriculum. Each student’s progression depends on their individual circumstances, and the support and opportunities they’re given.

To view six stories of progression through the pathways, see [Pathways through the Victorian Curriculum F-10 EAL](https://fuse.education.vic.gov.au/?KDSX9L).

To view five stories including transition from one pathway to another, see [Pathways and transition - Victorian Curriculum F-10 EAL](https://fuse.education.vic.gov.au/?ZHXF7Y).

*The case studies below are drawn from these hypothetical students’ stories:*

* **Case study 1:** [**Farah - 12 years of age, Year 6**](https://fusecontent.education.vic.gov.au/fc74be18-f506-456a-b785-29bd7600ca6d/2015_DET_EAL_Transition_Farah_Screen.pdf)

Farah arrives in Australia at age 12 on a refugee visa and enrols in an English language school. Based on her interrupted schooling and her initial English language assessment, Farah is placed on Level BL of the EAL curriculum in all three language modes.

By the end of the semester, Farah has progressed one proficiency level in all three language modes. Farah has had to make significant adjustments to the routine of school life and settling into life in a new country as well as begin to acquire English literacy and language. Farah’s teacher marks this as ‘excellent progress’ in all three modes on the five-point scale.

Ali is another student in the same class. He has been educated to an age-equivalent level in Iraq and is the child of university-educated parents. Ali is making rapid progress with his oral language skills and has progressed two proficiency levels for Speaking and Listening during the semester. He has not made the same progress or engaged with writing in the same way. He progressed one proficiency level in Writing, but would have been expected, with his educational background and home support for learning, to progress more in a semester. The teacher marks this as ‘satisfactory progress’ in the Writing mode and ‘very good progress’ in the Speaking and Listening mode.

* **Case study 2:** [**Naoto - 6 years of age, Year 1**](https://fusecontent.education.vic.gov.au/57591a57-bcdf-4164-b2b2-07acd613991b/2015_DET_EAL_Transition_Naoto_Screen.pdf)

When he is four, Naoto arrives in Australia with his parents and two older brothers. He attends a bilingual kindergarten and then a language school for one semester when he turns five. Naoto is placed in a Foundation class in his primary school. At the beginning, he is reading levelled texts that are below the levels of most of his peers.

By the end of his first semester, Naoto is still considered to be A1.1 in the Reading and Viewing mode. His teacher assesses this to be ‘limited progress’. An improvement of one proficiency level in Writing is assessed as ‘very good progress’ given that Naoto’s limited reading skills have impacted on his ability to make consistent progress with his writing skills. Naoto has benefited from attending a bilingual kindergarten and he progresses two proficiency levels in Speaking and Listening. This is marked as ‘very good progress’ on the five-point scale.

Minh is another student in the same class. She was born in Australia but she did not attend kindergarten and she is in the beginning stages of learning English. It takes Minh several weeks to settle into school life and follow a routine. By the end of the semester, she has progressed one proficiency level in all three language modes. The teacher assesses this to be ‘very good progress’. She observes Minh developing confidence in completing classroom activities and she expects Minh to make more rapid progress in Semester 2.

* **Case study 3:** [**Yasmin - 7 years of age, Year 2**](https://fuse.education.vic.gov.au/Resource/LandingPage?ObjectId=82af79f9-abeb-4b46-a995-581d5e32df41&SearchScope=All)

Yasmin arrived in Australia at five years of age. After six months at a language centre she is enrolled in her local primary school.

In the first semester of Year 2, Yasmin progresses one proficiency level in Speaking and Listening. Her teacher marks this as ‘very good progress’ using the five-point scale. She is aware that Yasmin does not speak any English at home, but she is speaking up and understanding more classroom language,further reinforcing that her progress to date is good. Yasmin progresses two proficiency levels in Reading and Viewing and Writing, which the teacher assesses as ‘excellent progress’.

Elif is in the same year level as Yasmin. One of her parents speaks English although Turkish is the main language spoken at home. Elif has shown a delay in learning to read since starting at the school in Year 1 and she is provided with targeted support in Year 2. She still progresses one proficiency level in Reading and Viewing, which the teacher assesses to be ‘very good progress’ given Elif’s initial struggles to learn and remember new words in English. Improvements of one proficiency level in the other two language modes are also marked as ‘very good progress’.

* **Case study 4:** [**Nikka - 14 years of age, Year 8**](https://fusecontent.education.vic.gov.au/f03eb88d-902b-4247-abb7-adc10d5c9c36/2015_DET_EAL_Transition_Nikka_Screen.pdf)

Nikka attends school for six years in her country of origin. She learns some English as a foreign language at school. In Year 8, Nikka interacts with friends in her EAL class, occasionally using her first language to clarify her understanding.

In the first semester of Year 8, Nikka progresses two proficiency levels in Speaking and Listening. Her teacher is aware that Nikka lacks confidence in this area and that she was reluctant to speak English in Year 7. She marks this as ‘excellent progress’ against the five-point scale and continues to support Nikka in developing her oral language skills. Nikka progresses two proficiency levels in Reading and Viewing and Writing. Nikka’s home language literacy has enabled her to grasp the academic concepts and language introduced during the units of work covered in class. Her teacher assesses this as ‘very good progress’.

* **Case study 5:** [**Aung - 16 years of age, Year 10**](https://fusecontent.education.vic.gov.au/487e07ce-2bd0-4eca-b05d-bb9c28ab82c8/VCEAL_PathwayMap_Aung_Screen.pdf)

Aung can’t attend school in his own country. When he is eight, he flees his country with his mother and two little sisters and they live in a refugee camp. They arrive in Australia when Aung is 10.

By Semester 1 of Year 10, Aung is assessed as C2.2 in all three language modes. He struggles to cope with the academic demands of the Year 10 curriculum and requires significant additional support to complete some assessment activities. Aung progresses one proficiency level in all three language modes during the first semester. His teacher assesses this as ‘very good progress’ for Speaking and Listening and Reading and Viewing and ‘excellent progress’ for Writing. Aung’s interrupted education has impacted on his ability to understand longer, more complex texts, however, he is starting to redraft his work and put considerable effort into making improvements to his writing following feedback from the teacher.

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