**Five point scale**

A five point scale is required to be used when reporting to parents, either as a written or graphical representation; if worded descriptors are not used, the scale must be explained.

A five point scale is to be included in every student report to rate the **quality** of the student’s achievement and progress against the achievement standards and provide more detail on student learning.

Schools will determine how student progress, achievement and other information in the student report will be displayed in a five point scale.

* A written scale may employ letters, numbers or worded-descriptors.
* This requirement cannot be met by using the existing levels of the curriculum.
* An age-related expected scale must be employed for reporting against the achievement standards in English, Mathematics and Science.
* Another kind of scale should be used to report against the achievement standards in areas other than English, Mathematics and Science.
* It is recommended that English, Mathematics and Science use more than one scale.

Some types of five point scales that can be used are:

* Age-related expected scale: used for reporting a student’s level of achievement against the achievement standards only in English, Mathematics and Science.
* Learning goals scale: to show how well a student is progressing towards learning goals and targets within a particular unit of work.
* Learning dimensions scale: to show how well a student has achieved targeted knowledge and understanding, skills and capabilities, and/or dispositions within a particular unit of work.

## **EXAMPLE 1:** **Age-related expected scale for English, Mathematics and Science.**

This kind of scale rates the quality of a student’s achievement against what is ‘expected’ for students of that year level at the time of reporting. An age-related expected scale is required to be used for reporting against the achievement standards in English, Mathematics and Science. Most reporting software providers automatically generate these ratings based on an algorithm provided by the Department.

Age-related scales such as ‘at expected level’, ‘beyond expected level’ descriptors are only suitable for English, Mathematics and Science. Using an age-related scale for other curriculum areas is not advised by the Department and does not offer support to parents to understand where their child is in an aspect of their learning at the time of reporting.

| **ENGLISH** | **AGE-RELATED RATING** |
| --- | --- |
| Speaking  and  Listening | At age-expected standard |
| Reading  and  Viewing | Above age-expected standard |
| Writing | Above age-expected standard |

**The following table provides an explanation of the grade rating achieved by your child:**

| **Well below age-expected standard** |  |
| --- | --- |
| **Below age-expected standard** |  |
| **At age-expected standard** | Your child is achieving at the age-expected level. |
| **Above age-expected standard** | Your child is achieving 12 months above the age-expected level. |
| **Well above age-expected standard** |  |

## **EXAMPLE 2: Learning goals scale**

This scale displays how well a student is progressing towards learning goals that are developed in a particular unit of work. This kind of scale requires additional overall judgements by the teacher, by the student or by the teacher *and* the student.

Goal setting by students in partnership with their teachers and informed by validated learning continua has been found to be a powerful motivator for students to drive their own learning when the goals that are set are achievable but challenging, and when teachers support students to reflect on and evaluate their own progress.

**Mathematics**

| **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 |  | | | | |
| Solve two-step worded problems involving multiplication and division. |  |  |  | ✓ |  |
| Make connections between fractions and decimal notations, for example: as 0.5, as 0.75, as 0.4. |  |  | ✓ |  |  |
| Measurement and Geometry |  | | | | |
| Calculate the perimeter and area of rectangles |  |  |  | ✓ |  |
| Solve a range of problems involving time duration. |  |  |  | ✓ |  |
| Statistics and Probability |  | | | | |
| Describe and interpret different data sets from a range of graphs. |  |  |  | ✓ |  |
| List the probability of everyday events, such as the probability of rainfall vs the probability of recess starting at 10.50am. |  |  |  |  | ✓ |

## **EXAMPLE 3: Learning dimensions scale**

This scale displays how well a student has achieved targeted *knowledge and understanding*, *skills and capabilities*, and/or *dispositions* within a particular unit of work. This kind of scale requires additional overall judgements by the teacher, by the student or by the teacher *and* the student.

The scale options in this example differ because learning progress looks different in each dimension: *depth* of knowledge and understanding, the *level of proficiency* in skills and capabilities and *how disposed students are* to learn.

**History**

| **Skills** | Beginning | Developing | Progressing | Proficient | Exemplary |
| --- | --- | --- | --- | --- | --- |
| Sequence key events and developments within Medieval Japan |  |  | ✓ |  |  |
| Locate and select historical sources and identify their origin, content features and purpose |  | ✓ |  |  |  |

**Italian**

| **Knowledge and Understanding** | Beginning | Developing | Competent | Advanced | Sophisticated |
| --- | --- | --- | --- | --- | --- |
| Use Italian to communicate and to interact, including to exchange greetings and to address people, using appropriate pronunciation. |  |  |  |  | ✓ |
| Read and understand written Italian words and sentences on familiar topics, including home life, friends and classroom activities. For example: ‘la tua casa è grande e vecchia’, ‘descrivere’ and ‘il tuo amici’. |  |  | ✓ |  |  |
| Respond to questions verbally on home life by describing friends and family using Italian words or phrases. For example: ‘il mio amico è gentile’ and ‘ho tre sorelle’. |  |  |  | ✓ |  |
| Construct questions on a topic to ask class mates, for example: ‘Quanti…?’ and ‘A che ora…?’ |  |  |  | ✓ |  |

**Personal and Social Capability**

| **Dispositions** | Not like me at all | A little like me | Sometimes like me | Quite a lot like me | Very much like me |
| --- | --- | --- | --- | --- | --- |
| I can explain my feelings and know when, how and with whom it is appropriate to share these emotions |  |  |  | ✓ |  |
| When I am faced with a difficult problem, I persist and try my best |  |  | ✓ |  |  |
| I think about my actions and words to use with friends and am aware that my actions and words can help or hurt others |  |  | ✓ |  |  |