

Current report format

SUBJECT: English	TEACHER: Mrs H de Bruin
ACHIEVEMENT: Very Competent	EFFORT: Excellent

UNIT: Stories: My story Stories: Our stories

LEARNING OUTCOMES <small>These are based on the Australian Curriculum Achievement Standards</small>	LEVEL OF COMPETENCE				
	Beginning	Developing	Competent	Very Competent	Excellent
Demonstrates competence in writing & creating a range of texts, including grammar, vocabulary, spelling & punctuation			✓		
Demonstrates competence in speaking & listening					✓
Demonstrates competence in reading					✓
Demonstrates understanding of written, visual & oral texts				✓	

Overall Grade for English

The shaded box indicates a student's position and the percentage of students in that year group.

Excellent	Very Competent	Competent	Developing	Beginning
17%	38%	33%	12%	0%

TEACHER'S COMMENT

Sophie's ability to write upper and lower case letters of the alphabet and work with basic sentences structures including capital letters and full stops is progressing steadily. She is developing a sound level of comprehension when reading as phonics skills are improving. It may also be beneficial to borrow a greater variety of library books in order to increase vocabulary specific to different genres and enhance reading skills. Sophie displays wonderful written work that is carefully and neatly presented.

Current report format

Subject	Music	Teacher	Mrs S Lim	
Unit Outline	Choir Rhythm and Metre Pitch and Melody Part Work Tone Colour Expressive Elements			
Outcomes	<ul style="list-style-type: none"> • Demonstrates skills in performance • Demonstrates listening skills 			
	Effort Excellent	Achievement	Very Competent	
Overall Grade for Music				
The shaded box indicates a student's position and the percentage of students in that year group.				
A	B	C	D	E
10%	50%	29%	10%	0%
Subject	Visual Arts	Teacher	Mrs H de Bruin	
Unit Outline	Exploration & experimentation with colour, line, shape & pattern.			
Outcomes	<ul style="list-style-type: none"> • Demonstrates skills in the use of materials • Understands & communicates visually 			
	Effort Excellent	Achievement	Excellent	
Overall Grade for Visual Arts				
The shaded box indicates a student's position and the percentage of students in that year group.				
Excellent	Very Competent	Competent	Developing	Beginning
48%	29%	23%	0%	0%

Proposed report format

English

Overall Achievement – A-E grade

(No overall academic grade for Kindergarten)

Commitment to Learning – Emerging/Motivated/Highly Motivated

	Beginning	Developing	Competent	Highly Competent	Excelling
Reading and Viewing					
Recognise high frequency words					
Apply reading strategies to understand a variety of texts (S1, S2) (ACELA1430)					
Understand that texts can take a variety of forms for different purposes (S2) (ACELA1430, ACELY1645)					
Writing					
Form letters correctly (S1, S2) (ACELY1653)					
Demonstrate sound-letter knowledge of letters when writing (S1, S2)					
Create text using beginning writing knowledge (S1, S2) (ACELY1651)					
Write sentences experimenting with punctuation and capitalisation (S2) (ACELA1432, ACELY1652)					
Speaking and Listening					
Retell familiar literary texts through performance and use of illustrations (S1, S2) (ACELT1580)					
Listen and uses appropriate interaction skills when communicating with others (S1, S2) (ACELA1428, ACELA1429)					
Speak clearly in front of a group (S1, S2) (ACELY1647)					

Learning Gains

Student has demonstrated the following learning gains this semester:

- Is able to recognise and correctly sound out high frequency words when reading
- Confidently writes using capital letters and full stops
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Areas for Growth

Student are encouraged to work towards the following learning goals next semester (next year):

- Develop the re-read skill to assist comprehension skills
- Expand topic ideas when writing
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Proposed report format

Music

Overall Achievement – A-E grade

(No overall academic grade for Kindergarten)

Commitment to Learning – Emerging/Motivated/Highly Motivated

	Beginning	Developing	Competent	Highly Competent	Excelling
Develop aural skills by exploring and imitating sounds, pitch and rhythm patterns using voice, movement and body percussion (ACAMUM080)					
Sing and play instruments to improvise, practise a repertoire of chants, songs and rhymes, including songs used by cultural groups in the community (ACAMUM081)					
Create compositions and perform music to communicate ideas to an audience (ACAMUM082)					

Art

Overall Achievement – A-E grade

(No overall academic grade for Kindergarten)

Commitment to Learning – Emerging/Motivated/Highly Motivated

	Beginning	Developing	Competent	Highly Competent	Excelling
Use and experiment with different materials, techniques, technologies and processes to make artworks (ACAVAM107)					
Create and display artworks to communicate ideas to an audience (ACAVAM108)					

Kindergarten Observation - Term One - 2016

Name	B	D	C	HC	E
ENGLISH					
Reading and Viewing					
Is developing sounding out skills					
Points accurately to text					
Is learning letter names and sounds					
Writing					
Can write own name correctly					
Holds pencil correctly					
Speaking and Listening					
Is confident speaking in front of class					
Speaks clearly					
Listens to others actively					
MATHS					
Number					
Counts, orders, reads and represents numbers in the range of 0-10 in a variety of ways					
Measurement and Geometry					
Uses appropriate language of comparison for length and mass					
Can name and represent common shapes					
Recognises, describes and creates continuing and repeating patterns					
PHYSICAL EDUCATION					
Can hop confidently on both feet					
Can skip (step-hop, step-hop)					
Can heel-toe walk with precision					
FINE MOTOR					
Cuts accurately with scissors					
BEHAVIOUR					

B-Beginning D-Developing C-Competent HC-Highly Competent E-Excelling

Name _____

Numeration Assessment Semester Two 2016

Can recognise the numbers from 0-20 (point to the number)

3		19		12		9		18	
7		1		17		20		16	

Can name the numbers from 0-20 (what number is this?)

10		8		4		15		20	
2		0		12		19		14	

Can count forwards from 0-20 - 0 1 2 3 4 5 6 7 8 9 10 11 12 13
14 15 16 17 18 19 20

Can count backwards from 0-20 - 20 19 18 17 16 15 14 13 12 11 10
9 8 7 6 5 4 3 2 1 0

What number comes before?

1		7		10		20		11	
8		3		15		18		14	

What number comes after?

10		1		0		12		14	
6		9		16		19		17	

What number comes between?

2			4		15			17	
9			11		11			13	
0			2		18			20	

Students were given playdough and a copy of the weeks tricky words. They were to make the tricky words from playdough.



Students were given a skipping rope and had to follow teacher instruction to make a triangle.



Students were given 3 paint colours and 3 shapes. They were instructed to create and repeat a pattern using these shapes and colours.

