

1986

Records and evaluation of children's learning

Ian Kerr (Ed.)

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WESTERN AUSTRALIAN COLLEGE
OF ADVANCED EDUCATION

RECORDS AND
EVALUATION OF
CHILDREN'S LEARNING

CLAREMONT CAMPUS

SCHOOL OF EDUCATION

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The booklet was compiled primarily for students in the third year of the Diploma of Teaching (Primary) course at the Western Australian College of Advanced Education. The purpose of the booklet is to inform students and beginning teachers about aspects of assessment, record-keeping and evaluation.

The bulk of the material was published initially by the Education Department of Western Australia. In addition, members of the academic staff of the W.A. College and classroom teachers contributed ideas and comments. The examples of teachers' records show a range of formats. The names of the children are fictitious.

I acknowledge the very substantial contribution of the Education Department and of the Principal and staff of the East Claremont Primary School: in particular Mrs Delys Davey, Mrs Christine Meyer, Mrs Diane Rees and Mr John Peirce.

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Claremont Campus

March 1986

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EVALUATION

WHAT IS EVALUATION?

Evaluation is more than assessment. Assessment is usually associated with marks given to students for tests, assignments or anything else that is used to rank students. Evaluation includes assessment and is a collective term for all those

ways of obtaining feedback on a teaching-learning process. With this comprehensive feedback available to them teachers can make judgements which will improve the teaching-learning process.

WHEN SHOULD TEACHERS EVALUATE?

Evaluation takes place in some form at every point of the learning process. It is occurring while teachers prepare a unit of work, when quickly running through a mental checklist prior to commencing a lesson, when observing the behaviour of a particular student, when marking papers from a test previously prepared and when teachers go back to the drawing board because a particular lesson did not succeed.

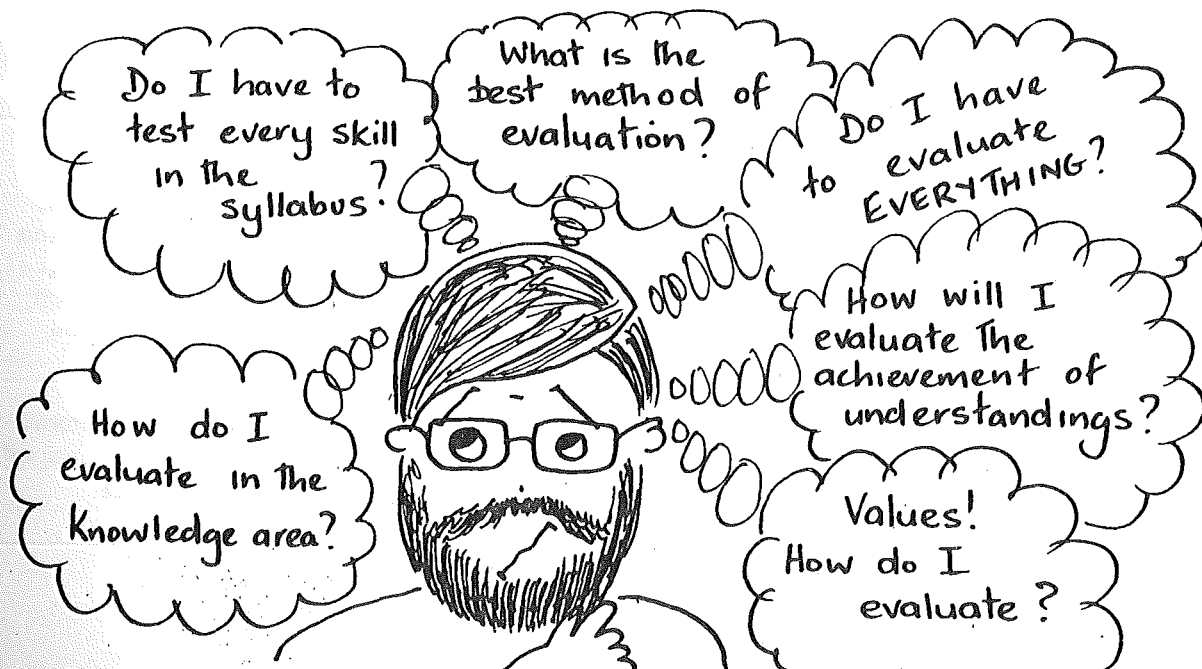
Diagnostic evaluation may take place before the commencement of a unit to establish what the students will bring to it in the way of knowledge, skills or values.

Formative evaluation takes place during the learning process and aims

to help teachers and students improve that process. Teachers are continually asking questions such as: Is this objective a suitable one for this group? What evidence indicates that the students have understood this concept? What alternative learning approach would remove the particular difficulty of this student?

Summative evaluation takes place at the conclusion of a unit to establish what learning has occurred, by measuring the achievement of given objectives. Its most essential characteristic is that the evidence obtained is used for making judgements about students with regard to the effectiveness of learning or instruction.

Refer to pages 68-69 of the *Social Studies K-10 Syllabus*.



A TEACHER'S VIEWPOINT ON EVALUATION

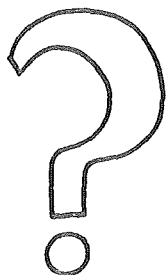


Do you grimace at the very thought of evaluation? Join the club! But, don't despair ... (it's always darkest just before the dawn ... there's a light at the end of the tunnel and all that!) Once you get over the *thought* of evaluation and actually get down to doing something about it, it's not really so terrible ... honestly!



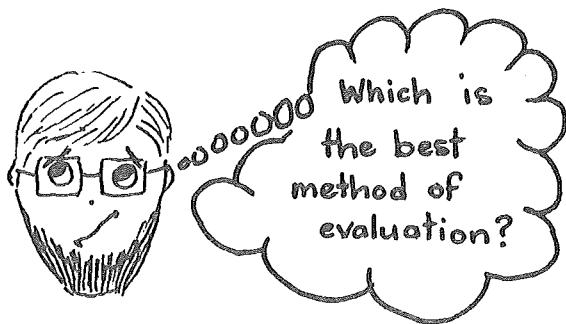
Getting yourself *organized* is the worst part, once you've done that it's plain sailing, as long as you view evaluation as an on-going process through the year. (*Not* something to be done in a hurry because the Superintendent's planning a visit next week!)

WHY EVALUATE?



- As a teacher you have to! (Evidence of effective documentation is becoming more and more important, as is accountability to parents, students, employers and the community at large.)
- Evaluation provides you with feedback on the effectiveness of your programming - have your aims and objectives been accomplished?
- The information you obtain can help you alter your content and instructional goals where appropriate.

Hands up if you have had problems with evaluation. Don't worry, so have many others. Let's look at each problem and discuss the alternatives.



There is no clear cut method of evaluating that covers everything. (Unfortunately!) Each method has its own advantages and disadvantages. So keep this in mind.

TYPES OF EVALUATION



OBSERVATION

forget very quickly things you have observed from lesson to lesson. If you consider it important enough, jot it down, or tick off on a checklist.

is one of the most widely used methods. As teachers we are continually observing and making judgements. It is an integral element of *any* teaching. Sometimes you

ORAL REPORTS



can often give the teacher an understanding of how well the children have grasped a topic and their ability to answer questions about it.

Oral reports can be:

- Lecturettes
- Debates
- Panel Discussions
- Interviews
- Quizzes
- News Items

Based on their oral work children can record their work in a variety of ways which can be evaluated:

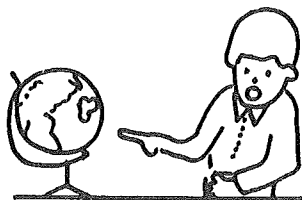
- Charts
- Diagrams
- Diaries
- Letters
- Poems
- Essays
- Logs (ship, aircraft ...)
- Biographical sketches



ROLE PLAY / DRAMATISATION

children's understandings of a situation can often be revealed best through dramatisation of that situation and their performance in a particular role.

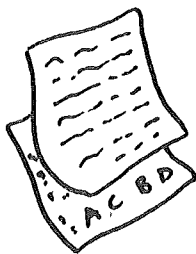
STUDENT



DEMONSTRATIONS

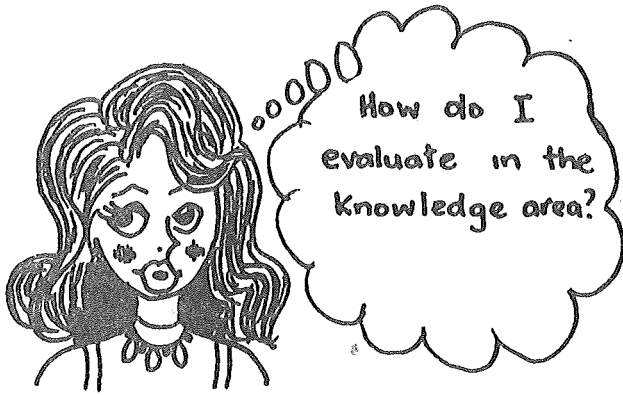
are very time demanding, but are often suited to those children who have not mastered written skills. For example the child could demonstrate where Australia is on a globe.

OBJECTIVE TESTS



are used mainly to determine children's factual knowledge but they can have a wider application. There are many types:

- True/false
- Matching
- Multiple choice
- Sequence
- Completion tests
- Simple recall
- Time-line tests



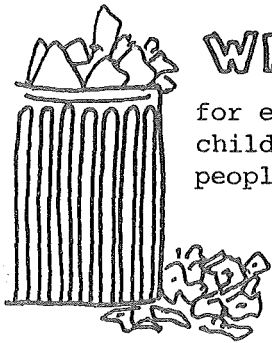
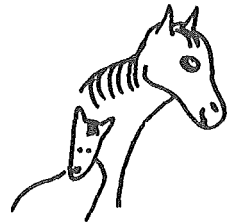
KNOWLEDGE

The testing of student recall of MEANINGFUL facts and concepts is very important, as an information base is essential for developing understanding.

Some techniques for evaluating factual recall include:

ORALLY or PICTORIALY

for example in the unit *Basic Needs and Wants in Year 1*, children could be asked to say or draw which items come from farms.



WRITTEN FORM

for example in the unit *Community Rules in Year 3*, children could be asked to list those rules which they believe people should obey around their school or local community.

CHOOSING FROM A LIST

In the unit *Swan River Settlement in Year 5* students could answer the question: 'What items did the early settlers bring with them to WA?'

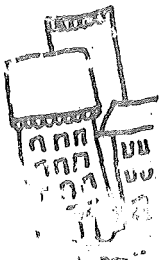
(Teacher prepares a list of items from which children can choose. Include items that the settlers did not bring.)

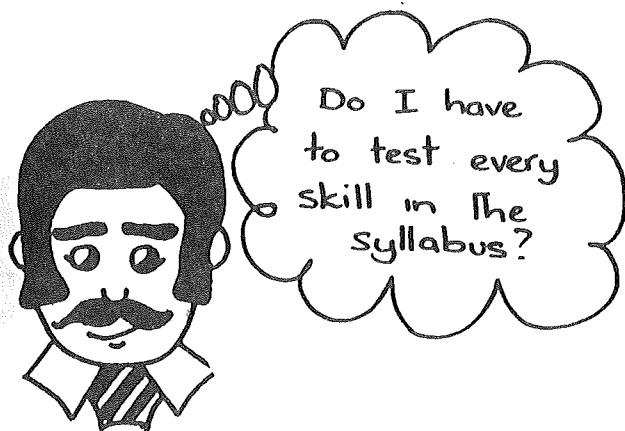


CONTEXTUAL RECALL

For example in the unit *Communities in Year 6*, children are asked to fill gaps in a sentence of a paragraph (Most Australians live in cities or towns.)

Two cities in Western Australia are _____ and _____





SKILLS

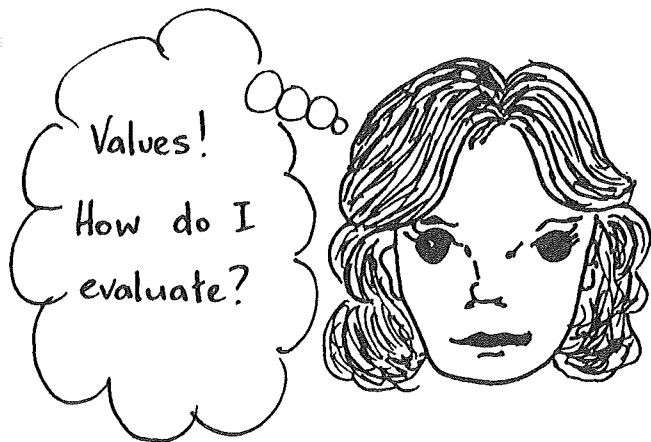
Ideally, yes you should test every skill realistically it would be a mammoth task. It may be more realistic to build up a regular systematic recording of observations of the children in their daily work, perhaps testing two or three skills over a four week period.

To test skills a combination of methods may be used:

- observation
- discussion
- checklists

For example, a *checklist* for mapping in Year 4 could include:

- using a scale on maps of smaller areas such as 1 cm represents 1 m,
- can compare maps of the same area drawn to different scales,
- can make simple large-scale maps of a familiar area such as a classroom or neighbourhood, roughly to scale.



VALUES

In Values education, evaluation is not made of a value as such, but rather the process of valuing (feeling, thinking, deciding).

You can use the following criteria to evaluate the children's ability to deal (orally and in writing) with questions exploring values, attitudes and feelings:

- willingness to participate,
- ability to express a point of view,
- willingness to consider a variety of points of view,
- willingness to suspend judgement until all available evidence has been considered,
- empathy with those whose value positions, attitudes or feelings are different from their own.



Below are a few evaluative techniques that may be used.



Example: *Sharing the Environment - Year 6.*

Children are asked to rank in order of importance the following items -

- clean air laws
- clean water laws
- increasing use of energy
- retention of open spaces
- laws against excessive noise.

They should explain their priorities.



Children are asked to indicate their feeling for or against an issue by placing marks (x) on appropriate continuums.

Example: *World Environment - Year 6.*

'The conservation of soil, air, water and solar energy is important.'

Strongly Disagree Strongly Agree

Disagree Undecided Agree

Example: *Choice - Year 4*

Children are asked to circle the items most important to them in each of the following three groups. They are then asked to write a sentence explaining their choice.

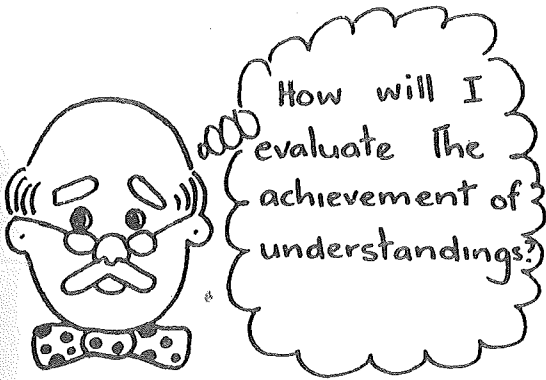
- | | |
|---------------------------|----------------|
| ● penicillin | ● refrigerator |
| ● respirator | ● car |
| ● headache relief tablets | ● colour TV |
| ● antiseptics | ● radio |
| ● can opener | ● aeroplane |
| ● biro | ● scissors |



From a list such as that below, children are asked to choose the way in which they could be of most assistance to new classmates. They should explain their preference:

- by writing out their lunch order for them,
- by including them in games you play,
- by inviting them to visit you on weekends,
- by helping them with their lessons,
- by lending them pens, pencils and paper.

USE THE ABOVE TECHNIQUES, NOT FOR ASSESSMENT PURPOSES, BUT TO INDUCE RESPONSES PROVIDING A BASIS FOR DISCUSSION WHICH WILL REFLECT THE CHILDREN'S ABILITY TO DEAL WITH VALUES QUESTIONS.

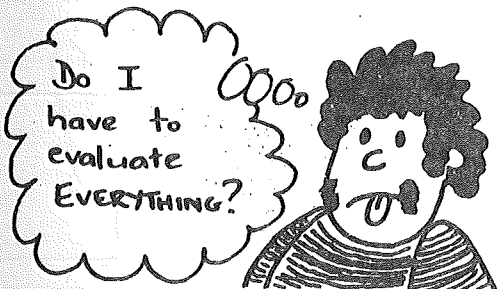


UNDERSTANDINGS

As the syllabus is based on the student's achievement of understandings which can be transferred to other situations and other times, it is important to have some way of measuring this achievement. Obviously I cannot ask students to recite the understandings as listed in the syllabus. Rather I can structure situations allowing students to demonstrate understanding by using the table provided on page 17 of the *Social Studies*

K-10 Syllabus. For example, my Year 3 students might be given the opportunity to demonstrate the understanding *Change takes place in communities as new ideas are put to use*, after studying changes in housing and transport, by completing any of the following activities to be evaluated:

STUDENT LEARNING ACTIVITIES (from page 17 of the syllabus)	EVALUATION EXERCISE
<i>Applying an understanding to the inquiry question.</i>	<ul style="list-style-type: none"> ● In what ways have house styles changed in our community? Why have they changed? Students compare photographs of a house in 1900 and one in 1983.
<i>Apply an understanding to a related situation.</i>	<ul style="list-style-type: none"> ● Students to describe orally or in writing what life would be like if from this moment all cars, planes, trucks and ships stopped working.
<i>Review purpose of the inquiry</i>	<ul style="list-style-type: none"> ● Having completed a wide range of activities for the unit students could discuss or mark from a checklist some of the things which they feel were the main points of their study of changes in houses and transport.
<i>Use knowledge creatively to produce an original piece of work.</i>	<ul style="list-style-type: none"> ● Students to describe orally or by drawing, their idea of a house in the year 2020 and explain in writing the reasons for any changes from present styles.



No, you don't have to evaluate everything. It is a matter of determining priorities, then fitting in what you can do in the time available.

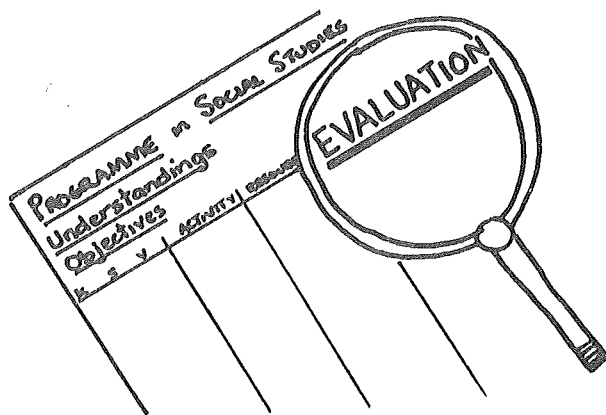
Yvonne Mettam

EVALUATION — ANOTHER TEACHER'S VIEWPOINT

'Evaluation is more than assessment.' Agreed! How many of us tend to think of evaluation and assessment as one and the same thing? I feel that assessment has dominated my view of evaluation because of the time taken to adequately assess student achievement in social studies. Although the opportunity to evaluate other aspects of social studies in the classroom, in a formal manner is limited, many teachers do use a wide range of evaluation strategies in an informal way. The main aims of this article are to present a summary of:

- evaluation ideas which have been used in the classroom and
- assessment strategies.

TEACHER SELF-EVALUATION is carried out continuously when it comes to drawing up, or revising an already existing *programme*. Although the practice of writing a paragraph of self-evaluation following each lesson, may have been more suited to teachers' college days, the evaluation column of a programme is still useful for jotting notes about which strategy worked and which didn't work. This information, whether stored on the programme or in our heads, obviously influences future programming decisions.



More specifically, evaluation of whether the objectives in the programme have been achieved may be made in a variety of ways. Observation of student behaviour may indicate whether an objective has been achieved. Performance on tests or any of the other assessment strategies may also provide this information. The problem is, what can we do about those students who have not achieved this objective? There seems to be so much pressure to get through the course and to complete the next assessment, that there is little opportunity for an effective remediation programme to be carried out. It is more simple when a large number of students indicate that the

objective has not been achieved as mass remediation is more feasible.

It is also necessary to ask ourselves whether we have provided an *attractive learning environment in our classroom*. The provision of meaningful maps, charts, photographs, posters and student work samples may be a cosmetic approach, but it does create a more stimulating working environment for the student and teacher.

Attempts have been made to promote teacher evaluation of classroom management and atmosphere. In *Man a Course of Study*, for example, classroom observation checklists were developed for teachers to use. The design of the checklists was based on assumptions of what were the desirable qualities of an inquiry classroom.

STUDENT EVALUATION: Student involvement in evaluation of the programme and in reviewing and setting learning goals is encouraged by the learning process model on which the *Social Studies K-10 Syllabus* is based. The assumption is that students will learn more effectively when they know and can influence where they are going in the learning programme. Negotiating the curriculum does work with some students. As part of the students' involvement in goal-setting, a wall chart summarizing the objectives of the social studies programme, may also prove to be useful in allowing students to evaluate where and how they are going.



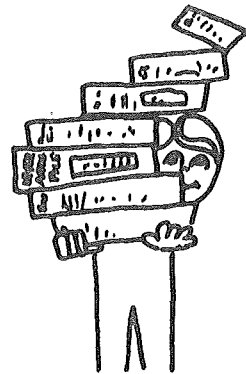
Evaluation by students of teachers and the programme usually takes place on a more informal basis outside of the classroom, although I have heard of teachers giving students the opportunity to com-

ment through a suggestion box, or survey form. (One shortcoming of this technique is that a number of anonymous, libellous comments may be received.)

Asking the students to write down and discuss answers to questions such as those listed below at the beginning of the period, may be a useful technique.

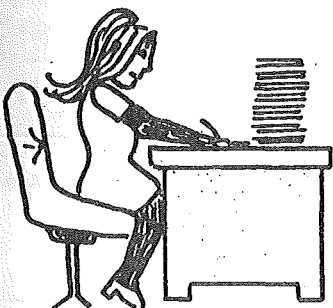
- What do you remember most strongly from the previous lesson?
- What did you like/dislike most about the lesson?
- What can be done to change things which you disliked?

Student files are a useful means of communication between the classroom and the home. If students are encouraged to maintain organized files throughout the year, then a record of work with teacher comments can be kept. There is also the opportunity for students to write self-evaluative comments so that parents can see how the teacher and students feel about the student's achievement in social studies. The nature of the student's comments will probably be affected by the audience for whom it is written.



TEACHER EVALUATION OF STUDENTS ranges from comments passed in class to the marking of student work. One interesting aspect of evaluation of student work which I intend using in the classroom is the SOLO Taxonomy as outlined on pages 66 and 67 of the *Social Studies K-10 Syllabus*. This five-level classification of the structure of learning outcomes, describes what students

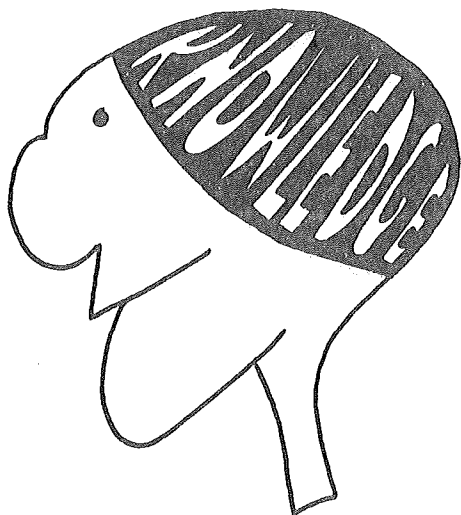
actually do as they move from concrete to abstract thinking. The model provides a means of identifying quickly the cognitive levels at which students are performing, thereby allowing teachers to formulate realistic expectations of students as well as determining the next level of performance at which teaching should be directed.



The task of assessing student performance is made easier by the clear statement of objectives. Assessment in the social studies K-10 syllabus should consider student achievement of knowledge, skills and values objectives and of understandings.

Evaluation in the Social Sciences (Teachers' Handbook) by Kevin Piper is a particularly useful reference for ideas on evaluation in the knowledge, skills and values areas.

KNOWLEDGE



- Tests: there are various techniques which may be used, for example multiple choice, objective and written answer. Piper gives a useful summary of the qualities of each form (page 94).
- Oral presentations: may be used to present research findings in the form of lecturettes, debates, panel discussions, interviews and role-playing.
- Research: Knowledge gained from research may be assessed by asking students to write up their findings and conclusions drawn from research in class time. Limits may be set on the amount of research notes which may be used. This strategy is useful for reducing the bulk of student research reports which have to be marked.

SKILLS: Although skills can be introduced and developed simultaneously with knowledge objectives, they should be assessed separately by using:

- Skills tests incorporating analysis and interpretation of various forms of data (multiple choice, objective or written format).
- Skills exercises incorporating translation skills in the form of constructing climatic graphs, tabling data, constructing graphs and maps.

The two areas of skills to be considered are inquiry skills and social skills. The inquiry process skills are outlined in the *Social Studies K-10 Syllabus*, and some teachers have used the statement of skills to be developed and introduced on pages 6-7 of each *Teachers Guide*, to devise checklists for diagnostic purposes.

Social skills should also be considered in assessment, these are outlined on page 18 of the syllabus.



VALUES: Many teachers have expressed concern in the area of values education. Others have devised suitable assessment strategies as they have realized that what is being taught and assessed in values education is the PROCESS rather than a particular set of values. It is quite clear from the syllabus that values education is now expected to be an explicit part of the social studies programme. Therefore, it follows that it should be assessed rather than being placed in the 'too-hard basket'.



Assume that students have been asked to consider the question 'Should the Franklin River be flooded?' The process of values education would take them through the awareness stage (considering the feelings of people involved), the clarification stage (analyzing the reasons for the way people feel and the alternative solutions) and the decision and justification stage (choosing a solution and being able to offer reasons for that choice). Assessment could be conducted at any stage, although with secondary students most work would be at the decision and justification stage. Assessment activities might include:

- Written, for example write a letter, argument for a debate, in which the problem is stated, solutions analyzed, and choice of solution justified. The important criteria for assessing such a piece of work would be - consideration of the views and feelings of different individuals or groups involved, careful consideration of reasons for these views and the advantages and disadvantages of possible solutions, the reasoning used in justifying the student's decision.
- Oral presentation of a decision and the justification for it, performance in a debate or group discussion.
- Pictorial presentation trying to influence others of a particular viewpoint and justifying the stand taken.

UNDERSTANDINGS:

Although component knowledge, skills and values objectives may have been assessed the understanding is a whole which is *greater* than its component parts and therefore should be assessed.

As an understanding is a relationship between concepts it is difficult to measure in the same way as a fact or skill. However, the demonstration stage of the learning process model does require the student to apply an understanding to a given situation and this can be measured. The *Social Studies K-10 syllabus* contains on page 17 a useful summary table of student learning activities used for demonstrating an understanding.

For example:

AUSTRALIAN LANDSCAPES - Understanding: A variety of landforms, climates and vegetation types exists which can be classified into regions.

Forms of assessment might include:

- Apply the understanding to an inquiry question, e.g. students test the hypothesis 'Australia a monotonous landscape', or prepare a speech to debate that statement.
- Apply an understanding to a related situation, e.g. what equipment would a traveller take with him if he was walking from east to west across the continent. Give reasons.
- Use knowledge creatively to produce an original piece of work, e.g. student prepares a travel brochure aiming to attract overseas visitors to Australia.

One of the key considerations influencing the evaluation of student work is COMPARABILITY. In addition to the state-wide strategies for achieving comparability administered by the Board of Secondary Education, a number of ideas can be used to maximise comparability of assessment within the one school.

- Many schools devote part of their weekly subject meeting to comparability exercises.
- It may be possible to maintain a file of work samples (for example written, mapping and graphing exercises) which is accessible to all members of the social studies staff.
- Across-the-board tests have been used in many schools. In addition, some schools have a standard format set down in the social studies policy document, for all tests set by the classroom teacher. (For example, Part A - objective; part B - interpretation multiple choice based on a given map, graph or photograph; part C - short written answer; part D - long written answer.)
- Various models of team-teaching are employed in some schools. One of the advantages of such an approach is that it increases the likelihood of a student's work being evaluated by more than one teacher.
- Part of the school SOCIAL STUDIES POLICY may be devoted to the establishment of weightings for general categories of student work to be assessed. (For example, knowledge __%, skills __%, values __%, understandings __%.)

* * * * *

In evaluating our evaluation programmes we need to be aware that we should be including more than assessment. If we were to follow the ideal situation, our evaluation load would be enormous, so enormous that it is easy to get the feeling that, no matter how much time we put into it, the job is never done. For this reason it is necessary to establish that only a certain amount of our time can be made available for evaluation, and *therefore it is the most effective use of this time which is crucial*. This evaluation time needs to be allocated to more than just assessment of student work.

GENERAL INFORMATIONRECORD CARD

NAME: _____

ADDRESS: _____

TELEPHONE NO.: _____ (Emergency) _____

DATE OF BIRTH: _____

NUMBER OF CHILDREN IN FAMILY: _____

CHILD'S POSITION IN FAMILY: _____

RELIGIOUS DENOMINATION: _____

PRE-PRIMARY ATTENDED: _____

DOMINANT HAND: _____

MEDICAL HISTORY: _____

FACTION: _____

PARENT HELPER: _____

Painting _____

Written Expression _____

Mathematics _____

EVALUATION AND RECORDING

EXAMPLES

YEAR 1

LANGUAGE

YEAR 1

CODE

- ✓ knows sound
 X doesn't know sound
 / prompted with letter story

NAME	LETTERMAN STORIES (Recognition)																										TEST (Match sound & picture)	TEST (p/s)	TEST (p,t,c)	TEST (g,p,b,d)	BLEND ... 3) letter (written).. 2) words
	Aa	Bb	Cc	Dd	Ee	Ff	Gg	Hh	Ii	Jj	Kk	Ll	Mm	Nn	Oo	Pp	Qq	Rr	Ss	Tt	Uu	Vv	Ww	Xx	Yy	Zz					
RES, Peter	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	7	10	11	8	✓
IROS, David	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	X	✓	✓	7	-	-	7	✓
E, Derek	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	7	10	12	8	✓
G, Simon	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	7	10	12	7	✓
LIPS, Dustin	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	5	a	10	6	✓
D, Neil	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	7	10	12	7	✓
MPER, Fiona	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	7	10	12	8	✓
NES, Annetta	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	6	10	12	8	✓
CHELL, Vera	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	7	9	11	8	✓
HOLSON, Ruth	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	X	X	✓	6	8	11	7	✓
E, Joanne	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	7	10	12	8	✓
TON, Jane	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	7	10	12	7	✓

MATHEMATICS

YEAR 1

NAME	COUNT 1 to 10	COUNT 2's to 10	RECOGNISE NUMBERS	1	2	3	4	5	6	7	8	9	10	ORAL NUMBERS IN ORDER 0 - 5	NUMBER TEST 1 to 5	ORDERING NUMBERS (Written)	NUMBERS IN ORDER 1 to 10	SIMPLE ADDITION (Combination to ten)	NUMBER TEST	CAN COMBINE SETS OF OBJECTS & FIND TOTAL	CAN SEPARATE SETS OF OBJECTS (using materials)	SIMPLE SUBTRACTION	MIXED EXAMPLES	ADDITION, SUBTRACTION	GROUPING SETS OF OBJECTS ('Lots of'... materials)	LOTS OF TEST (4 examples)	OPERATIONS #Does not need concrete object	NUMBER REVERSALS	COUNTING 5 - 50	2 - 20	10 - 100	3 - 12
ANDRES, Peter	✓	✓											✓	✓	✓	✓	✓	6	95	✓	✓	✓	✓	✓	100							
KIKIROS, David	✓	✓											✓	✓	✓	✓	✓	6	100	✓	✓	✓	Poor Count	✓	50							
LANE, Derek	✓	✓											✓	✓	✓	✓	✓	6	95	✓	✓	✓	✓	✓	100	*						
LING, Simon	✓	✓											✓	✓	✓	✓	✓	4	90	✓	✓	✓	Poor Count	✓	a							
PHILIPS, Dustin	✓	✓											✓	✓	✓	✓	✓	6	100	✓	✓	✓	✓	✓	100							
REED, Neil	✓	✓											✓	✓	✓	✓	✓	5	95	✓	✓	✓	✓	✓	75							
CRIMPER, Fiona	✓	✓											✓	✓	✓	✓	✓	5	100	✓	✓	✓	✓	✓	100							
JOYNES, Annetta	✓	✓											✓	✓	✓	✓	✓	6	95	✓	✓	✓	✓	✓	100							
MITCHELL, Vera	✓	✓											✓	✓	✓	✓	✓	6	100	✓	✓	✓	✓	✓	100	*						
NICHOLSON, Ruth	✓	✓											✓	✓	✓	✓	✓	5	95	✓	✓	✓	Confuse Sounds	✓	50							
PAGE, Joanne	✓	✓											✓	✓	✓	✓	✓	6	95	✓	✓	✓	✓	✓	75							
QUENTON, Jane	✓	✓											✓	✓	✓	✓	✓	6	95	✓	✓	✓	✓	✓	100							

READING

YEAR 1

NAME	VOCAB. big/little) (cut) glue) match)	VOCAB. up/down)	OUR SOTIRES (Oral)	FISH	THE MOUSE	THE FROG	THE SPIDER	THE CAT (Group 2 only)	WORD RECOGNITION (with CAN) 1. Dogs, 2. The Little Man.	IN THE GARDEN	CAN YOU?	COMMENTS ON ORAL READING
RES, Peter	✓			✓	✓	✓	✓			Ex. ///	Ex. ///	good word recognition. v. quick recognition.
ROS, David	✓			✓	✓	✓	✓	v. good			Ex. ✓	Developing a right vocabulary
, Derek	✓			✓	✓	✓	✓	still shaky		improved ✓		Improving, guesses wildly. Word recogn. improving.
, Simon	✓			✓	✓	✓	✓			quite good ✓		
IPS, Dustin	✓			Still predicting too much. Old words known.				✓				
, Neil	✓			✓	✓	✓	a bit weak					
PER, Fiona	✓			✓	✓	✓	✓	Ex. ///	Ex. ///	Ex. ///		Very good word recognition.
ES, Annetta	✓			✓	✓	✓	✓		good ✓			
HELL, Vera	✓			✓	✓	✓	✓					
OLSON, Ruth	✓			✓	✓	✓	✓	✓		///		Showing improvement in word recognition.
, Joanne	✓			✓	✓	✓	✓					
TON, Jane	✓			✓	✓	✓	✓	v6 ✓	Ex. ///	Ex. ///		Excellent word recognition. Quite fluent.

EVALUATION AND RECORDING

EXAMPLES

YEAR 2

ORAL LANGUAGE

YEAR 2

<u>UNIT THREE</u> June/July					
NAME	SPEAKING/ TV NEWS	LISTENING	CONTRIBUTES TO DISCUSSION	DRAMA	SPEECH PROBLEMS
Derek LANE	<i>a</i>	<i>a</i>	<i>a</i>	<i>a</i>	
Dustin PHILIPS	<i>loud - good</i>	<i>choral work</i>	<i>✓✓</i>	<i>✓✓</i>	<i>"f" "th"</i>
Neil REED	<i>quiet but speaks confidently</i>	<i>✓✓</i>	<i>✓✓</i>	<i>✓✓</i>	
Jane QUENTON	<i>✓✓</i>	<i>good choral work</i>	<i>✓✓</i>	<i>✓</i>	
Fiona CRIMPER	<i>quiet before a group</i>	<i>✓</i>	<i>✓</i>	<i>✓</i>	
Joanne PAGE	<i>✓✓</i>	<i>✓✓</i>	<i>✓✓</i>	<i>✓✓</i>	<i>"L"</i>

LANGUAGE

YEAR 2

NAME	UNIT TWO - APR/MAY				
	"I feel sad" "I feel happy" "Space Stories" "Old Shoes" "Letter - Kite Flying"				
David KIRIKOS	x	can't read back even story	x	x	x
Simon LING	✓	gaining confidence	✓	✓	✓
Peter ANDRES	✓✓	✓✓	✓✓	✓✓	✓✓
Annetta JOYNES	✓	doesn't follow ideas strongly	✓	✓	✓
Vera MITCHELL	✓	much improved	✓	✓	✓
Ruth NICHOLSON	✓	✓	✓	✓	✓
	Mechanics: spelling	Mechanics: punctuation	Sentence structure	Ideas in sequence	Language vocabulary

MATHEMATICS

YEAR 2

NAME	UNIT ONE	UNIT TWO	UNIT THREE		BASIC ADDITION FACTS	BASIC SUBTRACTION FACTS	ACTIVITIES	TEST: SPACE AND NUMBER 5/7/85
	COMBINED NUMBER SPACE AND MEASUREMENT 25/3/85	COMBINED NUMBER SPACE AND MEASUREMENT 7/5/85	SOLVE EQUATIONS MISS. SIGN	SPACE TANGRAMS				
REED	52 <i>numerals</i> 720	36% <i>grouping</i> <i>counting</i>	<i>place</i> ✓	✓	<i>reversing</i> ✓	<i>counting</i> ✓		88
PHILIPS	72 <i>money</i>	84 <i>space</i>	✓	✓	✓	✓		100
LANE	100	100	✓	✓	✓	✓		92
CRIMPER	72 <i>counting</i>	88	✓	✓	<i>hesitate</i> ✓	✓		64
PAGE	80 <i>reversals</i>	80	✓	✓	✓	✓		72
QUENTON	52 <i>14 + 4 = 15</i> <i>money</i>	84 <i>ordinate</i>	<i>answer</i> x ✓	✓	✓	✓	<i>Build a dollar - free</i> <i>difficult - adjusted to 20c</i>	

UNIT TWO → 6/6

10/6

3/6

13/6

14/6

Name: _____

Maths: Year Two
Unit Four (August)

Write four number stories about fourteen:

1. _____ 2. _____ 3. _____ 4. _____

Use your wooden cubes to find the missing numbers:

5. $6 + \underline{\quad} = 14$

6. $9 + \underline{\quad} = 18$

7. $\underline{\quad} + 11 = 15$

8. $16 = \underline{\quad} + \underline{\quad}$

9. What day is the fifteenth?

10. How many days in this month?

11. How many Tuesdays?

12. What day is the last day

the month? _____

Sun.	Mon.	Tues.	Wed.	Thurs.	Fri.	Sat.
		1	2	3	4	
6	7	8	9	10	11	
13	14	15	16	17	18	
20	21	22	23	24	25	
27	28	29	30			

13. $\begin{array}{r} 3 \\ \times 3 \\ \hline \end{array}$

14. $\begin{array}{r} 6 \\ \times 2 \\ \hline \end{array}$

15. $\begin{array}{r} 4 \\ \times 5 \\ \hline \end{array}$

16. $\begin{array}{r} 2 \\ \times 8 \\ \hline \end{array}$

17. Join the dots:



TEST RESULTS

YEAR 2

ANALYSIS: UNIT FOUR											DATE:									
NAME	1-4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20			
DAVID	$\frac{1}{4} \times$		x		x	x				x						x	NOT SURE			
SIMON	$\frac{1}{4} \times$			x	x							x	x			x	x			
FIONA			x														x			
ANNETTA	$\frac{1}{4} \times$																x			
NEIL			x	x													x			
JOANNE			x		x											x	x			
	Number facts for 14	Missing number Addition $6 + \square = 14$	$9 + \square = 18$	$\square + 11 = 15$	$16 = \square + \square$	Calendar? fifteenth	Days in month?	How many Tuesdays?	Last day?	Multiplication $\begin{array}{r} \times 3 \\ 3 \end{array}$	$\begin{array}{r} \times 6 \\ 2 \end{array}$	$\begin{array}{r} \times 4 \\ 5 \end{array}$	$\begin{array}{r} \times 2 \\ 3 \end{array}$	Ordering	Area		Characteristics of shapes			

TEST RESULTS

YEAR 2

ANALYSIS: UNIT FOUR

DATE:

The covered during the six week period was:

Number stories for a particular number
 Completing number sentences in addition
 Using the calendar
 Multiplication - vertical algorithm to 22
 Number patterns on the hundred chart
 Area - covering space
 Perimeter - measure using arbitrary unit
 Shape quantities - movement and edges, sides, etc.

1. Using wooden cubes the children were able to illustrate number facts, both addition and subtraction. A few errors were recorded in the test - mainly a result of a careless error.
2. Finding the missing numeral still poses a few problems with children who cannot count on - David, Annetta, Fiona and Joanne.
3. The calendar was read accurately and most children could locate days and dates without difficulty.
4. Multiplication using the vertical setting out was well understood. Children have used wooden cubes to form groups and this they do confidently.
5. Space and measurement activities have been conducted weekly in groups. In measuring area and perimeter the children still lack accuracy but are developing sound extension skills. Some confusion still exists of course, edges and sides. The children need to revise this and a systematic approach needs to be demonstrated.

RESULTS : UNIT FOUR

100%	11
96%	11
92%	11
88%	711
84%	1111
80%	1
76%	111
72%	111

READING

YEAR 2

UNIT ONE - FEB/MARCH

NAME	10 Questions	Interest and Response	COMPREHENSION: Literal	Inferential	Evaluative	Appreciative	Creative	Study Skills	Projects	Cloze
Derek LANE	100	appears disinterested	✓	No Response		✓		✓	✓	✓
David KIRIKOS	90	keen	✓	✓✓			✓	✓✓	✓	✓✓
Annetta JOYNES	100	eager to share	✓	✓		✓	✓	✓	✓	✓✓
Joanne PAGE	100	✓	✓	✓		✓	✓	✓	✓	✓✓
Jane QUENTON	80	Very vocal	✓	✓		✓	✓	✓	✓	✓✓
Vera MITCHELL	100	cheerful	✓	✓		✓	Very uncooperative	✓	✓	✓

SCIENCE

YEAR 2

<div>LIQUIDS</div> <div>Weeks: One to Six</div> <div>1. Observing liquids 2. Mixing liquids 3. Rate of flow 4. Liquids - cooled and air 5. Growing salt liquids</div>									
NAME	Liquids: Solidify at low temperature.	Like liquids, flow and mix but unlike liquids, don't always.	Liquid takes the shape of their container.	Predict rate of flow	Group liquids by likenesses	Describe observations	Discuss why liquids need to be contained.	Use related vocabulary	Records -
Neil REED	✓	✓	✓	✓	✓	✓		✓	
Dustin PHILIPS	✓	✓		✓	✓	✓		✓	✓
Derek LANE	✓	✓		✓	✓	✓	✓	✓	✓
Simon LING	✓	✓		✓	✓				✓

SPELLING - DICTATION

YEAR 2

TEST: *My Word Book Unit 9*

DATE:

LIST: much III David Fiona
 chopping II Peter Ruth
 each II David Ruth
 dresses II Jane Neil
 miss II Joanne Vasa
 chicken III Peter Neil Simon
 rich I David
 lass I Peter
 chin
 lunches III David Neil Dustin
 messes I Simon
 such I Fiona

Revision: bang III Simon-Jane Fiona
 wet I Peter
 swing
 things II Neil Ruth
 green
 still II David Vasa
 need
 killy II Dustin Joanne
 give I David
 riding II Jane Simon

DICTATION:

Put a cross next to the right answer.

Where have you planted the new seedlings?

ANALYSIS:

Test increased to 25 words to include all
 test words & 10 revision words. The main
 errors were in word building ie adding "ss"
 to words ending in ch and ss. These need to
 be revised. Children to watch.

SPELLING MARKS

100%	THH IIII
96%	THH
92%	I
88%	II
84%	I
80%	I
76%	I
72%	



I

SOCIAL STUDIES

YEAR 2

<div> <div>LIVING IN THE ENVIRONMENT</div> <div>June/July</div> <div> below satisfactory satisfactory very good </div> </div>							
NAME	PARTICIPATES IN DISCUSSION	COLLECTS/ CONTRIBUTES INFORMATION	WORKSHEETS COMPLETED	COLLECTING INFO. FROM EXCURSION	RECOGNISES THAT PEOPLE LIVE THROUGHOUT THE WORLD	RECOGNISES THAT PEOPLE MAKE CHANGE TO LIVE IN DIF. ENVIR.	RECOGNISES PLANTS & ANIMALS ONLY LIVE IN SUIT. ENVIRON.
Vera MITCHELL	✓		✓		✓	✓	
Ruth NICHOLSON	✓	<i>not much</i>	✓✓	✓	✓	✓	
Joanne PAGE	✓	✓	✓	✓	✓	✓	
Jane QUENTON	✓✓	✓✓	✓	✓✓	✓✓	✓	

ANALYSIS: UNIT TWO

DATE:

The range of marks indicated progress in this area. However, there were a few areas of concern that require revision -

- digraphs er, ow
- plurals adding 'is'

Nearly all the children had difficulties with 'er' as in fern. This was mostly confused with 'ur' church, and will need revising.

Children to watch -

- | | |
|-------|---|
| Fiona | difficulties with word endings |
| Jane | speech problem sometimes affects word pronunciation and decoding |
| David | improvement noted but still not strong in decoding |
| Neil | rushes into work and often just to complete, but does not take time to think. |

Name: _____

Wordstudy: Year _____

1. Rhyming Words:

boat _____ fork /// _____cake / _____ turn /// _____

2. Write the word:



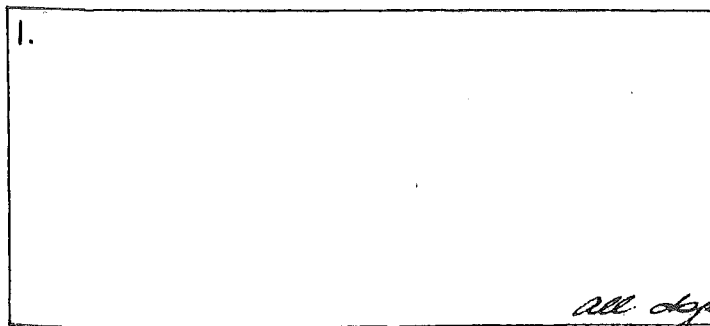
een

b /// /// /s /// /*Most common
between er and*f /// ///*adding g was
a common error
sing*k / _____s /// _____ch /// _____cr /// _____

3. More than one:

one coat - two /// one wish - six ///one brush - four /// one bell - ten ///

4. Draw me:
1. A green turtle eating a purple turnip.
 2. A white rabbit by his narrow burrow ^{hollow} _{log}.



2.

all objects included

5. Choose the right word:

The children will _____ in the sea.
spray splash ☒ no snow

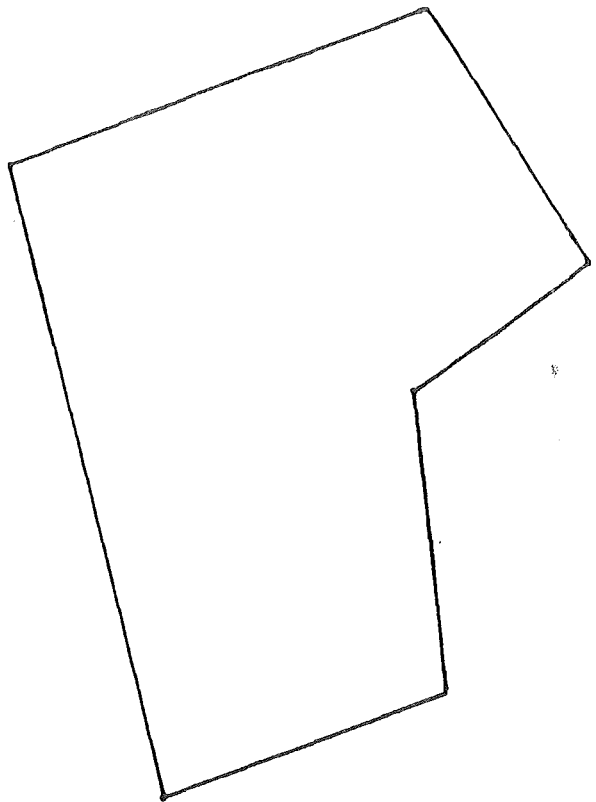
The beach ball has a _____ in it.

How many wooden cubes cover this shape?






Guess Measure

How many wooden cubes fit around the edge?

Guess Measure



Use the shapes to find out :

	corners	edges	sides	roll?	bounce?	slide?
						
						
						
						
						

WRITING

YEAR 2

APRIL/MAY

NAME	SIZE	SLOPE	SPACING	FORMATIONS	COMMENTS
Joanne PAGE	✓	✓	✓✓	✓	<i>much improved</i>
Fiona CRIMPER	✓	✓	✓	✓	<i>pushes his work</i>
Jane QUENTON	✓	✓✓	✓✓	✓✓	<i>a little large</i>
Derek LANE	✓✓	✓	✓	✓	<i>still some reversals</i>
Neil REID	✓	✓	✓	✓✓	<i>much improved</i>
Dustin PHILIPS	✓✓ ✓	✓✓	✓✓	✓✓	

EVALUATION AND RECORDING

EXAMPLES

YEAR 4

DICTATION

TEST

The boy had to wait for the rain to stop before he took his fishing line to the beach. If he mends his boat Jack may go fishing near the flat rock in the bay.

DIAGNOSIS

mends	mends, Peter, mends, David, Fiona, Ruth. mend, Annette, Vera, Simon, Joanne, Neil.	Final sound d/t end blend. Adding s.
fishing	fishing, Joanne, Dustin, Jane, Simon.	Adding ing.
wait	wait, Vera, Dustin, David, Annette, Simon, Peter, Jane, Fiona.	at. Heat in word family.

ENGLISH

YEAR 4

TEST

Punctuation

On Saturday Mary went to the beach with Jane the water was very calm and they went for a swim Jane found a starfish lying on the sand.

Write the plural of

flower, mouse, child, dress, goose, fox, church.

Underline the vowel sounds

a b c o f g h e p i w y u

add ed

play skip plan lift

Use of 'there' or 'their'

I saw — new car.

— all three boxes by the tree.

Write 3 km words.

DIAGNOSIS

Punctuation

Jane, Dustin, Neil, Joanne

Plurals

David, Peter, Ruth, Vera, Simon, Fiona

Adding ed

Joanne, David, Neil, Jane, Vera, Peter, Dustin

There or their

Fiona, Neil, Joanne, Jane, David, Dustin

Write three km words

Peter, Vera, Fiona, Simon, Jane

MATHEMATICS

YEAR 4

TEST 'A' - NUMBER AND MEASUREMENT STRAND

(1) 97, 98 - -	(6) $\begin{array}{r} -13 \\ 3 \end{array}$	(11) $\begin{array}{r} +43 \\ 24 \end{array}$	(16) Date next Monday?
(2) 117, 118, 119 - -	(7) $12 - \square = 3$	(12) $\begin{array}{r} \times 6 \\ 3 \end{array}$	(17) Name of the fifth month
(3) 4, 8, 12 - -	(8) <i>Order</i> 97, 72, 84, 102, 64	(13) $5 \overline{) 20}$	(18) What time is it? Ten minutes past five.
(4) $\begin{array}{r} +8 \\ 1 \end{array}$	(9) $\begin{array}{r} \times 12 \\ 3 \end{array}$	(14) $3 \overline{) 15}$	(19) What day comes after Wednesday?
(5) $6 + \square = 13$	(10) $\begin{array}{r} +55 \\ 23 \end{array}$	(15) Pay 49p. What coins would you use.	(20) Graph. Who read the most books? How more books did Geoffrey?

DIAGNOSIS

What time is it? Pay 49p Counting on 117, 118, 119. Graph Name of month : : : :	Peter, Derek, Neil, Fiona, Vera, Jane. David, Simon, Ruth, Joanne, Dustin. Derek, Fiona, Jane, Simon, Peter. Dustin, Vera, Jane, Neil, Joanne, David. Ruth, Simon, Fiona, Vera, David.	Telling time in 5 minutes Money counting with coins. Making amounts of money. Counting on to 100 using MH Reading graphs. Months of the year : : : :
---	--	---

TEST

sum	4	became	4	behind	3	o'clock	1	chanked
fear	1	began	3	bumping	6	planning	9	flowered
yesterday	3	drank	4	bushed	2	planted	6	softes
church	2	there	4	sealed	7	shipped	16	coldest
didn't	5	they	1	trap	5	hearing	7	unsold
slept	6	before	3	lifting	5	yourself	5	golden

DIAGNOSIS

<p>sum</p> <p>yesterday</p> <p>unsold</p> <p>flowered</p> <p>there</p> <p>softes</p> <p>⋮</p>	<p>son: Derek, Neil. same: Vera, Jane</p> <p>yesterday: Ruth, Joanne. yesterday: Daniel</p> <p>unsold: Simon. unsold: Fiona, Peter</p> <p>flowered: Austin, Neil. flowered: Vera, Jane.</p> <p>there: Joanne, Daniel, Annetta. there: Derek</p> <p>softes: Neil. softes: Jane, Ruth, Simon</p>	<p>Use of sum + some.</p> <p>es/ed. Tract in Wood family.</p> <p>old, adding ing.</p> <p>adding ed.</p> <p>Use of there + these</p> <p>Sounding soft.</p> <p>⋮</p>
---	--	--

WRITING

Topic: 'Autumn' Poem

NAME	INTEREST	USE OF LANGUAGE	ACCURACY
David Kirikos	Worked really well. Great attitude. Thoughtful effort. 9/10	Good vocabulary Pleasing description 8/10	Spelling + punctuation 8/10 are pleasing.
Simon Ling	Excellent effort. Puts a lot of thought into his work. Expresses emotion + feeling. 10/10	Uses language effectively Vocabulary is pleasing Excellent description. 9/10	Punctuation + spelling sure of a good standard. 8/10
Annetta Joyner	Tried hard. Has lots of ideas but has some difficulty getting them written down. 7/10	Is starting to use vocabulary. Punctuation is quite good. 7/10	Accuracy is quite pleasing. 7/10
Fiona Crimpe	Quite a good effort but could have put more thought into his work. 6/10	Sentence work is fairly weak. Is using more varied vocabulary. 6/10	Doesn't really understand punctuation. Spelling is reasonable. 6/10
Neil Reid	Tried hard and produced quite a thoughtful poem. 7/10	Sentence work and vocabulary are developing quite well. 7/10	Spelling is good. Punctuation is quite accurate. 8/10
Joanne Page	Good try. Some good descriptions. 7/10	Sentence work is developing. Using more valid vocabulary. 7/10	Work is quite accurate. 7/10

EVALUATION AND RECORDING

EXAMPLES

YEAR 6

ANALYSIS OF MATHEMATICS TEST

YEAR 6

MATHS OPERATIONS

This test was marked quite hard. If an answer was not simplified in the fraction examples it was considered wrong and no half marks were given. The students have been marked like this with their normal class examples.

(3) 12 Errors

$$\begin{array}{r} \cancel{9} 180 - 18 = 9 \\ \quad 20 - 00 \\ \quad 22 - 00 \\ 9 \overline{) 180 - 18} \end{array}$$

12 ✓

Both these answers proved popular mistakes. The example was completed in long division and the students multiplied the amount out.

Place value was what was forgotten however.

(4) $3\frac{3}{4} + 2\frac{2}{3}$ 5 Errors

David multiplied the example.

Simon subtracted the example
Peter got to $5\frac{34}{12}$ but could not proceed further.

Derek calculated $\frac{3}{4}$ as $\frac{12}{12}$.

Neil got to $5\frac{12}{12}$ but then changed to $5\frac{12}{20}$ as the answer.

(6) 5 Errors

Circles application of carrying procedures caused the main problems here. Derek, Vera and Annetta copied the example wrongly but also reflected a poor understanding of the \times multiplication operation. R

David too, displayed a poor understanding of the concept in this example but got the following problem correct.

(also \times)(7) Multiplication problem (8 errors)

Simon	(C)	-	Number carried wrongly
Neil	(C)		Number carried wrongly
Derek	(C)		Addition error
Peter	(C)		Two careless carrying mistakes
Vera	(C)		Addition error
Annetta	(C)		Carrying problem
David	(C)		Did not add multiplied numbers plus one carrying mistake

(8) 4 Errors

Paul	Wrongly multiplied ($5 \times 8 = 30$)
Nigel)	
Simone }	Concept not understood
Marissa	Simplified by cancelling then added instead of \times . R - Now OK

(9) 13 Errors

$$3\frac{1}{4} \times 1\frac{1}{3}$$

Scott	Tried to multiply whole numbers R
Toby	Left as $\frac{13}{13}$ - Did not simplify
Nigel	R No real understanding
Lauren	Unable to convert improper fraction $\frac{13}{13}$ to $4\frac{1}{3}$
Trinet	Process not understood
Karen	Worked until $\frac{52}{12}$ but gave in at that point.
Naomi	No understanding

(10) 10 Errors

$$5\frac{2}{3} + 4\frac{3}{10} - \frac{4}{5}$$

The bulk of the problems occurred here as a result of students copying down signs incorrectly or not reducing to simplest form.

Paul	Trouble converting equivalent fractions
Sam	$5 + 4 = 11$
Nigel	Poor understanding
Felicity	Sign mistake
Naomi	Did not add whole numbers
Melanie	Reduced incorrectly $9\frac{8}{30}$ to $9\frac{1}{4}$

All maths problems were re-taught and a homework assignment set to reinforce class work. This will be marked in class and isolate any remaining problems.

PHYSICAL EDUCATION

YEAR 6

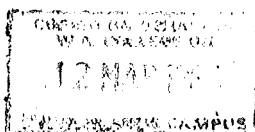
CATCHING CHECKLIST

Date _____ Age _____ Sex _____ Name _____

Pattern Elements PresentDeviations Noted

_____ Catches with both hands	_____ Catch against body only
_____ Catches with _____ L _____ R hand	_____ Can't catch either side; _____ L, _____ R only
_____ Retains control of object	_____ Stiff, rigid fingers, _____ arms
_____ "Gives" to lessor impact	_____ "Loses" object before catching
_____ Points fingers up, down, out	_____ Grasps too soon, _____ too late
_____ Ease and control of movement	_____ Loses balance, _____ almost
_____ "Braces" body direction flow	_____ Can't catch overhead, _____ underhand
_____ Body in position in time for catch	_____ Abortive movement in free arm
_____ Handles easy throws,	_____ Can't follow flight of ball
_____ hard throws.	with eyes

Remarks: Preferred hand _____ L, Examiner _____
 _____ R, _____ No.



PHYSICAL EDUCATION

YEAR 6

Directions and Checklist

CHARACTERISTICS OF STUDENTS WHO NEED
PERCEPTUAL MOTOR TRAINING

NAME _____ AGE _____ SEX _____ DATE _____

SCHOOL _____ TEACHER _____

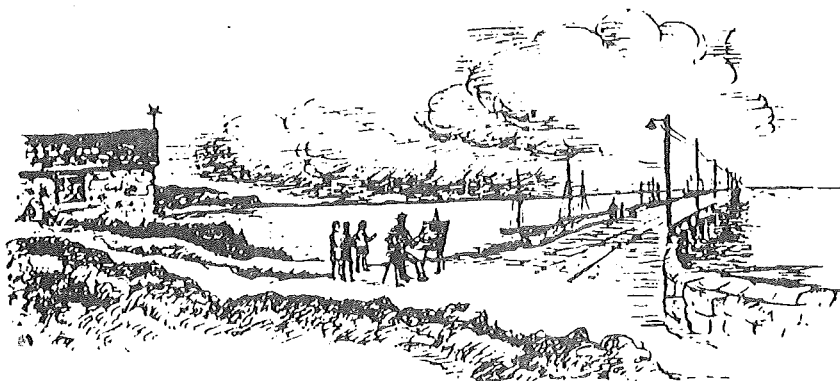
This checklist is to be completed by the classroom teacher, speech therapist, or physical education instructor. The observations should be made during regular class periods without the knowledge of the student being observed. The observation should be over a period of time sufficient for an objective view of the student.

1. Fails to show opposition of limbs in walking, sitting, throwing.
2. Sits or stands with poor posture.
3. Does not transfer weight from one foot to the other when throwing.
4. Cannot name body parts or move them on command.
5. Has poor muscle tone (tense or flaccid).
6. Uses one extremity much more often than the other.
7. Cannot use arm without "overflow" movements from other body parts.
8. Cannot jump rope.
9. Cannot clap out a rhythm with both hands or stamp rhythm with feet.
10. Has trouble crossing the midline of the body at chalkboard or in ball handling.
11. Often confuses right and left sides.
12. Confuses vertical, horizontal, up, down directions.
13. Cannot hop or maintain balance in squatting.
14. Has trouble getting in and out of seat.
15. Approaches new tasks with excessive clumsiness.
16. Fails to plan movements before initiating task.
17. Walks or runs with awkward gait.
18. Cannot tie shoes, use scissors, manipulate small objects.
19. Cannot identify fingers as they are touched without vision.
20. Has messy handwriting.
21. Experiences difficulty tracing over line or staying between lines.
22. Cannot discriminate tactually between different coins or fabrics.
23. Cannot imitate body postures and movements.
25. Lacks body awareness; bumps into things; spills and drops objects.
26. Appears excessively tense and anxious; cries or angers easily.
27. Responds negatively to physical contact; avoids touch.
28. Craves to be touched or held.
29. Shows tendency to fight when standing in line or in crowds.
30. Avoids group games and activities; spends most of time alone.
31. Uses either hand in motor activities.
32. Avoids using the left side of body.
33. Holds one shoulder lower than the other.
34. Cannot hold a paper in place with one hand while writing with the other.
35. Avoids turning to the left whenever possible.
36. Seems "lost in space"; confuses north, south, east and west.

CHECK

READING COMPREHENSION

YEAR 6



I live in a small town. Our little town of some fifty houses is situated about one hundred yards from the sea. I live in a house made of the local stone right on the water's edge. The other homes in the town are occupied by about seventy people, thirty of them children. Once a busy port, but now a quiet fishing village, our town sleeps lazily in the sun. Thirty years ago the people of the city needed the lime from the cliffs nearby to build their shops and factories. Today, the pier still thrusts out into the sea almost at my back-door only to serve the fishing boats of the village. No steamer calls.

Old Bill Howard, over ninety but as active as many men half his age, often comes down to my house in the evenings to talk with me. Tapping his pipe into his hand he sits down beside me without a word. After a while I place my brush on the easel as a signal for talk to begin. For a few minutes we sit and talk together while the sun-tanned youngsters of our town frolic on the sands. But he always ends his tale of the old days in our town with the same words, "But now me boy, its a place of peace and long may it stay so."

Old Bill died a month ago. It is high summer now and today on the beach I heard a transistor for the first time. A stranger on the beach told me that he could hardly wait to get back to the office. It seems that it is fashionable to take your vacation in a small town near the beach that no-one has ever heard of, or that's what the man with the transistor said. I am going home now to pack my few belongings. It's time I moved on. Old Bill must have known.

- (1) How many people live in the town? (1)
- (2) From what material is the writer's home constructed? (1)
- (3) On the whole, this story is about ... (3)
- (4) Give a title to the story. (1)
- (5) Has the author given enough evidence to show that the town was once a busy one? (7)
- (6) If you were the author, what would you have done once you heard the radio report? *Comment by man with the radio?* (7)
- (7) What clues make you aware of the writer's occupation? (5)
- (8) What is the meaning of the last sentence in the story? (5½)
- (9) Do the two characters want the old days back again? How do you know? (10)
- (10) Describe the author's regular visitor. (4)

READING COMPREHENSION (TEACHER'S ANALYSIS)

YEAR 6

(5) 7 Errors

Students who did not score well in this evaluative question did not provide enough evidence to suggest why the town was once a busy one.

(6) 7 Errors

The children who made errors in this appreciative question did not place themselves in the position of the author. Rather than project his feelings they spoke about what they would do had they themselves been living in the area.

(7) 5 Errors

Five students did not recognize enough of the clues given in regard to the author's occupation as a painter - easel, brush, plus picture where it is shown.

(8) 5½ Errors

These students did not fully recognize the message the author was endeavouring to make in relation to the return of the hustle and bustle.

(9) 10 Errors

More careful reading was required by these students to record the correct answer to this question. Most of them decided that the good old days theme would have applied to this story without thinking why.

Once again an emphasis will be placed upon:

- (i) Reading the passage carefully and "reading between the lines";
- (ii) Supporting answers with explanations (justifying).

CHECKLIST (SCIENCE)

YEAR 6

NAME	Measuring Skills	Inference Assessment	Presentation of oral report	Description of experience and outcome	Knowledge of solids	etc.
Annetta						
Fiona						
Joanne						
Vera						
Jane						

TEACHERS RECORD FILE

USERS GUIDE

INTRODUCTION

In 1982, the Education Department of Western Australia published the Teachers Record File, and this was issued to primary schools in 1983. These notes are designed to assist teachers in making the most effective use of this file. The records contain information based on assessments made by the class teacher, and enable valid educational decisions to be made.

Assessment in education may be thought of as occurring whenever one person consciously obtains and interprets information concerning the knowledge, understandings, abilities and attitudes of other persons. Basically, it is an attempt by one person (e.g. the teacher) to find out about another person (e.g. the student). This description of assessment suggests that, contrary to popular belief, students may be assessed without sitting for a test or having their performance measured in any formal way.

The teacher can assess in a wide variety of situations, ranging from the very informal (completely unstructured), such as teacher-initiated conversations, through to the highly formal, such as a written test or examination.

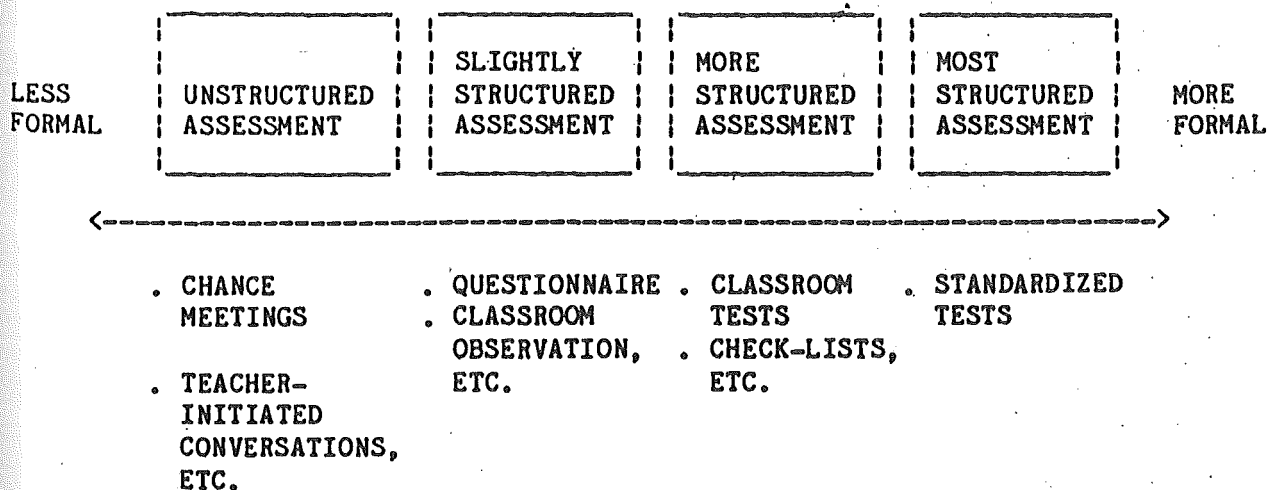


Figure 1

The range of assessment situations possible within the classroom is represented by Figure 1, and some examples are given of appropriate instruments that may be used.

It can be seen that there is a wide variety of assessment procedures at the disposal of teachers, and that assessment does not necessarily occur only during a formal test. There are many aspects of a child's development a teacher may wish to assess that cannot be revealed through such things as formal tests, and it is up to the teacher to decide which methods best help to reveal certain items of information.

In order to illustrate the use of the Teachers Record File, several examples are presented in this section. Each example contains variations that may prove useful when information regarding students is being collected and recorded.

MAKING DECISIONS ABOUT GROUP PLACEMENT

In order to make the most appropriate decision for each individual as to group placement, there are many factors that may be considered. The more information available, the greater the chances that the educational decisions made are valid.

Consider the following example:

Teacher A

Teacher A intends to restructure her reading groups from time to time during the year. She plans her testing and recording programme to yield information that

will be useful when she is making those decisions. She is considering whether John S. should be changed from his present group.

Examples of the types of information she may require are:

- (1) His reading interests.
- (2) His reading strengths and weaknesses.
- (3) His reading ability.

(1) John's reading interests could be recorded in a number of ways:

(a) Anecdotal records.

Form No. R10

ANECDOTAL RECORDS

Reading / General Interests

D.O.B.	Adm. Date	NAME
		John S.
Date	COMMENT	
18 th Feb.	Gave a prepared talk to whole class re favourite film 'Star Wars'.	
10 th Mar.	Has been reading science fiction for personal reading during U.S.S.R.	
15 th Mar.	Made dinosaur model - talked about it to class - knew a lot about it.	

(b) Criterion referenced test.

FORM No. RS

CLASS

TEACHER Mrs A.

+ Achieved

- Not achieved

NAMES

SUBJECT *Reading*

[illegible]

(c) Informal reading inventory.

FORM No.R3

CLASS

TEACHER *Mrs. A.*

Informal
Reading Inventory
"The Horse"

NAMES

SUBJECT *Oral Reading.*

CLASS	TEACHER	NAMES	Number of errors				Nature of error				Literal				Inferential			
							Meaning retained	Grammat. correct	Over corrected eg. It's for it is.	Observes punctuation	COMPREHENSION	Main idea	Sequence	Cause / effect	Predicts outcomes	Main idea	Cause / effect	Character traits
	Mrs. A.	Informal Reading Inventory "The Horse"																
		Jenny																
		charah																
		michael																
		Peter																
		John	2				✓	✓	✓	✓		✓	✓	x	✓	✓	x	✓
		David																

(a) Standardized tests expressed in reading ages.

(b) Standardized tests expressed in stanines.

FORM No. R5		SUBJECT <u>Reading</u>												
CLASS		COMPREHENSION												
TEACHER <u>Mrs A.</u>														
P.A.T. Reading Scores														
NAMES		Age	Row Score		P.R. rank		Stanine		Row Score		P.R. rank		Stanine	
<u>Sarah</u>		9	11	30	19	10	3	22	36	29	22	4		
<u>John</u>		9½	16	52	41	30	5	33	67	59	50	5		
<u>Paul</u>		9	15	48	36	26	4	23	39	31	24	4		
<u>David</u>		9½	10	26	15	7	3	22	36	29	22	6		
<u>Ruth</u>		9	19	66	54	44	5	35	72	66	56	6		
<u>James</u>		9½	20	70	58	48	5	36	74	67	59	6		

Each of the previously mentioned areas provides only one source of information for decision making and, as such, is of limited value. It is when Teacher A considers the data that have been gathered, she can begin to make responsible decisions as to the reading group placement for John, and the types of materials and instructional objectives to be set for him and others in his group.

Group placement should be monitored regularly, and should be viewed as an ongoing process, since an individual's needs will change over time.

Further information on the ways that reading can be assessed and evaluated can be found in the *Reading K-7 Teachers Notes*, pages 225-237.

IDENTIFICATION OF STRENGTHS AND WEAKNESSES

If a teacher wishes to make some assessment of a student's strengths and weaknesses in a particular subject, then once again there is a variety of information that can be collected and referred to - derived from informal through to formal methods of assessment.

The following is another example to consider:

Teacher B

Teacher B wants to diagnose the strengths and weaknesses of Susan C. in a particular strand of mathematics.

- (1) Her performance in practical mathematics activities.
- (2) Her performance on teacher constructed mathematics tests.
- (3) Her performance on standardized mathematics tests.

- (1) Her performance in practical mathematics activities may be recorded in the anecdotal records section of the file.

ANECDOTAL RECORDS

Maths Activities

D.O.B.	Adm. Date	NAME <i>Susan C.</i>
Date	COMMENT	
1.3	Difficulty with 'Break a Cube' game.	
20.4	Couldn't record results of 'chance' games/activities in clear form, lots of help from group. More work needed.	
1.5	Graphing and recording OK now; seems to give her no problems now.	

- (2) Her performance on written tests may be recorded in the following ways:

- (a) Analysis of the items on the test.

SUBJECT

Maths

CLASS

TEACHER *Mr. B.*

Long Division Test

$M = \sqrt{\text{method error}}$

$T = \text{table \& error}$

NAMES

[illegible]

SUBJECT *Maths*

TEACHER Mr. B.
P. Progressing at Yr. level
Pt. Beyond Yr. level &
P → Starting point ident.
Rapid Progress

[illegible]

It is often best to record these items in skill clusters so that results can be easily interpreted.

Susan's performance on a standardized mathematics test could be recorded in the following way:

C.A.T.I.M.

(Class Achievement
Test in
Mathematics)

[illegible]

EVALUATING PROGRAMME EFFECTIVENESS

It is important for a teacher to know if the aims and objectives of a particular programme have been met. Decisions can then be made as to future programmes or to changes that may need to be made to the existing programme.

In order to judge the effectiveness of a programme, the teacher needs to be clear as to:

- (a) Its objectives.
- (b) The types of learning activities that best help to achieve the objectives.
- (c) The methods of assessing those objectives.

There should be a close match between all three in order for a valid assessment to occur.

The following is an example:

Teacher C

Teacher C wants to evaluate the effectiveness of the writing programme that has taken place during a term.

Depending upon the teacher's objectives, information may be gathered from a wide variety of sources in order to make an assessment.

- (1) From writing strengths and weaknesses deduced through teacher observations and teacher/ children conferences.
- (2) From the children's own evaluation of their progress in writing.
- (3) From an examination of the children's writing folders.
- (4) From the achievement of the objectives of the writing programme.

- (1) Writing strengths and weaknesses of individuals can be recorded in anecdotal records.

Form No. R10

ANECDOTAL RECORDS

Writing Conferences

D.O.B.	Adm. Date	NAME
		Jason D. (Y-3)
Date	COMMENT	
23.3	1st conference about "Roadrunner". Hadn't organised his thoughts. Got a reader's opinion from Adam - made some good suggestions. Has added some more info.	
23.3	Worked through one idea at a time to add some 'action'.	
4.5	'space' story - 3 sentences long, has gone to add some 'action'.	
8.5	more added to story. easier to verbalize additions than write them.	
18.7	Trucks' story is ready to publish.	
1.8	Writing about his holiday - then to get Trucks' story back from being typed.	
9.8	Invented spelling close to correct version.	

- (2) The children's own evaluation of their progress in writing can be gained either orally or in a written form.

The following is an example of a written form:

D.O.B.	Adm. Date	NAME
Date	COMMENT	
	<p>I think that I have improved in my spelling like I could not spell machine in my Pink Panther story. I think that I have improved to write more interesting stories. The one that I am on now is Mr Topsy Turvey and Mr Muddle. I think it is interesting and funny. Anyway I like writing. My allardis</p>	

The major points could be noted in the anecdotal records section in the following way:

ANECDOTAL RECORDS
Self-evaluation of Writing

DOB.	Adm. Lste	NAME
		Janet E
Date	COMMENT	
2nd term	Janet feels improvement has taken place - in spelling and in writing "more interesting stories". She likes writing and feels that she could improve illustration of her published work.	

- (3) An examination of the children's writing folders, with dated samples of work, can take place and be recorded as follows:

(a) Check-list

(b) Anecdotally

ANECDOTAL RECORDS
Comparison of 1st and 2nd Term Drafts

DOB.	Adm. Lste	NAME
		Nicola F.
Date	COMMENT	
May	Offers limited information - assumes audience has had some experiences as writer. Makes stops to end statements. Shows evidence of using direct speech in stories - no evidence of inverted commas.	
Aug.	Elaborates story content, participates more willingly during conference time. Edits own work and identifies 1) spelling errors 2) direct speech (however still needs some assistance during conferences)	

SUBJECT Writing

CLASS TEACHER <u>Alma C.</u> Comparison of writing drafts. ✓ Observed X not observed NAMES	Ideas		Form		Grammar	
	① Uses own.	② Interesting.	① Uses variety.	② Form suits topic.	① Uses correct sentences.	② Punctuates correctly.
<u>Janet</u>						
<u>Janet</u>						
<u>John</u>						
<u>John</u>						
<u>John</u>						
<u>Nicola</u>	✓	✓	X	✓	✓	✓

- (4) The achievement of the objectives of the writing programme can be recorded in the following way:

Check-list

FORM No. R4

SUBJECT *Writing*

CLASS

TEACHER *Mrs C.*

+ Achieved

- Not yet achieved

NAMES

	Ideas			Style		Grammar			Spelling			
	① Uses own ideas	② Relies on own experiences	③ Ideas interest others	① Suits topic	② developing a mature style	① Uses correct sentence form	② Uses punct. correctly	③ Tenses approp.	① Invented sp. close to correct use	② corrects for punctuation		
<i>Fiona</i>												
<i>Janet</i>												
<i>Jason</i>												
<i>Peter</i>	+	+	-	+	-	-	+	-	-	+		
<i>John</i>												
<i>Bev.</i>												

Each of these sources in isolation may not provide sufficient information, but when taken together the teacher should have some firm information that will enable an evaluation of the overall effectiveness of the writing programme to be made.

SOME QUESTIONS ABOUT RECORD KEEPING

Do I need to record everything?

Obviously, it is impossible for a teacher to record everything about every child in every subject. It would scarcely leave any time for actual teaching, and its value is doubtful.

As a professional, it is up to the teacher to decide which aspects of a particular subject are important enough to record. Perhaps the best time to decide this is during the planning stage, when objectives for a particular programme are being decided upon.

Those children working on an advanced or reduced programme will need additional records. These records should provide information on the child's progress and be designed so that future teachers are able to continue the programme.

These objectives help to form the basis of not only what and how teachers are going to teach, but also how they will assess and record achievement.

It sometimes happens that some other objectives also considered important by the teacher are achieved during the course of the programme, even though they were not originally listed. The teacher needs to be aware that this can sometimes occur, and be prepared to add them to the list for assessing and recording.

As a staff, teachers may decide which aspects of a programme are essential for recording purposes, in order to ensure continuity throughout the school. Schools are encouraged to develop their own recording policy so that these areas can be identified.

Do I have to do all the recording?

There are a variety of records that can easily be gathered by the students themselves. Some examples of these records are the work covered in a particular

area, the child's reading interests, and so on. The children can also carry out some form of self evaluation whereby they indicate to the teacher, either orally or in a written format, how they feel they handled a particular unit or section of work. Not only does this give the busy classroom teacher more time to be involved in teaching rather than administrative tasks, it also has the added advantage of helping children focus on their own progress in learning. Through their own record keeping, children can begin to feel more responsible for their own learning, and may also realize that progress is not always steady but can also occur in fits and starts.

If children are to keep some records, they will need to be given time in which to maintain them, and to have teacher interest shown in what has been recorded.

How do I ensure that others interpret my records in the way that I intend?

If records are to be referred to by others, it is vital that they be easily understood. This means that complicated systems of coding should be avoided; but if codes are used, a clear description of how to interpret each code should be attached. Educational jargon should be avoided, and records should be clearly dated to indicate when each record was made.

What about the role of children's work samples in a recording system?

Building up individual profiles through a regularly updated collection of a child's work can be very useful to the class teacher. For example, if a child's writing progress were to be recorded in this way, each selected piece could be placed in a file, dated and reviewed regularly.

There is, of course, the need for discrimination on the part of whoever is selecting the samples (whether by the teacher or by the student, or by both) to ensure that such a huge bulk is not collected as to make any evaluation impossible.

RECORDING

(i) the teacher
(ii) the method of teaching and evaluation
(iii) the purpose of the evaluation
and (iv) the purpose of the recording.

The following pages show examples of several different methods of recording.

The usefulness of information recorded on a checklist depends on the selection of checkpoints and the nature of the coding system. Checklists often do not provide enough information in themselves and may need to be supplemented by written comments.

Table 1

NAMES:	Sorting, arranging	Compare, match order	Combine, separate	Create and count sets	Order, ordinals	Combine sets - total	Separate sets	Build on	Find difference	Oral number sentence	Write numerals	Arrange equivalent groups	Share sets	etc.
Yvette	✓	✓	✓											
Linton	✓	✓	✓	✓	✓	✓								
James	✓								Sequence of experience by items taken from the syllabus entries. Child's progress shown by ticks.					
Ria	✓	✓	✓	✓	✓	✓	✓	✓						

Checklists may be used as a simple way of identifying areas of weakness from diagnostic tests as in Table 2.

Table 2. Recording and diagnosis of an addition test.

NAMES	Observation of re-grouping - MAB 3 addends up to 100 No carrying 2 addends up to 1000 No carrying 3 addends 1's, 10's & 100's No carrying 3 addends up to 100 carrying 1's - 10's 3 addends up to 100 carrying 1's - 10's 2 addends up to 1000 carrying 1's - 10's 2 addends up to 1000 carrying 1's & 10's 2 addends up to 1000 carrying 1's, 10's & 100's 3 addends up to 1000 carrying 1's - 10's 3 addends up to 1000 carrying 1's & 10's 3 addends up to 1000 carrying 1's, 10's & 100's 3 addends - 1's, 10's, 100's carrying 1's & 10's Associative Property $9 + \Delta = 7 + 9$ 2 addends up to 100 Linear setting out 3 addends, 1's, 10's & 100's Linear																				
ANDREW	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
LUIGI	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
MICHELLE	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
SAMANTHA	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	

Y = Carrying Mistake

C = Computation error

S = Setting out error

Information Bulletin No. 5, *Evaluation of the Mathematics Learning Programme*, contains further samples of checklists showing a variety of checkpoints and associated variations in coding.

2. ANECDOTAL

Anecdotal records of a child's skills and knowledge, understandings and attitudes can be kept at regular intervals throughout the year. They are often used as a basis for the comments sent to parents at reporting time.

3. STUDENT SELF-EVALUATION

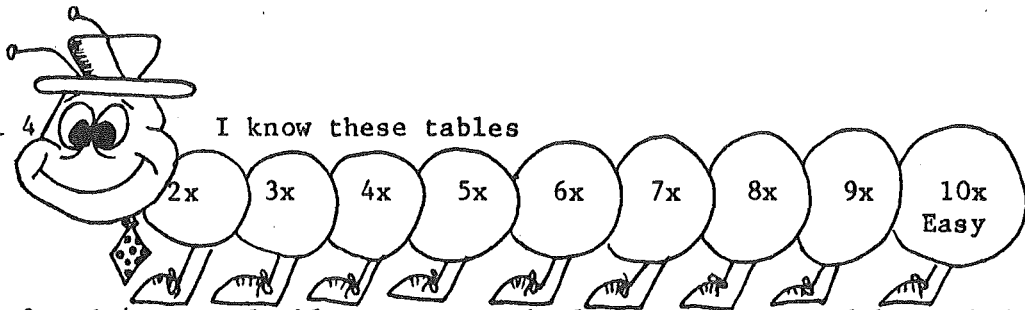
Students will learn more effectively when they know and can influence their direction in the learning programme. Students can be involved in recording their own evaluation in several ways.

- A) By recording their personal coverage of work cards, problem solving cards, tables, basic facts.....

Table 3

Measurement Cards							Space Games				Number Games			
NAMES	1	2	3	4	5		1	2	3		1	2	3	
GEOFF	✓	✓						✓						
DONNA	✓		✓		✓		✓					✓	✓	
KIM		✓		✓	✓			✓	✓		✓			
PAULA	✓			✓			✓				✓	✓		
ROD		✓			✓						✓	✓	✓	✓

Table 4 I know these tables



Tables 3 and 4 are valuable as a record of the work covered by a child. Table 5 is more useful as it tells the teacher how the child performed on the task. In this instance, a teacher can check the child's records and use these to make more detailed entries in the class record book.

Table 5

SPACE CARDS CHECKLIST

✓✓✓ Very easy ✓ Finished • Not finished ✗ I didn't understand	MAKES MODELS OF 3D SHAPE			FEATURES OF 3D SHAPE				MAKE AND DRAW 2D SHAPES				
NAME	1	2	3	6	7	8	10	25	30	17	18	19
Joshua	✓	✓		✓				///		✓		
Freda	✓	✓		///				✓		•		
David	✓	•		✓				✓		•		
Zia	✓	✓		✓				✓		///		
Larry	✓	///		•				✓		✓		

B) By answering questionnaires about mathematics

NAME	DATE
What do you like most about mathematics? _____	

What do you dislike most? _____	

What can be done to change the things you dislike? _____	

4. STUDENT FILES

These are another useful form of keeping records of work which can be shared with parents. The files contain certain samples of student work with teacher comments, student self-evaluation comments and anecdotal records based on observation of the students' achievements in mathematics over a given period of time. For example,

NAME	1st Term
Highlights of progress _____	

Particular difficulties _____	

Comments _____	

5. FORMAL TESTS

Most commercial standardized or diagnostic tests have an associated recording system.

ANALYSIS

Many teachers analyse and record results simultaneously. Some recording methods however, allow a clearer analysis than others. For example 5/10 is far less meaningful than a checklist such as,

NAME	1	2	3	4	5	6	7	8	9	10	TOTAL	COMMENTS
Rob	✓	✓	✓	✓	×	×	×	×	✓	×	5/10	Doesn't understand place value - carrying
Kathy	✓	✓	✓	✓	✓	✓	×	✓	✓	✓	9/10	Careless error - clearly understands
Mark	✓	×	✓	✓	×	×	✓	✓	✓	✓	7/10	3 x table

For a more thorough analysis of the causes of error, many teachers discuss the test or test items individually with the children or ask them to perform the task in a practical way. Both these approaches allow the teacher greater insight into a child's specific learning difficulties.

1. INTERVIEWS

Teachers can increase the value of information obtained from standardized tests by analysing the types of errors made by the students. This can be done by discussing the test or particular test item in an interview with the child.

An interview situation refocuses the process of evaluation from assessing only the correct answer to assessing the processes involved in reaching the answer. These processes include:

- (a) reading the question.
- (b) comprehending
 - (i) the words
 - (ii) the symbols
 - (iii) the main idea or important information.
- (c) translating the question and selecting an appropriate strategy for reaching the solution.
- (d) applying the strategy correctly by
 - (i) using the correct operation/algorithm, computation
 - (ii) manipulating the objects/graphics in space
 - (iii) using the correct logic.

(e) retrieving and presenting the 'correct' answer in the correct format.

Unsystematic errors due to carelessness, lack of motivation, or an unfamiliar or ambiguous test form are highlighted when the child is able to perform the task correctly in an interview.

Suitable questions and statements which lead to the correct cause of error might include:

- o Please read the question to me. Are there any words or numbers that you don't know?
- o What does this sign/word mean?
- o Can you tell me what the question is asking you to do?
- o Tell or show me how you could start finding an answer to the question.
- o Show me how you work the answer out. Tell me what you are doing as you work.

2. PRACTICAL ACTIVITY

The analysis of most practical work is recorded through observation and discussion on a teacher or child checklist.

When testing in a practical style, often on a one-to-one basis, many teachers find it useful to have a scoring system which allows recall of the child's performance on task.

Table 6

0	-	Demonstrates no understanding.
1	-	Some understanding demonstrated but still not correct after directed questioning or clues given.
2	-	Demonstrates considerable understanding but not entirely correct. Needed further clues.
3	-	Demonstrates full understanding and accurate application of skills without help.

A system such as the example in Table 6, once explained, allows teacher aides or parents to be used as facilitators in a testing situation.

Some teachers, especially in the junior primary report their observations to parents after a practical test so that they may be aware of what the children have been doing during mathematics and how well they are performing.

Table 7 has been taken from a Year One classroom.

Table 7

Your child _ _ _ _ _ can	YES / NO
1) sort objects by size	_____
2) sort objects by colour	_____
3) sort objects by shape	_____
4) say the days of the week in order	_____
5) copy and continue a pattern using three different colours	_____
6) compare the length of two objects by matching	_____
7) use a balance scale to compare the masses of two objects	_____
8) follow a track in a variety of mathematical games.	_____

CHECKLIST (MATHEMATICS)

1. NUMBER STAGE ONE

NAME	Sorting, arranging	Compare, match order	Combine, separate	Create & count sets	Order, ordinals	Combine sets → total	Separate sets	Build on	Find difference	Oral number sentence	Write numerals	Arrange equivalent groups	Share sets	Etc.
Peter	✓	✓	✓											
David	✓	✓	✓	✓	✓	✓								
Derek	✓													
Simon	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓				

Sequence of experience shown by items taken from the syllabus entries. Child's progress shown by ticks.

2. SPACE STAGE TWO

NAME	IMPROVEMENT OF SKILLS					ESTABLISHMENT OF IDEAS AND UNDERSTANDING				
	Sorting, arranging, classifying	Drawing, colouring, pasting ...	Modelling, manipulating, constructing			Comparisons of shape and size. Order, Congruence.	Variations of position, movement and direction.	Ideas of surface pattern, tessellation region.	Expression of ideas	
Peter	✓	-	✓			✓	+			
David	✓	+	+			✓				
Derek	✓	✓	✓			✓				
Simon	✓	+	+			-				

Items summarised from skills and ideas in the syllabus. Code shows three levels of achievement: - ✓ +

NUMBER STAGE FIVE

IMPROVEMENT OF SKILLS												ESTABLISHMENT OF IDEAS AND UNDERSTANDINGS												INTELLECTUAL ABILITIES	ATTITUDES			
	Add and Subtract				Multiply		Divide		Mental computation		Number system												Relationships				Comments	Comments
	Whole numbers	Decimals	Fractions	Recall	Whole numbers	Decimals	Recall	Whole numbers			Decimals	Place value	Order	Factors	Powers	Special numbers	Patterns	Fractions	Equivalents	Relationship between 4 operations	Chance	Classification	Logic	Math. Expression	Codes			
Name	P	P ₊	P	P ₊	P ₋	P ₋	P ₊	P ₋		P ₋	P ₋	P ₊	P ₋	P ₋	P ₋	P	P ₊	P	P	P ₊	P	P	P ₊	P ₋	P	Developing	Interested	
	P ₊	P	P	P ₊	P ₊	P	P ₊	P	P	P ₊	P ₊	P ₊	P ₊	P	P ₊	P	P ₊	P ₊	P ₊	P	P	P ₊	P ₊	P ₊	Well developed	Enthusiastic		

Items are derived from programme entries. Coding shows child's position in relation to the total learning sequence for number:

Code:

Ø No progress. Starting point not identified.

P- Starting point identified. Progressing at adjusted level.

P₊ Starting point identified. Rapid progress towards suitable level.

P Progressing at year/stage level.

P₊ Beyond year/stage level.

Variations: Detailed items instead of comments could also be entered for intellectual abilities, e.g.

- use of skills to solve problems,
- use of ideas, logic in problems,
- planning, investigating, selecting methods,
- presenting results,
- interpreting, finding relationships,

and for attitudes, e.g.

- improvement,
- enjoyment of games and activities,
- interest in mathematics,
- performance, persistence.

A fifth column for 'test marks' can be included.

NUMBER: Suitable for any stage, and for MULTIGRADE CLASSES

IMPROVEMENT OF SKILLS											ESTABLISHMENT OF IDEAS ...								INTELLECTUAL ABILITIES					ATTITUDE			
Name	Year	Counting	Adding	Subtracting	Multiplying	Dividing	Recall	Oral	Graphs	Estimation	Percentages	Understanding of operations	Place value	Order	Number relations	Fractions	Equivalence	Logic	Chance	Expression of ideas	Tackling problems	Interpreting	Recording results	Confidence	Interest	Performance	
Name	1	P	P						P					P	P				P	P		P	P		P	P	
	1	P	P											P	P				P	P		P	P				
	2	P	P	P	P	P		P	P			P		P	P				P	P		P	P	P	P	P	P

This check list is suggested for multigrade classes. Children from years 1 to 7 can be entered on the one record sheet because the headings are generalized.

The code can be used to show the child's position in relation to year/stage expectations, e.g. as suggested on the previous page: Ø, P-, P etc. These expectations will have been itemised on the programme and need not be transcribed onto the record sheets.

All items need not be evaluated for each programme period. Those emphasized during each month would be sufficient.

* Some items will not be filled in for all levels.

☆ Space can be left to allow for more detail, e.g. it may become necessary to list computation with decimals or fractions in a separate column from whole numbers.

It is suggested that comments may be more realistic than codes for intellectual abilities and attitudes. It is likely that the code, if used, could be simpler, e.g. -, ✓, +.

5. SPACE: Suitable for any stage.

		IMPROVEMENT OF SKILLS							ESTABLISHMENT OF IDEAS							
Name	Year	Sorting, arranging	Classifying	Using shapes, pattern making	Modelling	Drawing	Knowledge of shapes	Scaling, mapping, diagrams	Measuring angles	Size, scale	Ratio, congruence	Shape	Position	Symmetry	Direction	Movement
		P	P	P	P	P	P	P	P	P	P	P	P	P	P	P
		P	P+	P	P	P	P+	P+	P	P+	P+	P+	P	P+	P	P+

6. MEASUREMENT: Suitable for any stage.

		IMPROVEMENT OF SKILLS										ESTABLISHMENT OF IDEAS					
Name	Year	Sorting, classifying	Comparing, ordering	Measuring: Length	Area	Volume	Mass	Estimating	Knowledge of standard units	Tell the time, calendar	Calculating	Independence of Measures	Need for regular units	Relationship of one measure to another	Duration of time, speed	Balance, mass and weight	Metric system
		P	P	P+	P	P+	P	P+	P+	P	P	P	P	P+	P	P	P+
		P	P	P+	P	P+	P	P+	P+	P	P	P	P	P+	P	P	P+

- Conservation: see syllabus p.17. and mathematical ideas next to syllabus entries, e.g. Independence of shape and volume.
Independence of mass and size.
Independence of area and shape...

- Relationships between dimensions (length, width, height, circumference...) and other attributes:
Relationship of diameter to circumference.
Relationship of dimensions to volume.
Relationship of surface area to volume.
Relationship of area to perimeter...

SOME SAMPLES OF CHECKLISTS DEVELOPED BY SCHOOLS

8. A country District High School all three strands are entered on the one sheet, and a new sheet is used for each programme period (module). Items are based on syllabus entries as programmed.
Code: + well handled, 0 average, - experiencing some difficulty.

YEAR: 6	SPACE					MEASUREMENT										NUMBER										MODULE 1					
SYLLABUS PAGE	55	55	55	55	57		'5	'5	'3	'2	'2	'2	'2	'2	'2	'2	'2														
ENTRY							L	L	A	V	V	M	M	M	T	T	T														
	1	2	3	5	9		1	2	1	1	2	1	2	3	1	2	3														
NAMES	+	+	+	0	0		0	+	0	+	0	0	+	+	+	+	+														
	0	0	0	-	0		0	0	0	0	-	0	0	0	-	0	-														

9. A city Junior Primary School uses a detailed set of items based on the total programme. Sheets are filled in once per term.

NUMBER	OBJECTIVES	NAME	TEACHER'S COMMENTS
STAGE 111 (SHEET 2)	Pt 3 Concrete Multiplication - basic product to 9×9	2	Unsure of division sy
	Repeated addition	2	
	Division - repeated subtraction	3	
	Sharing - division	2	
	Grouping with remainder	3	
	Fractions $\frac{1}{3}$ $\frac{1}{2}$ $\frac{1}{4}$ $\frac{1}{5}$ $\frac{1}{10}$	3	
	Oral Multiplication facts 2 3 4 5 10	3	
	Count by 100 - 900	3	
	Doubling to 10	2	
	Halving to 20	2	
	Written Multiplication Division	3	
	Part 4 Shopping to \$1.00	2	
	Shopping to \$2.00	3	
	Addition and Subtraction to \$2	2	
	Multiplication and Division to \$2	3	
	Use of ¢ and \$ in written stories	3	
	Part 5 Chance Games Cardinal and ordinal	2	
	Using number facts, e.g. addition and subtraction	3	
	Recording graphs, 3D, 2D	1	
	Tallies - informal, standard	2	
	Frequency - compare - seriate - interpret	2	

TEACHERS RECORD FILE

Guide to Forms

The file and forms have been devised

- to make it easier for teachers to keep records
- to provide flexibility
- to give a choice of a variety of forms

Since the initial issue of the file many of the forms have been amended. A reduced photocopy of a section of each of the revised forms is attached for your information.

There are two major organizations.

The first involves Forms R1 and R1A. In this organization a teacher would require two R1 forms and as many R1A forms as subject or subject areas on which the teacher wanted to keep records. The file is turned sideways and the student names are listed on the right while the items being recorded are headed at the top of the page. (See Diagram 1).

The diagram illustrates a record book setup for Forms R1 and R1A. It shows a vertical stack of forms held together by four binder rings on the left. The top form is oriented sideways. The left side of the form is a grid with the word 'SUBJECT' at the top. The right side of the form is a single column with the word 'NAME' at the top. The grid is 10 columns wide and 10 rows high. The 'NAME' column is 1 column wide and 10 rows high. The forms are stacked such that the top form is slightly offset to the right, showing the grid of the form underneath.

Diagram 1

The second organization involves Forms R2 and R2A. In this organization the teacher requires two R2 forms and as many R2A forms as subjects or subject areas on which the teacher requires to keep records. The student names are listed on the right and left hand sides on the R2 forms while the subject or subject areas are listed in the top of the R2A forms. (See Diagram 2).

The same organization applies to Forms R3 and R3A and R7 and R7A.

Diagram 2

Forms R4, R5, R6, R8, R9, R10 and R11 have been designed as alternative forms which teachers may prefer to use.

Forms R4, R5, R6 and R8 are also designed so that a Form 'A' can be printed at a later date if the demand requires it.



Form R3 is designed so that four items can be repeated several times.

Form R4 is designed so that three items can be repeated several times.

Form R7 is designed so that an objective can be stated on the form and items to be checked can be listed below and repeated several times.

Form R8 is designed so that teachers can give an assessment mark and then make a statement about performance.

[illegible][illegible][illegible][illegible][illegible][illegible][illegible]

Form No.R5	Subject
Class	
Teacher	
Names	

Form No. R6

Class

Teacher

Subject

Names

Form No. R7

Class

Teacher

Subject

Objective

Date

Names

Form No. R8

Class

Teacher

Subject

Names

Form No. R7a

Subject

Objective

Form No. R9 Class Record Sheet

Class Teacher

Form No. R10 Anecdotal Records

D.O.B.	Adm. Date	Name
Date	Comment	

Form No. R11

Summary for parent-teacher discussion

Name of Child _____ Teacher _____
Year level _____

1. Attitude:
2. Basic Skills: (a) Mathematics
(b) Language skills
3. Other Areas Of Study:
4. Relationship: (a) With children
(b) With adults
- 5(a) Problem Area:
(b) Suggested Action:
6. Other Comments:

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