

December 2016

Student name: Hong

Enrolment date: 03/10/2016

Class group: 4A

Attendance: Number of times absent this term: 1
 Number of times late this term: 0

Key to assessment:

| | | | | |
|-----------------------------|----------------------|-----------------------|---------------------|--------------------------|
| NA not applicable | NY not yet | S sometimes | U usually | C consistently |
|-----------------------------|----------------------|-----------------------|---------------------|--------------------------|

CLASSROOM SKILLS

The student:

| | |
|---|---|
| 1. organises folder and brings books/equipment needed to class. | C |
| 2. takes care with presentation of work. | C |
| 3. completes required classwork. | C |
| 4. completes required homework. | C |
| 5. seeks help when required. | C |
| 6. uses a dictionary appropriately. | C |
| 7. works cooperatively in pairs and groups. | C |
| 8. cooperates with teachers. | U |
| 9. works independently when required. | C |

LANGUAGE SKILLS

The focus of the English language program is to develop in students the skills of listening, speaking, reading and writing. These language skills are taught through the content areas (or Key learning areas) of Science, Maths, Art, Information Technology, Humanities and English Language.

Students follow a program that is suited to their English language level but which allows for advancement as their knowledge and skills develop.

Through the program, students become familiar with the learning styles necessary for success in the Australian education system and the cultural knowledge needed to participate in Australian society.

Key to assessment:

| NA not applicable | NY not yet | S Sometimes | U usually | C consistently |
|-----------------------------|----------------------|-----------------------|---------------------|--------------------------|
|-----------------------------|----------------------|-----------------------|---------------------|--------------------------|

LISTENING & SPEAKING

The student, at his/her stage of English language development, can:

| | |
|---|---|
| 10. understand simple spoken words and phrases. | C |
| 11. follow classroom instructions. | C |
| 12. listen effectively for information. | C |
| 13. respond with words and phrases. | C |
| 14. produce simple sentences by him/herself. | C |
| 15. experiment with new language. | C |
| 16. participate in simple discussions on familiar topics. | C |
| 17. speak confidently on general topics. | C |
| 18. convey meaning clearly and accurately. | C |
| 19. pronounce English clearly and accurately. | U |
| 20. adjust spoken English according to situation. | U |

READING

The student, at his/her stage of English language development, can:

| | |
|---|---|
| 21. read aloud fluently. | C |
| 22. understand the meaning of simple text. | C |
| 23. locate specific information in a text. | C |
| 24. interpret information from a variety of graphic forms (eg: maps). | C |
| 25. use contextual clues to gain meaning. | C |
| 26. identify the main ideas in complex text. | C |
| 27. make interpretations from text. | C |

WRITING

The student, at his/her stage of English language development, can:

| | |
|---|---|
| 28. copy words accurately. | C |
| 29. write legibly and neatly. | C |
| 30. use newly acquired vocabulary in own writing. | C |
| 31. use correct spelling. | C |
| 32. construct simple sentences. | C |
| 33. use basic punctuation (commas, full stops, capitals, question marks). | C |
| 34. construct complex sentences. | U |
| 35. use a range of punctuation effectively. | U |
| 36. express ideas in an extended piece of writing. | C |

THE LANGUAGE OF MATHEMATICS

The purpose of the Maths program is to help students become familiar with the English needed to study Maths in mainstream school. Students develop the skills of listening, speaking, reading and writing through a variety of mathematical activities. The principal aim of the program is to teach the language of Maths through appropriate mathematical concepts, processes, procedures and activities.

The student can:

| | |
|--|---|
| 37. use correct written mathematical language. | U |
| 38. pronounce mathematical language clearly. | C |
| 39. use oral mathematical language fluently. | C |
| 40. comprehend aural mathematical vocabulary. | U |
| 41. comprehend written word problems. | C |
| 42. transfer word problems into symbols. | C |

CLASS TEACHER'S COMMENTS

Hong has made a positive start to this term. He is able to communicate clearly and effectively in English. He interacts confidently with others using sentences. He understands a variety of questions and descriptions or explanations in familiar contexts and areas related to his prior knowledge and experience. Hong concentrates and contributes frequently to classroom discussions. He uses appropriate language to communicate with others and ask questions when he is unsure. Hong participates in oral discussions consistently and has delivered a number of oral presentations successfully. He maintains a conversation by expressing his opinion and ideas in thoughtful sentences. He cooperates well with other students and he is able to guide others in a leadership role in his group.

Hong has a good vocabulary bank from previous study and he also learns and builds upon new learning tasks very effectively. He asks when he needs more assistance and he requests further explanation from the teacher when it is necessary. Hong is familiar with a broad range of words and this is evident in his reading and understanding. He has good comprehension skills and when new words are introduced, he is able to identify parts of the words, make connections and attempt to explain their meaning.

Hong completes written tasks with attention to detail and applies new concepts. He structures his writing with paragraphs and in a logical sequence. He is able to express himself using phrases and write original texts drawing on a wide range of vocabulary. He has demonstrated a range of strategies that has helped him to become a more independent writer. Hong has begun to plan his ideas before writing, which enables him to structure his writing effectively and link his ideas in paragraphs. He can write well in sentences, and has begun to experiment more with different sentence structures, which is pleasing to see. He would benefit from taking time to edit his work to check for word order and tense.

Class Teacher

Name:

Signature: _____

Principal

Name:

Signature: _____