

Report Coordinator
Release Notes
& Attachments

Version 2.94 – February 2008

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1. About the New Release

1.1 Introduction

In February 2008, a new version of Quick Vic Reporting was released: version 2.94.

The new release includes two handy new features, ie the ability to:

- Extract and export, to a Microsoft Excel spreadsheet, the previous VELs scores for students in the currently-selected database from nominated reporting databases.
- Produce full-page reports for English as a Second Language (ESL), in a format that is consistent with the standard VELs reports.

1.2 Upgraded On-line Help and Documentation

The on-line help in Quick Vic Reporting, in both the Administrator components and in the Assessment Writer, has been updated to include the new features outlined in these notes.

Pressing **F1** brings up online help. On-line help is context-specific, ie help about the active window.

The Report Coordinator Training Notes, for both Primary and Secondary schools, have been modified to reflect the changes, and may be downloaded, in pdf format, from the Quick Vic website.

The example reports, for both Primary and Secondary schools, have also been updated and can be downloaded from the Quick Vic website, in pdf format.

1.3 Upgrading to New Version

1.3.1 Report Coordinator and Update Computers

All computers that have **any** of the following components – ie Administrator components – installed **must** be upgraded to version 2.94:

- Central Reporting System
- Administrator Update
- Update Server

All Quick Vic Reporting components must be upgraded on these computers, ie whichever of the above are installed should be upgraded and, if the Assessment Writer is also installed on these computers, this must be upgraded as well.

1.3.2 Teachers' Computers

It is not necessary to upgrade teachers' computers, ie the Assessment Writer component, unless you wish to do so. The previous versions (v2.92 and v2.93) of the Assessment Writer may continue to be used, as long as none of the Administrator components is installed on these computers. If any Administrator components are installed on a teacher's computer, then section 1.3.1 applies.

1.3.3 STEPS to Upgrade

STEP 1: Download upgraded installation components

- Ø Go to the Quick Vic website, www.quickvic.com.au, and follow the links to the Downloads Latest Version page.
- Ø Download version 2.94 of both Admin32.exe and Teach32.exe, saving these to an appropriate location.

STEP 2: Upgrade Report Coordinator and Update Server computers

- Ø For all computers that already have the Administrator components installed on them, double-click Admin32.exe and follow the instructions to install the required Administrator components, to the same location as the current version, usually C:\Program Files\Quick Vic Reporting.

- Ø Repeat this process for the Teach32.exe file if these computers also have the Assessment Writer installed on them.

STEP 3: Install on new computers or computers of new teachers

- Ø For computers that do not already have Quick Vic Reporting installed, retrieve your school's Setup.ini file.
The Setup.ini file contains your school's licence details and is usually customised to ensure teachers' computers have the correct settings required by your school, eg the Update Server IP address and Port number, class and backup file locations, etc.
- Ø If you are not able to find your Setup.ini file, contact the Quick Vic support line to be emailed a copy. Without this, you will not be able to install on computers that have not had Quick Vic Reporting installed on them before.
- Ø Customise the Setup.ini file using Database Utilities (see the Technician's Notes) and save this customised file.
- Ø Copy the Setup.ini file to the same location as the downloaded Admin32.exe and Teach32.exe files.
- Ø Install the appropriate components from the Administrator and Teacher installations on other computers, from this location.

STEP 4: Store for future installations

- Ø For future installations, store the Setup.ini file and the two downloaded files in a folder on your school's network and/or onto CD.

1.4 Implications for Current and Past Databases

The new version of Quick Vic Reporting does not make any changes to your 2007 databases. It is simply that new features are now available. You may still open prior databases to view their contents and reprint reports using the new version.

Even if you have already started setting up your database for Semester 1 2008, following the steps in section 1.3.3 is all that is required.

Databases from 2006 which have not already been opened or accessed in Quick Vic Reporting do have a different database structure. However, if you need to access these in 2008, they will automatically open and convert to the latest version on opening in the Central Reporting System. This will not affect any reports from 2006, which will print in exactly the same way as if they had been printed in 2006, despite being produced by a newer version.

2. Spreadsheet of Prior Scores

2.1 Introduction

The first new feature of version 2.94 allows an extensive Excel spreadsheet to be produced showing the VELs scores attained by students for a number of reporting periods.

The spreadsheet uses the Quick Vic Reporting database currently being worked on as its starting point, and any number of Quick Vic Reporting databases for other reporting periods may be selected for inclusion in the spreadsheet.

The prior VELs scores shown on the spreadsheet are the aggregated dimension scores that were exported out of the relevant Quick Vic Reporting databases at the end of the semester, and imported into CASES21.

The new feature will be particularly handy at the beginning of a year, giving the new teacher access to the prior scores of the students in his or her class in the current semester. The report would, therefore, need to be run from the Quick Vic Reporting database for the new semester, once it has been set up for the semester.

It may also be used to print out the current semester's aggregated VELs scores, as well as prior semesters' scores.

In addition, the information may be useful to the school for analytical purposes, with all of the features of Excel being available.

The spreadsheet of prior scores from the selected databases opens in Microsoft Excel, in an unsaved state. It may be worked on and saved, as required.

Each worksheet heading shows the class and the Semester and year to which it belongs, ie the database from which the spreadsheet was produced.

All of the dimensions selected for assessment in the subject to which the class belongs are listed in columns, using their dimension code.

Student	Semester	HPEPA	HPEKP	PLEIDV	PLEML	ENGRE	ENGWRI	ENGSPL	MATNUM	MATSPA	MATMCD
Amosa, Rodney	Semester 2, 2007	2.75	2.50	2.50	2.75	2.50	2.50	2.50	2.25	2.75	2.75
Amosa, Rodney	Semester 1, 2007	2.50	2.25	2.50	2.25	2.25	2.00	2.25	2.50	2.50	2.75
Barden, Ricky	Semester 2, 2007	3.00	2.75	2.75	2.75	3.00	2.75	2.75	2.75	2.50	2.75
Barden, Ricky	Semester 1, 2007	2.75	2.50	2.50	2.50	2.75	2.50	2.25	2.50	2.25	2.50
Barnard, Robyn	Semester 2, 2007	3.25	3.25	3.00	3.00	2.75	3.00	3.25	3.25	3.50	3.50
Barnard, Robyn	Semester 1, 2007	2.75	2.75	2.75	2.75	2.50	2.75	2.75	2.25	2.50	3.25
Barton, Graham	Semester 2, 2007	3.00	3.25	3.00	3.00	2.75	3.00	3.25	3.25	3.50	3.50
Barton, Graham	Semester 1, 2007	2.75	2.75	2.75	2.75	2.50	2.75	2.75	2.25	2.50	3.25
Breugem, Pedro	Semester 2, 2007	3.25	3.25	3.00	3.00	2.75	3.00	3.25	3.25	3.50	3.50
Breugem, Pedro	Semester 1, 2007	2.75	2.75	2.75	2.75	2.50	2.75	2.75	2.25	2.50	3.25
Calabio, Jacob	Semester 2, 2007	3.25	3.25	3.00	3.00	2.75	3.00	3.25	3.25	3.50	3.50
Calabio, Jacob	Semester 1, 2007	2.75	2.75	2.75	2.50	2.75	2.75	2.75	2.25	2.50	3.25
Cavenagh, Erin	Semester 2, 2007	2.75	3.00	3.25	3.25	3.50	3.50	3.25	3.25	3.50	3.50
Cavenagh, Erin	Semester 1, 2007	2.75	2.75	2.75	2.75	2.50	2.75	2.75	2.25	2.50	3.25
Cox, Nicholas	Semester 2, 2007	2.75	2.50	2.50	2.75	2.50	2.50	2.50	2.25	2.75	2.75
Cox, Nicholas	Semester 1, 2007	2.50	2.25	2.50	2.25	2.25	2.00	2.25	2.50	2.50	2.75

There is a separate worksheet for each class, and these may be moved through by clicking the arrows in the left-hand corner.

Each student in the particular class in the Semester and year is listed, in alphabetical order.

For each student, there will be a row for each database selected for inclusion. In this example, the prior scores in the databases for Semester 1 and 2 2007 are displayed. These are listed in descending order, ie the most recent semester is at the top.

2.2 Prerequisites

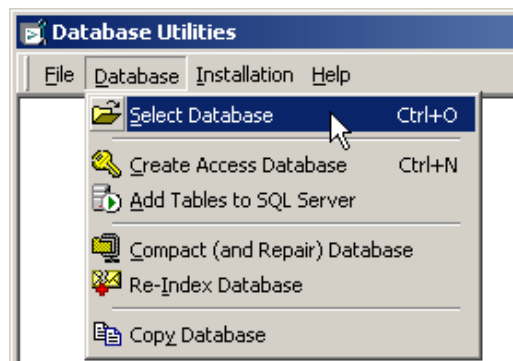
In order to run this process you must have:

- Microsoft Excel, version 2003, XP or 2007 installed on the computer being used.
- Access to the Quick Vic Reporting databases containing the prior scores to be extracted, eg they are on the school's network and you have access privileges to these and are currently attached to the network.
- Microsoft Excel knowledge and skills.

2.3 Steps to Export Prior Scores

STEP 1: Select the required database to be used as the current database

- ∅ If the current database being used is not the one from which you want to produce the spreadsheet, select the correct one by running Database Utilities and selecting it via the Database menu, and the Select Database option.



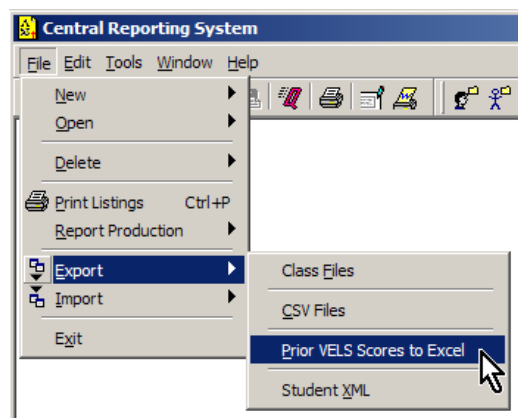
For example, if the spreadsheet is to be used by teachers in Semester 1, 2008, in order for them to know the dimension scores of students for the last year, then the Semester 1, 2008 database needs to be the database in use in the Central Reporting System.

STEP 2: Open the database

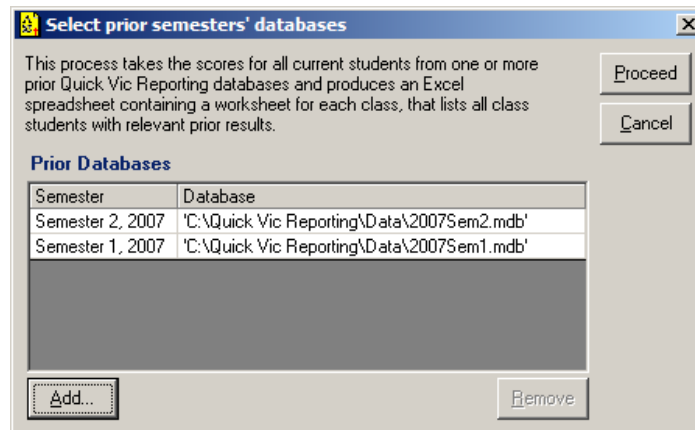
- ∅ Run the Central Reporting System.
- ∅ Ensure that the correct database has been selected, by checking the year and semester in the bottom right-hand corner of the Central Reporting System.

STEP 3: Select the Export Prior VELs Scores to Excel option

- ∅ In the Central Reporting System, go to the File menu.
- ∅ Select Export and then the option Prior VELs Scores to Excel.



- Repeat these steps for every other database to be included.

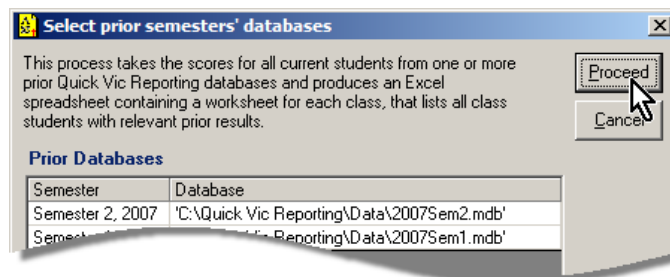


As shown here, the Semester 1 and Semester 2, 2007 databases have been selected.

NB You may add the current database if you want to include the VELs scores from it in the spreadsheet.

STEP 5: Proceed with the spreadsheet's production

- Ø When all databases have been selected, click the **Proceed** button.



- Ø Wait while Quick Vic Reporting reads the required data from the current and selected databases, with progress being shown in the left-hand side of the bottom status bar of the Central Reporting System window.

When finished, the spreadsheet will be opened in Microsoft Excel, but in an unsaved state.

- Ø If required, save the spreadsheet with an appropriate name and in an appropriate location.

AND/OR

Print the required worksheets from the spreadsheet.

AND/OR

Use whatever features of Excel required to format, modify or analyse the data therein.

STEP 6: Repeat and/or close the process

- Ø Repeat the process for other sets of databases, if required.
- Ø Click the **Cancel** button when finished.

3. Producing ESL Reports

3.1 Overview

Up until now, schools have not been able to automate the production of student reports for English as a second language (ESL), in the same way as reports for all other subjects have been produced in Quick Vic Reporting. Instead, they have had to use templates available on the student reports website.

Now, the Quick Setup window in the Central Reporting System has been modified so that the ESL reports may be set up from within it. Full-page ESL reports, in a format similar to the rest of the reports produced for students, are printed as part of the student's standard full report for the semester.

Therefore, students may be enrolled into classes of appropriate ESL subjects, based on the three broad ESL stages. A school can select ESL as the type of report, in the same way as they select Part for part-page reports, or Sum for Summary reports. On so doing, the appropriate ESL selections for the year level become available, as well as a set of additional fields for inclusion on the ESL report, eg comments on what the student has achieved and areas for improvement, the assessment of work habits, etc.

Generally, the ESL reports have a very similar structure to other full-page subject reports, with a graphical table at the top indicating the student's achievement in the appropriate ESL stage, followed by the standard comment boxes. However, there are significant differences, as outlined in detail below.

3.2 ESL Reports

3.2.1 ESL Standards

ESL standards are used instead of the English standards to show how ESL students are progressing. The ESL standards are organised in three broad bands:

- A Stages, applying to Prep to Year 2.
- B Stages, for Years 3 to 6.
- S Stages, used in Secondary schools, for Years 7 to 10

In all of the ESL stages, students are assessed for Reading, Writing and Speaking and Listening. However, standard English levels, using progression points, are not used in assessing ESL within Quick Vic Reporting.

Instead, the scores that may be assigned to ESL students vary with, and reflect, the ESL stage. For example, in the A Stages, a student may score one of A1.1, A1.2, A1.3, A2.1, A2.2 or A2.3, there being two sub-stages in Stage A – A1 and A2.

There are four B Stages and five at the secondary level, in the S Stages.

For more information on the assessment of ESL, you should consult the Department's website, at www.education.vic.gov.au/studentlearning, following the links to Student Reports > For Schools.

Quick Vic Reporting automatically ensures that only the appropriate set of scores may be assigned to each stage, and the ESL reports plot the student's score in the correct position, as the example below shows.

English as a Second Language Years 3–6	Stage BL	Stage B1	Stage B2	Stage B3	
Reading		○-----●			
Writing		○-----●			
Speaking and Listening			○-----●		

3.2.2 ESL Report Formats

The Attachments to these Release Notes contain samples of the type of ESL reports that may now be produced in Quick Vic Reporting, each relating to one of the three ESL stages.

The features of the three report formats that are noteworthy:

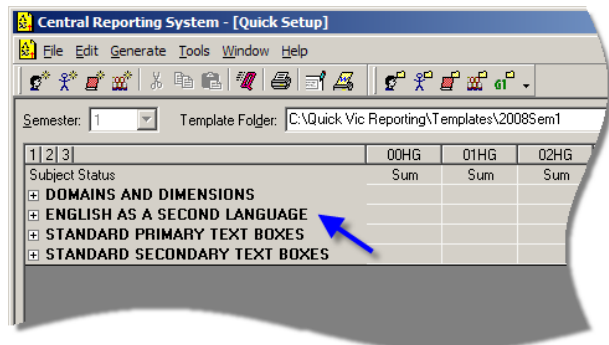
- They are all full-page reports, ie the ESL report is a single page, without any other subject reports on it.
- ESL achievements **do not** affect or interact with the standard domain/dimension achievements shown on the Summary report, eg the Home Group teacher report. (see section 3.6 for more on this)
- They all contain a graphical table of ESL achievement, appropriate to the stage, at the top of the report, replacing the standard domain/dimension achievements and progress found on the other, non-ESL subject reports.
- The reports will show the student's progress within the stage over the last twelve months, using hollow dots, where such prior scores are available. Progress will only be shown within the stage and not across stages, eg if the student moves from Stage A to Stage B.
- The legend to the report reflects the ESL achievement graphic, including an explanation of the green band at the far right of the graphic table.
- The Work Habits graphic is an optional inclusion for Primary schools, ie for Stage A and B ESL reports, but is mandatory in Secondary schools, as it is with all subject reports.
- The set of comment boxes, name and signature options that are available for any full-page subject report in the Primary and Secondary sectors are available for ESL reports.

3.3 ESL Features in the Quick Setup Window

3.3.1 New ESL Branch

There is now a new tree structure in the Quick Setup window for English as a second language, under the Domains and Dimensions tree, and above the Standard Primary Text Boxes.

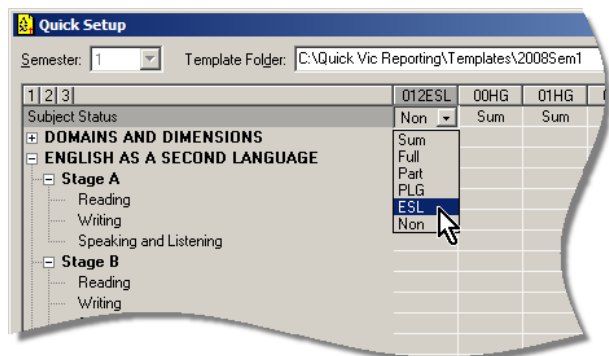
Within this, there are branches for the three ESL bands, with each of these having the three ESL dimensions – Reading, Writing, and Speaking and Listening.



3.3.2 ESL Subject Status

In order for the ESL dimensions to become activated and available for selection, a subject must be nominated as having a subject status of ESL.

This is done in the same way as nominating that a subject is to have a full-page report, or that it is a Personal Learning Goals subject, by selecting from the Subject Status dropdown list below the appropriate subject. This dropdown list now includes ESL.



3.3.3 ESL Selections and Restrictions

There are several significant aspects to be noted when a subject is assigned the ESL status:

- The three dimensions of Reading, Writing, and Speaking and Listening are automatically selected under the appropriate stage. This selection is based on the year level of the subject. For example, if the ESL subject's year level is set to Year 2, only Stage A becomes available. For a Year 7 subject, only Stage S is activated.

This is demonstrated in the first three subject columns shown in the Quick Setup window here, where only Stage A is available for the first ESL subject, Stage B for the second and Stage S for the third, these ESL subjects having been assigned years 0, 3 and 7 respectively.

Therefore, it is important, when setting up your school's ESL subjects, that you assign an appropriate year level. (see section 3.5 for more on this)

- In the appropriate stage, all three ESL dimensions are automatically selected and marked **A R**.

This means that all three dimensions are to be assessed and all three will be reported on the ESL report.

- The appropriate one of the branches Primary Full-page Subject Fields or Secondary Full-page Subject Fields becomes available, as shown here with the two Primary level subjects and the one Secondary ESL subject.

Several mandatory fields will be automatically selected as indicated by the shaded areas, eg the comment on what the student has achieved must be included on the report in all ESL stages, but other fields are optional, eg the comments on what the school or the parents can do to help.

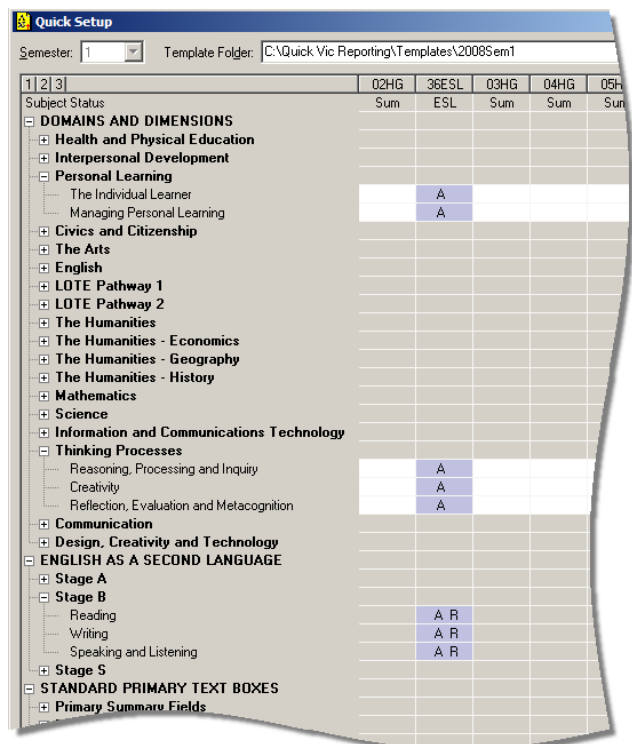
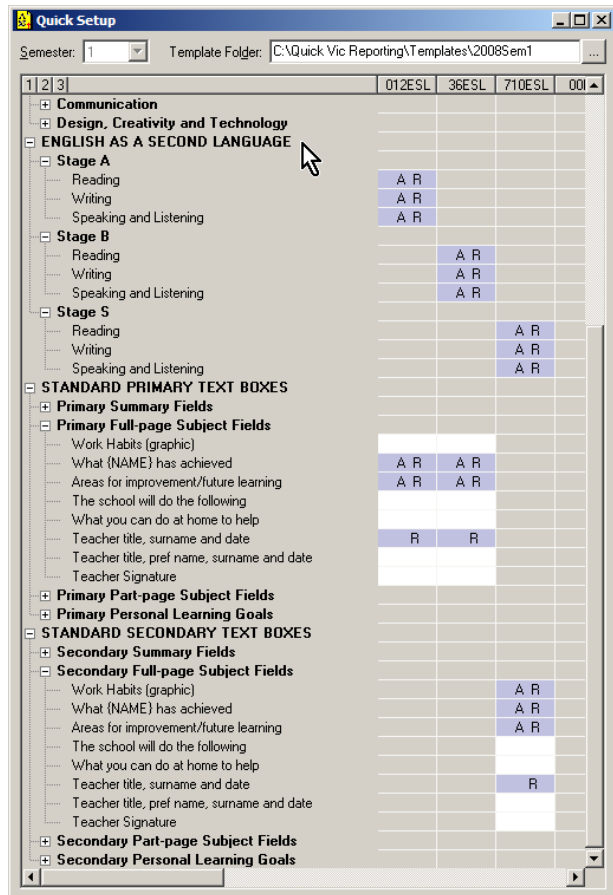
These selections are consistent with the standard selections for full-page reports in the Primary and Secondary sectors.

- All of the dimensions in the Domains and Dimensions tree of the Quick Setup window are available, in a similar way as they are in other subjects, eg the ESL teacher may also assess a student on, say, Personal Learning or Thinking Processes.

However, as shown here, such selections for ESL status subjects will only show **A** for assessed and never **A R**, for assessed and reported.

This means that:

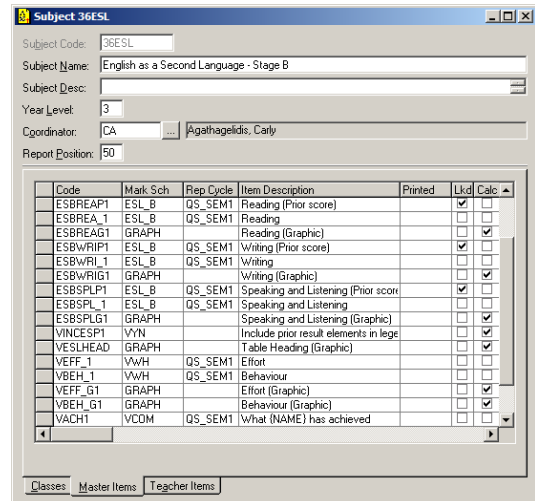
- The ESL report will only ever show ESL achievements and never any non-ESL dimensions.
- Any non-ESL dimensions assessed by the ESL teacher will contribute to the overall domain/dimension achievement graphic found on the Summary report.
- The ESL achievements do not appear on the Summary report's graphical achievement table, just on the separate ESL report.



3.3.4 Generating the ESL Report Parameters

The ESL report templates and parameters are generated automatically, based on the selections made in the Quick Setup window, via the Build All Subject Report Parameters option in the Generate menu, like all other reports.

In addition, the assessment items that are required for the ESL subjects so that teachers can assess their students, plus special calculated columns, graphical representations and comment boxes, are automatically generated in the ESL subject. These are assigned the correct marking schemes so that teachers may only assign appropriate scores for the ESL stage.

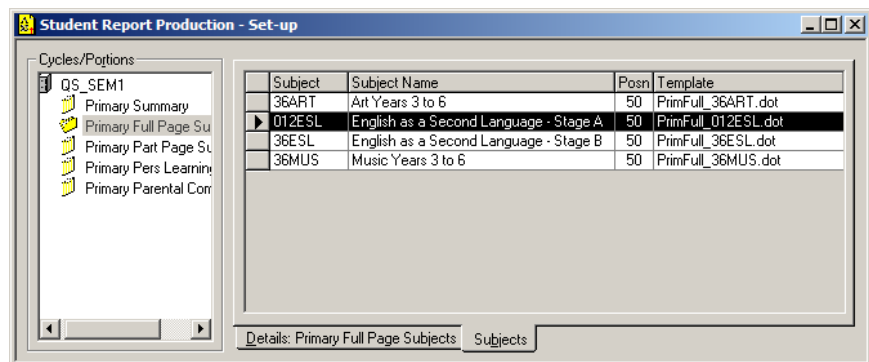


3.4 ESL Report Production

In terms of the setup and printing of the ESL report, the following should be noted:

- As a result of the build process in the Quick Setup window, the subjects assigned an ESL status are found in the Student Report Production window under the Full Page Subjects portion, ie each ESL subject's report will print as a separate page.

- The ESL reports will print out in Report Position order, within the other full-page reports, keeping in mind that full-page reports print after the Summary report when the student's report is compiled at print-time. Where the report position is identical, the subjects will be printed in alphabetical order based on Subject name.



- The printed graphical table of domain and dimension achievements and progress that prints on the Summary report will not include the ESL scores. These only print on the full-page ESL reports.

3.5 Subjects, Classes and Enrolments for ESL

In order to be able to produce ESL reports, you must create separate subjects and classes for ESL, in the same way as a Primary school would have separate subjects for specialist teachers. ESL students would be enrolled in a class of the appropriate ESL subject.

As a minimum, you must have separate subjects for the different ESL stages being studied at your school, and students should only be enrolled in one ESL class at any time.

The name that is assigned to the subject record will appear on the report, where the subject name would appear for other full-page reports.

The approach a school can take in the creation of ESL subjects and classes may be different for Primary and Secondary schools.

3.5.1 In a Primary School

In a Primary school, the following approaches are possible:

- Create a separate subject, each with appropriate classes, for each year level of ESL. For example, at Year 3 you may have 03ESL as a subject, with its classes 03AESL, 03BESL, etc. ESL students in Home Group 03A are enrolled in 03AESL, those in 03B in 03BESL, and so on.

This allows a school to have a different set of assessments and slightly different report format for each year level, if required, eg if Thinking Processes is assessed by the ESL teacher in Year 4 but not Year 3.

- Where the dimensions and comments being assessed and the report format is identical for all year levels of an ESL stage, a school may only need to create two subjects: one for Prep to 2 and one for Years 3 to 6. For example, for ESL students in all of Years 3 to 6, create a subject, say 36ESL. Classes can be created for each class of Years 3 to 6 ESL. Alternatively, if there are small numbers of students, all being taught by the one ESL teacher, one class for Years 3 to 6 may be all that is necessary, for all ESL students.

In these cases, the year level that is assigned to what is a multi-year subject should be one of the appropriate year levels, eg 3, 4, 5 or 6 in a Stage B ESL subject.

3.5.2 In a Secondary School

For Secondary year levels, there is only one applicable ESL stage: Stage S. Therefore, all Secondary students may be enrolled in the one ESL subject, with appropriate classes, if this is easier for the school and the ESL reporting requirements are identical in each year level. Otherwise, separate ESL subjects, with their own classes, may be required, for each year level, in the same way as described for Primary schools above.

3.6 English vis-à-vis ESL Enrolments

3.6.1 English or ESL, not both

A student should not be assessed in both regular English dimensions and ESL dimensions in the one reporting period.

If a student has been assessed on the ESL dimensions, these will appear on the separate ESL report only. ESL scores never appear on the Summary report's table of domain and dimension achievements. In such cases, standard English should not be assessed at all and, therefore, should not appear on the Summary report.

However, if a school has incorrectly assessed a student in both English and ESL, the Summary report **will** include English, as well as there being a separate ESL report. The programme cannot know which set of scores is the correct one.

The likelihood of this happening, and the implications thereof, are slightly different for Primary and Secondary schools:

- In a Secondary school, where each subject is a separate record, with its own full-page report, ESL students should not be enrolled in the standard English classes, but should be enrolled in a class of a Stage S ESL subject. This ensures that the student will only receive ESL dimension scores.
- In a Primary school, generally the Home Group teacher assesses the majority of learning areas, including English, with all of the different dimensions appearing in the one Home Group Summary Subject class file. You cannot remove ESL students from these classes, as they need to be assessed by the Home Group teacher against non-English dimensions. Therefore, ESL students would be enrolled in both their Home Group Summary Subject and in the appropriate ESL subject.

The Home Group teacher should leave ESL students' English dimension assessments blank in the Home Group class, and only the ESL dimension scores should be entered in the separate ESL subject.

3.6.2 Correcting Doubling-up of ESL and English Dimensions

If a student has ESL scores but no English scores have been entered, Quick Vic Reporting, as part of the process of calculating all of the domain assessments in the Quick Setup window, will ensure that English does not appear on the student's Summary report.

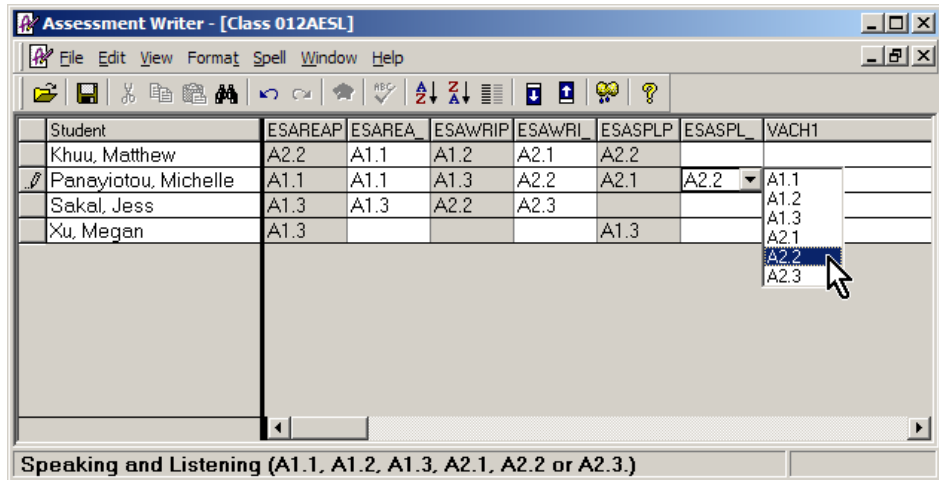
However, where a student has been assigned both English and ESL scores in error and, therefore, both domains print on reports, the school **must** correct the situation in one of two ways:

- In the case of English in a Home Group Summary Subject, most commonly used in a Primary school, delete the English scores and update the class file to the Central database. A recalculation of the overall domain assessments in the Quick Setup window is then required, before the report is reprinted.
- In the case of separate English or ESL subjects, where the student has been enrolled and assessed in both, remove the student from the incorrect class, which will also result in the deletion of the incorrect scores. Then, recalculate the overall domain assessments and reprint the report.

3.7 ESL Assessment by Teachers

Teachers of ESL students will receive their class files and assess their students in the Assessment Writer, in the same manner as all other teachers.

In the Assessment Writer class file, they will find columns for each of Reading, Writing, Speaking and Listening. These include the columns in which they enter their students'



ESL achievements, as well as greyed out columns to the left of these showing the students' prior scores for the stage, twelve months ago, where available.

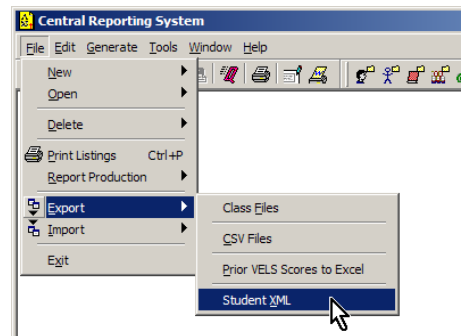
In assessing the students, teachers select from the available scores. These are **not** the same as the progression points used for dimensions, but different ratings will be available for selection, depending on the ESL stage. In the example above, A1.1, A1.2, A1.3, etc, may be assigned to the three ESL dimensions, in an ESL class for Prep to Year 2.

Other columns will also be found in the class, eg for any other dimensions to be assessed by the teacher, for work habits, and/or comments about what the student has achieved, areas requiring improvement, etc.

3.8 ESL Scores to/from CASES 21

Although ESL scores are not in the same format as the progression points used for non-ESL dimensions, and ESL achievements are not included on the student's Summary report, the process of exporting the domain and dimension scores from Quick Vic Reporting for importing into CASES21, will include the ESL scores.

In this way, when students are imported into Quick Vic Reporting from CASES21 at the beginning of each semester, any prior ESL scores from twelve months ago will also be imported. These will then be used to show progress, within the same stage, on the printed report.



In addition, ESL teachers will see such prior scores in the Assessment Writer when assessing their students in the current semester, as shown above, in section 3.7.

NB Prior scores will only appear for the current stage, ie there is no progress shown across stages, or from ESL to regular English studies.

3.9 STEPS to Produce ESL Reports

STEP 1: Set up the required ESL subjects, classes and enrolments

- Ø Manually add or import appropriate subjects for ESL, and their classes, and enrol students into these, using the standard methods to add subjects, classes and enrolments.

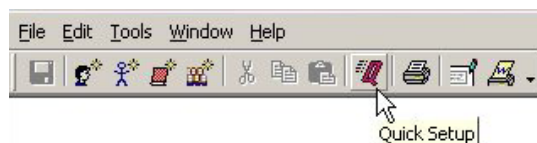
When adding the subjects, ensure they have been assigned an appropriate year level.

- Ø Ensure the ESL students are not enrolled in separate standard English subjects, removing them from these if they are.

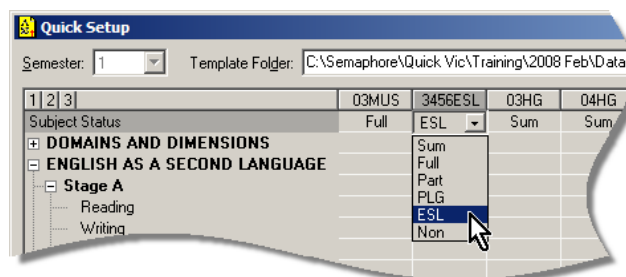
Note that ESL students remain in their Home Group Summary Subjects in Primary schools, in order to be assessed in the non-English learning areas. However, Home Group teachers should be informed not to assign scores to the standard English dimensions in the Home Group Summary Subjects.

STEP 2: Make ESL report selections in the Quick Setup window

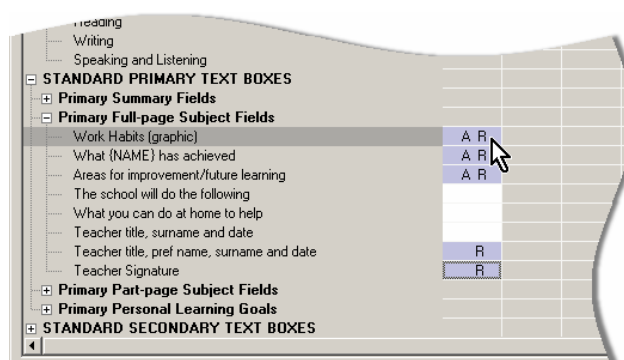
- Ø Click the **Quick Setup** icon to bring up the Quick Setup window.



- Ø Set up non-ESL subjects as normal, based on your school's requirements.
- Ø For each of the ESL subjects that appear there, select ESL from the Subject Status drop down box.

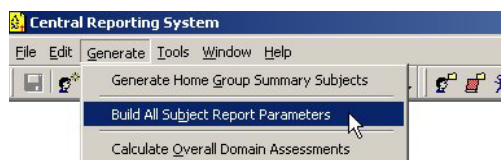


- Ø Under the English as a Second Language branch, the appropriate stage's ESL dimensions will automatically be selected, but you may also make selections of any other dimensions that the ESL teacher is to assess.
- Ø Make selections of the required fields from the appropriate one of the Primary or Secondary Full-page Subject Fields branches.



STEP 3: Build the report parameters

- Ø In the Quick Setup window, select the option **Build All Subject Report Parameters** from the Generate menu.

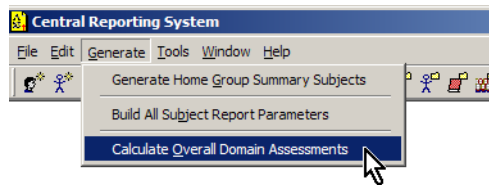


STEP 4: Teachers assess their students

- Ø Teachers collect their class files via the Assessment Writer.
- Ø Teachers assign scores to their students and write comments.
- Ø Class files are updated back into the Central database.

STEP 5: Prepare for and print reports

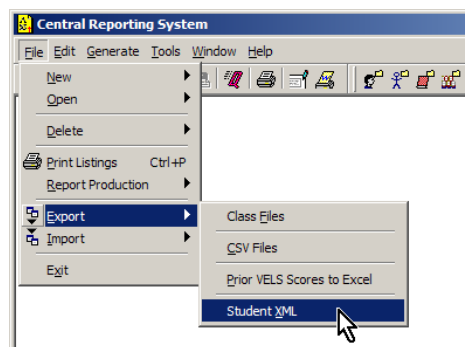
- Ø In the Quick Setup window, select Calculate Overall Domain Assessments, from the Generate menu.



- Ø In the Student Report Production – Print window, make the selections of students and reports to print, as normal.
- Ø Print the student reports. Any ESL reports for students will be included amongst the full-page reports.

STEP 6: Export Domain/Dimension scores

- Ø At the end of the semester, from the File > Export menu, select the option Student XML, to export an XML file of all domain and dimension scores, including ESL scores, to transfer into CASES21.



MATTHEW KHUU

English as a Second Language - Stage A

Year 1 Semester 1

English as a second language (ESL) students follow a pathway of development in learning English that is different from students for whom English is their first language. ESL students are placed in one of three broad bands: A stages (Years prep–2); B stages (Years 3–6); and S stages (Years 7–10).

English as a second language Years Prep–2	Stage A1	Stage A2	
Reading	○-----●		
Writing	○-----●		
Speaking and Listening	○-----●		

Work habits

	Needs Attention	Acceptable	Very Good	Excellent
Effort	----- ----- ----- -----			
Class Behaviour	----- ----- ----- -----			

What Matthew has achieved

Areas for improvement/future learning

Teacher: Mrs Carly Agathagelidis

June 2008

Teacher:

Date:

Legend:

- Your child's achievement 12 months ago
- Your child's achievement this year
- Your child's progress since last year
- At this point your child's progress will be assessed against the English standards

JOANNA HUI

English as a Second Language - Stage B

Year 3 Semester 1

English as a Second Language (ESL) students follow a pathway of development in learning English that is different from students for whom English is their first language. ESL students are placed in one of three broad bands: A stages (Years Prep–2); B stages (Years 3–6); and S stages (Years 7–10).

English as a Second Language Years 3–6	Stage BL	Stage B1	Stage B2	Stage B3	
Reading		○-----●			
Writing		○-----●			
Speaking and Listening			○-----●		

Work habits

	Needs Attention	Acceptable	Very Good	Excellent
Effort	----- ----- ----- -----		●	
Class Behaviour	----- ----- ----- -----	●		

What Joanna has achieved

Areas for improvement/future learning

Teacher: Mrs Carly Agathagelidis

June 2008

Teacher:

Date:

Legend:

- Your child's achievement 12 months ago
- Your child's achievement this year
- Your child's progress since last year
- At this point your child's progress will be assessed against the English standards

JODIE WLODARCZYK

English as a Second Language - Stage S

Year 7 Semester 1

English as a Second Language (ESL) students follow a pathway of development in learning English that is different from students for whom English is their first language. ESL students are placed in one of three broad bands: A stages (Years Prep–2); B stages (Years 3–6); and S stages (Years 7–10).

English as a Second Language Years 7–10	Stage SL	Stage S1	Stage S2	Stage S3	Stage S4	
Reading			○-----●			
Writing		○-----●				
Speaking and Listening			○-----●			

Work habits

	Needs Attention	Acceptable	Very Good	Excellent
Effort		●		
Class Behaviour			●	

What Jodie has achieved

Areas for improvement/future learning

Teacher: Mrs Carly Agathagelidis

June 2008

Legend:

- Your child's achievement 12 months ago
- Your child's achievement this year
- Your child's progress since last year
- At this point your child's progress will be assessed against the English standards