Chapter 8 Reporting

As well as the informal and instantaneous feedback to pupils which is part of the day-to-day conduct of mathematics lessons, it is desirable to provide formal feedback on progress and achievement to individuals.

Care should be taken to tell pupils how their mathematical thinking is progressing as well as what concepts, facts and techniques they are regarded as having learned. Credit should be given, too, for desirable attitudinal attributes which they have shown. Comments should be clear, constructive and supportive.

8.1 Frequency of Reporting

The formal pupil report is a useful and necessary tool for helping both teachers and parents to focus on pupils' progress and needs. However, reporting takes time, and the claims of reporting in terms of time and resources must be balanced against other claims made upon the teacher.

Each pupil should receive a brief report at the end of a term of the school year and a full report towards the end of the year.

8.2 Suggested Report Format

A sample brief report and two sample full reports can be found below. In the two sample full reports, three columns 'Not yet able to', 'Beginning to develop the ability to' and 'Generally able to' are used as measuring scales in the Comments Section. Teachers can indicate their judgement of how each pupil is developing in various aspects through observing the pupil's performance in the lessons, homework and classwork, tests and examinations by putting a '√' in the appropriate boxes. Teachers can also add further columns for more specific and detailed description of pupils' development if they think necessary.

The main objective of the Comments Section is to allow parents to know more about the progression in their children's learning and the strengths and developmental needs of their children. Teachers can therefore compile their own comments according to what they have actually taught. The comments in the Sample Reports are examples only. In case of need, teachers can also write further comments in the space provided in 'Other Comments'.

Sample Brief Report (for use at the end of a school term)

MATHEMATICS

Name of Pupil: (English) _____ (Chinese) _____

Class: P.4 ( ) Date of Birth: _____ Date: _____

PERFORMANCE UNDER DIMENSIONS

	Grade/Score
A. Number Dimension	_____
B. Measures Dimension	_____
C. Algebra Dimension	_____
D. Shape & Space Dimension	_____
E. Data Handling Dimension	_____
Overall	_____

Remark: Instead of issuing a separate report for Mathematics, teachers may record pupils' grades/scores in various dimensions and overall performance in Mathematics together with their performance in other subjects in a consolidated report.

MATHEMATICS

Name of Pupil: (English) _____ (Chinese) _____

Class: P.4 ( ) Date of Birth: _____ Date: _____

PERFORMANCE UNDER DIMENSIONS

	Grade/Score
A. Number Dimension	_____
B. Measures Dimension	_____
C. Algebra Dimension	_____
D. Shape & Space Dimension	_____
E. Data Handling Dimension	_____
Overall	_____

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Overall Level of Attainment

(to be included in the report at the end of Key Stage 2 only)

Dimension	Number	Measures	Algebra	Shape & Space	Data Handling
Band					

Sample One of Full Report

Comments

The ticks `√` in the boxes below indicate your child's development at this time:

Not yet able to
Beginning to develop the ability to
Generally able to

Not yet able to	Beginning to develop the ability to	Generally able to	
☐	☐	☐	understand simple fractions and perform addition and subtraction on these fractions; understand the associative law of multiplication; understand simple decimals, use basic properties of the four operations and perform simple mixed operations on whole numbers and decimals and check the results by estimation; understand the idea of direct proportion and solve simple problems by the unitary method; understand the idea of multiples and common factors and compute the L.C.M. and H.C.F. of 2 numbers; compute the average of a small group of numbers; solve simple problems involving the above in daily life and straightforward mathematical contexts
☐	☐	☐	recognize millilitre as a unit of capacity; understand the concept of area and recognize the units square centimetre and square metre; perform simple activities related to measures, including finding the areas of common figures such as rectangles and squares by formula or by counting squares; solve simple problems involving the above in daily life and straightforward mathematical contexts
☐	☐	☐	recognize the use of symbols to stand for unknown numbers and record facts using algebraic symbols; solve simple problems involving the above in daily life and straightforward mathematical contexts
☐	☐	☐	understand intuitively the properties of some common plane and solid figures such as quadrilaterals, pyramids and prisms; design nets and make simple solids; solve simple problems involving the above in daily life and straightforward mathematical contexts
☐	☐	☐	collect and group data of greater frequency counts and present and interpret the data by pictograms, bar charts and compound bar charts; solve simple problems involving the above in daily life and straightforward mathematical contexts

Other comments:

_____

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_____

_____

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Sample Two of Full Report (for use at the end of a school year)

MATHEMATICS

Name of Pupil: (English) _____ (Chinese) _____

Class: P.4 ( ) Date of Birth: _____ Date: _____

PERFORMANCE UNDER DIMENSIONS

	Grade/Score
A. Number Dimension	_____
B. Measures Dimension	_____
C. Algebra Dimension	_____
D. Shape & Space Dimension	_____
E. Data Handling Dimension	_____
Overall	_____

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Overall Level of Attainment

(to be included in the report at the end of Key Stage 2 only)

Dimension	Number	Measures	Algebra	Shape & Space	Data Handling
Band					

Sample Two of Full Report

Comments

The ticks `√` in the boxes below indicate your child's development at this time:

Not yet able to
Beginning to develop the ability to
Generally able to

↓	↓	↓		
☐	☐	☐	1.	understand simple fractions and perform addition and subtraction on these fractions
☐	☐	☐	2.	understand the associative law of multiplication
☐	☐	☐	3.	understand simple decimals and use basic properties of the four operations and perform simple mixed operations on whole numbers and decimals and check the results by estimation
☐	☐	☐	4.	understand direct proportion and solve simple problems by the unitary method
☐	☐	☐	5.	understand the idea of common multiples and common factors and compute the L.C.M. and H.C.F. of 2 numbers
☐	☐	☐	6.	compute the average of a small group of numbers
☐	☐	☐	7.	recognize millilitre as a unit of capacity; understand the concept of area and recognize the units square centimetre and square metre; perform simple activities related to measures, including finding the areas of common figures such as rectangles and squares by formula or by counting squares
☐	☐	☐	8.	recognize the use of symbols to stand for unknown numbers and record facts using algebraic symbols
☐	☐	☐	9.	understand intuitively the properties of some common plane and solid figures such as quadrilaterals, pyramids; design nets and make simple solids
☐	☐	☐	10.	collect and group data of greater frequency counts and present the interpret the data by pictograms, bar charts and compound bar charts
☐	☐	☐	11.	use the above items to solve simple problems in daily life and straightforward mathematical contexts

Other comments: _____

_____

_____

_____

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