

Figure 2. An Example of a Completed School Leaving Report Using the Form Developed by the Working Party for the SCRE Profile Assessment System

SCHOOL LEAVING REPORT

This is a brief report on Queenie Quarry

Date of Birth 13/7/60

who completed class S4

in Tanochbrae High School

and left on 3rd July 1976

This report is the result of continuous assessment by all the teachers of this pupil and has the authority of:

E. P. Smith Head Teacher

J. Mc Gregor Director

SKILLS

LISTENING Acts independently and intelligently on complex verbal instructions <input type="checkbox"/> Can interpret and act on most complex instructions <input checked="" type="checkbox"/> Can interpret and act on straightforward instructions <input type="checkbox"/> Can carry out simple instructions with supervision <input type="checkbox"/>	SPEAKING Can debate a point of view <input type="checkbox"/> Can make a clear and accurate oral report <input checked="" type="checkbox"/> Can describe events orally <input type="checkbox"/> Can communicate adequately at conversation level <input type="checkbox"/>
READING Understands all appropriate written material <input checked="" type="checkbox"/> Understands the content and implications of most writing if simply expressed <input type="checkbox"/> Understands uncomplicated ideas expressed in simple language <input type="checkbox"/> Can read most everyday information such as notices or simple instructions <input type="checkbox"/>	WRITING Can argue a point of view in writing <input type="checkbox"/> Can write a clear and accurate report <input checked="" type="checkbox"/> Can write a simple account or letter <input type="checkbox"/> Can write simple messages and instructions <input type="checkbox"/>
VISUAL UNDERSTANDING AND EXPRESSION Can communicate complex visual concepts readily and appropriately <input type="checkbox"/> Can give a clear explanation by sketches and diagrams <input type="checkbox"/> Can interpret a variety of visual displays such as graphs or train timetables <input checked="" type="checkbox"/> Can interpret single visual displays such as road signs or outline maps <input type="checkbox"/>	USE OF NUMBER Quick and accurate in complicated or unfamiliar calculations <input checked="" type="checkbox"/> Can do familiar or straightforward calculations, more slowly if complex <input type="checkbox"/> Can handle routine calculations with practice <input type="checkbox"/> Can do simple whole number calculations such as giving change <input type="checkbox"/>
PHYSICAL CO-ORDINATION A natural flair for complex tasks <input type="checkbox"/> Mastery of a wide variety of movements <input type="checkbox"/> Can perform satisfactorily most everyday movements <input checked="" type="checkbox"/> Can perform single physical skills such as lifting or climbing <input type="checkbox"/>	MANUAL DEXTERITY Has fine control of complex tools and equipment <input type="checkbox"/> Satisfactory use of most tools and equipment <input checked="" type="checkbox"/> Can achieve simple tasks such as wiring a plug <input type="checkbox"/> Can use simple tools, instruments and machines such as a screwdriver or typewriter <input type="checkbox"/>

SUBJECT/ACTIVITY ASSESSMENT

Curriculum Area	Subjects Studied (includes final year level where relevant)	Years of Study	Achievement	Enterprise (includes flair, creativity)	Persistence (includes reliability, carefulness)
Aesthetic Subjects	Drawing	1-4	2	2	1
	Music	1-4	2	3	3
Business Studies					
Community/Leisure Activities	Social Education	1-4	3	2	3
Crafts	Pottery	3-4	2	1	3
English	English	1-4	2	1	3
Mathematics	Arithmetic	1-4	1	1	2
Other Languages	German	2-4	2	2	3
Outdoor Studies	Outdoor Pursuits	3-4	2	2	3
Physical Education	General	1-4	3	1	3
Science	Biology	3-4	1	2	2
Social Subjects	History	1-4	2	1	3

OTHER OBSERVATIONS

(includes other school activities, other awards and comments on positive personal qualities)

Royal Life-Saving Society - Bronze Medallion
 Member School Photographic Club, School Debating Society
 Member of School Skiing trip to Austria Jan 1976
 She has been resourceful in finding costumes for the school play.
 She has recently shown an appreciation and enjoyment of literature and has read widely outside the syllabus.
 Works well on group activities; gets on well with both pupils and teachers. Readily accepts responsibility, particularly in school activities.

Notes

The grades A-D represent approximately 25% of the year group in each case.
 The skill gradings represent a consensus derived from the individual ratings of each teacher's knowledge and reflect the standard obtained by the pupil with reasonable consistency.
 All the information contained in this report is based on profile assessments contributed by each teacher on a continuous and cumulative basis, including observations of personal qualities and informal activities.

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