

Assessment and Reporting - Frequently Asked Questions

What are the requirements for reporting to parents?

All schools are to:

- provide parents with two written reports each year
- use plain language
- use an A-E achievement scale or word equivalents.

In addition to the A-E or word equivalents information, schools are expected to use descriptive reporting for all students that provides information about the student's engagement and achievement, about what they have learnt, what they need to learn next, and how the teacher, student and parent can support these next steps to happen. Information about the student's social development, attendance and involvement in school programs and activities is also reported to parents.

When assigning a grade what constitutes an on-balance professional judgement?

When assigning a grade, teachers make an on-balance professional judgement referenced to the achievement standards about a student's level of achievement. The grade is based on a range of evidence of students' knowledge, skills and understandings and their ability to apply their learning to unfamiliar contexts. This evidence includes work samples, assessment information and teacher observations over time. The following grade descriptions inform teachers' decision making.

Grade	Word Equivalent	A-E indicators In relation to the achievement standard, the student has demonstrated ...
A	Your child is demonstrating excellent achievement of what is expected at this year level.	<ul style="list-style-type: none"> • Thorough knowledge and understanding of the content, key ideas and concepts • Very high level of competence in the skills and processes • Uses these skills and processes in new contexts
B	Your child is demonstrating good achievement of what is expected at this year level.	<ul style="list-style-type: none"> • Extensive knowledge and understanding of the content, key ideas and concepts • High level of competence in the skills and processes • Uses the skills and processes in some new contexts
C	Your child is demonstrating satisfactory achievement of what is expected at this year level.	<ul style="list-style-type: none"> • Satisfactory knowledge and understanding of the content, key ideas and concepts • Expected level of competence in the skills and processes • Uses skills and processes in familiar contexts
D	Your child is demonstrating partial achievement of what is expected at this year level.	<ul style="list-style-type: none"> • Basic knowledge and understanding of the content, key ideas and concepts • Limited level of competence in the skills and processes • Some ability to use skills and processes in familiar contexts
E	Your child is demonstrating minimal achievement of what is expected at this year level.	<ul style="list-style-type: none"> • Very basic knowledge and understanding in a few areas of the content, key ideas and concepts • Very limited competence in some of the skills and processes • Beginning ability to use skills and processes in familiar contexts