



Assessment and Reporting Information

The Australian Curriculum specifies the knowledge, understanding and skills to be taught and learned within a subject area for P-10. The Achievement Standard is a statement, which refers to the quality of learning to be demonstrated by students in that subject area. The Australian Curriculum is designed to be both achievable and challenging and the Achievement Standard outlines a high level of achievement expected of students. Achievement Standard statements can be found on the Australian Curriculum :

<https://www.australiancurriculum.edu.au/>

What requirements are there for reporting to parents?

Schools are required to provide written reports, at least twice a year, on student achievement. A 5-point scale is used and varies depending on year level as shown below:

Prep	Year 1-2	Year 3-10
Applying	Very High	A
Making Connections	High	B
Working With	Sound	C
Exploring	Developing	D
Becoming Aware	Support required	E

To provide a consistent base for school/teacher judgement of student learning, the “C” grade indicates that the student has demonstrated satisfactory achievement of what is expected, as per the achievement standard. The Achievement Standards are high expectations of learning and to be awarded a “C” level represents a significant achievement.

Reporting on what is taught and assessed

Student learning is only reported upon in the semester in which it was taught. If a subject is only taught in Semester 1, the grade for semester 1 will be the final grade for the year in that subject and that subject will not be reported on in Semester 2. Similarly, subjects taught only in semester 2 will not appear on the semester 1 report card. At Oakleigh, this is mostly relevant for subjects which fall under the Social Sciences banner (History, Geography), The Arts (Drama, Visual Arts, Music) and Technology.

How do teachers allocate grades?

Teachers use a range of assessment strategies and tools to gather evidence of student achievement for reporting. Decisions about the strategies and tools being used for assessment are made by year level teachers and school at the outset of each learning unit or semester. Each assessment task or tool has a Guide to Making Judgments (GTMJ) accompanying it and therefore will have specific assessable elements for the task. Because the Australian Curriculum is being taught, each assessment task used for reporting is linked to the Australian Curriculum: *Content Descriptions* and the criteria used for judgments will reflect this. After marking an assessment task, or using the assessment tool, teachers take part in a moderation process where they discuss and share student work and collaboratively grade a piece of work.

To allocate a grade for a *semester*, teachers use this collection of assessment tasks and tools from a semester and map this evidence to the Australian Curriculum Achievement Standard statements. They then make an on-balance judgement of the best match of that student’s achievement to an A-E scale. Teachers also meet to moderate this final result using the agreed criteria to help achieve a consistent judgement for overall grading. Semester judgments are made with slightly more emphasis given to the *most recent* evidence in student work, therefore recognising student progress in response to teaching.

Because the Achievement Standards reflect the expected student achievement after an entire year of schooling, Semester 1 reports reflect student progress *towards* those end of year Achievement Standards and the level to which a student is ‘on-track’ to achieving that result as their final grade later in the year. Semester 1 also reflects only the aspects of the achievement standard which have been taught and assessed during a reporting period. Semester 2 reports indicate the overall achievement the student has made based on evidence gathered related to the Achievement Standard.

