

## ASSESSMENT & REPORTING 2013

In 2013, schools will be required to report student achievement **in all learning areas or subjects offered** as part of a school's curriculum program across P-7. This will include curriculum developed using:

- Australian Curriculum content descriptions and achievement standards
- Queensland *Essential Learnings and Standards*
- EYCG.

### Principles underpinning reporting practice in P-7

A school report is a summary statement (electronic or paper) that records the achievements of an individual or a group of students at a point in time. Teachers make a judgment based on their shared professional knowledge about how evidence in student work matches the achievement standards.

**Students** need regular, quality feedback on their achievement and progress to:

- know what they have achieved in relation to the achievement standards
- know specific areas in which they need to improve
- make choices about their future learning goals.

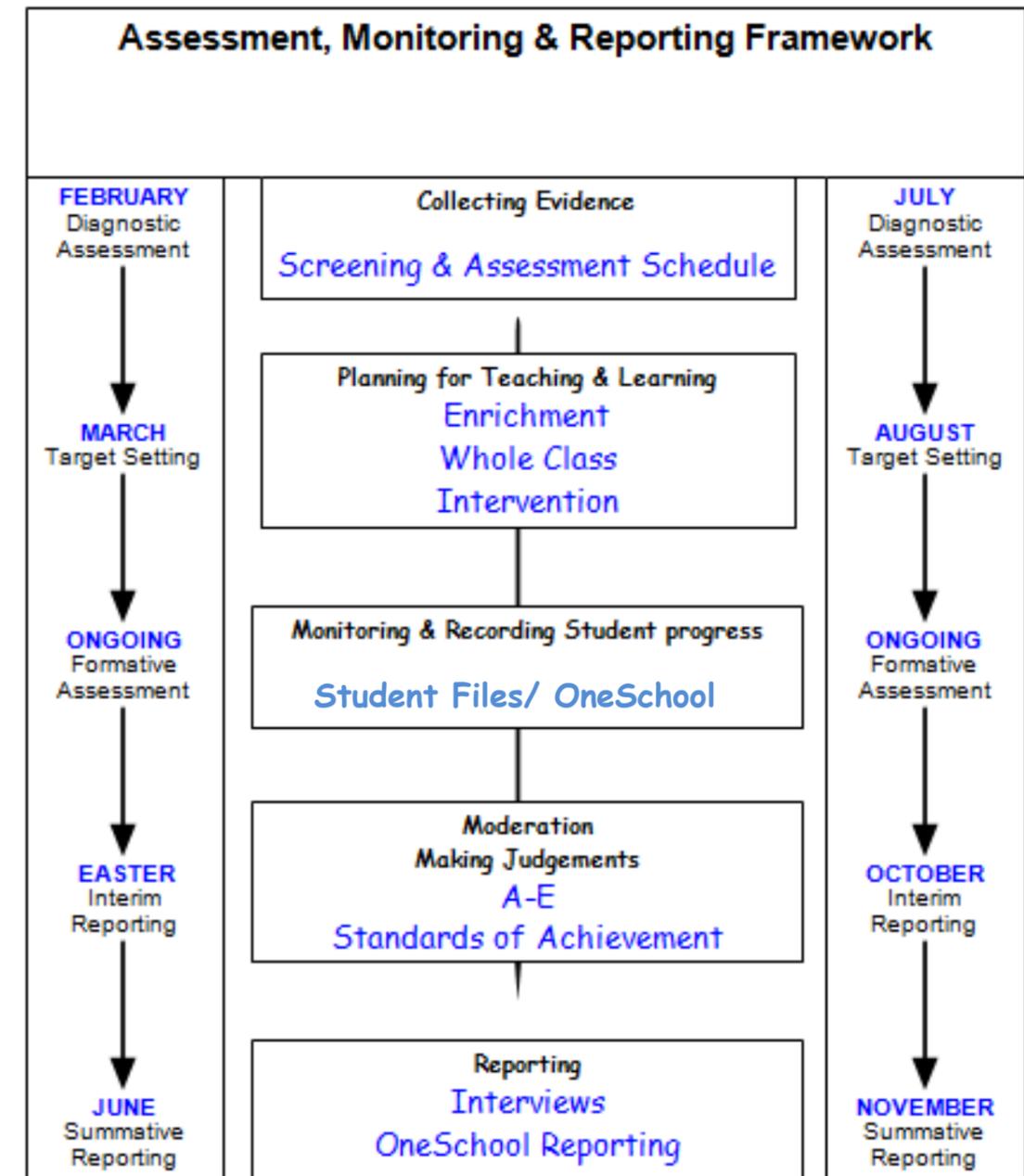
**Parents/carers** need regular reports and face to face interviews to:

- help understand how well their children are performing in relation to the learning expectations of the Year level they have been taught
- help them make choices about their child's future learning goals.

**Teachers and schools** need systematically collected and meaningful information about student achievement and progress to:

- plan future teaching and learning
- make decisions about continuous improvement of their curriculum.

Schools and teachers have a professional and legal obligation to provide these reports.



## Reporting student achievement and progress in Prep to Year 10

The key purpose of reporting student achievement and progress is to improve student learning. The principles and practices of school-based, standards-based approach to assessment and reporting are central to achieving improved student learning.

These principles, listed below, underpin a framework for reporting:

1. purposes of assessment
2. alignment of teaching, learning, assessment and reporting
3. a collection of evidence or folio of student work /on-balance judgements
4. moderation.

### 1. Purposes of assessment

The main purposes of assessment are to:

- promote, assist and improve teaching and learning
- help students to achieve the highest standards they can
- provide parents/carers with meaningful information on students' achievements and information for reporting and certification.

Schools and education systems often use the following classifications to describe the purposes of their assessment programs.

**Table 1: Examples of assessment frameworks in P–10**

<b>Diagnostic assessment</b>	<b>Assessment for learning</b>
Provides opportunities to use assessment to determine the nature of students' learning difficulties as a basis for providing feedback or intervention	Enables teachers to use information about student progress to inform their teaching
<b>Formative assessment</b>	<b>Assessment as learning</b>
Focuses on monitoring to improve student learning	Enables students to reflect on and monitor their own progress to inform their future learning goals
<b>Summative assessment</b>	<b>Assessment of learning</b>
Can indicate standards achieved at particular points for reporting purposes	Assists teachers to use evidence of student learning to assess student achievement against goals and standards

### 2. Alignment of teaching, learning, assessment and reporting

Teachers develop assessment that is **directly aligned to what students have had an opportunity to learn** based on the intended curriculum. They align what has been assessed to what is reported to students, parents/carers and other teachers.

Alignment is integral to the development and maintenance of a high-quality education system that caters for a diverse range of students and schools. To produce the best learning outcomes for students, alignment means that:

- what is taught (**curriculum**) must inform how it is taught (**pedagogy**), how students are assessed (**assessment**) and how the learning is reported (**reporting**)
- what is assessed **must relate directly** to what students have had an opportunity to learn
- what is reported to students, parents/carers and other teachers **must align with what has been learnt** from the intended curriculum and assessed.

The Australian Curriculum, *Essential Learnings and Standards* and the *EYCG* are based on the assumption that every child and young person can learn. In 2013, schools and teachers will develop and implement appropriate programs that suit their local context for:

- English, Mathematics, Science and History, using the P–10 Australian Curriculum content descriptions and achievement standards
- Studies of Society and Environment (SOSE), The Arts, Technology, Health and Physical Education (HPE) and Languages other than English, using the *Essential Learnings and Standards* in Years 1–9 and the Year 10 Guidelines
- The early learning areas — Social and personal learning, Health and physical learning and the aspects in Active learning processes not covered in the Australian Curriculum — using the *EYCG*.

Student achievement will be reported against the achievement standard for the Year level they are taught.

Teachers make reasonable adjustments to teaching, learning and assessment to support the learning of students with disabilities. In most instances, the required curriculum content, achievement and reporting standards will be used for these students.

School sectors and schools make decisions following negotiation with parents/carers about the provision of modified or accelerated learning and assessment programs to meet the learning needs of some students. Reporting achievement for these students should clearly indicate the Year level of the curriculum content and the achievement standards against which judgments about student achievement have been made.

### 3. A collection of evidence or summative folio of student work

Teachers make summative judgments for reporting purposes based on a **planned and targeted selection of evidence** of student learning collected over the reporting period.

The **folio of student work** is a planned approach to make defensible judgments about student achievement and involves gathering sufficient and targeted evidence of student learning over the reporting period.

For summative purposes, the school and groups of teachers use the curriculum content and achievement standards to make informed decisions about what will constitute a collection of evidence or folio of student work.

A balanced school-based assessment program has opportunities for students to demonstrate their achievement **from a range of learning** (curriculum content), **in a variety of ways** (assessments techniques) **and in a range of situations** (assessment conditions) over the reporting period.

When reporting, teachers use the collection of evidence or folio of selected student work to make an on-balance judgment about how well the evidence in student responses to the range of assessments best match the valued features of a learning area described in the achievement standards. The on-balance judgment represents the student's achievement **at the time of reporting**.

In the context of the Australian Curriculum and the Queensland curriculum, a balanced assessment program involves gathering evidence to make judgments about student achievement in relation to the curriculum content and achievement standards.

#### 4. Moderation

Moderation occurs when teachers engage in focused professional dialogue to discuss and analyse how closely the evidence in student work matches the achievement standards.

Moderation assists teachers to make judgments about individual assessments and collections of evidence or folios of student work.

For the purposes of reporting, moderation procedures ensure that teacher judgments of standards achieved by students are consistent and comparable.

Consistency of teacher judgments is important both within schools and between schools. Making consistent judgments about students' achievements within and between schools occurs when teachers develop shared understandings of the curriculum content and achievement standards.

Moderation provides students and their parents/carers with confidence that the awarded grades are an accurate judgment of achievement and that the report is meaningful, professional and consistent. Schools and school sectors make decisions about moderation processes within and between their schools.

#### Details of Student Reports

The student report templates will include:

- **Written Comments written** -outline what a student has achieved in each KLA and provide advice on areas for improvement. The report may also contain information about extracurricular activities.
- **Achievement Codes** - Include standards of achievement (in each KLA, clearly defined against specific learning standards. These codes describe the student's overall achievement for each learning area studied against what is expected at the time of reporting.
- **Effort and Behaviour** are reported for each student against an A-E rating.
- **Overall Comment**
- Number of **days absent** and unexplained absences for each student.
- Personal goals can also be included

#### Using the Achievement Codes

The Achievement Codes describe a student's overall achievement by using a rating and a descriptor for each of the learning areas studied against what is expected at the time of reporting.

In the Prep year the following five-point scale will be used to report on student achievement in the Australian Curriculum English, Mathematics, Science and History:

<b>Applying (AP)</b>	The student applies a thorough understanding of the required concepts, facts and procedures. The student demonstrates a high level of skill that can be transferred to new situations
<b>Making Connections (MC)</b>	The student makes connections using the curriculum content and demonstrates a clear understanding of the required concepts, facts and procedures. The student applies a high level of skill in situations familiar to them and is beginning to transfer skills to new situations.
<b>Working With (WW)</b>	The student can work with the curriculum content and demonstrates understanding of the required concepts, facts and procedures. The student can apply skills in situations familiar to them.
<b>Exploring (EX)</b>	The student is exploring the curriculum content and demonstrates understanding of aspects of the required concepts, facts and procedures. The student applies a varying level of skill in situations familiar to them.
<b>Becoming Aware (BA)</b>	The student is becoming aware of the curriculum content and demonstrates a basic understanding of aspects of required concepts, facts and procedures. The student is beginning to apply skills in situations familiar to them.

**N: Insufficient evidence to make a judgement**

**Effort and Behaviour will be reported on using comments.**

In Years 1-2, the student's overall achievement in each of the learning areas studied over the reporting period will be rated as:

<b>Very High</b>	The student applies a thorough understanding of the required concepts, facts and procedures. The student demonstrates a high level of skill that can be transferred to new situations.
<b>High</b>	The student makes connections using the curriculum content and demonstrates a clear understanding of the required concepts, facts and procedures. The student applies a high level of skill in situations familiar to them and is beginning to transfer skills to new situations.
<b>Sound</b>	The student can work with the curriculum content and demonstrates understanding of the required concepts, facts and procedures. The student can apply skills in situations familiar to them.
<b>Developing</b>	The student is exploring the curriculum content and demonstrates understanding of aspects of the required concepts, facts and procedures. The student applies a varying level of skill in situations familiar to them.
<b>Support Required</b>	The student is becoming aware of the curriculum content and demonstrates a basic understanding of aspects of required concepts, facts and procedures. The student is beginning to apply skills in situations familiar to them.

**N: Insufficient evidence to make a judgement**

**Effort and Behaviour will be reported on using; Very High, High, Sound, Developing and Support Required.**

In Years 3-7, the student's overall achievement in each of the learning areas studied over the reporting period will be rated as:

<b>A</b>	Evidence in a student's work typically demonstrates a very high level of knowledge and understanding of the content (facts, concepts and procedures), and application of skills.
<b>B</b>	Evidence in a student's work typically demonstrates a high level of knowledge and understanding of the content (facts, concepts, and procedures), and application of skills.
<b>C</b>	Evidence in a student's work typically demonstrates a sound level of knowledge and understanding of the content (facts, concepts and procedures), and application of skills.
<b>D</b>	Evidence in a student's work typically demonstrates a limited level of knowledge and understanding of the content (facts, concepts and procedures), and application of skills.
<b>E</b>	Evidence in a student's work typically demonstrates a very limited level of knowledge and understanding of the content (facts, concepts and procedures), and application of skills.

**N: Insufficient evidence to a make a judgement**

**Effort and Behaviour will be reported on using: Excellent, Very good, Satisfactory, Needs attention and Unacceptable.**