



Academic Reporting Information for Parents

Windsor State School's reporting processes reflect the requirements outlined in the Department of Education's *P-12 Curriculum, Assessment and Reporting Framework* and associated policies. The following information provides further background and details on the academic reporting process and how judgements are made in order to award the overall results seen on the report card.

When will I receive my child's report card?

At Windsor State School, semester report cards are emailed home to parents and made available online via QParents. If a parent requires a printed report card, these can be requested at the school office.

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 and An explanation of the reporting scales are also provided on the front page of student reports for parents.

Prep	Year 1-2	Year 3-6
Applying	Very High	A
Making Connections	High	B
Working With	Sound	C
Exploring	Developing	D
Becoming Aware	Support required	E

What does a 'C' / 'Sound' / 'Working With' standard mean?

For all Australian Curriculum subject areas, students are assessed against the relevant Achievement Standard for that year level. It is important to recognise that the Australian Curriculum achievement standards clearly outlines the expectations of a 'C'/'Sound'/'Working With' standard. If your child achieves a 'C' (or equivalent), they are operating at the year level standard/expectation. A 'C' means that the student is achieving everything required for the subject at that stage in their corresponding year level at school. Therefore, attaining a 'C' for Achievement means your child is on target for their age and year level.

How do teachers make judgements on student achievement?

During each term, teachers collect and moderate evidence to make overall judgements on a 5-point scale in order to award final ratings on the end of semester report card. Teachers use a range of assessment strategies and tools to gather evidence of student achievement for reporting. Each assessment task or tool has a Guide to Making Judgments (GTMJ) accompanying it and therefore will have specific assessable elements for the task. Each assessment task used for reporting is linked directly to the curriculum expectations and the criteria used for judgments will reflect this. After marking an assessment task, or using the assessment tool, teachers also take part in a moderation process where they discuss and share student work with the year level teaching team to collaboratively grade pieces of work. To allocate an overall grade for a semester, teachers use the portfolio of assessment tasks from across the semester to make an 'on-balance' judgement for that student's achievement to the 5 point scale. Teachers also meet to moderate final semester results using the agreed criteria, helping achieve a consistent judgement for overall ratings.

When making 'on-balanced' judgements, teachers use all relevant areas of the Achievement Standard to arrive at an overall result. For example, to receive an overall 'A' for English, the student must show evidence of achieving an 'A' standard in both the Receptive (listening, reading and viewing) and Productive modes of communication (speaking, writing and creating). The same applies to Mathematics. For example, to receive an overall 'A', students must demonstrate an 'A' standard for the proficiency strands of Understanding and Fluency as well as Problem Solving and Reasoning.

What assessments go towards the report card results?

The main purposes of assessment are to gather information and monitor student progress, inform teaching and learning, and report on achievement of the relevant achievement standards. At Windsor State School, we utilise the following forms of assessment, with 'Summative Assessment' being the only assessment type used to make judgements for the semester report cards.

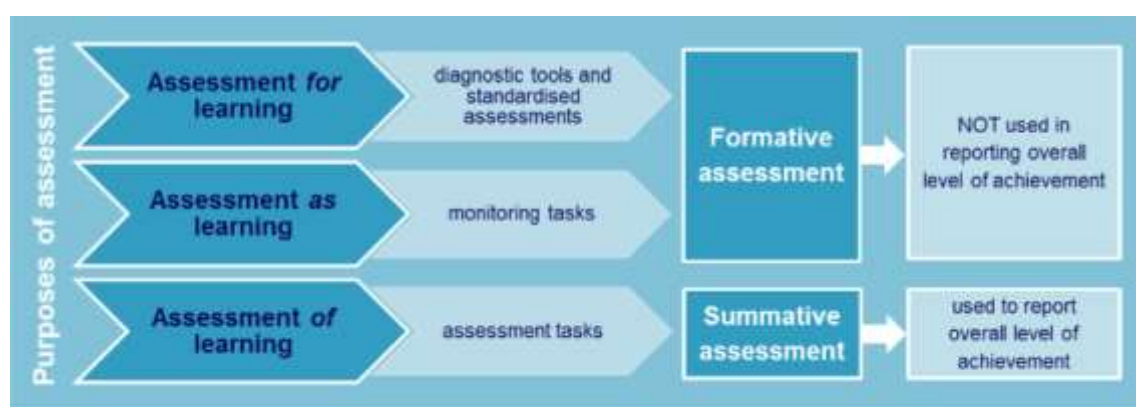
Summative Assessment:

Summative assessment tasks assist teachers to use evidence of student learning to make judgments on student achievement for the purpose of reporting against the achievement standards. Summative assessment most often occurs at the end of learning/units of work and is reported on a five point scale. Teachers use marking guides for all summative assessments. These use the relevant achievement standards and assessable elements to judge the quality of the evidence of student achievement demonstrated in the assessment. Each student's assessment folio, maintained by the teacher, is used at the end of each semester to determine the overall level of achievement in each subject using a five-point scale.

Formative Assessment:

Formative assessment provides evidence to monitor and provide feedback on student learning and informs differentiation of teaching and learning. Student progress is monitored using formative assessment including:

- Monitoring Tasks - Teachers plan and design a range of formal and informal monitoring tasks to track student progress and provide the curriculum in ways that meet the needs of learners. It is incorporated as a regular part of teaching and learning. Monitoring tasks are not used for academic reporting.
- Diagnostic Tools - Diagnostic tools are administered to gain more detailed information about discrete skills that relate to learning, for example literacy and numeracy capability. Diagnostic assessment data informs differentiation of teaching and learning. Diagnostic assessments are not used for academic reporting.
- Standardised assessments - Standardised assessments measure students' understandings and skills, developed over time by teaching the curriculum, against national/international standards. Standardised assessment data may be used to compare performance against national benchmarks, map student progress, identify strengths and weaknesses in systematic curriculum delivery and set improvement goals. Standardised assessments are not used for academic reporting.



Adapted from Melbourne Declaration on Educational Goals for Young Australians, MCEETYA (December, 2008)