

# **Australian Curriculum:**

## *Assessment & Reporting Information for Parents*

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### **What are the Achievement Standards in the Australian Curriculum?**

The Australian Curriculum specifies the knowledge, understanding and skills to be taught and learned within a given subject area from Kindergarten to year 10. Each content area is accompanied by an Achievement Standard. Achievement Standards refer to the quality of learning (the depth of understanding, extent of knowledge and sophistication of skill) demonstrated by students within a given subject.

Teachers use Achievement Standards at the beginning of a learning period to find out what skills and knowledge individual students bring to a new topic, and then to select the most appropriate content to teach. Teachers also use the Achievement Standards at the end of a reporting period to determine what each student has learnt in relation to the Australian Curriculum.

Achievement Standards are accompanied by a national common set of annotated student work samples compiled by the Australian Curriculum, Assessment and Reporting Authority (**ACARA**). The work samples assist teachers to make judgments about student progress toward the Achievement Standard. The student work samples are available to parents and carers on the Australian Curriculum website and are a useful guide to support student learning.

The Australian Curriculum is designed to be both achievable and challenging and the Achievement Standard for each subject and year group outlines the high level of achievement expected of students.

A national approach requires all States and Territories to report student achievement using a 5 point rating. In the ACT, student achievement in Years 1–9 will be reported using the letter ratings A–E, where a ‘C’ rating indicates that a student is performing at the standard expected of students in that year group.

### **Will there be a change to reporting and if so, what?**

Schools will continue to provide students, parents and carers with the two formal reporting mechanisms, the one-page A-E System Report, common across all ACT public schools, and a school based report.

#### **The A-E System Report**

The A-E System Report is a common, ACT Education and Training generated report designed to meet national A-E reporting requirements. From semester 1 2013, a number of changes have

occurred within this report to reflect the teaching and assessing of the phase 1 Australian Curriculum subjects using the Achievement Standards. The changes are:

- Common subject names for the phase 1 Australian Curriculum subjects; English, Mathematics, Science, History
- The year level Achievement Standards will be printed on the back of the reports
- New grade descriptors

**A** indicates that a student has demonstrated **excellent achievement** of what is expected.

**B** indicates that a student has demonstrated **high achievement** of what is expected.

**C** indicates that a student has demonstrated **satisfactory achievement** of what is expected.

**D** indicates that a student has demonstrated **partial achievement** of what is expected.

**E** indicates that a student has demonstrated **limited achievement** of what is expected.

For the remaining subjects, the ACT *Every Chance to Learn* Framework will remain the reference point for student learning and achievement. Schools will continue to report on these areas as in previous years until new learning areas with the Australian Curriculum are implemented.

### **School based reports**

Decisions on the format and content of school based reports continue to be made at a school level in consultation with school boards. School based reports continue to provide the rich detail describing the student's learning programs and information on student strengths, areas for further development, strategies to support and/or extend their learning, student's social development, and information about the student's attitude and commitment to learning.

### **Is there a change in the interpretation of a "C" grade in the new reporting system?**

To provide a universally consistent base for school/teacher judgement of student learning across ACT K - 10 schools, the "C grade" will indicate that the student has demonstrated satisfactory achievement of what is expected against each Achievement Standard.

The learning standard described by each of the Achievement Standards embodies high expectations of learning achievement. To be awarded a "C" grade using these standards represents a significant achievement.

### **How do teachers allocate grades using the Achievement Standards of the Australian Curriculum?**

Teachers use a range of different quality assessment strategies and tools to gather evidence of student achievement with reference to the Australian Curriculum and the Achievement Standards. Based on the evidence, teachers make an on-balance judgement to assess student achievement in

awarding a grade. When using the Achievement Standards, there is an expectation that each Standard is considered as a whole and not broken down into individual statements and viewed as a check list.

The student learning outcomes on school based reports reflect the learning outcomes from units of work and major assessment items taught. These in turn will incorporate language from the curriculum skills and understandings in both the content and Achievement Standards.

Teachers will use the ACARA national annotated student work samples associated with each of the Achievement Standards to ensure student work is assessed consistently across the ACT and other state/territory jurisdictions.

Work samples are available to students, parents and carers to support student learning at <http://www.australiancurriculum.edu.au/>.

### **How will Semester 1 reports differ from those issued at the end of Semester 2?**

The Australian Curriculum Achievement Standards describe the expected student achievement after being taught the curriculum for the entire year of schooling.

The semester 1 A-E System Report will reflect student **progress towards** the end-of-year Achievement Standard. The semester 1 grade reflects the level to which a student is 'on-track' in achieving their final grade. The semester 1 report is now called a "Progress Report".

The semester 2 A-E System Report is summative and the grades allocated indicate the overall achievement the student has made. This judgment is based on evidence gathered by the teacher throughout the entire year.

### **If a subject is only taught in one semester of the year, will teachers be required to report on it in both semesters?**

Student learning in any area continues to be reported only in the semester in which it is taught. If a subject is only taught in semester 1, for example, the grade allocated in the semester 1 report will be summative. The subject will not appear in the semester 2 report.

Subjects taught only in semester 2 will not appear on the semester 1 progress report. The result for that subject will appear at the end of semester 2 as a summative grade.

## **What are the implications of the changes in reporting to the ACT Year 10 Certificate in 2013?**

In 2013, teachers were required to plan, teach and assess using the Australian Curriculum. Student progress was reported using school based criteria. In 2013, teachers will apply the Achievement Standards in reporting student progress in Years 1-9.

For year 10 students in 2013, teachers will continue to plan, teach and assess using the Australian Curriculum but will apply the same reporting criteria as used in 2012. This approach will provide consistency on the ACT Year 10 Certificate which reports both Years 9 and 10 grades.

### **Personalised Learning Programs**

For students who are completing a personalised curriculum program (such as students with additional learning needs) the ACT A–E System Report will incorporate a ‘P’ identifier. The ‘P’ will appear next to the subject area on the report.

Please note that the ‘P’ cannot be given as a grade. The only grades that can be ascribed are A–E.

The ‘P’ identifier is intended for only a small number of students who are accessing an adjusted curriculum designed by their teacher to meet their learning needs. As such, no cohort data will be available for students enrolled in a ‘P’ subject. It does not include students accessing extension or enrichment programs.

Teachers will be available to provide information to parents and carers about the nature and extent of the curriculum adjustment that has been made for their child where a ‘P’ identifier has been used, or for students with gifted and talented adjustments.

### **Exempt Students**

There are a small number of students currently exempt from A-E reporting. These exemption arrangements are not changed under the new reporting requirements. Schools will be provided with the names of exempt students.