

Tasmanian Catholic Education Office

Assessment and Reporting Information for Parents

Dear Parents

This update includes information about the *Australian Curriculum*, achievement standards and assessment and reporting practices across Catholic schools in Tasmania. It is reflective of the ongoing work of the Tasmanian Catholic Education Office to ensure the delivery of high quality curriculum and assessment and reporting practices aligned with national requirements.

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Director of Catholic Education

In 2012 Tasmanian Catholic schools commenced with the implementation of the *Australian Curriculum*. The *Australian Curriculum* provides agreement on the curriculum content that all Australian students should be taught. It also provides explicit advice on the achievement standards that Australian students should be meeting.

In 2013 Tasmanian Catholic schools commenced reporting to the *Australian Curriculum* achievement standards for English, Mathematics, Science and History. Tasmanian Catholic schools are currently implementing the Geography curriculum. Primary schools will report to the *Australian Curriculum* Geography achievement standards in 2015. Secondary Colleges will commence reporting to the Geography standards this year.

The Australian Curriculum achievement standards support classroom assessment practices and form the basis of a nationally consistent approach to assessment and reporting. Teachers use the achievement standards to make on-balance judgments about the quality of learning demonstrated by students.

Information about the nature of achievement standards is included in the column on the right. Assessing students against year level achievement standards has changed the way student achievement is reported. A single A-E rating is made against the subject standard as a whole, rather than against component parts of the subject (e.g. number, measurement and geometry, statistics and probability in mathematics). It should also be understood that a C indicates that a student is achieving at the appropriate level against the achievement standard.

More information on A-E ratings is included over the page.

Achievement Standards

- Describe the *expected achievement* for students who have been taught the associated Australian Curriculum content for a particular year of schooling
- Emphasise the *depth of conceptual understanding, the sophistication of skills* and the ability to apply *essential knowledge* expected of students
- Present an *ordered sequence of learning* across P-10 with the difference between one standard and the next clear and unambiguous

They are designed to:

- Support quality assessment practices
- Support reporting to students and parents
- Provide a basis for consistency of teacher judgment and reporting across states and territories



Student Progress Reports

Under current national agreements schools are required, twice yearly, to provide parents and caregivers with reports on student progress and achievement. This includes A–E ratings, or an equivalent five-point scale, clearly defined against achievement standards.

In 2013, after a lengthy consultation process, Tasmanian Catholic schools adopted a common report format. This ensures that reporting information is consistent and transportable within and between Catholic schools in Tasmania.

As required by the national agreement, student achievement in Years 3–10 is reported using the letter ratings A–E. Student achievement in Prep–2 is reported using the A-E descriptors (e.g. Outstanding Achievement, High Achievement etc).

It is the responsibility of states, territories and jurisdictions to determine the language to be used for describing A-E achievement ratings. The language adopted by the Tasmanian Catholic Education Office is consistent with the language being used in other states and territories. Information about A-E ratings and the descriptors to be used in Tasmanian Catholic schools is included in the box to the right.

States, territories and jurisdictions are responsible for making decisions about timeframes for implementation. During the implementation period Tasmanian Catholic schools will indicate the learning areas that have been assessed against Australian Curriculum achievement standards by including the words ‘Australian Curriculum’ before the learning area title. (e.g. Australian Curriculum English).

Kindergarten

Please note that the information contained in this handout does not apply to Kindergarten. Kindergarten educators are required to keep quality journals of student progress and development throughout the year. These journals are a rich source of information about student development and are used for a number of purposes including reporting to families. These journals take the place of other formal forms of report documents used previously.

A-E Ratings

The A-E rating describes the quality of achievement against the year level achievement standards. Students cannot be assessed against an achievement standard beyond their year level unless they have been taught the entire year level content to which an achievement standard applies.

A-Outstanding Achievement

B- High Achievement

C- Sound Achievement

D- Partial Achievement

E- Minimal Achievement

An **A** indicates a student has demonstrated **outstanding achievement** of the knowledge, skills and understandings expected **at year level**. This statement encompasses evidence of learning beyond the expected level.

An **E** indicates a student has demonstrated **minimal achievement** of the knowledge, skills and understandings expected **at year level**.

Narrative Reports

In consultation with principals, parents and school curriculum leaders, a narrative report may be provided when a student is unable to access the year level curriculum and an alternative or differentiated curriculum is being provided. Parents have the right to request that they not receive a narrative report.