

## Assessment and Reporting

Schools are required to report against the Australian Curriculum achievement standards for all 8 learning areas. Teachers make judgements about the extent and quality of each student's achievement and progress in relation to the Australian Curriculum achievement standards and use the achievement standards as the 'C' grade reference point for assigning A–E grades or word equivalents when reporting to parents/carers.

Reporting on student achievement against Australian Curriculum achievement standards requires teachers to make a holistic on-balance judgement using a range of learning evidence. Teachers then assign an A–E grade based on the aspects of the achievement standard addressed in the learning program to that point in the reporting cycle. Only one grade is assigned for each achievement standard.

| A-E Achievement Standards |   |
|---------------------------|---|
| <b>A</b>                  | Your child is demonstrating <b>excellent</b> achievement of what is expected at this year level.    |
| <b>B</b>                  | Your child is demonstrating <b>good</b> achievement of what is expected at this year level.         |
| <b>C</b>                  | Your child is demonstrating <b>satisfactory</b> achievement of what is expected at this year level. |
| <b>D</b>                  | Your child is demonstrating <b>partial</b> achievement of what is expected at this year level.      |
| <b>E</b>                  | Your child is demonstrating <b>minimal</b> achievement of what is expected at this year level.      |

Information about how students have achieved will be communicated by grade and descriptive reporting. This is done through descriptive information supporting A–E grades or word equivalents in written reports (English, Maths and a general comment), and also through a range of oral reporting which occurs between schools and parents/carers, including parent/teacher interviews, phone and other digital contact, and other meetings with families and students as required.

For some students with identified additional needs, in negotiated learning areas, teachers will design, assess and report on learning using curriculum from a year level other than that in which the student is placed. A–E grades will be assigned against the negotiated year level achievement standard(s) documented in the student's One plan.

| Angaston Primary School Formal Assessment and Reporting Schedule |  |               |                             |
|--|--|---------------|-----------------------------|
| <b>Term 1</b>  |  | <b>Term 2</b> |                             |
| Week 7/8   | NAPLAN online Year 3 & 5                                   | Week 10       | Mid Year Written Reports    |
| <b>Term 3</b>  |  | <b>Term 4</b> |                             |
| Week 3   | Parent/Teacher interviews                                  | Week 9        | End of Year Summary Reports |
| Week 7-9   | PAT Maths/Reading Year 1- 6<br>Phonics Screen Check Year 1 |               |                             |

\*Ongoing formative and summative assessment takes place regularly as part of the classroom teaching and learning cycle. This provides evidence of progress when reporting to families, as well as informing teachers about the next steps in the learning cycle.