



KALBAR STATE SCHOOL

Excellence in a Supportive Environment

Understanding Your Child's Report Card

As you are aware, students and teachers this year have been working with the new Australian Curriculum, as interpreted through Queensland's C2C curriculum resources. Whilst the Australian Curriculum is similar in many respects to the previous Queensland curriculum, there are some differences which have required adjustments. For example, some concepts are covered earlier than previously expected, there is a stronger focus on specific areas and in some cases a different standard of work is expected of students.

For Semester 1 report cards, teachers are evaluating student work based on our new C2C units and assessments tasks from Term 1 and 2 in English, Maths and Science.

Due to the fact that this is the first assessment period following implementation of a new curriculum, report card results may also reflect students' 'learning curve' in terms of the change in expectations for learning in their year level. This is not cause for concern, as teachers are adapting and adjusting their teaching/learning to ensure that students receive the necessary prior knowledge and are supported through their learning tasks.

Also, C2C units are in ongoing review and adjustment, based on feedback from teachers. However, it is worth noting the fact that report card results in English, Maths and Science this semester are based on the new content descriptors and year level Achievement Standards from the Australian Curriculum, and as such may not be reliably compared to previous years' results. For further information on the Australian Curriculum standards visit the online curriculum at <http://www.australiancurriculum.edu.au/>

Over recent years, parents, students and teachers across Queensland are gradually becoming more familiar with a 5-point scale (e.g. A-E) process for reporting in all schools.

The new system schools are using refers to attainment standards called "*benchmarks of achievement*" or "*criteria.*" So what makes an "A", "B", "C" etc is predetermined by a scale of achievement. (Refer over page) Any student who shows evidence of meeting a particular level, deserves that benchmark grade.

This is what you could consider the new difference for a "C" really means:

A "C" means that the student has met the criteria for a learner to be at the appropriate age level.

A "C" means that the student is doing everything required at their Year Level at school. The best description is to say that a "C" means that the student's academic development is exactly where it needs to be.

That means attaining a "C" for Achievement means you are ON TARGET for your age level!

With all of this in mind, we must accept that it may be harder to get an "A" or "B". These grades are not awarded simply to the top students in the class. They are only given to students who show that they are independently capable of working beyond the criteria required for their Year Level.

So what does all the information above mean?

- Many parents are likely to see more "C" grades on their child's report cards.
- An "A" for **Effort** and a "C" for **Achievement** indicates that your child is "On Target" for their age.

(This grade should be celebrated with students because it means they have worked hard to be where they need to be.)



KALBAR STATE SCHOOL

Excellence in a Supportive Environment

- The “**Effort**” grades are also really important because they are a reflection of how, in the teacher’s opinion, the student is working consistently in class in that learning area (English, Maths, Science etc).

Guide To Making Judgments

GTMJs are also a very important teaching tool for the teacher and students. It is vital these sheets are discussed and taught in detail to the students during the early stages of the Unit of Study so that all terminology and concepts are understood.

Reporting Student Achievement

In 2012, 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–10. This will include curriculum developed using:

- Australian Curriculum content descriptions and achievement standards
- Queensland Essential Learnings and Standards
- Early Years Curriculum Guidelines.

The Australian Curriculum, *Essential Learnings and Standards* and the *EYCG* are based on the assumption that every child and young person can learn.

In 2012, schools and teachers will develop and implement appropriate programs that suit their local context for:

- 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 in Prep*.

English, Mathematics and Science are being taught through the Qld *Curriculum into Classroom* (C2C) Units of work devised using the P–10 Australian Curriculum content descriptions and achievement standards.

A collection of evidence or 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.



KALBAR STATE SCHOOL

Excellence in a Supportive Environment

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.

School Reports

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 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.

Queensland Comparative Assessment Tasks (QCATs)

English Unit 5 and mathematics Unit 5 for Year 4, 6 and 9 (beginning of Term 3 units) will be aligned to the QCATs. These units will teach and support the selected Content descriptions for assessment in the QCATs. The QCATs will also be used as an assessment piece in these units.

For science, the QCAT for 2012 is based on the topic of Earth and space sciences.

The teaching and learning of Earth and space sciences is in the following C2C units:

- Year 4: Unit 1 — Term 1



KALBAR STATE SCHOOL

Excellence in a Supportive Environment

- Year 6: Unit 3 — Term 3
- Year 9: Unit 4 — Term 2

In 2012, for Year 4 science, schools will have already taught the required Content descriptions to be assessed in the QCATs. The C2C Term 3 Unit will include time to revise this learning in readiness for the QCAT and for the implementation of the QCAT.

For Year 6 science, the term 3 unit aligns with the topic of the QCAT. The content of this unit matches and supports the Content descriptors of the QCAT and uses the QCAT as an assessment piece.

Year 2 Diagnostic Net

The Year 2 Diagnostic Net will be used for the last time in 2012 as an optional data collection tool. Our School has decided not to use this tool as a tracking device.