Assessment and Reporting
Explanation of the Report Format used for Years 6 – 12

For mid-semester reports, i.e. terms 1 and 3, the report format is formative with indicators of performance in areas such as Work Completed, Use of Class time etc and an indication of the grade level that the student is working at.

The end of semester report, terms 2 and 4, are more descriptive and summative in nature. Each teacher develops their program for the semester which includes the topics covered and the type of assessment tasks undertaken, the assessment criteria used to determine the level of achievement and the outcomes that these achievements are measured against. This program is the basis for the development of the report proforma.

On the report proforma, the outcomes are visible in two places. At the top of the page is a table that shows all of the outcomes for that Learning Area at three Standard levels. This allows the teacher to indicate to parents the level at which their child has achieved each of the outcomes covered during the course.

The second place that the outcomes appear is in the box with each topic and / or task. Here the teacher indicates which outcomes will be assessed against in the assessment task and the Standard at which the teacher will be aiming the course. Obviously the teacher will need to allow for students to demonstrate learning beyond that level, but this will be the focus of the course. This allows parents to see where each of the outcomes has been covered during the semester, and can then relate them to the type of learning that their child has undertaken.

The assessment criteria allow the teacher to be specific about what skills, knowledge and understanding the students were required to demonstrate during the course. These should reflect the outcomes but can be written in terms that are more relevant to the teaching that took place than would be written in the SACSA framework. These criteria form the basis against which assessment tasks are developed and provide students with direction to improve their achievement. These criteria should include verbs that explain what the student needs to be able to do e.g. demonstrate, explain, describe.

The grades for each topic or task and for the end of semester need to be in the A – E format as required by law and DECS Policy. Please see the “Teaching and Learning Guide for the New Student Reports in SA” pamphlet that explains clearly which each grade means. This can be found on the DECS website in the Assessment and Reporting section at http://www.decs.sa.gov.au/assessment/files/pages/StudentReport/Teaching_and_Learning_Guid.pdf.

It is important to remember that reporting needs to be congruent. The grades that you give a student should reflect, and be reflected in, the comments you write and the outcomes you assign to each child.