



Student Reporting Frequently Asked Questions Australian Government Regulations

Which subjects and year levels do the regulations apply to?

The regulations apply to **all** subjects for **all** students in Years 1 to 10. It is not true that they apply only to English and Mathematics.

Subjects such as Music, Physical Education and Drama are also covered by the regulations.

Religious Education is covered by the regulations for those elements that are content-based and subject to assessment by the teacher. Components that are not assessed such as spiritual development are not covered.

How is a subject defined?

The school defines what a subject is.

Integrated Studies may be reported as one subject. It is not necessary to provide a reporting break-down of the component subjects.

Must I provide a global grade for comparative reporting?

It is not necessary to provide a global grade for any subject. English, for example, may be reported against its dimensions – Reading, Writing, and Speaking and Listening or with a global grade.

Reporting may be offered at dimension level, and comparative reporting may be offered at a global level. The school chooses the mechanism that best suits its needs.

There is no requirement that comparative reporting using grade distribution should fit a normal curve.

Must comparative reporting be offered for all assessed work?

No, the school determines the basis for comparative reporting. It may be all assessed work, or some assessment tasks. Schools are advised to have a written policy to support their decisions.

How are VET subjects reported?

VET subjects are reported against a competency scale. The five-point scale does not apply.

What about other subjects that use competency-based assessment?

Subjects that are competency-based only should use the competency scale.

Subjects that incorporate competency-based assessment with achievement-based assessment should use the five-point scale.

Which students qualify for Student with Disability (SWD) consideration?

If the student has a disability that hinders his/her access to education, s/he cannot be assessed and given a grade on the mainstream curriculum. S/he has an Individual Learning Plan in one, some or all learning areas. S/he has a Programme Support Group which monitors progress.

Is comparative reporting applicable to students on an Individual Learning Plan?

Comparative reporting does not apply to any student on an Individual Learning Plan (ILP) for their total programme. For a student on an ILP for part of his/her programme (such as intensive spelling support for six weeks), it depends on whether the student can be assessed with his/her peers. If the students can be assessed with his/her peers, even if the grade is low, then s/he should receive a grade.

How are ESL students graded?

Students undertaking ESL are graded against the ESL scales. If their language skills impact significantly on their achievement in other subjects then the ILP guideline applies. That is, it depends on whether the student can be assessed with his/her peers. If the students can be assessed with his/her peers, even if the grade is low, then s/he should receive a grade.

Should we continue to provide written comments on the report?

This is a school-based decision. Principles of good reporting support the use of detailed, personalised comments describing a student's progress and achievement and setting learning goals for the next learning period.