

## Achievement Indicators: A-E Grades, years 1-12

Teachers assign an A-E grade for each subject/learning area using a range of evidence based on the aspects of the standard addressed in the learning program to that point in the reporting cycle.

Grade	Word equivalent	A to E indicators In relation to the Achievement Standard the student has demonstrated:
A	Your child is demonstrating excellent achievement of what is expected at this year level.	<ul style="list-style-type: none"> <li>• <b>thorough</b> knowledge and understanding of the content, key ideas and concepts</li> <li>• <b>very high level</b> of competence in the skills and processes</li> <li>• uses these skills and processes in <b>new contexts</b></li> </ul>
B	Your child is demonstrating good achievement of what is expected at this year level.	<ul style="list-style-type: none"> <li>• <b>extensive</b> knowledge and understanding of the content, key ideas and concepts</li> <li>• <b>high level</b> of competence in the skills and processes</li> <li>• uses the skills and processes in <b>some new contexts</b></li> </ul>
C	Your child is demonstrating satisfactory achievement of what is expected at this year level.	<ul style="list-style-type: none"> <li>• <b>satisfactory</b> knowledge and understanding of the content, key ideas and concepts</li> <li>• <b>expected</b> level of competence in the skills and processes</li> <li>• uses skills and processes in <b>familiar contexts</b></li> </ul>
D	Your child is demonstrating partial achievement of what is expected at this year level.	<ul style="list-style-type: none"> <li>• <b>basic</b> knowledge and understanding of the content, key ideas and concepts</li> <li>• <b>limited</b> level of competence in the skills and processes</li> <li>• <b>some ability</b> to use skills and processes in <b>familiar contexts</b></li> </ul>
E	Your child is demonstrating minimal achievement of what is expected at this year level.	<ul style="list-style-type: none"> <li>• <b>very basic</b> knowledge and understanding in a few areas of the content, key ideas and concepts</li> <li>• <b>very limited</b> competence in some of the skills and processes</li> <li>• <b>beginning ability</b> to use skills and processes in <b>familiar contexts</b></li> </ul>
NA	There is insufficient evidence to provide your child with a meaningful grade	<ul style="list-style-type: none"> <li>• insufficient evidence of learning across all areas of content, concepts, skills and processes</li> <li>• the student may have health issues preventing participation in learning, been recently enrolled or have other reasons for there being insufficient evidence.</li> <li>• before using an NA discuss the reasons with the relevant Teaching and Learning leader.</li> </ul>
One Plan	Your child has no achievement indicator for this subject as documented in the One Plan	<ul style="list-style-type: none"> <li>• a comment on progress achieved against the learning goals of the One Plan will be provided on the report</li> </ul>

**Students working below or above year level consistently and being reported against a different year level** this must be documented either in the student's One Plan or using the Reporting Exceptions Record in Daymap.