# Reporting Resource: A–E Guide

A guide to making on balance A–E grade judgements when reporting against Australian Curriculum achievement standards in DECD

<table>
<thead>
<tr>
<th>Grade</th>
<th>Word Equivalent</th>
<th>A–E indicators - In relation to the achievement standard, the student has demonstrated</th>
</tr>
</thead>
</table>
| A     | Your child is demonstrating excellent achievement of what is expected at this year level. | • Thorough knowledge and understanding of the content, key ideas and concepts  
• Very high level of competence in the skills and processes  
• Uses these skills and processes in **new contexts** |
| B     | Your child is demonstrating good achievement of what is expected at this year level. | • Extensive knowledge and understanding of the content, key ideas and concepts  
• High level of competence in the skills and processes  
• Uses the skills and processes in **some new contexts** |
| C     | Your child is demonstrating satisfactory achievement of what is expected at this year level. | • Satisfactory knowledge and understanding of the content, key ideas and concepts  
• Expected level of competence in the skills and processes  
• Uses skills and processes in **familiar contexts** |
| D     | Your child is demonstrating partial achievement of what is expected at this year level. | • Basic knowledge and understanding of the content, key ideas and concepts  
• Limited level of competence in the skills and processes  
• Some ability to use skills and processes in **familiar contexts** |
| E     | Your child is demonstrating minimal achievement of what is expected at this year level. | • Very basic knowledge and understanding in a few areas of the content, key ideas and concepts  
• Very limited competence in some of the skills and processes  
• Beginning ability to use skills and processes in **familiar contexts** |