



All Saints Anglican School

GROWING THROUGH GRACE; LEARNING THROUGH LOVE

GLOSSARY FOR MIDDLE SCHOOL END OF YEAR REPORT

Aims/Objectives/Outcomes

Statements of what students should be able to know and do by the end of a designated period of schooling.

Assessment

The purposeful and systematic collection of information about students' achievements based on their ability to apply and use relevant knowledge and theoretical and practical skills to respond to a set problem or issue.

Continuous

Gathering evidence about a student's *standard of achievement* throughout a course of study as opposed to having a single assessment task at the end of a course of study.

Diagnostic

Assessment used when the major purpose is to determine the nature of students' learning strengths and difficulties as a basis for providing feedback or intervention. It enables teachers to use information about student progress to inform their teaching.

Formative

Assessment used when the major purpose is to improve teaching and student achievement. It forms part of the process of understanding student strengths and challenges in order to support students to further their skills and understanding and to prepare them for future learning goals and summative assessment. This form of assessment is **not** used in the formal collation of *Standards of Achievement* for reporting purposes.

Standards Based

Judging the quality of *student achievement* with reference to pre-stated standards. These standards (A-E) are expressed in the form of *rubrics* or matrices that accompany assessment tasks.

Summative

Assessment used to establish and indicate a student's standard of achievement at particular points of schooling. It is assessment designed and chosen to be used for the purposes of reporting or certification and is a standardised assessment task administered within a given cohort and graded consistently for all students who complete the task.



Co-curricular

Refers to the many learning opportunities that are provided by the School which are not part of the formal curriculum but are school-based. Co-curricular pursuits take place throughout the school year and include activities such as community service, the performing arts, sport, clubs, societies, debating and academic competitions. Co-curricular activities are a vital and integral part of an All Saints' education. Reports record co-curricular participation and representation in school-based activities at levels such as House, School, district, region, state, national and international.

Cohort

Students belonging to a group. Usually refers to those in a subject area or in a house or year group.

Context

The circumstances or details relating to an educational resource or task.

Familiar

Situations or materials that have been the focus of prior learning experiences. In the case of assessment instruments, familiar context tasks require students to access texts or engage questions similar to ones that have been modelled by the teacher in class or in preparation for the assessment instrument.

Unfamiliar

Situations or materials that have not been the focus of prior learning experiences and remain non-routine. In the case of assessment instruments, unfamiliar context tasks require students to access texts or solve problems the likes of which they have not previously accessed even though they have had opportunity to learn and rehearse all the skills and understandings essential to successfully attempting the question.

Criterion

The property or characteristic by which something is judged or appraised. The singular of *criteria*.

Dimensions

The properties or characteristics of distinctive learning for a specific subject or learning area. They are identified in the *rubric* for each subject. It is these that schools are required to teach and that students should have the opportunity to learn.

Skills

The specific techniques, strategies and processes in a learning area.

Understandings

Concepts underpinning and connecting knowledge in a learning area and the ability to appropriately select and apply knowledge to solve problems in that learning area.

Distribution Scale

Shows a student's overall *standard of achievement* against that of the cohort. The dot indicates the standard of your child's overall *on-balance* achievement on the five point scale and the numbers beneath each *standard of achievement* indicate the number of students from the year group *cohort* who achieved at each standard.



Educational Support

Additional assistance and skills-based programmes provided by specialist teachers and teacher aides to support the individual learning needs of students and the development of knowledge, skills and understandings across the core curriculum strands. Support is provided in a one-to-one, in class, or small group setting depending on the needs of the student.

Individual Education Plan (IEP)

A legal document that outlines a student's diagnosis, the impact of the diagnosis in the learning environment, together with the adjustments, modifications and support required to optimise learning opportunities and achieve specific learning goals.

Individual Learning Plan (ILP)

A document that clearly outlines critical information about a student who is experiencing difficulty accessing year level curriculum independently. It identifies the impact of these difficulties and provides appropriate strategies, adjustments and modifications to optimise the student's learning opportunities.

Modified Programme

Changes made to curriculum expectations and goals in order to optimise access to the learning environment. Modifications may include adjustments to the learning environment, teaching strategies, the curriculum level, additional support and special considerations.

Effort

Any non-academic behaviour which is conducive to learning. In the Middle School this refers to an on-balance judgment on a five point scale (A - consistently, B - often, C - sometimes, D - infrequently, E - rarely) based on the following descriptors: seeks assistance at the point of need; demonstrates resilience when challenged; approaches work with a determined attitude.

Folio

A term used in Year 11 and 12 to describe a collection of a student's responses to assessment instruments over a course of study.

Matrix

See *rubric*

Moderation

Process by which teachers compare their judgments about students' *standard of achievement* to ensure consistency of teacher judgments within the Year level cohort and across the year levels of the School. The process applies to individual pieces of assessment and to *portfolios* of student responses to set tasks. In Years 11 and 12 moderation also occurs across schools. The process provides teachers, students and their parents/carers with confidence that the *standard of achievement* assigned is an accurate judgment of achievement and that the report is meaningful, professional and consistent.

On-balance

A teaching team's judgment and decision as to the *standard of achievement* that best matches the quality of a student's work overall, either for a single criterion, a single assessment instrument assessing multiple *criteria*, or across the entire course of study. An on-balance judgment is based upon the match between the evidence of student work and the relevant prescribed standards. It does not involve a mathematical averaging of a standard across different assessments, *dimensions* (skills or understandings), or across different *criteria* within dimensions.



Portfolio

A specifically Junior School and Middle School term used to describe a collection of a student's responses to tasks completed as part of their studies. It may include responses completed as part of classwork or *diagnostic, formative and summative assessment*.

Report

A summary statement which records a student's achievements during a designated period of time. It records information on student attendance and standards of engagement as well as achievement across academic, social, cultural and sporting domains. It also provides an indication of the placement of a student relative to other students in their cohort.

Rubric

A table that provides task-specific criteria to guide teacher judgments of the quality of a student's performance when responding to assessment. Rubrics are based on elaborations of *year level standards* and are informed by the context of the specific curriculum and school requirements.

Standard of Achievement

The *on-balance* standard reached by a student within a given subject, described in five standards which distinguish between the degrees of quality evident in student work. It may identify the standard achieved at specific *criteria, dimension*, or as an overall performance. The various standards emphasise the depth of conceptual understanding, the sophistication of skills and the ability to apply essential knowledge expected of students.

Years 7-10

- A The student is achieving **well above** year level standard and is able to **independently** apply knowledge, understanding and skills in *familiar* and *unfamiliar contexts*.
- B The student is achieving **above** year level standard and is able to **independently** apply knowledge, understanding and skills in *familiar contexts*.
- C The student is achieving **at** year level standard. The student **independently** achieves at this standard with tasks set in *familiar contexts*.
- D The student is **working towards** achieving the year level standard. The student achieves at this standard with **teacher prompts** and with tasks set in *familiar contexts*.
- E The student is **working towards** achieving the year level standard, achieving at this standard with **constant and explicit teacher prompts** and with tasks set in *familiar contexts*.

Year Level Standard

An expectation of the depth of *understanding*, the extent of knowledge and the sophistication of *skills* that students should typically demonstrate *on-balance* at the end of a teaching and learning year as specified by the Australian Curriculum Achievement Standards. It is based on what students are typically able to understand and do. The C standard of achievement indicates that the student is working and achieving at *year level standard* on the *summative assessment* completed to date.