



Covenant Christian School

REPORTING and ALLOCATION OF GRADES POLICY

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	June 07	Reviewed – no changes.
	June 09	Reviewed – Yr 7 – 12 Report explanation to parents sheet removed.
	March 2013	Reviewed – minor changes and Junior School component added

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Reporting and Allocation of Grades Policy and Procedure

Introduction

Federal Government reporting requirements demand the allocation of grades A-E. This should be done in a consistent, reliable and transparent way. This should also assist parents in understanding their child's progress.

This policy outlines the procedures which will be followed in allocating the grades.

Policy and procedures

1. Description of Grades

The grades A-E will correspond to the Common Grade Scale developed by the Board of Studies as this is "one that can be used to report student achievement in both the primary and junior secondary years in all NSW schools" (BOS website © Copyright 2006 Office of the Board of Studies.)

Grade	Common Grade Scale
A	The student has an extensive knowledge and understanding of the content and can readily apply this knowledge. In addition, the student has achieved a very high level of competence in the processes and skills and can apply these skills to new situations.
B	The student has a thorough knowledge and understanding of the content and a high level of competence in the processes and skills. In addition, the student is able to apply this knowledge and these skills to most situations.
C	The student has a sound knowledge and understanding of the main areas of content and has achieved an adequate level of competence in the processes and skills.
D	The student has a basic knowledge and understanding of the content and has achieved a limited level of competence in the processes and skills
E	The student has an elementary knowledge and understanding in few areas of the content and has achieved very limited competence in some of the processes and skills

2. Grade cut-offs

For each school year K-10 these grades will be aligned to outcomes and marks, with cut-offs at points according to the Common Grade Scale. Teachers will look at work samples and exemplars, where available, to validate these cut-offs.

3. Years 9-11

In Years 9-11, where grades are submitted to the Board of Studies teachers will also use the Course Performance Descriptors in conjunction with outcomes, marks and work samples to assign grades. In past years it has been observed that the spread of Grades A-E in the School Certificate at Covenant is roughly:

- A- 15%
- B- 30%
- C- 35%
- D- 15%
- E- 5%

This distribution may be taken into account by Coordinators as an approximate guideline and is in no way meant to be mandatory, as work samples and the Board website are crucial to this decision.

3.1 Years 1-6

- E grade: below 10%
- D grade: between 11 - 55%
- C grade: between 56 – 75%
- B grade: between 76 – 90%
- A grade: above 91%

Please note that Junior School have changed the A-E symbols replacing them with a descriptive word in order to communicate more appropriately with the parent body. Thus...

A = Exceptional
B = Excelling
C = Achieving
D = Developing
E = Basic

In practice, the teacher will enter a student's particular score into the database where a suggested grade is highlighted within a drop-down box. The teacher can simply opt for the suggested grade or bring their professional judgement to bear, should the grade appear inaccurate. There is a good balance here between the objective and the subjective.

4. Scaling and Moderating

Where assignments have been very rigorous or where marks are considerably higher or lower than expected, scaling may be used to ensure that accurate grades are assigned.

Where tests and tasks are not common across a grade, it may be necessary to moderate the marks to ensure comparability.

5. Allocation of Grades

Grades will be allocated electronically by Edumate after professional collaboration and taking the above procedures into account.

6. Report content

The report will clearly state what each grade represents, using the Common Grade Scale or terms with equivalent meaning, depending on the context. It may also contain marks and results from tests, exams and assignments. Covenant reports will also describe the progress of each child via attitude, effort and behaviour comments and teachers' comments. Teachers' comments will address areas of concern or special strengths so that parents gain meaningful feedback on their child's social, academic and spiritual development.

7. Maintenance of records

Teaching staff enter marks into our data base, Edumate, from their assessments, whether these are formal across the grade or single class assessments. These are verified by faculty coordinators. These marks generate the grades which comply with the Common Grade Scale, but may be overridden when work samples and course descriptors are taken into consideration. The student report is generated from this data base and is written by the Class Teacher, checked by the Coordinator, a pastoral comment is added by the Home Class Teacher then all reports are checked by the Deputy Principal. Reports are sent home via the students but are maintained on the data base under the History tab. This data then makes it possible to consider a child's progress from one semester to another and from year to year as well as from one class to another. These records can then also be used to ensure that the standard of teaching remains consistent.

8. NAPLAN results are stored electronically by the Education Support Coordinator. Individual results are stored in hard copy in the secure student files. These results are included in the Annual report. Students falling outside the expected norms will be followed up for remedial or extension work.
9. HSC results are able to be stored and accessed over time on the BOSTES website.
10. In addition, work samples are kept for each subject for the calendar year, allowing for a consistent standard of work to be assessed.
11. Should a discrepancy be noted this will be discussed at parent-teacher interview times. Should a whole group of students show considerably reduced results, support for the teacher would be put in place to ensure consistent teaching is taking place. This could involve classroom observation by the coordinator, professional development, observation of peer teaching and mentoring by a senior staff member.