

This information about the Common Grade Scale outlines how grades are used in student reporting in Catholic Schools Broken Bay From Kindergarten to Year 12.

### What is the Common Grade Scale?

*“Generic, holistic descriptions of typical performance at each of 5 grade levels that can be used to identify and report student achievement in both primary and junior secondary years in NSW schools” (NESA Glossary).*

The NSW Education Standards Authority (NESA) mandates the use of a five-point Common Grade Scale in all NSW schools from Years 1 to 10. This scale measures a student’s achievement against set learning standards, not other students. The learning standards are outlined in the NSW syllabuses and CSBB Religious Education curriculum. The Common Grade Scale appears in the CSBB student academic report as Achievement Codes.

Based on the five-point scale for Years 1–10, CSBB has adopted a three-point scale for use in Kindergarten.

The tables below outline the Achievement Codes used in CSBB for Kindergarten & Years 1–10.

#### Kindergarten

Achievement Code	Descriptor
Thorough	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.
Sound	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.
Basic	The student has a basic knowledge and understanding of the content and has achieved a limited level of competence in the processes and skills.

#### Years 1 to 10

Achievement Code	Descriptor
Extensive / 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.
Thorough / 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.
Sound / 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.
Basic / 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.
Elementary / E	The student has an elementary knowledge and understanding in few areas of content and has achieved very limited competence in some of the processes and skills.

### What is the Common Grade Scale for Preliminary Courses (Year 11)?

*“Generic, holistic descriptions of typical performance at each of 5 grade levels used to identify and report student achievement at the end of Year 11 courses on student credentials” (NESA Glossary).*

NESA mandates the use of a specific five-point scale in all NSW schools for Year 11. These appear as achievement codes in Year 11 reports. The table below outlines the Achievement Codes used in CSBB for Year 11.

Achievement Code	Descriptor
Extensive / A	The student demonstrates extensive knowledge of content and understanding of course concepts, and applies highly developed skills and processes in a wide variety of contexts. In addition, the student demonstrates creative and critical thinking skills using perceptive analysis and evaluation. The student effectively communicates complex ideas and information.
Thorough / B	The student demonstrates thorough knowledge of content and understanding of course concepts, and applies well-developed skills and processes in a variety of contexts. In addition, the student demonstrates creative and critical thinking skills using analysis and evaluation. The student clearly communicates complex ideas and information.
Sound / C	The student demonstrates sound knowledge of content and understanding of course concepts, and applies skills and processes in a range of familiar contexts. In addition, the student demonstrates skills in selecting and integrating information and communicates relevant ideas in an appropriate manner.
Basic / D	The student demonstrates a basic knowledge of content and understanding of course concepts, and applies skills and processes in some familiar contexts. In addition, the student demonstrates skills in selecting and using information and communicates ideas in a descriptive manner.
Elementary / E	The student demonstrates an elementary knowledge of content and understanding of course concepts, and applies some skills and processes with guidance. In addition, the student demonstrates elementary skills in recounting information and communicating ideas.

The Achievement Codes used in Years 1-10 are explained in the table below.

Achievement Code	Explanation
Extensive / A	A student has exceeded the expected knowledge, skills and understanding for the learning area during the reporting period. The student demonstrates deep understanding and can apply their knowledge and skills independently in new, different and more complex situations.
Thorough / B	A student has demonstrated a deeper level of knowledge, skill and understanding in the learning area during the reporting period. The student shows a strong understanding and can apply their learning across a range of situations beyond familiar tasks.
Sound / C	A student has demonstrated the knowledge, skills and understanding in a learning area during the reporting period. The student is working at the expected standard and can apply their learning consistently in familiar contexts.
Basic / D	A student has demonstrated some knowledge, understanding and limited skills in the learning area during the reporting period. They are beginning to show aspects of the expected learning, but this may not yet be consistent or across all areas. The student may have gaps in their learning and need some support to achieve the standard.
Elementary / E	A student has demonstrated a limited level of knowledge, skills and understanding in the learning area during the reporting period. The student's work may show partial understanding or inconsistency, and they may have significant gaps in their learning. They are not yet demonstrating the expected standard for this stage and typically require a high level of support to achieve the standard.

### How is the Common Grade Scale used in student reporting?

The Common Grade Scale is used in NSW schools to report student achievement against the expected standards in each syllabus. The Achievement Code on a student report shows how well these standards have been met during the reporting period. Students are not compared with one another.

Teachers use the Common Grade Scale to decide which grade best reflects a student's learning. To determine a grade, teachers use a range of assessment information, including observations, classwork, assessments, and tests. This information is considered together to make a holistic, professional judgement about achievement.

Student learning is communicated in a variety of ways, including student reports, parent-teacher conversations and ongoing communication throughout the year.

### Why is there no Common Grade Scale for Year 12?

There is no Common Grade Scale for Year 12 because students are working towards the Higher School Certificate (HSC). The HSC uses different assessment and reporting systems.