

CSBB K-12 Student Reporting Glossary for Parents

This glossary explains commonly used terms in student reports to support families in understanding their child's learning.

| Term | Definition |
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| Achievement Code | The achievement code is a key used on the CSBB Student Academic Report and is aligned to the NSW Common Grade Scale. The appendix provides descriptors of each achievement code. |
| Assessment | <p><i>“Collecting and evaluating information about student learning, which can be used to inform ongoing teaching and learning and to make judgements about student progress and achievement” (NESA Glossary).</i></p> <p>Assessment is an integral part of teaching and learning. Teachers continually gather information about what students know, understand and can do, and compare this to the expectations of the NSW curriculum. They draw on a range of evidence, such as classwork, observations and tasks, to make a professional judgement about how well students are meeting the standards for the reporting period.</p> |
| Common Grade Scale | <p><i>“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).</i></p> <p>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. The Common Grade Scale appears in the CSBB student academic report as Achievement Codes. The appendix provides definitions of the achievement codes.</p> <p>Based on the five-point scale for Years 1 – 10, CSBB has adopted a three-point scale for Kindergarten. The appendix provides definitions of each achievement code.</p> |
| Common Grade Scale for Preliminary Courses (Year 11) | <p><i>“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).</i></p> <p>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 appendix provides definitions of each achievement code.</p> |

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| Course | <p>“Each key learning area (KLA) has a number of courses, some of which are mandatory and some are elective” (NESA Types of Courses).</p> <p>A course is the specific program of learning that teachers deliver to students over a set period of time.</p> |
| Curriculum | <p>“In NSW, there are more than 200 syllabuses from Kindergarten to Year 12. Together the syllabuses form our curriculum – a continuum of learning which starts before school and continues through to Year 12 and beyond” (NESA Types of Courses).</p> <p>‘Curriculum’ is the collective term used to refer to all the NSW syllabuses. In CSBB the curriculum includes the NSW syllabuses and the CSBB Religious Education Curriculum.</p> |
| Effort Code | <p>A key that appears on a CSBB student academic report that provides information about a student’s attitude, engagement, and commitment to learning.</p> |
| Formative assessment | <p>“A process that involves the ongoing use of information about students’ knowledge, understanding and skills to target teaching and address student learning needs” (NESA Glossary).</p> <p>Formative assessment is the ongoing process where teachers track what students understand and can do against the standard. This information is used to plan teaching and support students’ next steps in learning.</p> |
| Learning Area / Key Learning Area | <p>Learning Areas (LA)/ Key Learning Areas (KLA) are mandated areas of study for Kindergarten to Year 12 students.</p> <p>In K – 6 there are six NESA Learning Areas: Creative Arts; English; Human Society and its Environment (HSIE); Mathematics; Personal Development, Health, and Physical Education; and Science and Technology. In CSBB, Religious Education is an additional Learning Area.</p> <p>In 7 – 12 there are eight main Learning Areas from NESA: Creative Arts; English; Human Society and its Environment (HSIE); Languages; Mathematics; Personal Development, Health, and Physical Education; Science and Technological and Applied Sciences. In CSBB, Religious Education is an additional Learning Area.</p> |
| Learning Behaviours | <p>A term used in the key <i>demonstration of values promoted at our school and learning behaviours</i> section of the CSBB K – 6 student academic report, which describes how a student approaches learning and interacts with others.</p> |

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| <p>Life Skills</p> | <p><i>“All students are entitled to participate in and progress through the curriculum. Courses based on Life Skills outcomes and content are designed for students with intellectual disability or imputed intellectual disability who cannot access stage outcomes”</i> (NESA Life Skills).</p> <p>Life Skills courses ensure students with intellectual disability or imputed (suspected) intellectual disability can access learning in a meaningful way.</p> <p>Life Skills reports describe a student’s progress against prescribed Life Skills Outcomes, not the Common Grade Scale. Reporting indicates their level of achievement (working independently or with support), along with their development of knowledge, skills and understanding within the course.</p> |
| <p>New South Wales Education Authority (NESA)</p> | <p>NESA is an independent NSW Government agency that sets and monitors teaching, learning, assessment and school standards across NSW Catholic, public and independent schools.</p> |
| <p>Professional Judgement</p> | <p><i>“Judgements made by teachers based on assessment information to determine levels of student achievement or progress”</i> (NESA Glossary).</p> <p>Professional judgement is when teachers use assessment information and evidence of learning to determine how a student is meeting the standards (what students are expected to know, understand and be able to do at each stage of learning) and what they are able to do.</p> |
| <p>Progress</p> | <p>Progress shows how a student’s learning is developing over time, measured against the standards.</p> |
| <p>Stage</p> | <p>NSW education is organised into stages of learning. Students' progress through the following stages from Kindergarten to Year 12:</p> <ul style="list-style-type: none"> Early Stage 1: Kindergarten Stage 1: Years 1 and 2 Stage 2: Years 3 and 4 Stage 3: Years 5 and 6 Stage 4: Years 7 and 8 Stage 5: Years 9 and 10 Stage 6: Years 11 and 12 |
| <p>Standards</p> | <p>The standards describe what students are expected to know, understand and be able to do at each stage of learning. In CSBB schools, these standards are outlined in the NSW Curriculum and the CSBB Religious Education Curriculum. They standards are used to guide teaching and to assess and report student learning.</p> |

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| <p>Standards-Referenced Assessment</p> | <p><i>“Standards-referenced assessment refers to the process of interpreting information about student learning in relation to standards. It is used to compare student performance to a standard with objective criteria rather than to the performance of other students. Standards-referenced assessment can provide meaningful feedback about student achievement and support consistent assessment and reporting”</i> (NESA Assessment Principles).</p> <p>A student’s performance is compared to an objective standard, not against the performance of other students.</p> |
| <p>Summative assessment</p> | <p><i>“Gathering and evaluating evidence of student learning to make judgements about achievement in relation to the syllabus and performance standards at specific points in time”</i> (NESA Glossary)</p> <p>Summative assessment is when teachers use a task or activity to show what a student has learned at a point in time and how they are meeting the standards. This information helps teachers understand how students are progressing.</p> |
| <p>Syllabus</p> | <p>A syllabus is a document for a subject/course that describes what students will learn and the skills they will develop.</p> |
| <p>Syllabus Outcomes</p> | <p><i>“Concise statements of the essential knowledge, understanding and skills that students are expected to demonstrate as a result of the teaching and learning of the syllabus”</i> (NESA Glossary).</p> |

Appendix: Achievement Code Descriptors

The tables below provide definitions of the Achievement Codes (NSW Common Grade Scale) used in the CSBB Student Academic Report.

Kindergarten

| Achievement Code | 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 | Achievement Code Descriptor |
|------------------|---|
| A Extensive | 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 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. |
| C 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. |
| D 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. |
| E Elementary | 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. |

Year 11 (Performance Descriptors)

| Achievement Code | Achievement Code Descriptor |
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| A Extensive | 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. |
| B Thorough | 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. |
| C Sound | 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. |
| D Basic | 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. |
| E Elementary | 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. |