

The A-E Matrix

Rationale

The Australian Curriculum Assessment and Reporting Authority (ACARA) states clearly that it is the responsibility of states, territories and jurisdictions to determine how the mandated A-E 5 Point Grading Scale will be aligned to the Australian Curriculum Achievement Standards.

The A-E Matrix was developed to support teachers in Catholic schools in Tasmania to assign, twice yearly, an overall A-E rating aligned to the Australian Curriculum Achievement Standards. The Catholic Education A-E Matrix is not intended for day-to-day assessment of student achievement.

A-E Ratings and Achievement Standards

Using the language of the Australian Curriculum, An *achievement standard* is an expectation of the quality of learning that students should reach by a particular point in their schooling. (e.g. the depth of their understanding, the extent of their knowledge and the sophistication of their skills).

The A-E Rating is an indication of the depth and breadth of student achievement in relation to the year level achievement standard. Assessment is year-based, not class-referenced. That is, students in a particular year of schooling are to be assessed against the validated Australian Curriculum Achievement Standards for that year, not against other students in that class. It is possible, for example, that all students in a class could achieve a C rating against the standard established for that year of schooling.

For very capable students, the *Australian Curriculum* emphasises depth of learning rather than content acceleration. Students cannot be assessed against a higher year level achievement standard unless they have been taught, in its entirety, the associated curriculum (knowledge, skills and understandings).

The Tasmanian Catholic Education A-E Rating Scale

A - Outstanding achievement of the knowledge, skills and understanding expected at this year level

B - High achievement of the knowledge, skills and understanding expected at this year level

C - Sound achievement of the knowledge, skills and understanding expected at this year level

D - Partial achievement of the knowledge, skills and understanding expected at this year level

E - Minimal achievement of the knowledge, skills and understanding expected at this year level



- Assessment & Reporting Principles
- Reporting Guidelines

A-E Assessment in Prep to Year 2

Student achievement in Prep–2 will be reported using descriptors instead of A–E. For teachers this means assessing students against the appropriate achievement standards but when reporting, the letters A–E are translated to:

A – Outstanding

B - High

C - Sound

D - Partial

E - Minimal

Learning Strand Assessment

Student progress in relation to the learning strands of each learning area will not be reported using an A-E rating. Progress will be reported to parents using the nomenclature outlined below:

Developing: Indicates the student is beginning to develop the knowledge, understanding and/or skills that relate to the strand. This correlates with the Australian Curriculum nomenclature ‘Below Satisfactory’.

Consolidating: Indicates the student is consistently demonstrating the knowledge, understanding and/or skills that relate to the strand. This correlates with the Australian Curriculum nomenclature ‘Satisfactory’.

Extending: Indicates the student is demonstrating increasing depth in the knowledge, understanding and skills related to the strand. This correlates with the Australian Curriculum nomenclature ‘Above Satisfactory’.

The learning strands are not equally weighted and the overall A-E rating should not be seen as an averaging of strand-based assessments. Strand-based assessments are an indication of areas of strength and weakness within the learning area.

CATHOLIC EDUCATION TASMANIA (CET) A-E MATRIX



Achievement Standard	Quality	In relation to the achievement standard, the student has demonstrated.....	Key Words	Achievement	Grade
Insert relevant achievement standard here	ABOVE SATISFACTORY Extending	high level/excellent capacity to apply knowledge, skills and understandings in new contexts comprehensive understanding of concepts and key ideas outstanding development of skills extensive knowledge of content	outstanding excellent extensive comprehensive	Your child has demonstrated outstanding achievement of the knowledge, skills and understandings expected at this year level	A outstanding
		strong capacity to apply knowledge, skills and understandings in new contexts considerable depth of understanding of concepts and key ideas high level development of skills thorough knowledge of content	high thorough strong considerable	Your child has demonstrated high achievement of the knowledge, skills and understandings expected at this year level	B high
	SATISFACTORY Consolidating	Sound capacity to apply knowledge, skills and understandings in familiar contexts and some unfamiliar contexts satisfactory understanding of concepts and key ideas sound development of skills adequate knowledge of content	sound adequate reasonable satisfactory	Your child has demonstrated sound achievement of the knowledge, skills and understandings expected at this year level	C sound
		some capacity to apply knowledge, skills and understandings in familiar contexts partial understanding of concepts and key ideas limited development of skills basic knowledge of content	basic partial some limited	Your child has demonstrated partial achievement of the knowledge, skills and understandings expected at this year level	D partial
	BELOW SATISFACTORY Developing	minimal capacity to apply knowledge, skills and understandings in a familiar context beginning understanding of concepts and key ideas initial development of skills elementary knowledge of content	elementary minimal initial beginning	Your child has demonstrated minimal achievement of some of the knowledge, skills and understandings expected at this year level	E minimal