



Judging Standards in Religious Education

A Holistic Approach to Progressing
Student Learning





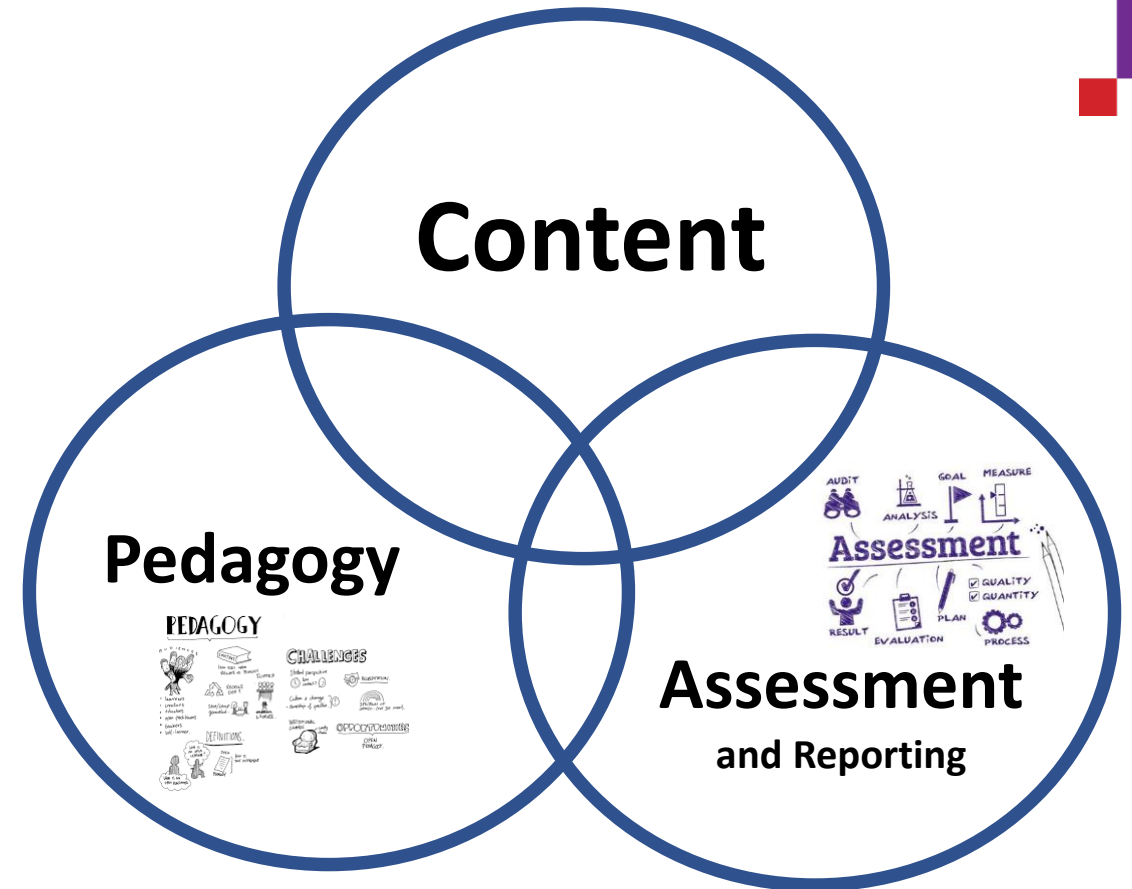
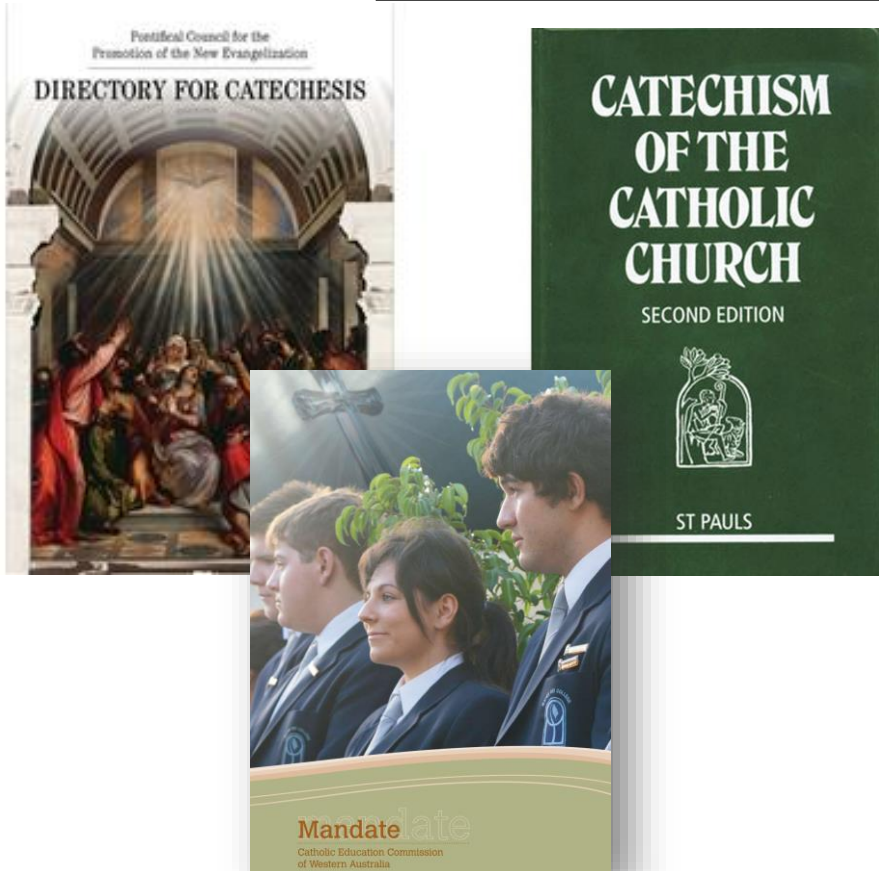
- What are Judging Standards?
- Where do you find the Judging Standards in RE?
- How were the Judging Standards in Religious Education developed?
- How can the Judging Standards be used to support and progress student learning in RE?

First, let's talk ...

Religious Education

Religious Education Curriculum

Educational Dimension

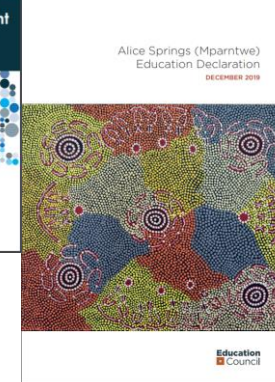


The RE curriculum consists of:

- ✓ the essential content students should know
- ✓ how to effectively engage students with the essential content
- ✓ tools that effectively measure and report student learning



CATHOLIC EDUCATION
WESTERN AUSTRALIA



CATHOLIC EDUCATION
WESTERN AUSTRALIA

SCSA Assessment Principles

Assessment Principle 1

Assessment should be an integral part of Teaching and Learning

Assessment Principle 2

Assessment should be educative

Assessment Principle 3

Assessment should be fair

Assessment Principle 4

Assessments should be designed to meet their specific purposes

Assessment Principle 5

Assessment should lead to informative reporting

Assessment Principle 6

Assessment should lead to school-wide evaluation processes





School Curriculum
and Standards
Authority

We're working
Western Australia

The Authority

Kindergarten to Year 10

Years 11 and 12

Student Information

Home

Principles

Teaching

Assessing

Policy

Resources

You are here > [K-10 Outline](#) > [Assessing](#) > [Judging Standards](#) > [Choose a Year](#)

Assessing

- Assessment Principles and Reflective Questions
- Snapshots - Choose a Year
- Overview of Research
- Assessment Activities
- **Judging Standards**
- Testing
- Assessment Support Materials
- Moderation

last updated 2018-02-01 02:27



[Pre-primary](#)



[Year 1](#)



[Year 2](#)

Year 5

Judging standards
of schooling; when
achievement and a
are achieving or wo
beyond the achiev
described as 'C' or Sa

'As reporting student ac
represents a wide range
Semester 2, even though t
Semester 2 builds on Semes
more advanced material and in
Assessment Outline, Assessment



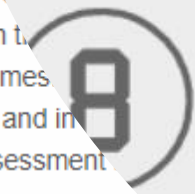
[Year 4](#)



[Year 5](#)



[Year 6](#)



[Year 9](#)



[Year 10](#)

















- How student focused are you really?
- Are your teaching and assessment practices aligned?
- Are you measuring student learning as objectively as possible?
- Do you follow the SCSA Teaching, Learning and Assessment Principles?
- Do you use NAPLAN and BRLA data to inform your judgements about student achievement?
- Do you use evidence from multiple sources to make judgements about:
 - student learning
 - the assessments you create
 - and to inform future planning
- Do you ensure that the assessments you develop enable all students to demonstrate their knowledge, understandings and skills in relation to the year-level achievement standard?
- What type of processes are at your school that support all teachers to make valid and reliable judgements about student achievement?
- Do you provide feedback to students about their learning?

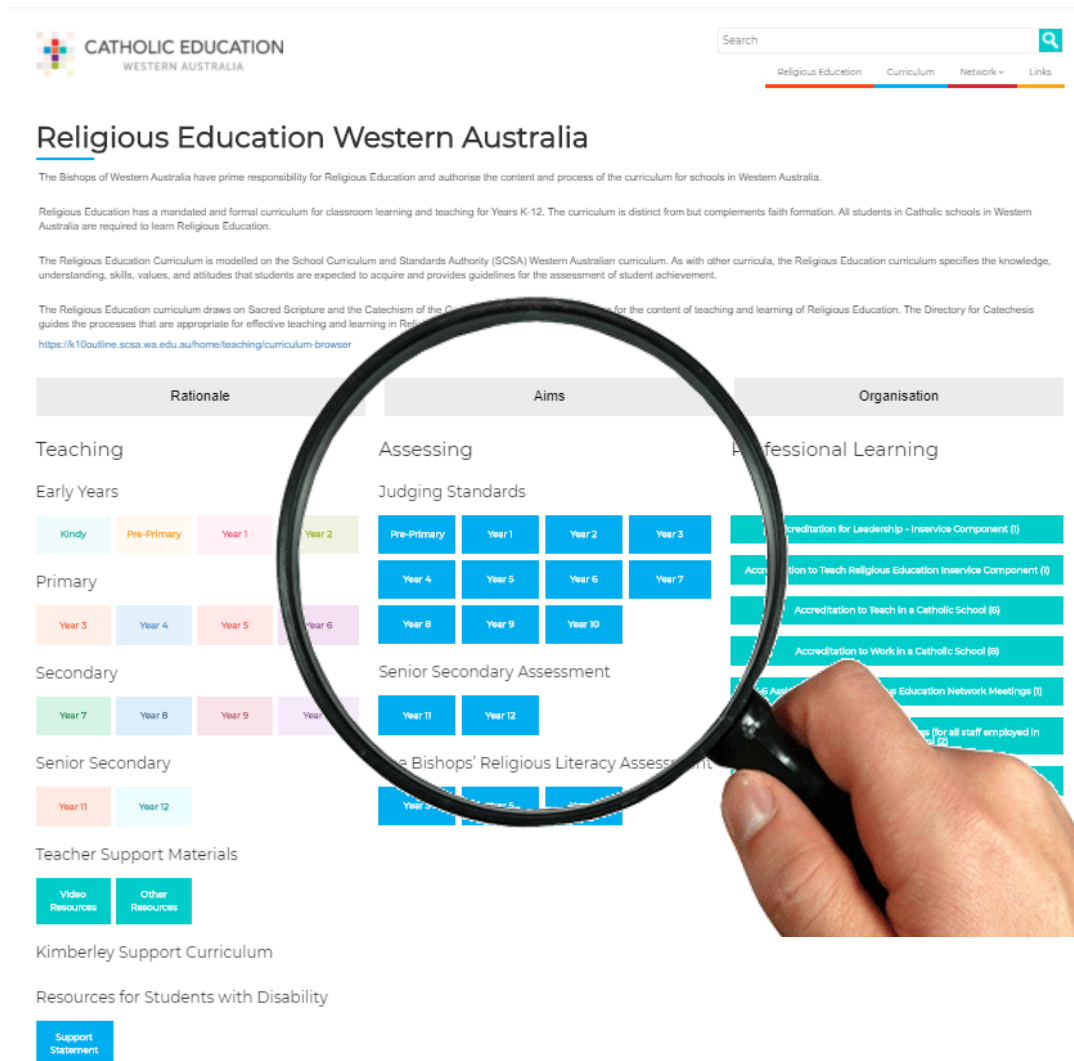
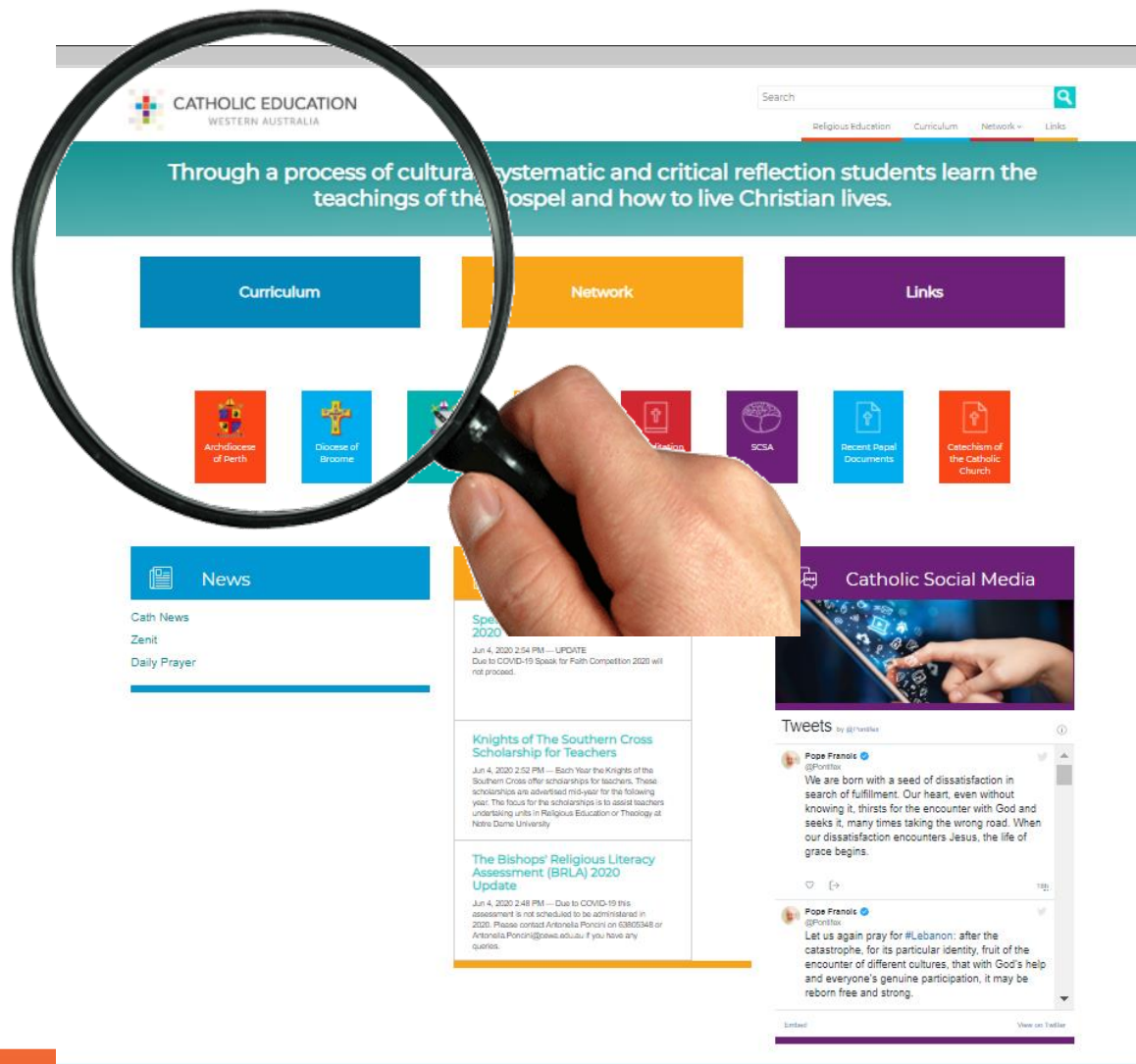
Pit Stop



Catholic Education Western Australia

Antonella Poncini (Catholic Education Office of WA - Leetonville)

 Office 365	 Portal	 Religious Education	
 Child Safe Framework	 Prime	 Service-Now	 SCSA
 Intranet	 DT Website	 Printing	 Professional Learning
 Financial Management	 aitsl	 MvHR	 CAS





Year 5

Judging Standards

Judging Standards in Religious Education (RE) have been developed for Pre-Primary to Year 10. These documents are a tool to help progress student learning in RE by supporting teaching, assessment and reporting practices. Consistent with the School Curriculum and Standards Authority (SCSA), the Judging Standards in RE assist teachers when:

- reporting against the achievement standards for each year of schooling
- giving assessment feedback
- comparing the differences between the achievement of students

The Judging Standards in RE include three interrelated components.

Religious Education Achievement Standard draws directly from the RE curriculum and describes the expected level of achievement that most students should be working towards. The expected achievement standard for each year of schooling is described as 'C' or Satisfactory. Some students are either progressing below or beyond the expected achievement standard. Students who are demonstrating achievement below the expected standard require additional support.

Religious Education Assessment Pointers exemplify evidence of skills and content in relation to the achievement standard. They exemplify what students may demonstrate rather than a checklist of everything they should demonstrate. The pointers validate teachers' professional judgement when reporting against a five-point scale and should be used with annotated work samples. Depending on what has been taught in the reporting period, teachers may refer to only a selection of the pointers in one or more of the contexts of the learning area.

Annotated Work Samples collected from schools support teachers to report against the achievement standard. The work samples will help to identify and compare differences between student performance, relative to the achievement standard. They will also help to implement moderation practices focused on progressing student learning in RE.

Information from SCSA regarding the terms of grades and moderation for reporting purposes is available on the website.

<https://k10outline.catholic.edu.au/home/assessment/judgingstandards>

Judging Standards

 Y5 Judging Standards RE

 Y5 Judging Standards RE

Annotated Work Samples

Work samples will be progressively uploaded.

Excellent	High	Satisfactory	Limited
There are no documents currently available.	There are no documents currently available.	There are no documents currently available.	There are no documents currently available.



JUDGING STANDARDS IN YEAR 9 RELIGIOUS EDUCATION



CATHOLIC EDUCATION
WESTERN AUSTRALIA

YEAR 9 RELIGIOUS EDUCATION ACHIEVEMENT STANDARD

At Standard, students explore the complexities of human experience and the search for truth. They describe how for Catholics the search for truth leads to spiritual growth. Students investigate the development and structure of the Bible and explore the meaning of scriptural texts. They provide examples from Scripture of how God's redemptive power of love is fully revealed in God's Son, Jesus. Students recall how for Christians the Promised Messiah, as foretold in the Old Testament, is Jesus. They identify examples in the Gospels of how Jesus reveals God's Kingdom. Students investigate Mark's Gospel and identify how this Gospel proclaims Jesus. They reflect on the life, sufferings, death and resurrection of Jesus and discuss the influence that Jesus has on the lives of Christians in their search for truth.

Students identify the significance of Scripture and Tradition in the Catholic Church's mission to continue the work of Jesus. They describe Church structures that assist people to live their lives in communion with God and one another as Jesus taught. They identify the Catholic belief that the Holy Spirit lives in every baptised person, the communion of saints. Students provide examples of how the Holy Spirit guides the Church to transform the world. Students describe connections between scriptural texts and how Catholics pray and celebrate the Sacraments and liturgies. Students explore how Catholics draw on God's love to practise Christians values and live moral lives.

YEAR 9 RELIGIOUS EDUCATION ASSESSMENT POINTERS

	A The student demonstrates excellent achievement of what is expected for this year level	B The student demonstrates high achievement of what is expected for this year level	C The student demonstrates satisfactory achievement of what is expected for this year level	D The student demonstrates limited achievement of what is expected for this year level	E The student demonstrates very low achievement of what is expected for this year level
Questioning and Researching	<p>Contributes to discussions and constructs a range of questions about the topics by locating, selecting, organising and connecting information from multiple sources.</p> <p>Uses predicting and questioning strategies in familiar and unfamiliar contexts. Addresses questions in different ways and provides extended responses that prompt further questioning and investigation.</p>	<p>Contributes to discussions and constructs a range of questions about the topics by locating, selecting, organising and connecting information from multiple sources.</p> <p>Uses predicting and questioning strategies in a variety of familiar contexts. Provides a range of different and extended responses that lead to further ideas and questions.</p>	<p>Contributes to discussions and constructs a range of questions about the topics by locating, selecting and organising information from one or more primary or secondary sources. Provides a range of different responses. e.g.</p> <ul style="list-style-type: none"> How does a person become open to God's truth? How can people learn to feel and act consistent with God's ways? How does the search for truth lead to God? What is the difference between human experience and spiritual development? 	<p>Contributes to discussions and constructs questions about the topics by locating and selecting information from limited sources.</p>	<p>Does not meet the requirements of a D grade.</p>

Analysing

Exchanges ideas and information about the topics in a coherent and logical order. Analyses sourced information with reference to origin, purpose, context. Provides a critique of different perspectives.

Exchanges ideas and information about the topics in a coherent and logical order. Analyses sourced information with reference to origin, purpose, context. Discusses different perspectives.

Exchanges ideas and information about the topics in a coherent and logical order. Analyses sourced information with reference to origin, purpose, context. e.g.

- To respect the dignity of the whole person means to live like Jesus, who expressed human emotions and lived the same human experiences as any other person, yet responded to challenges based on love and forgiveness

Exchanges ideas and information about the topics in a coherent and logical order. Analyses sourced information with reference to origin, purpose, context. e.g.

Evaluating

Synthesises evidence-based information and draws conclusions that demonstrate understanding of facts, ideas and their connections.

Summarises evidence-based information and draws conclusions that demonstrate understanding of facts and ideas.

Summarises evidence-based information and draws conclusions that demonstrate understanding of facts. e.g.

- People can reflect God's goodness when they use the attributes of God to ...

Draws conclusions with limited evidence.

Catholic beliefs

Explains the significance of the Christian belief in the Trinity and its implication for Church life.

Describes using Scripture references and practical examples the Christian belief in the Trinity and the connection to the divine communion of love.

Identifies the Christian belief in the Trinity as the divine communion of love and how Jesus as the second Person of the Trinity empowers all people to serve with love. e.g.

- Through the Paschal Mystery, Jesus is the Suffering Servant in the Book of Isaiah and fulfilled the prophecies of the Old Testament as the Promised Messiah
- The Gospel of Mark reveals the fully human and fully divine nature of Jesus and how Jesus

Identifies aspects of the Christian belief in the Trinity using simple statements. e.g.

- Jesus is fully human and fully divine

Does not meet the requirements of a D grade.

Catholic practices

Discusses Church structures and traditions guided by the Holy Spirit that preserve and apply the teachings of Jesus.

Describes Church structures and traditions guided by the Holy Spirit that preserve and apply the teachings of Jesus.

Identifies Church structures and traditions guided by the Holy Spirit that preserve and apply the teachings of Jesus. e.g.

- The Church's Magisterium is the teaching body of the Church. The Magisterium cannot change the teachings of Jesus by permitting something that contradicts a teaching of God
- Tradition is the handing on of the teachings of the Apostles under the guidance of the Holy Spirit
- Church teachings such as The

Identifies Church structures and/or tradition.

JUDGING STANDARDS IN YEAR 3 RELIGIOUS EDUCATION



CATHOLIC EDUCATION
WESTERN AUSTRALIA

8.6.2020

YEAR 3 RELIGIOUS EDUCATION ACHIEVEMENT STANDARD

At Standard, students formulate questions and gather information about God who Christians believe is loving, merciful and the Creator of all things. They identify the Christian belief that God's love and mercy is reflected in the Person of Jesus, the Son of God. Students recall how God creates all people with a conscience to make loving and merciful choices.

Students use the Bible to identify how Jesus was sent to help people develop their consciences. They recount Gospel stories about the life and teachings of Jesus and explain how such stories are signs of God's love and mercy. Students retell stories about Mary, the Mother of Jesus and John the Baptist who chose to be faithful to God. They also identify how the Church honours these people.

Students identify the role of the Church as helping people to learn about the Gospels and giving witness to the Gospel message. They provide examples of how the Church guides and supports the development of people's consciences to give witness. Students identify the Church as a religious community that worships God through the Eucharist and further nurtures people's relationships with God and one another, through prayer, the Sacrament of Penance and other liturgies.

YEAR 3 RELIGIOUS EDUCATION ASSESSMENT POINTERS

	A The student demonstrates excellent achievement of what is expected for this year level	B The student demonstrates high achievement of what is expected for this year level	C The student demonstrates satisfactory achievement of what is expected for this year level	D The student demonstrates limited achievement of what is expected for this year level	E The student demonstrates very low achievement of what is expected for this year level
Questioning and Investigating	Responds to and asks targeted questions about the topics. Uses predicting and questioning strategies in familiar and unfamiliar contexts. Discusses questions to make meaning and raise further questions.	Responds to and asks targeted questions about the topics. Uses predicting and questioning strategies in a variety of familiar contexts. Contributes to discussions that lead to further ideas.	Responds to questions about the topics and formulates and discusses targeted questions. e.g. <ul style="list-style-type: none"> What is conscience? What features do communities share? What does the Church community believe? How can people participate in the Church community? What are commandments? What is sin? 	Responds to and asks questions with a limited connection to the topics. Contributes to discussions.	Does not meet the requirements of a D grade.

Gathering and Analysing

Exchanges ideas and information in a coherent and logical order. Identifies patterns in the content and provides explanations. e.g.
 • People who belong to religious communities like the Church, share beliefs, follow leaders and rules and participate in common activities ...

Exchanges ideas and information in a coherent and logical order. Makes connections about the topics.

Evaluating

Draws conclusions by providing supporting evidence from a variety of sources. Makes connections between topics and/or specific facts.

Draws conclusions by providing supporting evidence from a variety of sources.
 • The differences between Jesus, Mary, his mother and John the Baptist are...

Knowledge and understanding					
Catholic beliefs	Uses Gospel stories to explain the Christian belief that Jesus is the Son of God who reveals God's love and mercy.	Uses Gospel stories to support the Christian belief that God's love and mercy is revealed through the Person of Jesus.	Identifies the Gospels as the source of the Christian belief that God's love and mercy is revealed through Jesus. e.g. <ul style="list-style-type: none"> Jesus showed respect to God the Father by always following the commandments Jesus told parables about forgiveness Jesus sent the Holy Spirit to help his followers choose right from wrong 	States some aspects of the Gospels and/or the Christian belief.	Does not meet the requirements of a D grade.
Catholic practices	Explains with examples the role of the Church community.	Describes examples of how the Church as a community gathers and participates in activities that reflect the love and mercy of God as Jesus taught.	Identifies the Church as a community that provides opportunities for people to gather, participate, <u>experience</u> and demonstrate the love and mercy of God as Jesus taught. e.g. <ul style="list-style-type: none"> People show respect for God when they pray in different places, in different ways and for different intentions People celebrate the Last Supper story at Mass and on Holy Thursday People celebrate the Sacrament of Penance to receive love and forgiveness People celebrate new beginnings at Easter and during Advent 	States some aspects of a Catholic practice. e.g. <ul style="list-style-type: none"> One step in one of the rites of Reconciliation Some words or a verse in a prayer of sorrow 	Does not meet the requirements of a D grade.
	With specific references to Scripture and Tradition describes why and how the life of people like Mary, the Mother of Jesus, is honoured.	Describes why and how the Church honours the life of people like Mary, the Mother of Jesus for their faithfulness to God.	Identifies why and how the Church honours the life of people like Mary, the Mother of Jesus for their faithfulness to God. e.g. <ul style="list-style-type: none"> The Feast of the Annunciation 	Provides simple statements about Mary, the Mother of Jesus.	Does not meet the requirements of a D grade.



Identify the Development Process



Does the achievement standard (at the top of the Judging Standard document) align with the content for the relevant year level that you teach? – if no, why not



Do the assessment pointers exemplify what students may demonstrate against the five-point scale? – if no, why not?

CHURCH

P.1

Content description

- Every person is unique
- Jesus loves all people
- God's special family is the Church
- God's family make the Sign of the Cross
- The Church family remembers that each person is special



Every person is unique

Teacher Note

The human person needs to live in society. (Catechism of the Catholic Church 1879)

Each person is special

There are many ways that people are created different from one another. For example, people have different hair and eye colour, personality traits, personal tastes, voices and skin colour. People's differences are what makes them unique.

Each person is given a special name by their family

A person's name is very important. Some names have special meanings.

Families choose special names for their children. People's names send a signal to the world about who they are. Sometimes people have distinctive names that reflect their culture and origins.

JUDGING STANDARDS IN PRE-PRIMARY RELIGIOUS EDUCATION



PRE-PRIMARY RELIGIOUS EDUCATION ACHIEVEMENT STANDARD

At Standard, students explore the similarities and differences created by God in people, their families and their friends. Students identify from Bible stories that Jesus belonged to a community and related closely with his family and friends within that community. They retell Bible stories about Jesus and how he used words and actions to teach people how to relate in loving and forgiving ways with God and one another.

Students represent information about the Church as a religious community, guided by the Holy Spirit to follow the life and teachings of Jesus. They provide examples of how the Church community develops a relationship with God through prayer, the celebration of Mass and other liturgies such as Christmas and Easter.

PRE-PRIMARY RELIGIOUS EDUCATION ASSESSMENT POINTERS

	The student demonstrates excellent achievement of what is expected for this year level	The student demonstrates high achievement of what is expected for this year level	The student demonstrates satisfactory achievement of what is expected for this year level	The student demonstrates limited achievement of what is expected for this year level	The student demonstrates very low achievement of what is expected for this year level
	Skills				
Questioning and Investigating	Uses relevant religious terms and phrases to respond, predict and ask targeted questions about the topics.	Responds to and asks targeted questions about the topics.	Responds to and asks questions about the topics. e.g. <ul style="list-style-type: none"> • What are similarities and differences in people and their families? • How did Jesus spend time with God? • How is the Church a community? • How does the Holy Spirit help people? 	Responds to and asks questions with a limited connection to the topics.	Does not meet the expected standard.
Gathering and Analysing	Draws from observations and discussions to represent ideas and information in different ways.	Represents ideas and information in different ways.	Represents ideas and information in one or more ways (i.e. songs, play, oral and/or written texts, drawings, images, etc).	Requires support to represent ideas and information.	Does not meet the expected standard.
Evaluating	Makes connections between facts, observations and conclusions.	Provides relevant facts to support conclusions.	Draws simple conclusions and provides some reasoning. e.g. <ul style="list-style-type: none"> • Stories in the Bible tell how Jesus taught people to love 	Provides a simple statement.	Does not meet the expected standard.



PRE-PRIMARY RELIGIOUS EDUCATION ACHIEVEMENT STANDARD

At Standard, students explore the similarities and differences created by God in people, their families and their friends. Students identify from Bible stories that Jesus belonged to a community and related closely with his family and friends within that community. They retell Bible stories about Jesus and how he used words and actions to teach people how to relate in loving and forgiving ways with God and one another.

Students represent information about the Church as a religious community, guided by the Holy Spirit to follow the life and teachings of Jesus. They provide examples of how the Church community develops a relationship with God through prayer, the celebration of Mass and other liturgies such as Christmas and Easter.

At Standard, students explore the similarities and differences created by God in people, their families and their friends.

Students identify from Bible stories that Jesus belonged to a community and related closely with his family and friends within that community.

They retell Bible stories about Jesus and how he used words and actions to teach people how to relate in loving and forgiving ways with God and one another.

Students represent information about the Church as a religious community, guided by the Holy Spirit to follow the life and teachings of Jesus.

They provide examples of how the Church community develops a relationship with God through prayer, the celebration of Mass and other liturgies such as Christmas and Easter.

Sample Assessment Task 2	
Learning Area	Religious Education
Unit	Church P.1
Content Description	God's family make the Sign of the Cross
Task Details	
Purpose	To assess understandings of how and why people make the Sign of the Cross
Task	Show how to make the Sign of the Cross. Explain why people make the Sign of the Cross.
Task Preparation	
Early Years Learning Framework (EYLF)	<i>Outcome 4:</i> Children are confident and involved learners. Children transfer and adapt what they have learned from one context to another.
National Quality Standard	<i>National Quality Standard: Quality Area 1 – Educational program and practice.</i> <i>Standard 1.1</i> The educational program enhances each child's learning and development. <i>Element 1.1.1</i> Curriculum decision-making contributes to each child's learning and development outcomes in relation to their identity, connection with community, wellbeing, confidence as learners and effectiveness as communicators.
Assessment differentiation	Consider possible differentiated learning in terms of process, product and/or content eg <ul style="list-style-type: none"> Sequence picture cards for the Sign of the Cross or provide illustrated instructions (product)

Instructions for teachers

- Teach how the followers of Jesus make the Sign of the Cross.
 - Refer to LA11 Resource Poster.
 - Refer to LA12 Resource Sheet.
- Teach when and why people make the Sign of the Cross. Refer to Teacher Background Material p.4.
- Address the assessment task.

Task

Show how to make the Sign of the Cross.

Explain why people make the Sign of the Cross.

Video record the students' words, actions and explanation.

Sample Marking Key	
Description	Check
Demonstrate: Sign of the Cross	✓
Accurately makes the Sign of the Cross	
Demonstrates some understanding of how to make the Sign of the Cross	
Explain: Why People Make the Sign of the Cross	
Responds in at least one of the following ways. People make the Sign of the Cross: <ul style="list-style-type: none">to show that they belong to God's familyto show that they will follow the example of Jesus	

PRE-PRIMARY RELIGIOUS EDUCATION ASSESSMENT POINTERS

	The student demonstrates excellent achievement of what is expected for this year level	The student demonstrates high achievement of what is expected for this year level	The student demonstrates satisfactory achievement of what is expected for this year level	The student demonstrates limited achievement of what is expected for this year level	The student demonstrates very low achievement of what is expected for this year level
Questioning and Investigating	<p>Uses relevant religious terms and phrases to respond, predict and ask targeted questions about the topics.</p> <p>Children would be using topic specific terms when engaging in the learning center with limited prompting. As they play, they would role model and verbalise the thinking in their play i.e 'the priest is pouring water on the baby's head saying, "I baptize you in the name of the Father, Son and Holy Spirit." Children would seek further clarification asking targeted questions.</p>	<p>Responds to and asks targeted questions about the topics.</p> <p>Children will be able to ask and respond to questions about specific elements of Baptism. They will ask question to broaden their knowledge about the topic. i.e The teacher may ask "What role do Godparents play at a Baptism?" "What is special about the Holy water?"</p>	<p>Responds to and asks questions about the topics. e.g.</p> <ul style="list-style-type: none"> • What are similarities and differences in people and their families? • How did Jesus spend time with God? • How is the Church a community? • How does the Holy Spirit help people? <p>Teachers will ask questions and children will respond to questions about the topic with basic but topic related responses i.e "The Baptism begins at the entrance of the Church. People are welcomed into God's family by their name." Children may ask, "Why do we use water at Baptism."</p>	<p>Responds to and asks questions with a limited connection to the topics.</p> <p>The children give basic responses to the questions, i.e you pour water on the baby, without elaborating about the reason why this is done.</p>	<p>Does not meet the expected standard.</p> <p>Children engage with the materials and are unable to respond to questions about Baptism.</p>



Pre-primary to Year 10: Teaching, Assessing and Reporting Policy

Policy Standards for Pre-primary to Year 10: Teaching, Assessing and Reporting

DOCUMENT INFORMATION

CATHOLIC EDUCATION WESTERN AUSTRALIA

TO: The Principal
All Schools

FROM: Kamela Messineo
Team Leader Curriculum

SUBJECT: SCSA REPORTING REQUIREMENTS - SEMESTER 2 PP TO YEAR 10

DATE: 13 August 2020

Schools are required to provide plain language reports to parents/carers at the end of each semester. The reports need to provide an accurate and objective assessment of the student's progress and achievement and include an assessment of the student's achievement in terms of the Western Australian achievement standards.

Reporting in Religious Education for 2020 requires that each student from Pre-primary to Year 10 be graded against a five-point scale, as per other learning areas.

Please note the learning area reporting requirements for each semester report, Table 4, Page 13 of the SCSA Pre-Primary to Year 10: Teaching, Assessing and Reporting Policy https://k10outline.scsa.wa.edu.au/_data/assets/pdf_file/0004/321754/2016-41979-Reporting-Pre-primary-to-Year-10-2016.pdf

In the Pre-primary year, schools are required to report using achievement descriptors but without letter grades. The achievement descriptors may be school-based but must align with the achievement standards described in the *Western Australian Curriculum and Assessment Outline*.

For Pre-primary, school reports should include:

- a teacher assessment of the student's attitude, behaviour and effort;
- a description of the student's progress in personal and social learning;
- an overall teacher comment; and
- any additional information the school considers relevant.

In Years 1 and 2 schools report using school-based achievement descriptors or those provided by the School Curriculum and Standards Authority and may use the letter grades. The achievement descriptors must align with the achievement standards described in the *Western Australian Curriculum and Assessment Outline*.

For Years 3 to 10 the grades A-E and descriptors provided by the School Curriculum and Standards Authority are required.

A general comment is required. Schools may choose to comment on learning areas.

In order to adequately report on students who speak English as an Additional Language or Dialect (EAL/D), a CEWA reporting template has been created for schools to use. Schools who have EAL/D students are to report using these templates as of 2020.

Please refer to the SCSA website for further information
<https://k10outline.scsa.wa.edu.au/home/resources/faqs>

4. Key terms

Achievement descriptor	An achievement descriptor describes student achievement in terms of a five-point scale and is used for the purpose of reporting student achievement.
Achievement standard	The achievement standard describes an expected level that the majority of students are achieving by the end of a given year of schooling. Meeting the achievement standard at a satisfactory level is described by a C grade. Meeting the achievement standard at a higher level is described by an A (Excellent) grade or a B (High) grade.
Alternative curriculum	An alternative curriculum is a well-established Pre-primary to Year 10 curriculum/framework other than the Western Australian curriculum approved by the Authority.
Assessment	Assessment is the process of gathering information about students and their learning, and using the data gathered to make judgments about achievement, in terms of agreed standards. This information forms the basis of planning for teaching and learning.
Curriculum	The curriculum is the knowledge, understanding, skills, values and attitudes that students are expected to be taught, regardless of where they live or their background.
Grade	A grade describes student achievement on a five-point scale and is used for the purpose of reporting student achievement.
Modified curriculum	A modified curriculum is any documented variation to the Western Australian curriculum that a school negotiates with the student and her/his parents/carers in order to cater for the individual learning needs of the student.
Parent/carer	In relation to a child, parent/carer refers to a person who according to the law has responsibility for the long-term care, welfare and development of the child; or for the day-to-day care, welfare and development of the child as defined in the <i>School Education Act 1999</i> .

Page | 2

Reporting	Reporting is the process of formally and informally communicating student achievement to parents, carers and students.
School	School means a school (government school or non-government school) or a community kindergarten as defined in the <i>School Education Act 1999</i> .

Table 4: Learning area reporting requirements for each semester report

Learning areas	Reporting requirements ¹
English	Schools report one grade (A–E) as a minimum for English.
Mathematics	Schools report one grade (A–E) as a minimum for Mathematics.
Science	Schools report one grade (A–E) as a minimum for Science.
Humanities and Social Sciences	Schools report one grade (A–E) as a minimum for Humanities and Social Sciences.
Health and Physical Education	Schools report one grade (A–E) as a minimum for Health and one grade (A–E) as a minimum for Physical Education.
Languages⁴	Schools report one grade (A–E) as a minimum for Languages.
Technologies⁵	Across a year schools report one grade (A–E) as a minimum for Design and Technologies and one grade (A–E) as a minimum for Digital Technologies: <ul style="list-style-type: none"> where subjects are taught concurrently during the year, two grades are required each semester where the subjects are taught in separate semesters it is permissible to report on Design and Technologies in one semester and Digital Technologies in the other semester.
The Arts⁶	Across a year schools report one grade (A–E) as a minimum in a performance arts subject and one grade (A–E) as a minimum in a visual arts subject: <ul style="list-style-type: none"> where subjects are taught concurrently during the year two grades are required each semester where the subjects are taught in separate semesters it is permissible to report on a Performance Arts subject in one semester and a Visual Arts subject in the other semester.

Summary



- Download and use the new Judging Standards in RE (add your own notes)
- Use the achievement standard and the dot points within the Assessment Pointer section of the Judging Standards in RE to connect with the RE content (not included in other learning areas) – However, do not use the Judging Standards **as checklists**
- Collect lots of data/evidence about a student before making judgements against an expected achievement descriptor or letter grade - Student work from one assessment should not be graded – **grades are only for reporting**
- Apply inquiry-based skills in RE
- The use of ‘verbs’ in the Judging Standards may assist you to assess student learning in **more objective and measurable ways**
- Use a whole-school approach to develop common assessment tasks and collect student samples of work (moderate and annotate) – Look out for common tasks and annotated work samples in the RE Portal
- Use the Judging Standards to help progress student learning – and always think beyond the expected satisfactory achievement
- If the assessments, you develop and the information in the Judging Standards don’t align with your school-based assessment and reporting practices **give me a call!**

Q & A Session

- What ideas did you like from this session?
- What are you likely to implement?
- What is needed to implement what was discussed?
- What support or challenges may hinder the implementation process?
- Where to from here?

