

Feedback and reporting

Features of the new Queensland Certificate of Education (QCE) system



About feedback and reporting

Feedback provides meaningful information about a student's strengths and areas for improvement to allow them to progress their learning. Teachers and students use qualitative and quantitative assessment information to understand and improve learning. Effective feedback encourages self-reflection, and allows students to actively monitor and evaluate their own learning.

Reporting is the process of communicating assessment information, formally or informally, to help students, parents, teachers and the system make decisions about what students know and can do, including recommendations for their future learning. The key purpose of reporting student achievement and progress is to improve student learning: Reports/statements are written for:

- parents, carers and students to provide information about progress and achievement
- school communities to summarise the school's achievements and progress
- broader educational communities to provide state-wide and national statistical information and analyses.

Reporting standards

The reporting standards are summary statements that succinctly describe typical student performance at each of five levels (A–E). These standards:

- are included in each syllabus
- reflect the cognitive taxonomy and the syllabus objectives in each course of study
- describe the general characteristics of student achievement at each level
- express, in positive terms, what a student knows, understands and is able to do
- provide a guide for teachers when developing teaching and assessment programs
- can be used to report on student progress in the course of study
- provide a guide to parents, employers and post-school education and training providers on the relative achievement of students against the performance standard
- are subject to continuing review by the Queensland Curriculum and Assessment Authority (QCAA).

Using reporting standards

- Teachers are encouraged to use the A–E descriptors in the standards to provide formative feedback to students and to report on student progress.
- Feedback should be clear, individualised and provide accurate information about student learning progress related to the A-E descriptors.
- To make judgments for reporting purposes, teachers consider a selection of evidence of student learning, provided through student responses to assessment.
- The reporting standards provide an overall view of student performance across a unit, or across a combination of units. It is a point in time summary of student performance up to that point and may include evidence from both formal and informal assessment, including annotated observations.



For all Queensland schools

Requirements for schools

In the new system of senior assessment, schools will continue to play an important role in using the reporting standards in each syllabus to advise students, parents and carers about the achievements of students in senior subjects.

Recording and reporting achievement in Units 1 and 2

For Units 1 and 2, schools will determine if a student has satisfactorily demonstrated the achievement of the unit objectives identified in the syllabus.

Teachers will do this by determining whether a student has met the following requirements:

- their work demonstrates achievement of the unit objectives
- it is their own
- they have observed QCAA and school requirements.

Schools will continue the current practice of determining their own procedures for reporting levels of achievement in Units 1 and 2 to students, parents and carers. There will be no requirement for schools to report levels of achievement in Units 1 and 2 to the QCAA.

Providing feedback to students and parents / carers

After work is submitted and marked, teachers should provide timely feedback to students, parents and carers. Appropriate feedback may include:

- advice on particular strengths evident in the work
- advice on areas for development and how improvements could be made
- school decisions relating to achievement against the performance standard.

Importantly, schools must ensure students are aware that grades or results for summative assessments reported by the school are not final until confirmed by the QCAA. Prior to Confirmation, the most informative feedback on a student's achievement will be achieved through the use of A-E descriptors.

For the most up to date information on the new QCE system, visit the QCAA website:
<https://www.qcaa.qld.edu.au/senior/new-snr-assessment-te>