

Note: These templates are optional and intended as a guide to support teachers and leaders in meeting compliance requirements.

# Understanding this report

**Standards referenced assessment** is used in NSW schools. This means your child's performance is compared 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.

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.

[Assessment Principles](#) | [NSW Curriculum](#) | [NSW Education Standards Authority](#)

You may require your child's achievement to be reported in a certain way. You may also want to know the number of children in your class who achieved a certain level.

Achievement	Description for parents/carers
<b>Outstanding</b>	<b>A</b> Your child's achievement is outstanding. They demonstrate their knowledge and skills in a way that is exceptional.
<b>High</b>	<b>B</b> Your child's achievement is high. They demonstrate knowledge and skills in a way that is above average.
<b>Expected</b>	<b>C</b> Your child's achievement is expected. They demonstrate their knowledge and skills in a way that is consistent with the standard.
<b>Basic</b>	<b>D</b> Your child's achievement is basic. They demonstrate knowledge and skills in a way that is below average.
<b>Limited</b>	<b>E</b> Your child's achievement is limited. They demonstrate knowledge and skills in a way that is significantly below the standard.

This table provides a plain English version of the achievement scale, designed to support clear communication with parents.

### Making a holistic on-balance professional judgement

"Holistic on-balance judgements are based on a range of assessment information and used to determine overall student achievement in relation to performance standards. To support holistic on-balance judgements, teachers should provide **multiple opportunities for students to demonstrate their achievement** in relation to the syllabus outcomes in a variety of ways and in a range of situations". ([Reporting and Using Grades](#) | [NSW Curriculum](#) | [NSW Education Standards Authority](#))

Find more information and support about [formative assessment](#) on the department's webpages.

Note: For small student groups, schools must take extra care when reporting comparative achievement to protect the privacy of individual students.

A summary of your child's achievement is provided in the report. The scale used to report your child's achievement is based on conversations with your child's teacher.

The term 'Expected (C)' replaces 'Sound (C)' when reporting to parents and carers to provide greater clarity and ensure reports are more easily interpreted and understood. This change reflects a shift toward plain English communication, aimed at helping families better understand their child's results.

Effort	Description
<b>High</b>	Your child consistently tries to complete and present work to the required standard.
<b>Satisfactory</b>	Your child regularly tries to complete and present work to the required standard.
<b>Low</b>	Your child sometimes participates and engages in learning activities. They occasionally try to complete and present work to the required standard.

While 'Sound' remains in use for teachers, 'Expected' has been introduced to enhance communication with families. For example, the term 'Sound' can have multiple connotations, such as making a sound, which may cause confusion when interpreting a student's achievement.

'Expected (C)' clearly communicates that the student is achieving the standard expected at this point in their learning. This adjustment supports transparency, improves understanding, and aligns with NSW curriculum standards.

[School name]

Insert image of school logo/emblem

[Student name]

This report is issued without any corrections

Stage [X] – [insert class name]

[Teacher name]

[First name's] Semester [#] report provides a summary of [gender] progress across all key

learning areas. For further information or questions regarding this report,

please contact [School name]

at [School email]

or call [School phone number]

## General comment

[General comments should be written in plain language]

Recommended maximum length 200 words.

Note: this should include information about key

The general comment section of the report can be used to discuss a student's social development and commitment to learning. It can also be used to provide more information about the student's learning progress in all Key Learning Areas (KLAs) as a whole, and/or KLAs other than English and mathematics.

Teachers may also choose to report on student progress in general capabilities like critical and creative thinking, information and communication technology, and personal and social skills. The general comment could also be used to report on the school's positive behaviour goals, such as resilience and respect, as well as how students engage with feedback or demonstrate independent learning skills.

## Social development and commitment to learning

	C	U	S	
[Displays a positive attitude to learning]	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	[Respects the rights and property of others]
[Respects the rights and property of others]	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	[Shows a positive attitude to learning]
[Respects class and school rules]	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	[Helps a peer]

C – consistently U – usually S – sometimes

This table provides an example of how to report on social development and commitment to learning.

Schools can:

- use the table as it is
- modify the text to suit their needs
- replace the table with written comments to report on a student's social development and commitment to learning.

Schools must provide information about student achievement in relation to school programs that extend or are additional to syllabus requirement. This table shows one way to do this.

## Extra activities

[insert activity]	[insert activity]	[insert activity]
[insert activity]	[insert activity]	[insert activity]

## Attendance

Whole days absent	Partial days absent
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Reporting on attendance is required under the CPPAR policy. Schools have the flexibility to decide how this information is presented.

Year [X]

Teacher [Teacher name]

**English** Overall achievement High Effort High

Teacher's comments

[Comments should be written in plain English. Limit the use of education jargon. Recommended maximum length 150 words. Identify areas of student strength and areas for further development. If referring to focus areas or other syllabus content, modify to plain English.]

Using plain English when reporting to parents is essential for ensuring accessibility. Plain English relies on clear, direct, and simple language, avoiding jargon, so readers can quickly and easily understand the information. For guidance, refer to [plain English principles](#) for practical tips on writing effectively.

**Mathematics** Overall achievement High Effort High

Teacher's comments

[Comments should be written in plain English. Limit the use of education jargon. Recommended maximum length 150 words. Identify areas of student strength and areas for further development. If referring to focus areas or other syllabus content, modify to plain English.]

Schools are no longer required to provide comments for all key learning areas. Comments are mandatory only for English, mathematics, and the general comment section. However, schools must still report on overall achievement and may choose to include effort for each key learning area.

**Creative arts** Overall achievement High Effort High

		music	visual arts
Achievement	Outstanding	Outstanding	Outstanding
Effort	High	Satisfactory	Select

**Human society and its environment** Overall achievement Select Effort Select

	geography	history
Achievement	Select	Select
Effort	Select	Select

**Personal development, health and physical education** Overall achievement Select Effort Select

	personal development, health	physical education
Achievement	Select	Select
Effort	Select	Select

**Science and technology** Overall achievement Select Effort Select

	science	digital technologies
Achievement	Select	Select
Effort	Select	Select