

Assessment and Reporting Policy

Background

This policy describes how teachers use assessment practices to:

- Evaluate the learning of students.
- Establish where students are up to in their learning, and to provide formative feedback to students, on how to improve their learning.
- Describe students' achievements.

In Years 8 to 12 teachers use assessment criteria from the relevant curriculum framework (Australian Curriculum, South Australian Certificate of Education, International Baccalaureate Diploma) to measure student progress in learning.

This policy also describes the way that staff utilise the Essential Practices from the GIHS Pedagogical Framework for 21st Century Teaching and Learning (Targeted Teaching, Active Learning, Learning Partnerships and Reflective Practice) to support student learning in both the formative and summative phases of the learning process. This represents a shift in thinking from assessment as a measure of outcomes to one where assessment is an ongoing strategy. It is used by teachers throughout the learning process to establish what students know or have learned and to modify teaching to move student learning forward. It also represents a move to develop and assess 21st Century skills known as the 4 Cs – Creativity, Critical Thinking, Collaboration and Communication.

Rationale

Assessment and reporting is an integral part of the learning process. As such:

- Assessment practices support the development of the school's Value of Excellence^{PB}.
- Assessment must be:
 - Fair – inclusive of students with specific learning requirements, who need additional support to demonstrate their understanding e.g hearing or visually impaired. (See Inclusion Policy)
 - Transparent - students must be aware of the mode and criteria for assessment before they begin the task.
 - Valid – “fit for purpose” (IB Assessment Principles and Practices Pg 46). The assessment task must enable students to demonstrate what they have learned within the context of the learning objectives and criteria for assessment.
 - Reliable – “the extent to which a candidate would get the same result if the testing procedure was repeated”. (IB Assessment Principles and Practices Pg 57). This enables comparisons of standards across the school, the state, nationally and internationally.
 - Relevant and Authentic – reflect wherever possible the real world applications of the learning concepts or objectives.
- All assessments must comply with the standards and practices of Academic Honesty required by Glenunga and the IBO and SACE Board, including exam procedures and practices. (See Academic Honesty Policy).
- Summative Assessment measures the development in the student's learning over a period of time against the criteria for assessment. e.g. Achievement Standards in Australian Curriculum.
- Formative Assessment is a powerful tool for personalising learning and must be an integral part of the teaching and learning process so that all teachers can provide constructive feedback throughout the learning cycle, on how students can improve their work to achieve their best results. (See attached

comment on Dylan William's research in the Assessment for Learning paper and the Pedagogical Framework.)

- Teachers develop dispositions like the 4Cs– Creativity, Critical Thinking, Collaboration and Communication, the IB Learner Profile, SACE Capabilities.
- A range of assessment modes and practices are used to evaluate and support student learning including written, oral, multi modal, peer and self
 - depending on the purpose of the assessment and the framework requirement Australian Curriculum, IB Diploma, SACE.
- Assessment informs improvement in teaching practice as teachers gather evidence of learning throughout the unit of work and use it to reflect on the success of their teaching strategies, change practice and improve learning for students.
- The reporting process must provide appropriate, clear and timely information to parents, reflect the curriculum frameworks, and provide guidance on future learning for students.

Policy Statement

To support student learning the following assessment practices are used:

- Teachers ensure that assessments are Fair, Transparent, Valid, Reliable, Relevant and Authentic.
- Teachers ensure that assessment complies with the Academic Honesty Policy, including conduct of examinations.
- Teachers use a range of assessment including criterion referenced assessment, self and peer assessment, and modes including written, visual, oral and multi modal.
- Teachers use the relevant curriculum framework to 'backwards by design' tasks that reflect the learning objectives and enable students to demonstrate learning at all levels of the assessment criteria. Teachers start with the assessment criteria and work backwards to align with the learning requirements. Learning is designed to target students development of the skills and understanding assessed in the criteria.
- Teachers use formative assessment extensively to 'personalise' learning for students. This means they check for understanding by using effective questioning, feedback strategies, group and individual activities, using technology to observe the work being created in real time, to establish what each student has learned and also where to target their teaching. Based on this information they provide students with specific feedback on how to improve their work during the learning cycle.
- Summative assessment tasks count towards the student's term or semester grade and measure the development in the student's learning.
- Students' achievements are reported through written reports to parents four times a year in Years 8 to 11 and three times per year for Year 12. Term 1, 2 and 4 reports provide a summative grade. The Semester 1 report describes achievement against the Australian Curriculum Achievement Standard or the SACE Performance Standard or the IB criteria for assessment. It also contains an assessment of the 4 Cs (Creativity, Critical Thinking, Collaboration, Communication) and comments from the teacher describing how the student can improve their learning.
- Parents are given the opportunity to meet with teachers at Student – Parent - Teacher Conferences at least once per year. Parents can arrange a meeting with a subject teacher or Sub School Leader at any time by appointment. Families of students who are not achieving a grade of C or better, or who are not achieving their personal best, will be contacted by subject teachers or invited to a meeting to construct a plan for improvement. Sub School teams use data to identify students at risk and intensively support them to improve.
- In Years 8 to 10 students are assessed in their subjects using A+ to E- referencing the Australian Curriculum Achievement Standards. The exception is students enrolled in English Language Plus are additionally assessed using the Australian Curriculum Literacy Levels.

- SACE students receive a final assessment of A+ to E- that reflects their achievements against the Performance Standards. SACE teachers may use numerical scores in assessment tasks to provide feedback to students on achievement.
- IB Diploma students are assessed against criteria set by the IB for each task, which are then converted to a numerical mark for each subject out of 100. For internal reporting purposes and for predicted grades, teachers use these marks in conjunction with grade descriptors published by the IBO to grade students on a scale from 1 to 7.
- Assessment tasks and standards are modified where appropriate to support the success and learning of individual students, in particular Negotiated Education Plan (NEP) students and students with learning difficulties, in line with the Access and Inclusion Policy. However, teachers need to negotiate these modifications with the Special Needs Support Team, or deliver the modifications approved in documentation such as NEPs. Modifications for SACE and IB students require approval from the IB or SACE Leader and in some cases the SACE Board or International Baccalaureate Organisation.
- The 4 Cs are assessed using the Continuums. Students reflect on growth in their learning, at a teacher/family conference.
- Students accept responsibility for completing all work. Teachers are responsible for ensuring that all students complete the work set. Teachers do not accept non completion of work by students. If students do not complete work then teachers apply the Middle School Work Completion Policy or the Year 11 and 12 Progress Markers Procedure.
 - The focus of these procedures is to inform parents before the deadline, that the student will not meet it. This ensures that the student takes action to complete the work on time.
 - In Year 11 and 12 Progress Markers are used to ensure students complete investigations and External Assessments. Teachers set Progress Markers which indicate to students the amount of work required to that point. In this way, students are supported to manage the workload in these large tasks.
 - If necessary the teacher will arrange time at school, and or at home, for the student to complete the work.
- Teachers collaborate to compare and moderate the standards of work across classes, in the same subject, to ensure parity of standards. Student work is also compared to state, national and international standards, depending on the curriculum framework.
- Students must be given credit for the learning they have demonstrated (even if it is partial). Grade penalties for students not meeting deadlines are not appropriate. Students must make the work up so that no student is “left behind” and that students learn that completing work is not optional.
- Assessment data is analysed at school, Learning Area, Sub School and teacher level to identify and evaluate improvement strategies.

Responsibilities

Principal

- The implementation of this policy through nominating an Executive Leadership Team to lead the process.
- Ensuring the provision of adequate resources to enable the efficient and effective implementation of the policy.

Deputy Principal Curriculum

- The effective implementation of the Pedagogical Framework in all classes.
- Assessment practices that support learning, are reliable and valid, and accurately reflect standards across the school, state, nationally and internationally.
- Assessment practices that comply with IB and SACE requirements including examination protocols.

- Data analysis of student results by the members of Executive Leadership, Curriculum Leaders, Sub School Leaders and teachers and then ensuring the analysis results in strategies to continuously improve student achievement and to quality assure standards of achievement set by teachers.
- Ensuring that relevant policies are implemented eg Academic Honesty, Access and Inclusion.

Deputy Principal Director of Studies

- The effective implementation of the Pedagogical Framework in all classes.
- Oversight of the reporting process including ensuring that appropriate information is provided to parents and students to enable students to improve their learning.
- Ensuring that the school complies with Department for Education Assessment and Reporting requirements.
- Ensuring that assessment data is generated to enable the school to make informed judgements about student performance and the success of teaching programs.
- Reports are produced in a timely and efficient manner.

Assistant Principal Data

- Generating relevant data required to evaluate student progress and success of teaching programs.
- Coaching leaders and teachers in the use of data to improve learning and following up on this coaching.

IB Leader

- Ensuring that the Pedagogical Framework/Approaches to Teaching and Learning are implemented in all classes.
- Ensuring that assessment including examinations is conducted within the guidelines of the IB Diploma including examinations and complies with the Academic Honesty Policy.
- Ensuring that assessment is inclusive of students with additional needs in line with the Access and Inclusion Policy.

SACE Leader

- Ensuring that the Pedagogical Framework is implemented effectively in all classes.
- Ensuring that assessment including examinations is conducted within the guidelines of the SACE Board and complies with the Academic Honesty Policy.
- Ensuring that assessment is inclusive of students with additional needs and that Special Provisions are applied effectively.

Learning Area Leaders

- Ensuring that the Pedagogical Framework is implemented effectively in all classes.
- Overseeing curriculum development and mapping or scope and sequence to ensure that assessment is a developmental process and reflects the appropriate level in that subject.
- Working with staff on strategies, such as collaborative moderation and collaborative development of tasks, to ensure quality assurance of assessment tasks, assessment standards, assessment schedules.
- Providing quality assurance that teachers have published Assessment Schedules, Tasks and results in DayMap for parents and students.
- Analysing student achievement data with subject teachers and developing strategies for improvement. Ensuring that teachers implement improvement strategies.
- Ensuring the close monitoring of students in the C⁻ - E band targeting learning strategies to improve grades.

- Working with their team in Performance Development and Accountability meetings to continuously improve the quality of teaching and learning. Focus on evidence of student learning-moderation standards, distribution of grades, assessment practices (formative and summative).
- Advising staff on appropriate assessment strategies to maximise success for all students.
- Ensuring that current curriculum statements and assessment criteria are being used appropriately.

Sub School Leaders

- Monitoring student achievement and providing support for students at risk of not achieving a C grade in every subject
- Collaborating with Learning Area Leaders and subject teachers to provide targeted support for students when required.
- Working with Wellbeing Leader, Psychologists and Pod to support success of students at risk.

Teachers

- Implementing the Pedagogical Framework effectively in all classes.
- Ensuring that assessments are conducted in line with the school's Academic Honesty Policy.
- Designing assessment strategies to support and challenge the learning of all students.
- Designing tasks that allow students to demonstrate the full range of the assessment criteria and that reflect a range of assessment processes including peer assessment and self assessment and modes.
- Publishing assessment criteria in advance to ensure that students are clear about the learning they have to demonstrate.
- Providing relevant feedback to students that clarifies what the student can do well and what they still need to do next in order to improve their learning.
- Negotiating appropriate aspects of the assessment process with students, e.g. reasonable timeframe for deadlines.
- Applying assessment standards that are consistent with standards across the school, state, nationally or internationally.
- Publishing the Assessment Schedule and grade information to parents and students on Daymap within one week of the beginning of the new semester.
- Prepare reports for students and parents that describe the student's achievements and what the student needs to do to improve their learning. Provide detailed information to parents in Parent-Student- Teacher Conferences on the student's current learning and how it can be improved.

Students

- Ensuring that assessment is produced in line with the school's Academic Honesty Policy.
- Using assessment information such as the Assessment Schedule, published on DayMap to plan their learning schedule to ensure that work is completed on time and it is their best work.
- Completing all work set by the due date or negotiating an extension with the subject teacher prior to the due date and strive to achieve their Personal Best.
- Using their results, report comments, teacher feedback and Grade Point Average (GPA), each term to reflect on and to develop strategies to continuously improve their level of achievement.
- Demonstrating the skills and understandings they have learnt in terms of the assessment criteria.
- Engaging with the teacher in the assessment process.
- Celebrating their successes/achievements and those of other students in the school.

Parents/Caregivers

- Working in partnership with teachers to monitor and support the learning of their student.
- Communicating with the school any concerns regarding the student's learning.
- Accessing assessment information online in DayMap to enable them to support their student's learning.

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