



POLICY FOR

Assessment and Reporting Policy	Document No.	PoGC007
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1.0 Purpose

Assessment is an integral part of the teaching and learning process. It provides opportunities for students to find out about what they do well, how they are progressing and what they need to do to improve. Assessment also supports teachers in the monitoring and adjustment of their teaching and learning program to best meet the needs of the learners.

Reporting is the process of providing information about student learning and should include what the individual student knows, can do and understands. This identifies areas of concern and strategies to improve. Reporting is against the established criteria or performance standards.

The main purpose of Assessment and Reporting is to improve student learning. It involves communication between the teacher, the student and the parent about the progress, strengths and areas for improvement.

We are committed to helping students achieve their personal best and believe that this policy will support this aim.

2.0 Version Control

Version Date	Version Number	Reference sections	Description of the change
1/7/2013	0001	Not Applicable	New document introduced to replace document Assessment and reporting policy 2007 - 2012

3.0 Scope and Responsibilities

3.1 Teachers will have a responsibility to:

- Have a deep knowledge of IBMYP, SACE and Australian Curriculum requirements.
- Use the documented curriculum as a basis for generating teaching, learning and assessment activities which are relevant and accessible to the particular group of students.
- Use the documented assessment criteria or performance standards which reflect the standard expected as the basis of the assessment and reporting process

- Design assessment tasks which are clear and enable students to develop high level learning
- Construct assessment tasks so that students can show evidence of their skills, knowledge and understanding.
- Communicate the assessment criteria / performance standards and the timeline for completion of tasks to students so that they know what they have to do to be successful.
- Use assessment methods that are fair and provide opportunities for all students to learn.
- Provide ongoing assessment, that acknowledges skill development as well as knowledge and understanding, the evidence for which is provided by challenging and comprehensive assessment tasks.
- Use a variety of assessment methodologies that are inclusive of all students
- Use formative assessment information to inform their teaching and learning and to provide timely feedback to students.
- Keep accurate and comprehensive records, in order to be able to:
 - know the students well
 - cater for the students' needs
 - identify areas of concernso that the assessment and reporting process can occur effectively
- Provide feedback on what the students know, can do and understand, and what they can do to improve, in relation to the expected standard. This will support students as individuals and encourage them to achieve their personal best
- Identify areas of concern and develop strategies with students (and include parents / appropriate personnel where necessary) in order to address these concerns on an ongoing basis
- Inform parents as soon as possible if a child's achievement level or rate of progress differs noticeably from past performance.
- Participate in the reporting processes as outlined in the school's reporting procedure.

3.2 Students have a responsibility to:

- Complete assessment tasks to the best of their ability, according to agreed deadlines
- Contribute to discussions about assessment processes, provide feedback, negotiate goal setting and seek ongoing improvement
- Assess and reflect on their own learning and that of their peers
- Carefully consider teacher feedback and make efforts to improve
- Respond to and reflect upon assessments made by peers and teachers
- Record results in their portfolio / diary and discuss them with their parents
- understand and apply academic honesty and its implications

3.3 Parents / caregivers have a responsibility to:

- Inform the school about relevant information that may affect their child's learning
- Take advantage of opportunities to be informed or learn about assessment procedures
- Respond to issues raised by the school during the assessment and reporting process.
- Make contact with the school and request information if they have concerns about student progress
- Support their children to meet deadlines
- Discuss assessment, student progress and achievement with their child
- Be aware of academic honesty and its implications.

4.0 Policy Principles

4.1 General principles

4.1.1 Assessment and Reporting are an integral part of the Teaching and Learning Program. Students are kept informed about their progress through feedback on assessment tasks, both formative and summative

4.1.2 Parents / caregivers are regularly informed about student progress through some of the following methods, Daymap, School diary, letter of concern, phone call/email, interim progress reports and achievement reports showing final grades in the subject.

4.1.3 Reporting in IBMYP subjects will be against the established criteria and final grades will be on a scale from 1 to 7 as shown:

Grade	Descriptor
Grade 7 A+	A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them almost faultlessly in a wide variety of situations. Consistent evidence of analysis, synthesis and evaluation is shown where appropriate. The student consistently demonstrates originality and insight and always produces work of high quality.
Grade 6 A	A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them in a wide variety of situations. Consistent evidence of analysis, synthesis and evaluation is shown where appropriate. The student generally demonstrates originality and insight.
Grade 5 B	A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them in a variety of situations. The student generally shows evidence of analysis, synthesis and evaluation where appropriate and occasionally demonstrates originality and insight.
Grade 4 C	A good general understanding of the required knowledge and skills, and the ability to apply them effectively in normal situations. There is occasional evidence of the skills of analysis, synthesis and evaluation.
Grade 3 C-	Limited achievement against most of the objectives, or clear difficulties in some areas. The student demonstrates a limited understanding of the required knowledge and skills and is only able to apply them fully in normal situations with support.
Grade 2 D	Very limited achievement against all the objectives. The student has difficulty in understanding the required knowledge and skills and is unable to apply them fully in normal situations, even with support.
Grade 1 E	Minimal achievement in terms of the objectives.

4.2 Reporting in SACE subjects

4.2.1 Assessment of student work in the SACE is underpinned by the use of performance standards. These standards – provided in each subject outline – describe in detail the level of achievement required to achieve each grade:

- From A to E for Stage 1
- From A+ to E- for Stage 2.

Teachers use these standards to decide how well a student has demonstrated his or her learning and to determine an achievement score

4.2.2 Teachers refer to the performance standards to:

- Show each student what is needed to be successful in his or her learning
- Design assessment tasks that help students to demonstrate their learning at the highest possible level of achievement
- Make decisions about the quality of learning.

5.0 Definitions and Abbreviations

Assessment is the process of identifying, gathering and interpreting information about students' progress in relation to learning outcomes.

Reporting is the communication to the student and others of the information gained about student learning in relation to expected learning outcomes.

Performance Standards: In the SACE descriptions of each grade level are included in each subject outline and are called 'performance standards'. The performance standards describe in detail five levels of achievement, A to E.

Assessment Criteria; Criteria against which a student's performance is measured as evidenced by work produced. In the IBMYP subject-group guides provide assessment criteria to be used for final assessment for each subject group,

Formative Assessment is the ongoing assessment aimed at providing information to guide teaching and improve student performance.

Summative Assessment supports learning and also to contributes to the determination of an achievement level; this usually happens at the end of a learning period The culminating assessment for a unit, term or course of study, designed to provide information on the student's achievement level against specific objectives.

Assessment rubric is a grid that contains levels and descriptors against the MYP, SACE , Australian curriculum.

Assessment strategy is the method or approach that teachers use when gathering information about student learning, for example, observation, open-ended tasks, selected responses.

Assessments task is the activity or series of activities with which students engage in order for assessment to take place.

Grade is the number or letter assigned to standards of student achievement. A grade is reached by applying the grade boundaries table to the student's criterion levels total. A grade can only be arrived at when all subject-specific criteria have been used for assessment.

Self-appraisal is a process in which students reflect on their own learning and set goals for improvement.

Objective One of a set of statements for a subject describing the skills, knowledge and understanding that will be assessed in the course. The assessment criteria correspond to the objectives. Student achievement of the objectives is rated by the assessment criteria.

6.0 Attachments and References

- SACE Assessment and Reporting guidelines
- IBMYP Principles into Practice
- Reporting procedures and cycles

7.0 Review

Annually