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| Policy Number    | No. 009 |
| Implemented      | 2012    |
| Evaluated        | 2020    |
| Frequency        | 3 years |
| Next Evaluation  | 2023    |
| Evaluation Group | LLT     |

## ASSESSMENT & REPORTING POLICY

### 1. RATIONALE

Assessment and reporting are integral parts of the teaching process and are considered essential in providing feedback to students and families.

### 2. AIMS

- 2.1. To encourage students to produce work to the best of their abilities.
- 2.2. To identify positive attributes of students, while highlighting areas for further improvement.
- 2.3. To facilitate the measurement of a student's progress in their learning and their attainment of the Australian Curriculum Achievement standards or SACE Performance Standards.
- 2.4. To provide students with certification or documented evidence of their achievements.
- 2.5. To support students and motivate them to progress to the next level of their learning.

### 3. BROAD POLICY

Assessment and reporting at Gleeson College should model Christian values, challenge each student to reach their full potential, develop their self-esteem and promote a zest for lifelong learning. Assessment will be sequential in all curriculum areas. The detailed form that this takes may vary within subjects according to the nature of the subject, the teacher and student needs, the particular topic being studied and requirements of the Australian Curriculum (Years 7-10) and the SACE (Years 11 and 12). The method of assessment and reporting should be consistent with this policy co-constructed with students.

### 4. GUIDELINES

- 4.1 Reporting needs to be clear, informative and meaningful for students, parents and teachers.
- 4.2 There should be a range of different learning activities provided to students in each curriculum area and the methods of assessment and feedback should vary to suit these.
- 4.3 Students should be involved in the assessment design process. They should be consulted and informed about objectives and should recognise that assessment is an integral part of learning.
- 4.4 Each subject, course and curriculum activity should have a set of clearly defined assessment criteria based on achievement standards (Years 7-9) or performance standards (Years 11 and 12).
- 4.5 Assessment criteria should be communicated to the students at the beginning of each course or unit of study (e.g. in Learning and Assessment Plans, Course Outlines) and re-emphasised on the College assessment cover page.

- 4.6** Students should be notified of the timing of summative assessments, especially through student course outlines. The course outlines are available electronically on the Learning Management System (LMS).
- 4.7** There should be an appropriate balance of diagnostic, formative and summative assessment, with the rationale and links between each made clear to students.
- 4.8** Assessment tasks should be constructed to make it possible for all students to achieve some success at each criterion of the performance standards.
- 4.9** Detailed, constructive feedback should be provided to students on summative assessment tasks with comments uploaded in the LMS, with students being able to redeem their work within agreed guidelines to achieve satisfactory completion (SACE Board policy excludes redemption at Stage 1 and Stage 2). Each assessment task should have a written comment and rubric providing student feedback.
- 4.10** Teachers should record student achievement in the LMS, configured to reflect the form of the subject report. This ensures that data contained in the report is as detailed as possible to aid the student in reflecting upon his or her learning.
- 4.11** For students in Years 7 – 11, academic progress can be viewed continuously throughout the year with assessment results and feedback provided through the LMS. There will be two formal reports released on the LMS the end of Term 2 and Term 4.
- 4.12** For students in Year 12, academic progress can be tracked continuously throughout the year with assessment results and feedback provided through the LMS. There will be a final report released on the LMS at the end of Term 2 with official results released by SACE in December.
- 4.13** For Middle School students, parent/student interviews with subject teachers are conducted over two nights in Term 1 where requested by either staff or parents. Student-led learner conversations with a significant adult and teacher are conducted in Term 3 with all students required to attend.
- For Senior School students, parent/student interviews with subject teachers are conducted over two nights in Term 1 and one night in Term 3 where requested by either staff or parents. A separate Year 12 parent/student interview is held during Term 3.
- 4.14** Assessment and reporting should provide feedback for consideration of the promotion and welfare of each student (see Promotions Policy). The feedback provided should allow for the identification of students at risk of promotion (related to achievement, behaviour and attitudes).
- 4.15** Parents will receive an email and/or notification through the LMS from teachers when their child does not submit work or their assessment task is a C- or lower.
- 4.16** Teachers will also use email and/or LMS notification to inform parents of positive progress.
- 4.17** Grades are determined each term based on whether the course is running for a term, semester or year. If the subject runs for longer than a term, then the grade is based on a cumulative score.
- 4.18** The assessment grade options for end of semester reporting are:

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|---------------------------------|--|
| Learning Behaviours (Year 7-12) | Excellent, Good, Satisfactory, Needs Improvement |
| Assessment Type (Year 11-12)    | A+ to E, I                                       |
| College Grade (Year 7 to 12)    | A+ to E, I                                       |

Stage 1 Mathematics, English and PLP may use P to indicate that results are pending, subject to submission of satisfactory evidence of learning.

Internal examinations are included as a separate Assessment Type. Students may receive a grade of Absent if they do not attend the examination.


P – Pending; I – Insufficient Evidence; Abs – Absent

## 5. BASIS OF DISCRETION

The policy may be modified under the professional direction of those who understand the needs of the student, meaning that a decision can be made to depart from these guidelines in response to extenuating circumstances.

## 6. EVALUATION

Gleeson College is responsible for the evaluation of this policy, which will take place every 3 years. The policy should be considered by members of the LLT as the key team within Gleeson College for Planning, Policy and Review. They may wish to seek opinions from other staff, parents and students as to the effectiveness of the policy.

Signed  Principal or delegate Dated: 21/10/2020

Signed \_\_\_\_\_ Chairperson of Board or delegate Dated: \_\_\_\_\_

*This Policy now replaces all previous versions and evaluations of this Policy originally implemented in 2012 and subsequently updated in 2020.*