

Assessment & Reporting Policy



**PARA HILLS
HIGH SCHOOL**

Your vision **Your future**

Rationale

The values identified as underpinning the schedule of reporting components are

1. We value and encourage student involvement and responsibility for and in their own learning.
2. We value consistent interactive reporting using a range of options. There is a reporting component structured into each term, timed to support an accumulated profile of student learning.
4. We acknowledge and value our student's part in a State wide curriculum and strategic directions. We assess and report using departmental inclusive tools of S.A.C.S.A., S.A.C.E, The National Curriculum and the Negotiated Education Plan.

Definition

"Assessment is a purposeful process whereby information about students is gathered and organised in order to make judgments about students' learning in relation to curriculum goals."

Australian Teaching Council (1995).

Assessment involves making considered judgments about learners' progress and achievement. It also involves students being clear about the criteria of assessment relating to the knowledge and skills of their learning objectives. Within the teaching and learning cycle, teachers, with their students, identify criteria for assessment, then gather and analyse the information gained in order to evaluate students' progress and the effectiveness of their programs. Reporting to students and parents about progress and achievement is an integral part of the process.

Some Purposes of Assessment

Assessment helps to:

- Determine the extent to which students have acquired specific knowledge, skills and understandings.
- Identify students' strengths as well as areas of their learning where additional support may be needed.
- Establish a student's level of prior knowledge.
- Evaluate the effectiveness of the teaching and learning programs and processes.

Some Principles of Assessment

- Assessment must encourage, assist and enhance the successful learning of all students
- The assessment procedures should be inclusive of culture, gender and ability.
- Assessment practices are in harmony with the schools aims, objectives and aspirations for its students and are aligned to the objectives of individual subjects and curriculum areas.
- Assessment practices should support and enhance the relationship between teacher and student and the relationships among students.
- Students should participate in assessing their own learning and act on the basis of these assessments.
- The reporting of assessment should be consistent with the assessment methods used and be meaningful to students, parents and teachers.

Some Assessment Methods

Formative Assessment involves those assessment tasks and activities that are ongoing and give immediate feedback or information to enable the student to improve performance or achievement.

Examples of formative assessment include:

- Observation.
- Journals.
- Work samples.
- Peer assessment.
- Student self-evaluation.

Summative assessment involves those assessment tasks and activities that occur at the end of a section of work and may provide both immediate feedback and information for reporting achievement.

Examples of summative assessment include:

- Tests (both oral and written).
- Exams (both oral and written).
- Project work (group or individual).
- Samples of work.
- Presentations/performances.

Other related forms of assessment that teachers may use for specific purposes, within the principles as outlined, include:

- **Norm-referenced assessment** - comparing the achievement of one student with that of other students in a particular group or class.
- **Criterion-referenced assessment** - measuring student achievement against the standard of predetermined criteria or objectives.
- **Work-required assessment** - based on a written contract negotiated between the student and teacher.
- **National testing** that informs teaching and learning.
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Record keeping is the documentation that enables teachers to organise and analyse assessment information for the purpose of acting on that information, both in relation to curriculum design and for the purpose of reporting.

The methods of record keeping vary according to the purposes of assessment but they need to be manageable and easily accessible in order to be an effective tool for teachers to address students' learning outcomes and achievement.

Reporting is the communication of student progress to the student, parents and caregivers and to other teachers in order to support further learning and document and celebrate achievement. Reporting takes various forms:

- Informal parent/student/teacher discussions.
- Parent/teacher interviews.
- Formal written reports.

Procedures for Assessment and Reporting at Para Hills High School

The provision of regular, timely and accurate information about the progress of students to parents is a critical precondition in enhancing learning outcomes.

At Para Hills High School the formal reporting time-lines for students are as follows:

- Year 8 Parent/Teacher Acquaintance Night: Week 3 – Term 1
- Reports and Parent/Teacher Interviews Week 10 – Term 1
- Student Reports Week 10 – Term 2
- Reports and Parent/Teacher Interviews Week 10 – Term 3
- Student Reports Week 9 – Term 4

In addition to the above formal reporting times, parents are always welcomed to discuss any issues related to their children education and progress at any mutually convenient and negotiated times with class teachers, Learning Area coordinators, Deputy Principal or the Principal.

Student reports, whether through interviews or through written reports, are designed to inform parents about the progress of their children through the articulation of what students know, can do and understand in relation to the various curriculum areas being studied and against specific learning outcomes appropriate to their year level. In addition student reports are designed to provide information about students' social development and study habits and serve as the basis upon which parents, teachers and students can discuss and collaboratively develop strategies that can be used to further improve learning outcomes.

Years 8-12

Curriculum documents based on SACSA, SACE Board subject outlines, and the National Curriculum (including course outlines, units of work, assessment plans etc) will be developed by each learning area.

Subject teachers will develop an assessment plan for each class and distribute it to students. These will include information about the type of assessment, timing and weighting of the tasks.

Results

In accordance with the National Education Agreement (NEA) requirements regarding assessment and reporting, Para Hills High School will report achievement with reference to A–E grades. Descriptors for A-E grades are specified as follows:

- A **Excellent** achievement beyond what is expected at this year level
- B **Good** achievement of what is expected at this year level
- C **Satisfactory** achievement of what is expected at this year level
- D **Partial** achievement of what is expected at this year level
- E **Minimal** achievement of what is expected at this year level

Students in years 8-10 will receive one of 5 grades A-E grades (no + or -)

Students in years 11 – 12 students can be allocated one of 15 grades by including the + or – alongside the A-E grade.

Where students have had periods of extended illness, exemption from school, non attendance or have been involved in alternate programs, a grade on 'N' may be allocated, however this needs to be negotiated with the students Year Level Manager.

Students on an NEP need to have the comment 'modified curriculum' included on the report.

Term 1 and 3 grades are based on the summative tasks completed during that term.

Term 2 and 4s grades are based on a continuous grade of all summative work as per the assessment plan. These grades should reflect the grade submitted to the SACE Board. As per the assessment plan