



Assessment and Reporting Policy and Process (Review in 2020)

Policy

The teacher role in the Assessment of student work is to make judgments about students' learning and achievement in relation to specific curriculum goals. This means assessment is expected to be congruent with the teaching and learning program.

Principles

All students have the right to be skilled and knowledgeable participants in the assessment process. Therefore, these principles underpin the practice of student assessment at Mount Compass Area School:

- Effective assessment will assist the planning of learning
- Effective assessment is a coordinated, whole school approach
- Effective assessment is equitable
- Effective assessment uses a range of different assessment strategies and tools to gather evidence of students achievement
- Effective assessment requires feedback being provided to the learner; for tasks requiring lengthy periods of study, scaffolding of the learning, formative assessments and drafting should be in-built processes.

Practice of Assessment

In accordance with our belief that all students be active participants in the assessment process we will make available to students and parents:

- A SACE approved Learning and Assessment Plan (Years 10-12) that details the assessments tasks, relative weightings (where applicable), assessment measures (scores or grades), supporting documentation about the quality of the work against the performance standard and rubrics (where applicable)
- A Curriculum Overview (Reception – Year 10) that details the connections between the Achievement Standards, The Content Descriptions, the General Capabilities and the Assessment Tasks; see detail at [StaffShare/Curriculum/Australian Curriculum/Curriculum Overviews/ Curriculum Overview doc](#)

Other processes supporting student assessment will include:

- Assessment rubrics
- 'Task Sheets' specifying the link between the learning process and the assessment criteria, assessment task deadlines, draft deadlines (where applicable)
- Implementing a consistent approach to 'Learning Design, Assessment and Moderation' (LDAM)
- Negotiating the manner in which student achievement is recorded for students with a supporting Negotiated Learning Plan and/or 'Special Provision Circumstance'
- The implementation of "Academic Recovery and Enhancement", a supervised support program one afternoon each week
- Moderation Project with Yankalilla Area School



Reporting Student Achievement

All teachers will implement a continuous communication process via Daymap, 3-way interviews, formal written reports, interim reports and informal meetings. The continuous reporting process requires staff to lodge Learning and Assessment Plans/Curriculum Overviews, detailed assessment tasks and ongoing feedback about the learning via Daymap for parent access. The ongoing provision of feedback ensures parents are being provided with current information about the level of student achievement:

- Reception students: a descriptive wording about students' progress over the year referenced to the Foundation (F) year Australian Curriculum achievement standards
- Years 1 – 10: based on an A – E achievement scale referenced to the Australian Curriculum and supported by a description of what this means in relation to their progress against the achievement standard (Appendix 1)
- The ongoing provision of feedback ensures parents are being provided with current information about the level of student achievement and as a result the end of Semester Formal Report will provide a summary of each student's achievement
- Parent/student interviews at MCAS in terms 1 & 3 occur in place of written reports. We are required to provide two formal reports to parents each year which will be supplemented with continuous reporting to parents through Daymap to facilitate the best possible learning outcomes. This feedback may be through formal and informal conversations with students, diary notes, phone calls home and the essential and continuous communication via Daymap. It is important, as we implement this initiative, that we facilitate this communication at every opportunity which will encourage parents to come on-line and be an integral partner with their student in the learning process.

Assessment lodgment on Daymap (per Semester)

- 3 – 5 (formative and summative) assessments tasks and/or dependent on curriculum requirements
- Subjects with maximum learning time are required to have 1 summative assessment example per term including rubric, work-sample and grade and a comment that reflects work capability and feedback that provides an opportunity for improvement
- Senior subjects may choose to not include the SACE externally moderated task to allow some latitude in the final grade

Australian Curriculum includes teaching & planning for “new contexts”:

- The demonstration of learning in new contexts requires transfer of learning. Transfer of learning is the ability to apply relevant knowledge, skills, understandings, dispositions and learning strategies to new learning situations, modes or contexts.
- The expectation that students demonstrate capacity to apply knowledge, skills and understandings in new context to achieve a 'C' (satisfactory) level of achievement reflects this intention
- 'New contexts' is intended to mean that the student is able to apply the learning in the achievement standard to a context beyond that in which it is originally taught

Therefore, transferrable learning is a valued and expected outcome of education and is measured by the degree to which learning can be demonstrated in new context. In South Australia, the ability to use learning described in the curriculum in a new context is the criteria for satisfactory achievement.

Teachers need to purposefully plan for, make explicit and assess for new contexts.



Schools are required to report against the Australian Curriculum achievement standard with reference to:

- Teacher judgment about the extent and quality of each student's achievement and progress using the "C" grade reference point for assigning A-E grades or word equivalents
- The grade assigned is for progress over a 12 month period
- Students with disability who are accessing the curriculum (possibly with accommodations) at their age appropriate year level will be assigned A-E grades or word equivalent against the achievement standards of that year level
- Student with *Negotiated Learning Plans* may have their learning designed, assessed and reported on using curriculum from a year level other than that in which the student is placed. A-E grades or word equivalents will be assigned against the negotiated year level achievement standard(s) documented in the student's NEP
- Students with a *Negotiated/Modified Curriculum Agreement (Special Provision Circumstance)* may have their learning designed, assessed and reported on from a modified curriculum at their equivalent year level or from a year level other than that which the student is placed. (MCAS Agreement must be negotiated)
- For students with significant intellectual disability and those with significant coexisting conditions, achievement should be reported against the curriculum and learning goals described in the student's NEP. There is no requirement for teachers to assign A-E grades for these students

Students are expected to complete and hand up all assessment tasks within the prescribed due date. Where an assessment task is not completed within the required time-frame and the student has not negotiated an extension with the subject teacher, the following process will occur:

- Parent/carer will be contacted to support their child complete the task for homework
- The student will attend 'Catch-up' until the task is completed (maximum 5 days)
- The teacher will assess the task and indicate the grade it may have received in the comments. However, for grading purposes the most that can be recorded for the task is a 'C' grade
- Repeated failure to complete summative/work tasks may incur suspension and/or the removal of extra-curricula activities.

Task/Work Extensions

Extensions on compassionate grounds may be negotiated but fairness to the whole group is essential in this process. An extension may be negotiated *prior to the due date* and if the student is able to show an appropriate amount of work that has been completed at the time the extension is requested.

Appeal Process

All students have the right to appeal if they consider they have been treated unjustly. To exercise this right, the student is required to make an appointment with the Sub-school Coordinator and provide all relevant information relating to the matter. The Sub-school Coordinator will determine the outcome, a decision that is final. For SACE appeal process see Appendix 2.

Reporting on the South Australian Certificate of Education (SACE)

Year 10-12

Stage 1 subjects - A to E grades are used to report student achievement

Stage 2 subjects – A+ to E- grades are used to report student achievement



Students who are not able to achieve a 'C' grade or better at SACE Stage 1 (usually Year 11) in a learning area will not be able to choose that subject at SACE Stage 2 (usually Year 12) as they will not have provided the evidence of academic achievement that is required for study at Stage 2.

Year 10 students who do not achieve a 'C' grade or better may be recommended to repeat this subject prior to attempting this area of learning at SACE Stage 1.

Assessment in the SACE is based on the performance standards described in the subject outline. Assessments occur during and at the end of a learning program. Feedback during a learning program can give students information about how to improve their performance and this will be provided in the same format as that indicated for Years 1-10.

Appendix 1

Reporting on the Australian Curriculum

Grade	Word Description	In relation to the achievement standard, the student has demonstrated.....
A	Your child is demonstrating excellent achievement of what is expected at this year level	<ul style="list-style-type: none"> • Thorough knowledge and understanding of the content, key ideas and concepts • Very high level of competence in the skills and processes • Uses these skills and processes in new context
B	Your child is demonstrating good achievement of what is expected at this year level	<ul style="list-style-type: none"> • Extensive knowledge and understanding of the content, key ideas and concepts • High level of competence in the skills and processes • Uses the skills and processes in some new context
C	Your child is demonstrating satisfactory achievement of what is expected at this year level	<ul style="list-style-type: none"> • Satisfactory knowledge and understanding of the content, key ideas and concepts • Expected level of competence in the skills and processes • Uses skills and processes in familiar context
D	Your child is demonstrating partial achievement of what is expected at this year level	<ul style="list-style-type: none"> • Basic knowledge and understanding of the content, key ideas and concepts • Limited level of competence in the skills and processes • Some ability to use skills and processes in familiar context • Limited evidence to support recommending this subject at SACE Stage 2
E	Your child is demonstrating minimal achievement of what is expected at this year level	<ul style="list-style-type: none"> • Very basic knowledge and understanding in a few areas of the content, key ideas and concepts • Very limited competence in some of the skills and processes • Beginning ability to use skills and processes in familiar contexts



ASSESSMENT POLICY FOR STUDENTS UNDERTAKING the SOUTH AUSTRALIAN CERTIFICATE OF EDUCATION (SACE)

MCAS is responsible for developing and managing an assessment due date policy **introduction**: Students in years 10, 11 and 12 study SACE subjects that are assessed under the guidelines set down by the SACE Board.

Generally there are two types of assessment, formative and summative.

Formative Assessment tasks are set to provide feedback to students on their progress. The tasks include tests, orals, homework, assignments etc. They are frequently used in calculating the student's school grades, but are not used for SACE marks or grades.

Summative Assessment tasks are used to calculate the school assessment tasks for SACE. The tasks measure achievement at the completion of a section of work. The students should receive a copy of the summative assessment plan, including dates for work due, at the beginning of each course. The following policy is based on the guidelines that the SACE Board have set for summative tasks.

Deadlines

The responsibility for setting and managing assessment due dates for school and certain external assessments (investigations, products, performances) lies with the teacher/school.

SACE summative assessment assignments not submitted or work requirements not met by the due date shall receive an "N" for that component (**N = no evidence=zero marks**).

Teachers do not have the provision for percentage reduction per day late or any other variation from the above.

Extensions

Extensions may be granted under the following criteria:

- 1) **Negotiation** – If, due to particular acceptable circumstances, students are unable to meet the negotiated due date, they should approach the teacher before the due date and request consideration for an extension. They must show they have actually commenced the work required. Depending on the circumstances, the teacher may provide an extension.
- 2) **Illness** – If a student is ill on the day an assignment is due then every effort must be made to submit the assignment (completed or not) by the given submission date. This is to be done by email or fax. If this is not possible, then delivery should be through hard copy direct to the school front office. The student must notify the teacher if they intend emailing or faxing. *The teacher will confirm when the task has been received. Unless confirmation is given the work cannot be deemed as having been sent.*
- 3) **Misadventure** – If an emergency occurs (other than computer related) on the night before the work is due, and this prevents it being completed, the parent/guardian is to notify the teacher of the details in writing or by Email/Fax (diary entry is not acceptable). This should be addressed to the teacher and received prior to the commencement of lessons the next day. The teacher may, after consultation with the SACE Coordinator if necessary, make some allowance.

Summative Tests

If a student misses a test because of illness, the student will be required to:

- 1) Produce upon return to school, a medical certificate (a diary note is insufficient). ***Inability to produce a medical certificate will result in an "N".***
- 2) Complete the test on the first day back provided it has not been returned, or
- 3) Be required to take an alternative test, or
- 4) Be given a scaled score for the activity, at the teachers' discretion.
The teacher will be aware of the need for fairness, to all students in the class.



Appeal

If a student wishes to appeal a decision, they must do so in writing within 7 days. The written appeal to the SACE Coordinator must be supported by the parent/guardian and must outline reasons for consideration.

A meeting will comprise of the Deputy Principal, the SACE Coordinator, the student and the student's support person if requested. *(Note: the support person is at the option of the student and cannot be an advocate.)*

Special Provisions

If students require provisions because of factors that affect their learning or assessments, these may be granted on the basis of:

- a) impairment – illness or injury (physical or emotional)
- b) assessment misadventure – this generally relates to the difficulties encountered in final exams
- c) cultural obligations

Students who wish to apply for special considerations must apply to the SACE Coordinator as early as possible, and no later than by week 5 of Term 2. Medical support will be required for disability requests.

Year 12 students who for reasons of illness, miss school for an extended period after Term 2, must see the SACE Coordinator with a medical certificate on returning to school.

Appendix 2

Reporting Schedule

	INTERVIEWS	FORMAL WRITTEN REPORT
TERM 1	Year 12: Week 5 Reception to Year 6: Week 6/7	
TERM 2	Middle School: Week 1/2	Reception - Year 12: Week 10
TERM 3	Reception – Year 12: Week 2 (optional and instigated by teachers or parents in response to Semester 1 written reports)	
TERM 4		Reception - Year 11: Week 9

NB: Interim reports may be generated by all teachers and/or at a parent request. They provide evidence of current learning achievement, behavior, concerns, etc.....

The use of Daymap as a continuous reporting process must be utilised by all staff to ensure this information sharing strategy is successful. A thorough approach to this strategy will maintain parent/s awareness of current learning achievement and provide the opportunity to engage them in our learning process.

