



Aberfoyle Park High School

Aberfoyle Park High School Policy and Procedure

Title:	Assessment and Reporting
Publication Date:	January 2019
Review Date:	November 2019 (Executive Team)
Related DECD policies, procedures, guidelines, standards, frameworks	<p>Policy: Curriculum, Pedagogy, Assessment and Reporting for Reception – Year 10 (<i>Under review November 2017</i>). <i>This is a mandated policy and staff are required to adhere to the content.</i></p> <p>https://myintranet.learnlink.sa.edu.au/library/document-library/controlled-policies/curriculum-pedagogy-assessment-and-reporting-policy-for-reception-to-year-ten.pdf</p> <p>Procedure: Reporting on the Australian Curriculum in DECD</p> <p>https://myintranet.learnlink.sa.edu.au/library/document-library/controlled-procedures/reporting-on-australian-curriculum-in-decd-schools-reception-to-year-ten-procedure.pdf</p> <p>Guidelines: R-10 Reporting DECD Intranet</p> <p>https://myintranet.learnlink.sa.edu.au/educating/learning-design-assessment-and-moderation-strategy/reporting-and-assessing-students</p> <p>Guidelines: SACE Assessment and Reporting</p> <p>https://www.sace.sa.edu.au/web/personal-learning-plan/stage-1/assessment/assessment-guidelines</p>
Context:	<p>The Assessment and Reporting policy and procedure provides guidelines and information to Aberfoyle Park High School Teaching staff in regards to the expectations of what will be taught, how it will be taught, assessed and reported.</p> <p>The Assessment and Reporting policy and procedure provides an agreed foundation to guide the work of all teaching staff in relation to curriculum, pedagogy, assessment and reporting. It outlines key definitions, roles and responsibilities.</p>
Definitions:	<p>Assessment</p> <p>Assessment is the process of identifying, gathering, analysing and interpreting information about students' achievement and progress in learning against the relevant Australian Curriculum (AC) achievement standards (Years 8 to 10) or South Australian Certificate of Education (SACE) performance standards (SACE Stage 1 and 2) in assessment tasks.</p> <p>Teachers also continuously gather other evidence to provide feedback to students throughout the teaching and learning program. This is also known as assessment for learning.</p> <p>Assessment provides:</p> <ul style="list-style-type: none"> • Students and parents/caregivers with clear and useful feedback to support improved learning and achievement



- Students, parents/caregivers and teachers evidence of achievement against the AC achievement standards or SACE performance standards in order to make judgements, based on evidence, about student learning
- Teachers with information that assists decision making about continuously improving teaching and learning.

Assessment tasks are:

- Also known as ***assessment of learning***
- Created using the principles of Learning by Design
- Documented and communicated in Course Outlines and Learning and Assessment plans that are developed and made available to students and parents/caregivers via Daymap
- Designed to allow students the opportunity to demonstrate their learning against the AC achievement standards or SACE performance standards
- Modified or negotiated for students with a disability **as documented in the student's Negotiated Education Plan (NEP)**.

Reporting

Reporting is the communication to students, parents/caregivers and others, of information gained about student achievement and progress in assessment tasks against the AC achievement standards or SACE performance standards.

The school provides written reports in plain English. Written reports provide parents/caregivers with information about student attendance, learning dispositions and achievement and progress against the AC achievement standards or SACE performance standards.

The school also provides opportunities for descriptive reporting when parents are able to meet teachers at parent teacher interviews to discuss student progress.

Dates for all reports are recorded on the whole school calendar and in Assessment and Reporting Procedures that are reviewed annually and updated as required.

Teachers also provide information to parents about student engagement, progress and achievement via phone conversations, email or other online communication modes.



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Roles and Responsibilities

Role	Responsibilities
Executive Team	<p>Executive Team are responsible for:</p> <p>Ensuring that the school's Assessment and Reporting Policy and Procedures meet DECD and SACE Board requirements.</p> <p>Reviewing and publishing reporting procedures, including timelines, every term.</p> <p>Ensuring that assessment data is generated, collected and analysed to enable informed judgments about student performance and the success of teaching and learning programs.</p> <p>Ensuring that professional learning is provided to support teachers to implement effective assessment practices (including task design) and reporting procedures.</p> <p>Working with Curriculum Learning Team Leaders and teachers to develop their skills for planning quality teaching and learning programs that maximise student engagement, intellectual challenge and achievement.</p> <p>Ensuring that collaborative moderation processes are in place.</p> <p>Checking the reports of designated staff members as a quality assurance process before reports are produced and distributed.</p>
Curriculum Learning Team Leaders	<p>Curriculum Learning Team Leaders are responsible for:</p> <p>Leading specific Curriculum Teams to plan for teaching, learning, assessment and development of pedagogy to support the full range of students.</p> <p>Leading the work of Professional Learning Communities via Collaborative Teacher Teams (CTT's) to review, develop, document and implement curriculum, Course Outlines, Learning and Assessment Plans and Assessment Tasks which meet school, DECD and SACE Board requirements.</p> <p>Leading the monitoring and continual improvement of assessment processes and reporting within curriculum teams. This includes ensuring the review, development and implementation of curriculum, Course Outlines, Learning and Assessment Plans and Assessment Tasks which meet school, DECD, Australian Curriculum and SACE requirements.</p> <p>Supporting teachers to ensure Assessment Tasks meet the needs of all learners and that students have the opportunity to provide evidence of their learning at the highest level, with accommodations and adjustments being made where necessary.</p>



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	<p>Working with teachers they line manage through Performance Development processes to:</p> <ul style="list-style-type: none">• Ensure student feedback is being obtained, analysed and discussed to inform appropriate pedagogical change• Analyse student achievement data of all of a teacher's classes for Year 8 to 11 in Term 1 and 3 and Year 12 in Term 1, 2 and 3. This process will identify strategies the teacher will use to support students to achieve at least a 'C' or higher and to implement strategies to move students to higher grade bands. <p>Working with teachers to design learning activities that provide feedback to students and parents/caregivers to support student learning, engagement and achievement.</p> <p>Supporting teachers when assessing student evidence and determining achievement levels. This include ensuring that collaborative moderation processes are implemented.</p> <p>Support teachers and students regarding the school <i>Submission of Work Procedure (in development)</i>.</p> <p>Check the reports of designated staff members as a quality assurance process before reports are produced and distributed to parents/caregivers.</p>
Teachers	<p>Teachers are responsible for:</p> <p>Using the <i>Australian Curriculum</i> for planning, teaching, assessing and reporting on all learning areas. This includes the Professional Learning Community including Collaborative Teacher Teams (CTTs) to review, develop, document and implement curriculum, Course Outlines, Learning and Assessment Plans and Assessment Tasks which meet school, DECD and SACE Board requirements.</p> <p>Using the <i>South Australian Teaching for Effective Learning (TfEL) Framework</i> to design, teach and evaluate the effectiveness of learning programs that engage and improve the achievement of every student focused on growth.</p> <p>Creating and maintaining safe, productive and positive learning environments.</p> <p>Differentiating curriculum, Course Outlines, Learning and Assessment Plans and Assessment Tasks to meet the needs of individual student's.</p> <p>Ensuring all Assessment Tasks are made available to students and parents/caregivers via Daymap and recording and publishing student achievement (grades) within two weeks of the due date.</p> <p>Working with their line manager through Performance Development processes to:</p> <ul style="list-style-type: none">• Ensure student feedback is being obtained, analysed and discussed to inform appropriate pedagogical change• Analyse student achievement data for all classes for Year 8 to 11 in Term 1 and 3 and Year 12 in Term 1, 2 and 3. This process will identify strategies the teacher will use to support students to achieve at least a



	<p>'C' or higher and to implement strategies to move students to higher grade bands.</p> <p>Engaging in collaborative moderation processes to ensure consistency of judgment of student achievement against AC achievement and SACE performance standards. This includes engaging in SACE Board and Year 8 – 10 moderation processes as required.</p> <p>Keeping accurate and accessible records of attendance using agreed school processes.</p> <p>Monitoring and keeping accurate records of ongoing learning progress and achievement for all students, and using student achievement data to inform their teaching, learning and assessment practices. This includes completing progress indicator checks in Daymap mid-terms 1, 2, 3 for SACE Stage 2 and mid-terms 1 and 3 for SACE Stage 1 Years 8-10.</p> <p>Following the school's <i>Submission of Work Procedures (in development)</i> to re-negotiate and support students to submit work of a satisfactory standard.</p> <p>Adhering to processes and timelines detailed in the <i>Assessment and Reporting Procedures</i>. See below.</p> <p>Responding to requests to communicate with parents/caregivers, including through the parent teacher interview process.</p>
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Assessment and Reporting Procedures:

Planning for teaching, learning and assessment Years 8 – 10

Teachers plan, teach, assess and report students' learning using the [Australian Curriculum](#). The Australian Curriculum sets standards for what all young Australians should be taught and what they should know and be able to do as they progress through school.

Each learning area has achievement standards. These standards describe what students should know, understand and be able to do, by the end of each year level.

Teachers use a range of different assessment strategies and tools to gather evidence of student achievement with reference to the achievement standards in the Australian Curriculum. Therefore, assessment tasks are designed and assessed with reference to the achievement standards.

Based on the evidence gathered of student achievement against the achievement standards, teachers make a judgement about which grade, A to E, reflects the standard the student has achieved. Refer also to [Appendix 1](#).

Student progress and grades are communicated to students and parents/caregivers in written reports that are distributed each term. The procedure for each reporting cycle is outlined in the table below.

Specific instructions, including timelines, in regards to reporting processes through Daymap are communicated to staff via email.



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Reporting Cycle	Procedure
<p>Years 8 – 10:</p> <p>Term 1 and 3 (Mid-Semester) Reports</p>	<p>All subjects: Interim Grades of S or U are assigned: S = The student is demonstrating satisfactory achievement, or better, of what is expected at this year level. U = The student is yet to demonstrate satisfactory achievement of what is expected at this year level. NA = Not Assessed. May only be assigned following approval from the Assistant Principal of the Middle School.</p> <p>Teachers also assign a word descriptor of Excellent, Good, Satisfactory, Needs Improvement, about student Work Ethic, Organisation, School Values, Homework and Punctuality. Work Ethic - reflects a student's approach towards learning including engagement, focus, motivation and cooperation. Organisation – refers to a student's organisational skills and perseverance to complete tasks in a timely manner. School Values - indicates the degree to which a student displays the school values of Respect, Care and Compassion and Honesty. Homework - refers to the degree to which a student performs out of class tasks e.g. assignments and homework. Punctuality - refers to punctuality to lessons.</p> <p>Requesting an Interview: If a student is assigned a U, teachers request an interview. Interviews can also be requested for students assigned an S.</p> <p>Home Group reports: Teachers assign a word descriptor of Excellent, Good, Satisfactory, Needs Improvement, for Uniform and Attention to School Matters. Uniform - refers to the degree to which a student wears the school uniform. Attention to School Matters - indicates the degree to which a student responds to school administrative matters.</p>
<p>Years 8 – 10:</p> <p>Semester 1 and 2 Reports</p>	<p>All subjects: A to E Grades against the AC achievement standards. NA = Not Assessed. May only be assigned following approval from the Assistant Principal of the Middle School.</p> <p>Teachers also assign a word descriptor of Excellent, Good, Satisfactory, Needs Improvement, about student Work Ethic, Organisation, School Values, Homework and Punctuality.</p> <p>Home Group reports: Teachers assign a word descriptor of Excellent, Good, Satisfactory, Needs Improvement, for Uniform and Attention to School Matters. Uniform - refers to the degree to which a student wears the school uniform. Attention to School Matters - indicates the degree to which a student responds to school administrative matters.</p> <p>Reporting for students with an NEP:</p>



	<p>The Australian Curriculum achievement standards describe expected achievement at each year level. Therefore, student achievement is to be reported against the achievement standards of the year in which the student is placed. E.g. the achievement of most Year 8 students will be reported against the Year 8 achievement standards. For some students with disability, in negotiated learning areas, teachers will design, assess and report on learning using curriculum from a year level other than that in which the student is placed.</p> <p>A–E grades or word equivalents will be assigned against the negotiated year level achievement standard(s) documented in the student’s Negotiated Education Plan. The achievement standard(s) must be indicated in the report. Teachers consult with the Learning Support Coordinator if a student with an NEP is being assessed against negotiated year level achievement standard(s).</p>
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Planning for teaching, learning and assessment SACE Stage 1 and 2

Teachers plan, teach, assess and report students’ learning using the subject outlines that are available for each subject on the SACE Board website <https://www.sace.sa.edu.au/home>.

Learning and Assessment Plans:

Teachers develop a learning and assessment plan appropriate for their student cohort that shows their intended learning and assessment activities for a subject.

Schools are required to have an approved learning and assessment plan for each SACE Stage 1 and Stage 2 subject offered, except Community Studies and Research Project (Stage 2).

Schools have the option of using pre-approved or school-developed learning and assessment plans (LAPs), or a combination of these two options.

Schools can adapt pre-approved learning and assessment plans by using the addendum to record and endorse any changes made to the plan.

Assessment Design Criteria and Performance Standards:

Each subject has Assessment Design Criteria with associated Performance Standards which are detailed in subject outlines. Teachers design assessment tasks using the assessment design criteria and performance standards.

The performance standards describe five levels of achievement, A to E.

Each level of achievement describes the knowledge, skills, and understanding, that teachers and assessors refer to in deciding how well a student has demonstrated learning on the basis of the evidence provided.

During the teaching and learning program the teacher gives students feedback on their learning, with reference to the performance standards.

Reporting SACE Stage 1 and 2:

Based on the evidence gathered of student achievement against the performance standards, teachers make a judgement about which grade, A to E, reflects the standard the student has achieved.

Student progress and grades are communicated to students and parents/caregivers in written reports.

The procedure for each reporting cycle is outlined in the table below.

Specific instructions, including timelines, in regards to reporting processes through Daymap are communicated to staff via email.

Reporting Cycle	Procedure
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<p>SACE Stage 1 & 2:</p> <p>Term 1 and 3 Reports</p> <p>Mid-Semester Reports for SACE Stage 1</p> <p>Cumulative Reports for SACE Stage 2</p>	<p>All SACE Stage 1 subjects: A to E Grades against the SACE performance standards for each assessment type, i.e. Investigation Folio and Skills and Applications Tasks, and an overall grade.</p> <p>All SACE Stage 2 subjects: A+ to E- Grades against the SACE performance standards for each assessment type, i.e. Investigation Folio and Skills and Applications Tasks, and an overall grade.</p> <p>Other SACE Grades: NA = Not Assessed may need to be entered in some subjects, for some assessment types, in the Term 1 reports for SACE Stage 2 and Mid-Semester reports for SACE Stage 1. Curriculum Leaders need to be consulted if NA grades are used.</p> <p>N = Insufficient evidence to achieve the E grade N grades may only be assigned following approval from Assistant Principal of Senior School.</p> <p>Teachers also assign a word descriptor of Excellent, Good, Satisfactory, Needs Improvement, about student Work Ethic, Organisation, School Values, Homework and Punctuality.</p> <p>Work Ethic - reflects a student's approach towards learning including engagement, focus, motivation and cooperation.</p> <p>Organisation – refers to a student's organisational skills and perseverance to complete tasks in a timely manner.</p> <p>School Values - indicates the degree to which a student displays the school values of Respect, Care and Compassion and Honesty.</p> <p>Homework - refers to the degree to which a student performs out of class tasks e.g. assignments and homework.</p> <p>Punctuality - refers to punctuality to lessons.</p> <p>Requesting an Interview: If a teacher is concerned about a student's progress and they are at risk of not achieving a 'C' grade, teachers request an interview. Interviews can be requested for students assigned a 'B' or an 'A' grade.</p> <p>Home Group reports: Teachers assign a word descriptor of Excellent, Good, Satisfactory, Needs Improvement, for Uniform and Attention to School Matters.</p> <p>Uniform - refers to the degree to which a student wears the school uniform.</p> <p>Attention to School Matters - indicates the degree to which a student responds to school administrative matters.</p>
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<p>SACE Stage 1 & 2:</p> <p>Semester 1 and 2 Reports</p> <p><i>Please note: Semester 2 reports are not produced for Stage 2 subjects</i></p>	<p>All SACE Stage 1 subjects: A to E Grades against the SACE performance standards for each assessment type, i.e. Investigation Folio and Skills and Applications Tasks, and an overall grade. A to E exam grade, if applicable, against the SACE performance standards.</p> <p>All SACE Stage 2 subjects: A+ to E- Grades against the SACE performance standards for each assessment type, i.e. Investigation Folio and Skills and Applications Tasks, and an overall grade.</p> <p>N grades may only be assigned following approval from Assistant Principal of Senior School. N = Insufficient evidence to achieve the E grade</p> <p>A 'P grade', Pending, could be entered for a compulsory SACE subject (PLP, RP, Stage 1 English and Maths). A 'P grade' is assigned in consultation with the Director of the Senior school.</p> <p>Teachers also assign a word descriptor of Excellent, Good, Satisfactory, Needs Improvement, about student Work Ethic, Organisation, School Values, Homework and Punctuality.</p> <p>Home Group reports: Teachers assign a word descriptor of Excellent, Good, Satisfactory, Needs Improvement, for Uniform and Attention to School Matters. Uniform - refers to the degree to which a student wears the school uniform. Attention to School Matters - indicates the degree to which a student responds to school administrative matters.</p>
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Appendix 1: Reporting Resource: A–E Guide

A guide to making A–E grade judgements when reporting against Australian Curriculum achievement standards in DECD

Grade	Word Equivalent	A–E indicators - in relation to the achievement standard, the student has demonstrated ... (REVISED)
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 contexts
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 contexts
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 contexts
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 contexts
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