

ASSESSMENT & REPORTING POLICY

Review Date: 2019

Policy

The **Assessment** of student work is to make judgements about student's learning and achievement in relation to curriculum goals. This means assessment is expected to be congruent with the teaching and learning program.

All Learning Areas R-10 based on ACARA Achievement Standards, Stage 1 and 2 based on SACE assessment criteria.

Principles

These principles underpin the practice of student assessment at Jamestown Community School:

- All students have the right to be skilled and knowledgeable participants in the process of assessment
- Effective teaching practices rely on assessing to assist the planning of learning
- Effective assessment of student achievement is a coordinated, whole school approach
- Effective assessment is equitable
- Effective assessment requires the use of a comprehensive range of methods and strategies
- Assessment requires feedback being given to the learner; for tasks requiring lengthy periods of study mid-assessment and drafting should be an in-built process

The **Reporting** of student learning is to inform parent/caregivers and students of progress and achievement.

Process

Reporting of student achievement may be formal and informal but will comply with DECD requirements regarding student reporting. Jamestown Community School will;

- Prepare two written reports per student each year R-10.
- Comply with Equivalent Statements Years R-10 and A-E levels of reporting progress and achievement years 6 to stage 1.
- Stage 1 and 2 assessment is conducted using the SACE A+ - E.
- Provide formal three-way interviews in term 1 and interviews by request in term 3; term 1 interviews for Stage 1 & 2 students will occur in week 7 with all Stage 2 families required to attend, R-10 interviews will occur in the second-to-last week of term
- Maintain a continuous reporting process to students and parent/caregivers through the provision of work samples, testing, oral presentations, classroom 'open' times, interviews by request, practical presentations and observations
- Provide student/parent/ staff generated interim reports
- Undertake a stringent review of underperformance of any student over the age of compulsion to attend school.

Work Assessed Deadlines

At all year levels summative assessment tasks with clearly defined due dates, handed in after the due date without an acceptable reason, will score zero. Extensions on compassionate grounds may be negotiated but fairness to the whole group is essential in this process. An extension may only be granted if negotiated prior to the due date. It is recommended that an extension, certainly at a SACE level, is accorded after discussion with the Senior School Manager.

At all times Teachers are requested to act with integrity in this process.

APPENDIX 1

REPORTING SOURCE: A-E GRADE

See attached.

SACE ACHIEVEMENT

Results will be applied on the following scale:

A+ through to E- based on the performance standards of each individual subject outline.

Appendix: 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

