



ASSESSMENT AND REPORTING POLICY

DATE: 4 DECEMBER 2007

ASSESSMENT AND REPORTING POLICY

The focus of teaching and learning at St Paul's College is to achieve successful educational outcomes for the diverse range of students in the school community. To this end, we believe that students must be actively engaged in their learning, regard learning positively and have a clear view of education, training and employment pathways beyond secondary education.

Effective Assessment and Reporting is a key element in ensuring each student's learning success as it:

- provides students and staff with a framework for reflection to inform future learning needs at an individual, group and whole school level
- identifies learning goals and challenges for each student
- measures learning outcomes for boys, both individually and collectively
- is an important element in the participation of families in students' learning
- acknowledges and celebrates students' achievements

Effective Assessment and Reporting for students should

- be an integral part of the teaching program and day to day classroom practice
- be achieved through a partnership between the boys, their parent and teachers
- be developmental and support the objectives of the teaching and learning program
- be based on a broad range of assessment tools, appropriate to the set learning tasks
- be stated, negotiable and flexible throughout the learning process to promote and encourage further learning
- be balanced, accurate, honest and specific in guiding improved learning outcomes
- accredit all aspects of students' learning within the formal and informal curriculum
- acknowledge the similar principles and different interpretations appropriate to the Assessment and Reporting needs in the Middle and Senior schools

MIDDLE SCHOOL ASSESSMENT AND REPORTING

ASSESSMENT

1. An assessment plan will be presented and negotiated with each class at an interval appropriate to their Year Level, and include:
 - the broad aims of the unit of work/course
 - specific objectives of each learning task
 - assessment methods to be used in relation to each task
 - the value of each learning task within the overall assessment of the unit of work/course
2. An ongoing record of achievement will be maintained throughout the assessment period describing the quality and quantity of each student's achievement in relation to each learning task. This forms the basis for individually negotiated programs and written reports.

3. Each Assessment period include a balance of
 - criterion referenced
 - work required
 - descriptive
 - assessment methods
4. Each Assessment period will include a range of supervised and independent learning tasks appropriate to the Year level which support students in developing strong study skills.
5. Each Assessment period include opportunities for teacher, peer and self assessment.

REPORTING

The purpose of reporting to parents is to provide information about the learning and development of their children. Comprehensive reporting provides information about student strengths, areas that need further attention as well as advice on how to support a student's next stage of learning.

At St Paul's College we are committed to providing authentic assessment tasks for students and reporting on them four (4) times a year:

- Term 1 & 3 Interim Report – Grade A-E plus subject teacher comment and Pastoral Care comment
- Term 2 & 4 Full Semester Report – Grade A-E plus detailed teacher comment on assessment tasks and Pastoral Care comment

All Learning Areas, including Religious Education, will be assessed and reported on using the A-E achievement levels. The SACSA Framework will be the criteria used to assign the five levels of achievement.

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

SENIOR SCHOOL ASSESSMENT AND REPORTING

ASSESSMENT

1. An assessment plan will be presented and negotiated with each class in the Senior School.
2. The assessment plan will follow appropriate SSABSA and SACSA guidelines. The South Australian Curriculum Standards and Accountability (SACSA) Framework describes the curriculum Key Ideas and Outcomes all learners can expect their education to be built on.
3. All SACE accredited subjects will have an assessment plan that is externally moderated to ensure that it meets the framework designated by the Learning Area Manual.
4. Students in Years 10-12 will receive appropriate grading of their assessment tasks consistent with SSABSA guidelines.
5. Each assessment period will include a range of assessment styles. These tasks will involve both supervised, and independent learning tasks. Students in Year 10-12 will also be assessed in examinations as prescribed by the various subject syllabus requirements.
6. Assessment tasks are to provide all students with the opportunity to experience success. As such, tasks may be modified and adjusted to suit the needs of the individual students in order for them to succeed.
7. Each assessment period include opportunities for teacher, peer and self-assessment.

REPORTING

The purpose of reporting in the Senior School is to provide feedback to students and parents regarding each student's progress, as well as outlining in a constructive manner any strategies that may be implemented to improve a student's performance.

Reporting also encompasses the requirements of SSABSA in order to complete the South Australian Certificate of Education.

In Year 11 and 12 this will require teaching staff to assess a student's competency as one of the following categories:

- Satisfactory Achievement
- Recorded Achievement
- Requirements Not Met

as per SACE guidelines.

Students in the Senior School receive four (4) reports a year:

- Term 1 & 3 Interim Report – mark plus subject teacher comment
- Term 2 & 4 Full Semester Report plus detailed subject and Pastoral Care comment

Grading of Student Work

The reporting of student progress at the conclusion of each Term will also include a grade of student performance in accordance with SSABSA policy.

These grades will include all summative pieces of assessment as outlined in the Assessment Plan, and the student's performance will be awarded a grade out of 20 marks.

At Year 11 these grades will be used at the completion of a unit of work to determine the student's SACE rating in accordance with new SSABSA policy 2002, as follows:

- A score above 10 out of 20 – Satisfactory Achievement
- A score in the range 4-9 out of 20 – Recorded Achievement
- A score below 3 out of 20 – Requirements Not Met

At Year 12 grading of student work, and the weighting given to any summative piece is determined via the SSABSA subject syllabus statement. The grading of student work will also be assessed via the process of moderation in accordance with SSABSA policy.

The use of grades in the Senior School at St. Paul's is a reflection of the requirements placed on all schools by SSABSA to determine the level of student performance. Students are also assessed as to their competency in attaining the various learning outcomes involved in their particular subjects.