

Ardrossan Area School

Success, Respect, Fairness



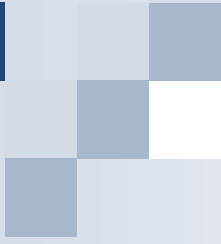
Assessment and Reporting Policy

Document Control

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Government of South Australia
Department for Education



Assessment and Reporting Policy

Rationale :

Assessment and Reporting at Ardrossan Area School follows the policy, guidelines and procedures of Department of Education for students in Reception to Year 10 and the policies, guidelines and procedures of the Board of the South Australia Certificate of Education (SACE). These policies, guidelines and procedures provide the framework for assessment decisions that are fair, ethical and made with integrity, while reporting to families is timely, ethical and purposeful.

Assessing

All R-10 learners can expect to participate in teaching and learning programs developed using the Year Level Descriptor from the Australian Curriculum. These programs also incorporate information about the identified learning needs, interests and prior experiences of the students.

Assessment decisions are made in reference to the appropriate year level Achievement Standard based on the evidence of learning of each individual student. Quality assurance processes such as collaborative moderation will be used to support consistent teacher judgement.

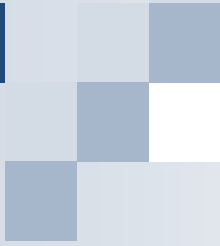
All students enrolled in the SACE can expect school assessment, and where relevant external assessment, of their learning to be in accordance with the learning requirements, assessment types and Performance Standards of the curriculum outline for **each subject and the SACE Board's policies and procedures. Quality assurance processes and management systems will be in place to ensure fairness and integrity of school based assessments and to ensure these assessments occur in an ethical manner, with particular reference to the:**

- Special Provisions in Curriculum and Assessment policy,
- **Supervision and Verification of Students' Work policy, and the**
- Ethical Conduct of Research policy

Assessment practices will

- recognise the needs of different groups and individuals
- use a variety of strategies which respond to the diversity of students
- be developed in line with the stated curriculum objectives

Assessment information will be used at the individual student, classroom and school level to inform decision-making about learning programs and priorities for curriculum development.



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Reporting

Reporting is an on-going process, both planned and informal, with reports available in both written and oral form

All learners have regular opportunities to receive, discuss and clarify information about their progress towards the achievement of agreed learning goals and standards.

All reports are based on five achievement levels, A-E for students in Years One to Eleven. The R-10 reports are referenced against the Achievement Standards from the Australian Curriculum and, for some Year 10 subjects, the Performance Standards of the SACE. Year 11 reports are referenced against the Stage 1 Performance Standards of the SACE. In Year 12, for Stage 2 subjects, assessment will be referenced against the SACE Performance Standards and reported using grades from A+ to E-.

Descriptive information about the grades is provided in Report Folders.

Parents of Year 1 to 10 students can request comparative information about their child's progress.

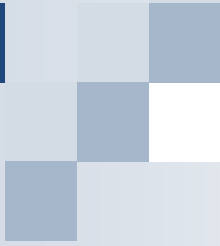
Reporting in Practice:

At the end of term one

- All students and their parents/caregivers are invited to participate in a conversation about student achievement. The expectation is that everyone will participate.
- Reception to Year 6 students have one interview with their parents/caregivers and the class teacher
- Year 7-12 students have one interview with their parents/caregivers and a panel of teachers.
- All Year 7 to 12 students receive a full written mid-semester 1 report. This report includes comments about each Learning Area/subject as well as a summary of learning and attitude dispositions and an overall home group teacher comment. Absences and late arrivals are also reported.

At the end of term two

- All R to 6 students receive a full written report which includes grades for Year 1 to 6 students and comments about each Learning Area as well as a summary of learning and attitude dispositions and an overall class teacher comment. Absences and late arrivals are also reported.
- All Year 7 to 12 students receive an end of semester report that consists of a grade and information regarding attitude dispositions. Absences and late arrivals are also reported.
- Interviews for Year 7 to 12 are upon request.



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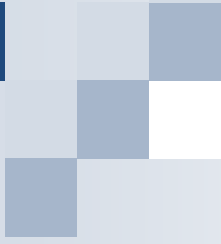
Reporting in Practice (continued):

At the end of term 3

- Reception to Year 6 students have one interview with their parents/caregivers and the class teacher.
- All Year 7 to 12 students receive a full written mid-semester 2 report. This report includes comments about each Learning Area/subject as well as a summary of learning and attitude dispositions and an overall home group teacher comment. Absences and late arrivals are also reported.
- Interviews for Year 7 to 12 are upon request.

At the end of term four

- All R to 6 students receive a full written report which includes grades for Year 1 to 6 students and comments about each Learning Area as well as a summary of learning and attitude dispositions and an overall class teacher comment. Absences and late arrivals are also reported.
- All Year 7 to 11 students receive an end of semester report that consists of a grade and information regarding attitude dispositions. Absences and late arrivals are also reported.
- All Year 12 students receive a Student Achievement Record (SAR) which includes a school reference



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Revision Record:

Date	Revision Description