

## 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.

### Reporting

Reporting is an on-going process, both planned and informal, with reports available in both written and verbal 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 1 to 11. 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 the Written Reports.

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

## Exceptions:

Teachers will need to adjust the curriculum for some students, including for students with learning plans. This includes students who are not verified under the education disability criteria but still need the curriculum adjusted. Learning plans including One Plans, will be developed to document the needs of these students. The school will negotiate and document both the student's learning program and appropriate reporting arrangements with the student and their parents or carers.

## Reporting for students with disability:

For students with disability, the school will negotiate both the student's learning program and appropriate reporting arrangements with the student and their parent or carers. These will be documented in the student's One Plan.

## Reporting in Practice:

### Term One:

- Week 8, **Reception to Year 6** -Student/Parent-carer/Teacher interviews.
- Week 11, **Year 7 to Year 11** -Written Mid-Semester One Report.

For each Learning/Subject area, the reports include comments to explain progress and achievement (describing what students have learnt, what they need to learn next and how the teacher, student and parent/carer can support next steps to support growth), A-E grade and effort level, as well as a summary of student attendance, learning dispositions, general behaviour and work habits

- Week 11, **Year 12** - Written Mid-Semester One Report.

For each Learning/Subject area, this report includes comments to explain progress and achievement (describing what students have learnt, what they need to learn next and how the teacher, student and parent/carer can support next steps to support growth) and effort level, as well as a summary of student attendance, learning dispositions, general behaviour and work habits.

- Interviews for all students available upon request.

### Term Two:

- Week 10, **Reception to Year 6** - Written Semester One report.

For each Learning/Subject area, the reports include comments to explain progress and achievement (describing what students have learnt, what they need to learn next and how the teacher, student and parent/carer can support next steps to support growth), A-E grade (Note: Reception students are not assigned A-E grades) and effort level, as well as a summary of student attendance, learning dispositions, general behaviour and work habits.

- Week 10, **Year 7 to Year 11** - Semester One Grade Summary report (A-E grade and effort level).
- Week 10, **Year 12** - Written Semester One report.

For each Subject area, the reports include comments to explain progress and achievement, A+ to E grade for completed assessment tasks and effort level, as well as a summary of student attendance, learning dispositions, general behaviour and work habits.

- Interviews for all students available upon request.

#### Term Three:

- Week 8, **Reception to Year 6** - Student Lead Conversation, with parents/carers and the class teacher.
- Week 10, **Year 7 to Year 11** - Written Mid-Semester Two report.

For each Learning/Subject area, the reports include comments to explain progress and achievement (describing what students have learnt, what they need to learn next and how the teacher, student and parent/carer can support next steps to support growth), A-E grade and effort level, as well as a summary of student attendance, learning dispositions, general behaviour and work habits.

- Week 5, **Year 12**- Round Table Conference, with student, subject teachers and parent/carers.
- Interviews for all students available upon request.

#### Term Four:

- Week 8, **Year 12** - Student Achievement Record (SAR) which includes a school reference.
- Week 9, **Reception to Year 6** - Written Semester Two report.

For each Learning/Subject area, the reports include comments to explain progress and achievement (describing what students have learnt, what they need to learn next and how the teacher, student and parent/carer can support next steps to support growth), A-E grade (Note: Reception students are not assigned A-E grades) and effort level, as well as a summary of student attendance, learning dispositions, general behaviour and work habits.

- Week 9, **Year 7 to Year 11** - Semester Two Grade Summary report (A-E grade and effort level).
- Interviews for all students available upon request.

Endorsed by AAS Governing Council: 27/02/2024

Next review date: 2026