Assessment

Policy Scope
This policy relates to ACC Marsden Park Ltd.

Policy
Assessment will comply with the BOSTES requirements as outlined in the ACE Manual.

This policy outlines:
1. The nature of assessment at the school
2. The frequency of assessment at the school
3. The feedback mechanisms by which teachers interact with students
4. The nature of the feedback provided
5. The process for student report cards
6. External testing procedures for NAPLAN and ACER Tests
7. The Maintenance of student academic records

Definitions

Assessment
Assessment is the process of collecting, identifying, interpreting, evaluating, recording and reporting evidence of student performance.
**Assessment Overview**

1. Assessment of student learning will be undertaken by all learners, including students with disabilities.

2. Assessment procedures are to be based on the Assessment for Learning principles and Assessment of Learning principles outlined by BOSTES.

3. Assessment of student performance is to be planned so that students can demonstrate achievement of outcomes for the relevant stage of learning as outlined in the NSW Board of Studies syllabus for that key learning area.

4. Assessment tasks are to be outcomes based, non-discriminatory and cover a range of formal and informal activities.

5. A range of Assessment strategies should be used to assess a student's progress towards the syllabus outcomes. Depending upon the requirements of each key learning area, these may include: - Topic tests including knowledge, interpretation and/or practical testing, projects, artworks, practical work, field work and reports, physical activity, oral presentations, book work and documentation. Other assessment strategies which may be specific to syllabus requirements.

6. All assessment for learning tasks are to be clearly outlined in each teacher's unit of work/program.

**Frequency of Student Assessment**

1. Designated areas for assessment within each subject area provide the framework for reporting student achievement in school reports. These areas of assessment are based on broad syllabus strands as outlined in the BOSTES.

2. Assessment schedules should be based upon these areas for assessment as syllabus course outcomes relate specifically to these areas. Assessment tasks can be mapped back to more than one area for assessment.

3. Assessment schedules are to be prepared by the teacher at the beginning of each semester and submitted to the Academic Coordinator for publishing.

4. Assessment schedules will be issued to students in year 7 – 12 in Term 1 of the Academic Year.

5. Tasks should appropriately reflect the emphasis of the syllabus and the course outcomes.

6. Assessment must comply with the BOSTES Assessment, Certification and Examination (ACE) Manual.

7. Opportunities should be given for students to demonstrate outcomes over a range of levels.
**Feedback Mechanisms**

1. Informal, ongoing feedback is to be given to students on a regular basis.
2. Teachers will also provide feedback in response to assessment for learning tasks outlined in the teaching unit. This may take the form of oral feedback to individuals or the class, student self assessment, peer assessment, written annotations, specific marking criteria or schedules for tasks and class discussions highlighting examples of good responses.

**The Nature of Feedback Provided**

1. Student feedback is to be constructive, correct misunderstandings, clarify areas for improvement and reinforce students’ strengths, in order to help students to identify their strengths and weaknesses so that they have the opportunity to improve and further develop their knowledge and or skills.
2. Assessment feedback will be provided to students in a timely manner.
3. Feedback should be qualitative as well as quantitative.
Student Report Cards
1. Reports are provided twice yearly, as plain language reports to parents (K-12) that report on outcomes and communicate an overall A-E achievement grade for each course of study.
2. Reports ensure that the number of students achieving each grade for each course is recorded and made available to parents who may wish to access this information.
3. Teachers will be available to provide parents/carers with informal opportunities to discuss their child’s learning.
4. Twice per year parents are invited to attend parent/teacher interviews to discuss their child’s progress at school.
5. The written report for each student will use plain English; Provide information on a student’s learning in each of the 6 key learning areas of English, Mathematics, Science & Technology, Human Society and its Environment (HSIE), Personal Development Health and Physical Education (PDHPE) and Creative Arts and compare students’
6. The report will also include teacher comments that identify areas of student strength and for further development; have information about the student’s attendance at school; provide information about student achievement in other school activities; and provide information about the student’s social development and commitment to learning.

External Testing

NAPLAN
1. In accordance with the Federal Government requirements through the Schools Assistance (Learning together – Achievement through Choice and Opportunity) Act 2004 Australian Christian College (ACC) will ensure participation of all Years 3, 5, 7 and 9 students in the full cohort National Assessment Program for Literacy and Numeracy (NAPLAN).
2. ACC ensures that the median score of Years 3, 5, 7 and 9 students in NAPLAN testing and median Year 12 HSC results are reported in the Annual Report to the school community.

ACER
1. ACC subscribes to the ACER-OARS system for student testing in literacy (PAT-R), comprehension (PAT-C) and mathematics (PAT-M).

Individual Education Plans (IEP)
- IEP’s are developed for students with identified special needs and assessment and reporting is modified and occurs against agreed outcomes for each student
The Maintenance of Records Related to Student Assessment
Records of students’ assessment are the concrete reflection of a student’s performance in assessment for learning tasks in relation to specified outcomes and provides the basis for reporting student achievement.

1. Student records and evidence of student achievement are maintained by:
   Recording student assessment results (teacher notes, comments, marks, grades, visual representations) in an electronic gradebook and in the Teacher’s daybook
2. Storing electronic copies of student reports
3. Electronic storage of samples of student work for each area of learning.
Documentation
1. Teachers’ Daybook
2. Gradebook entries
3. Assessment booklet Year 12
4. Assessment Booklet Year 11
5. Assessment Booklet Year 7 - 10
6. ACE Manual

Policy Review
On change of legislation or at the discretion of the School Board at ACC Marsden Park Ltd

Policy Version
4.0