

## Assessment & Reporting Policy

### Introduction

Assessment and Reporting are core components of the education process

Assessment is a process of gathering information on:

- What has been achieved by students in relation to the course objectives
- Students' attitudes to the learning process
- The development of skills, processes and attitudes that facilitate learning

The Bayview College Assessment Policy aims to:

- promote a positive attitude to learning amongst students and staff
- promote the pursuit of excellence amongst students and staff
- provide information regarding the effectiveness of the teaching-learning process in relation to course objectives and expected student outcomes
- promote the development of learning skills
- provide opportunity for redemption of assessment tasks

### Policy Principles

The basis of all assessment lies in the stated goals of each teaching programme. Teachers are required to provide students with an appropriate description of learning goals in terms of:

- tasks to be completed
- skills to be mastered
- learning processes to be used
- attitudes to be developed

Teachers are required to develop a wide variety of means for gathering information about students' performance so that the most appropriate means can be matched with specific objectives. Such means include written responses, ICT Skills, skills tests, questionnaires, interviews, projects, oral presentations, folio presentations and practical tasks.

### Assessed Coursework

Most subjects will involve the completion of between three and six major pieces of Assessed Coursework Areas of Study. Due to the very different nature of the Aus VELS / Australian Curriculum Key Learning Areas, some KLAs will have fewer but more substantial pieces of assessment.

Assessed Coursework evaluates student progress on a substantial piece of learning which will have required a reasonable period of time to complete. Each Assessed Coursework task is a significant indicator as to how well a student has met the outcomes of the unit of work.

Assessed Coursework may include folios, practical work, a number of related written tasks and tests, and may not necessarily be confined to a single task. Each piece of Assessed Coursework is graded using clearly stated criteria established by the teacher at the commencement of the task. Each criterion is rated on a score from Very High to Not Shown. This scale is converted to a numerical score which provides the basis for grading HD to UG.

For example, an essay may be graded using the following Rubric:

Criteria	Very High	High	Medium	Low	Very Low
<b>Ideas and Content</b> <b>10</b>	All questions contained detailed, precise answers.	All questions contained detailed, accurate answers.	Some questions contained accurate answers.	Some questions contained basic responses.	
<b>Structure</b> <b>5</b>	All answers were written in accurate, sophisticated and complete sentences.	All answers were written in accurate and complete sentences	Some answers were written in complete sentences.	Answers were often not written in complete sentences.	
<b>Punctuation</b> <b>5</b>	Correct and appropriate punctuation which aids the reading of the text	Mainly correct and apt punctuation which aids the reading of the text	Some correct punctuation which aids the reading of the text	Punctuation – a number of errors	
<b>Spelling</b> <b>5</b>	Accurate spelling of complex vocabulary.	Spelling errors of simple and complex vocab.	Some spelling errors.		

H.D. 25-23	D 22-20	C 19-16	P 15-13	L.P. 12-10	UG <10
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**S** – Satisfactory - Indicates a satisfactory grade. This means that all course requirements have been successfully met.

**N** – Not satisfactory - Indicates an unsatisfactory result. This means that one or more of the course requirements have not been met.

**UG** – Un-graded - Indicates that the piece of work has failed to achieve a reasonable standard for the criteria set for the assessment task, but is recognition that the work has been completed.

### Items to be Reported

At the end of term 1 and term 3, parents receive a written interim report which gives a brief overview of their child's progress. The report includes an indication of:

- work completion
- classroom behavior
- work habits
- whether an interview is required

After the completion of each semester's work (at the end of term 2 and term 4), parents receive a written report which includes:

- General Information, including the student's name, name of teacher, semester and year, course name.
- Course description which gives a brief general outline of the course completed.
- Attitudes and approaches to the learning processes required in each subject
- Assessments consisting of a list of the main assessment tasks or assessed units carried out during the semester and the grade that the student has received for each task or unit.
- A constructive comment from the teacher giving detail on important aspects of the student's work. Comments from staff must be:
  - descriptive (indicating the extent of completion of the course)
  - diagnostic (identifying problems and offering remedies)
  - positive in nature (showing respect for the individual)
- An overall assessment of the satisfactory or unsatisfactory completion of the course. To complete the course satisfactorily, a student must achieve:
  - S, indicating that the course has been completed satisfactorily
  - a grade for each assessed task (letter grade or R)
  - a grade for the examination/summative task (letter grade or R)

In addition to the written reporting process, we provide opportunities for parents to receive verbal feedback about their sons or daughters progress at Parent –teacher – student Interviews that are scheduled each semester. Parents can also contact teachers throughout the year for progress reports.

### **Redemption Policy**

Students who fail to complete homework are issued with a sticker / note, written in the planner. This monitoring alerts Year Level Coordinators, parents and the student to a pattern of failing to complete set tasks.

### **Redemption Process Years 7-12**

#### **The Redemption Process occurs when:**

- ▶ A student receives a UG, to submit an assignment or graded unit task by the due date –except if a student is absent due to illness (a parental note must be sighted or in Years 11 & 12 a medical certificate) and a new submission date is negotiated –note the new submission date in the student's planner.
- A student fails a test, assignment or a unit task.

Redemption Stickers will:

- ▶ Outline the reason for the redemption.
- ▶ Indicate a time and date when the subject teacher will assist the student with the work required for the redemption task.

If the student fails to attend an arranged out of class session - unless the student is unwell or there are extenuating circumstances - the redemption date will not alter. Note details in their planner.

- ▶ Indicate the redemption date.
- ▶ Require the student's and parent's/guardian's signatures.

#### **STEP 1**

The subject teacher:

- ▶ To put a redemption sticker in the student's planner.
- ▶ To inform the level coordinator of the reason for the redemption, the date for extra assistance and the redemption date via email or white slip.

#### **STEP 2**

The subject teacher:

- ▶ To check that the parent/guardian has signed the redemption sticker – if not inform the level coordinator via email or white slip.

After the redemption process the subject teacher:

- ▶ To inform the parent/guardian via the planner and the level coordinator of the result via email.

### **Associated Documentation**

- Educational Strategic Plan 2015 - 2018
- Teaching & Learning Policy
- Communication Technology Policy
- Inclusion Policy
- VCAA policies and subject frameworks including Curriculum and Assessment Policy
- Aus VELS / Australian Curriculum Framework
- Student Code of Conduct Policy
- Faith and Values Curriculum program
- AITSL Standards
- Professional Development Policy