



Assessment and Reporting Policy

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INTRODUCTION & CONTEXT

INTRODUCTION

Education Policy in Catholic Education, Diocese of Wollongong (CEDoW) is developed to support the implementation of consistent and comprehensive practices to guide quality Catholic learning and teaching in Diocesan schools.

Education Policy is developed within the context of documents and frameworks. These include:

Lighting the Way through faith and learning, Vision and Strategic Direction for Catholic Education in the systemic schools of the Diocese of Wollongong, 2015-2017

School Review and Improvement Framework

Leadership Framework

Performance and Development Framework

Learning and Teaching Framework

Path to Life Framework for Pastoral Care and Wellbeing

Assessment and Reporting is a critical aspect of the Learning and Teaching Cycle. It provides students with the opportunity to demonstrate what they know and can do and to receive feedback about their achievement in order to guide their future learning. Assessment and Reporting provides important information for teachers to reflect on their pedagogical approaches and to inform the development of learning and teaching programs.

This Policy has been developed to ensure that schools and teachers meet their compliance requirements with the CEDoW, Board of Studies Teaching and Educational Standards NSW (BOSTES) and the Australian Education Act 2013.

1.0 BEST START KINDERGARTEN ASSESSMENT

SCHOOLS MUST:

1.1 provide appropriate structures to ensure the effective implementation of the Best Start Kindergarten Assessment (BSKA) according to the Diocesan Best Start Kindergarten Assessment Procedure

1.2

provide BSKA reports for all students to parents/carers according to the Diocesan Best Start Kindergarten Assessment Procedure

TEACHERS MUST:

1.3

implement BSKA according to the Diocesan Best Start Kindergarten Assessment Procedure and record the data for each Kindergarten student in the Diocesan electronic Student Information System (eSIS)

1.4

implement BSKA for students with confirmed disabilities or special needs according to the Diocesan Best Start Kindergarten Assessment Procedure

1.5

utilise BSKA information to support planning of learning and teaching experiences

2.0 K-12 ASSESSMENT

SCHOOLS MUST:

2.1 have in place an Assessment Plan, indicating how students' performance in each Key Learning Area (KLA) in Years K-6 and in each course in Years 7-11 is assessed, monitored and recorded

2.2

develop a School Literacy and Numeracy Assessment Overview identifying the types of tools and schedule to support teaching and intervention within the context of a Response to Intervention (RTI) approach

2.3 utilise assessment as part of a RTI approach according to the Diocesan Managing Students Educational and Pastoral Concerns (MSPEC) Procedure

2.4

ensure that Personalised Plan (PP) for Students with Disability (SWDs):

2.4.1 include reference to adjustments for assessment

2.4.2 utilise assessment information to determine levels of support

2.5 have in place a process for determining and approving adjustments for school-based assessment experiences

TEACHERS MUST:

2.6

monitor student achievement in Years K-6 against aspects of literacy and numeracy identified in the Literacy and Numeracy continua

2.7

record student achievement in Years K-6 against the Literacy and Numeracy continua in the Diocesan electronic Student Information System (eSIS) once per term

2.8

assess according to the School Literacy and Numeracy Assessment Overview

2.9

provide Assessment For Learning, Assessment As Learning, and Assessment Of Learning experiences as part of learning, teaching and assessment in each KLA in Years K-6 and in each course in Years 7-11 according to the assessment plan

2.10

ensure all assessment experiences are standards-referenced and use syllabus outcomes and foundation/stage statements as key reference points for decisions about students' progress and achievement

2.11

ensure assessment experiences in Religious Education in Years K-10 are informed by the Diocesan Religious Literacy Framework

2.12

provide differentiated assessment experiences to ensure all students have the opportunity to demonstrate their knowledge and skills

2.13 ensure that assessment of learning experiences include:

2.13.1 the development of Assessment Criteria in Years 1-10 based on the Common Grade Scale

2.13.2 the development of assessment criteria in the Preliminary Year based on the Common Grade Scale for Preliminary Courses

2.13.3 the provision of feedback to students

2.13.4 documented monitoring of students' progress over time

2.13.5 the use of assessment information to support programming and Pedagogy

2.14 implement the adjustments for assessment as detailed in PPs for Students with Disability (SWDs)

2.15

provide assessment experiences across a range of settings for students accessing Life Skills outcomes and content in Years 7-10 against goals identified in the PP

2.16

collect data using the Life Skills Outcomes Worksheet in the relevant BOSTES syllabus for students accessing Life Skills Outcomes and Content

2.17

provide assessment experiences across a range of settings for students accessing Life Skills Courses in the Preliminary and Higher School Certificate (HSC) Years against goals identified in the PP

2.18

collect data using the Life Skills Outcomes Worksheet in the relevant BOSTES syllabus for students accessing Life Skills courses in the Preliminary and HSC Years

2.19

assess students who have been accelerated against the outcomes of the content taught for key learning areas in Years K-6 or courses in Years 7-10 they are undertaking

3.0 EXTERNAL ASSESSMENT PROGRAMS

SCHOOLS MUST:

3.1

ensure protocols detailed in the National Assessment Program Literacy and Numeracy (NAPLAN) Handbook for Principals and Test Administration Handbook for Teachers (including procedures for adjustments) are followed

3.2

participate in the NAPLAN for students in Years 3, 5, 7 and 9

3.3

ensure protocols detailed in the Diocesan Religious Literacy Handbook (including procedures for adjustments) are followed

3.4

participate in the Diocesan Religious Literacy Assessment Program for students in Years 4 and 8

3.5

participate in the National Sample Assessment Program as requested

3.6

provide opportunities to participate in the optional BOSTES Literacy and Numeracy Test to students who choose to leave school before the HSC

4.0 RECORD OF SCHOOL ACHIEVEMENT (ROSA) ASSESSMENT

SCHOOLS MUST:

4.1

have assessment policies and procedures that comply with the requirements documented in the BOSTES' Assessment Certification Examinations (ACE) website, syllabuses and Official Notices

4.2

include in their Record of School Achievement (RoSA) Stage 5 Assessment Policyassessment policy:

4.2.1

organisational details of the school's assessment program for each course

4.2.2

course assessment programs that include a maximum of four common tasks

4.2.3

administrative arrangements associated with absence from an assessment task, late submission of tasks due to illness or misadventure, malpractice and invalid or unreliable tasks

4.2.4 statements of the procedures relating to the allocation of grades based on Course Performance Descriptors in each Stage 5 RoSA course

4.2.5 statements of the procedures relating to 'N' Determinations

4.2.6

details of the process for adjustments for Students with Disability (SWDs) in accordance with the BOSTES' Assessment Certification Examinations (ACE) website

4.2.7

details of the procedures for the retention of Annotated Work Samples

4.3 include in their RoSA Preliminary Year assessment policy:

4.3.1

organisational details of the school's assessment program for each course

4.3.2

course assessment programs that include a maximum of three common tasks

4.3.3

administrative arrangements associated with absence from an assessment task, late submission of tasks due to illness or misadventure, malpractice and invalid or unreliable tasks

4.3.4 statements of the procedures relating to the allocation of grades based on the Common Grade Scale for Preliminary Courses in each Preliminary Year RoSA course

4.3.5

statements of the procedures relating to 'N' determinations

4.3.6 details of the process for adjustments for Students with Disability (SWDs) in accordance with the BOSTES' Assessment Certification Examinations (ACE) website

4.3.7

details of the procedures for the retention of annotated work samples

4.4

fulfil assessment requirements as specified in the Diocesan Vocational Education and Training/Registered Training Organisation (VET/RTO) Policy

TEACHERS MUST:

4.5

adhere to the school's RoSA assessment policies and procedures

5.0 HIGHER SCHOOL CERTIFICATE (HSC) ASSESSMENT

SCHOOLS MUST:

5.1

have assessment policies and procedures that comply with the requirements documented in the BOSTES' Assessment Certification Examinations (ACE) website, syllabuses and Official Notices

5.2

include in their HSC Year assessment policy:

5.2.1

organisational details of the school's assessment program for each course, giving the number and types of assessment tasks, mandatory components and weighting, and the scheduling of tasks

2.2 course assessment programs that include a maximum of four common tasks (with the exception of English, Dance and Music which include a maximum of five common tasks)

5.2.3

processes for marking, recording and reporting student achievement in assessment tasks

5.2.4 administrative arrangements associated with absence from an assessment task, late submission of tasks due to illness or misadventure, malpractice and invalid or unreliable tasks

5.2.5

processes for student appeals against assessment rankings

5.2.6

statements of the procedures relating to 'N' determinations

5.2.7

processes for providing students with written advice about the school's requirements for assessment in each course

5.2.8

details of the process for adjustments for Students with Disability (SWDs) in school-based assessments

5.2.9

details of the process for Disability Provisions in accordance with the BOSTES' Assessment Certification Examinations (ACE) website

5.3 fulfil assessment requirements as specified in the Diocesan Vocational Education and Training / Registered Training Organisation (VET/RTO) Policy

TEACHERS MUST:

5.4

adhere to the school's RoSA assessment policies and procedures

6.0 K-10 REPORTING

SCHOOLS MUST:

6.1 provide appropriate structures to ensure the effective implementation of the BSKA according to the Diocesan Best Start Kindergarten Assessment Procedure

6.2

provide opportunities for professional collaboration to support consistent teacher judgements of student achievement of syllabus standards

6.3

provide written reports to parents/carers at the end of Kindergarten using the Diocesan Kindergarten Report Format in the Diocesan electronic Student Information System (eSIS)

6.4

provide written reports to parents/carers for students in Years 1-10 twice annually in plain language

6.5

collaborate with parents/carers when considering the use of a non-graded report or partially non-graded report when a graded report is deemed to be not in the best interests of the student

6.6 utilise the Diocesan Non-graded Report Format in the eSIS

6.7 ensure that the Common Grade Scale is included as part of written reports

6.8 ensure that information about student attendance indicating total whole and partial absences for the reporting period is included as part of written reports

6.9 include on written reports advice about how students are developing in non-academic learning

6.10 ensure for each KLA in Years 1-6 or for each course Years 7-10 for each Year group a Grade Distribution List/Table for each report period is made available to parents/carers on request

6.11

provide opportunities for parents/carers to discuss reports after each reporting period

TEACHERS MUST:

6.12

report student achievement in each KLA in Kindergarten according to the standards-referenced approach using the Diocesan Kindergarten Report Format in the eSIS

6.13

implement BSKA for students with confirmed disabilities or special needs according to the Diocesan Best Start Kindergarten Assessment Procedure

6.14

utilise BSKA information to support planning of learning and teaching experiences

6.15

report student achievement in each course in Years 7-10 according to the standards-referenced approach of the Common Grade Scale

6.16 report student achievement for students who are accessing outcomes below their Stage level using the Non-graded Report Format in the eSIS where a collaborative decision has been made with the parent/carer

6.17 utilise the content from the Life Skills Outcomes Worksheet in relevant BOSTES syllabuses when reporting student achievement for students accessing Life Skills outcomes and content in Years 7-10

6.18 ensure the Common Grade Scale is not used to report achievement of students accessing Life Skills outcomes and content in Years 7-10

6.19 report achievement for students who have been accelerated against the outcomes of the content taught for key learning areas in Years K-6 and for the courses in Years 7-10 they are undertaking

7.0 EXTERNAL ASSESSMENT PROGRAMS REPORTING

SCHOOLS MUST:

7.1

provide NAPLAN reports for students in Years 3, 5, 7, 9 to parents/carers as directed by the BOSTES' timeline

7.2

provide Religious Literacy Assessment reports for students in Years 4 and 8 to parents/carers as directed by the Diocesan timeline

8.0 PRELIMINARY YEAR REPORTING

SCHOOLS MUST:

8.1

have a process for reporting student achievement

8.2

provide written reports to parents/carers twice annually in plain language where student achievement in each course is reported using the standards-referenced approach of the Common Grade Scale for Preliminary Courses

8.3

ensure that the Common Grade Scale for Preliminary Courses is included as part of written reports

8.4

ensure that information about student attendance indicating total whole and partial absences for the reporting period is included as part of written reports

8.5

fulfil reporting requirements as specified in the Diocesan Vocational Education and Training/Registered Training Organisation (VET/RTO) Policy

TEACHERS MUST:

8.6

use consistent on-balance judgements in the determination of grades according to the Common Grade Scale for Preliminary Courses

8.7

report student achievement in each course according to the standards-referenced approach of the Common Grade Scale for Preliminary Courses

8.8

utilise the content from the Life Skills Outcomes Worksheet in relevant BOSTES Life Skills syllabuses when reporting student achievement for students accessing Life Skills courses in the Preliminary Year

8.9

ensure the Common Grade Scale for the Preliminary Courses is not used to report achievement of students undertaking Life Skills courses in the Preliminary Year

9.0 HIGHER SCHOOL CERTIFICATE (HSC) YEAR REPORTING

SCHOOLS MUST:

9.1

have a process for reporting student achievement

9.2

provide written reports twice annually in plain language where student achievement in each course is reported using marks and cumulative ranks

9.3

ensure that final course marks are not provided to students

9.4

ensure that information about student attendance indicating total whole and partial absences for the reporting period is included as part of written reports

9.5

fulfil reporting requirements as specified in the Diocesan Vocational Education and Training/Registered Training Organisation (VET/RTO) Policy

TEACHERS MUST:

9.6

report student achievement in each HSC course according to a standards-referenced approach

9.7

provide the cumulative rank to students throughout the course on request

9.8

enter data relating to student achievement on the Profile of Student Achievement for the HSC through BOSTES' Schools Online for students accessing Life Skills courses