ASSESSMENT & REPORTING POLICY

Review Date [Ongoing due to the implementation of the Australian Curriculum]

**Policy**
The **Assessment** of student work is to make judgements about student’s learning and achievement in relation to curriculum goals. This means assessment is expected to be congruent with the teaching and learning program.

**Principles**
These principles underpin the practice of student assessment at Jamestown Community School:

- All students have the right to be skilled and knowledgeable participants in the process of assessment
- Effective teaching practices rely on assessing to assist the planning of learning
- Effective assessment of student achievement is a coordinated, whole school approach
- Effective assessment is equitable
- Effective assessment requires the use of a comprehensive range of methods and strategies
- Assessment requires feedback being given to the learner; for tasks requiring lengthy periods of study mid-assessment and drafting should be an in-built process

The **Reporting** of student learning is to inform parent/caregivers and students of progress and achievement

**Interim Action**
The implementation of the Australian Curriculum in 2012 will require multiple sets of assessment and reporting. The process will require;

- Assessment and reporting to parent/caregiver of Mathematics, Science, English & History from Foundation to Year 10 by semester 2 2012
- All other learning areas will be assessed in accordance with SACSA guidelines

**Process**
Reporting of student achievement may be formal and informal but will comply with DECD requirements regarding student reporting. Jamestown Community School will;

- Prepare two written report per student each year
- Comply with Equivalent Statements Years R-5 and A-E levels of reporting progress and achievement Years 6-Stage 1 [appendix 1]
- Stage 2 assessment is conducted using the SACE A+ - E- [appendix 1]
- Provide formal three-way interviews in term 1 and interviews by request in term 3; term 1 interviews for Stage 1 & 2 students will occur in week 7 with all Stage 2 families required to attend, R-10 interviews will occur in the second-to-last week of term
- Maintain a continuous reporting process to students and parent/caregivers through the provision of work samples, testing, oral presentations, classroom ‘open’ times, interviews by request, practical presentations and observations
- Provide student/parent/ staff generated interim reports
- Undertake a stringent review of underperformance of any student over the age of compulsion to attend school.

**Practice of Assessment**
In accordance with our principle that all students be participants in the assessment process we will;

- Provide assessment plans to students in all learning areas in the senior school that detail a link of the assessment task to the learning process, the criteria to be assessed, due date,
- Provide a task sheet as an introduction to middle school students that clearly details the criteria to be assessed and the due date for the assessment task
- Provide an overview to parent/caregivers of each term’s proposed work in the junior and middle school
- Negotiate due dates that are supportive of student achievement in all learning areas
- Negotiate the manner in which student achievement is recorded for students with a supporting Negotiated Education Plan.

**Work Assessed Deadlines**
At all year levels summative assessment tasks with clearly defined due dates, handed in after the due date without an acceptable reason, will score zero. Extensions on compassionate grounds may be negotiated but fairness to the whole group is essential in this process. An extension may only be granted if negotiated prior to the due date. It is recommended that an extension, certainly at a SACE level, is accorded after discussion with the Senior School Coordinator.

At all times Teachers are requested to act with integrity in this process.
APPENDIX 1

EQUIVALENT STATEMENTS

Excellent  Your child is working well in advance of what can be expected at this year level or in this course. They have an excellent grasp of the learning area or course. They consistently provide evidence that is outstanding in quality and quantity.  
Equivalent to  A Level

Good  Your child is working just beyond what can be expected at this year level or in this course. They have a good grasp of the learning area or course. They provide evidence that is high in quality and quantity.  
Equivalent to  B Level

Satisfactory  Your child is working, or close to working, at what can be expected at this year level or in this course. They have a grasp of the learning area or course. They provide evidence that is satisfactory in quality and quantity.  
Equivalent to  C Level

Partial  Your child is working below what can be expected at this year level or in this course. They do not fully grasp the learning area or course. They provide some evidence that is limited in quality and quantity.  
Equivalent to  D Level

Minimal  Your child is working well below what can be expected at this year level or course. They do not grasp the learning area or course. They provide minimal evidence of quality.  
Equivalent to  E Level

ACHIEVEMENT LEVEL

A  Your child is working well in advance of what can be expected at this year level or in this course. They have an excellent grasp of the learning area or course. They consistently provide evidence that is outstanding in quality and quantity.  

B  Your child is working just beyond what can be expected at this year level or in this course. They have a good grasp of the learning area or course. They provide evidence that is high in quality and quantity.  

C  Your child is working, or close to working, at what can be expected at this year level or in this course. They have a grasp of the learning area or course. They provide evidence that is satisfactory in quality and quantity.  

D  Your child is working below what can be expected at this year level or in this course. They do not fully grasp the learning area or course. They provide some evidence that is limited in quality and quantity.  

E  Your child is working well below what can be expected at this year level or course. They do not grasp the learning area or course. They provide minimal evidence of quality.

SACE ACHIEVEMENT

Results will be applied on the following scale:  
A+ through to E- based on the performance standards of each individual subject outline.