



Assessment & Reporting Policy

Review 2012

Responsibility, Honesty, Respect, Trust, Equality



Government of South Australia
Department of Education and
Children's Services

Assessment & Reporting Policy

INTRODUCTION

At Lameroo Regional Community School we believe student achievement and performance should be regularly assessed, recorded and reported to encourage and assist learning.

PURPOSE

The purpose of this policy is to provide a framework for assessment and reporting at Lameroo Regional Community School which ensures quality outcomes and improved learning for all students.

GUIDING PRINCIPLES

Teachers will assess student achievement and performance in a planned and comprehensive manner by:

- using assessment procedures which are inclusive of all students.
- using a range of assessment methods appropriate to specific learning activities.
- planning future learning on the basis of assessments.
- involving students in self-assessment and negotiating future learning activities.
- Classes that have the same curriculum taken by different teachers, will have at least two common assessment tasks to ensure parity of assessment across the classes.
- NEP and ESL students

Teachers will ensure accurate and comprehensive records. e.g. Student achievement and performance are maintained by:

- keeping records which are consistent with learning activities and level of schooling.
- sharing clear and relevant information with other teaching staff and/or inter agency personnel.

Teachers will provide students with meaningful reports on assessments by:

- assessing work promptly.
- communicating progress using oral and written feedback.
- providing feedback that is detailed, descriptive, accurate and easily understandable.
- reporting attainment appropriate to the assessment methods used.
- respecting students' rights to privacy.

Teachers will give parents/caregivers meaningful reports on student assessments by:

- providing parents/caregivers with detailed, descriptive, accurate and easily understandable information about their child's achievement and performance.
- writing student reports and conducting parent/teacher/student interviews in accordance with this policy.

Teachers will meet DECS and school assessment requirements by:

- using assessment procedures consistent with this policy and reflects the objectives e.g. curriculum and subject areas.
- implementing specific requirements applying to DECS priorities including SACE, SACSA, New SA reporting
- preparing school leaver statements, as appropriate.



Outcome levels for Students on Negotiated Education Plans and those for whom English is a Second Language are not required to be reported to DECS.

However, a school grade will be given based on the modified curriculum for each student. (N/A or No Grade is used only when a student has not been enrolled in the course for a sufficient time to make a valid assessment.)

- regular communication with parents / caregivers is encouraged - this way parents / caregivers are updated on their child's progress and areas of concern can be addressed early.
- Timeline for assessment and reporting of student achievement and progress to parents / caregivers / students.

WRITTEN REPORTS R-12

Will be:

- computer generated and signed in black pen.
- neat, legible and free of errors/corrections.
- easily understandable using clear, concise language and jargon free.
- grammatically correct.
- honest, positive, descriptive - focussing on the student's knowledge, skills and understandings possibly highlighting a particular achievement and/or suggesting one or two areas for improvement/extension.
- Mention of areas of concern should be accompanied by strategies the teacher is using to address the problem.

N.B.:A point to stress is the need for honesty. If negative comments are made it is essential that the teacher arranges an interview with the parents/caregivers to discuss the problem. Don't avoid this - it takes time but most parents want to know if there are any concerns.

RECEPTION TO YEAR 12

- Regular communication with parents / caregivers is encouraged - this way parents / caregivers are updated on their child's progress and areas of concern can be addressed early.
- Timeline for assessment and reporting of student achievement and progress to parents / caregivers / students.

Parent/Teacher interviews and progress reports (6-12)
Written Reports

Terms 1 and 3
Terms 2 and 4

Continuous reporting methods include:

- Take Home Books
- Profile Books
- Weekly Journals
- Telephone contact
- Student / teacher critical reflection.
- Informal interviews
- Acquaintance meetings/workshops
- Methodology workshops
- Open Days.



TIME LINE

Term 1 Progress reports (6 – 12)

Date	Week	What has to be completed
Tuesday	Week 7	Start Progress Reports
Monday	Week 8	Finish Progress Reports
Tuesday	Week 8	Progress Reports checked by Coordinators
Wednesday	Week 8	Progress reports, Interview booking sheets sent home
Monday	Week 9	Interview booking sheets returned
Thursday	Week 9	Interview confirmation sent home

Term 1 Interviews (R – 12)

- Monday Week 10 - Middle / Senior School teachers at Geranium or Pinnaroo Primary School Library
- Tuesday Week 10 - All teachers at Lameroo Regional Community School
- Wednesday Week 10 - All teachers at Lameroo Regional Community School (if required)

Semester 1 Reports (R – 12)

Date	Week	What has to be completed
Wednesday	Week 5	Report proforma changes completed
Tuesday	Week 6	Report proformas checked by coordinators
Wednesday	Week 8	Subject Reports to Coordinators / Deputy Home Group Reports to coordinators Wednesday Night staff meeting, proof read each others reports in groups
Thursday	Week 9	Reports to Principal (Then Photocopied)
Wednesday	Week 10	Reports distributed



Term 3 Progress reports (6 – 12)

Date	Week	What has to be completed
Monday	Week 7	Start Progress Reports
Wednesday	Week 8	Finish Progress Reports
Thursday	Week 8	Progress Reports checked by Coordinators
Tuesday	Week 9	Progress reports, Interview booking sheets sent home
Wednesday	Week 9	Interview booking sheets returned
Friday	Week 9	Interview conformation sent home

Term 3 Interviews (R – 12)

- Monday Week 10 - Middle / Senior School teachers at Geranium or Pinnaroo Primary School Library
- Tuesday Week 10 - All teachers at Lameroo Regional Community School
- Wednesday Week 10 - All teachers at Lameroo Regional Community School (if required)

Semester 2 Reports (R – 11)

Date	Week	What has to be completed
Wednesday	Week 5	Report proforma changes completed
Monday	Week 6	Report proformas checked by coordinators
Wednesday	Week 7	Subject Reports to Coordinators / Deputy Home Group Reports to coordinators Wednesday Night staff meeting, proof read each others reports in groups
Wednesday	Week 8	Reports to Principal (Then Photocopied)
Wednesday	Week 9	Reports distributed

YEAR 12

At the end of year 12 students will be issued with an Student Achievement Record (SAR). SSABSA issue SACE results and documentation in December. SAR's are official DECS documents issued to School leavers or students who are applying for employment. Students who have received SAR and return to school can have the SAR updated as required.



Examination dates

Generally no exams are set in years 8 to 10. Individual teachers may set exams.

In year 11 and 12 exams will be conducted at the end of semester one and at the end of the year if this is a requirement of SSABSA approved SACE Stage 1 and 2 Assessment Plans.

Year 11's will also complete end of year exams for subjects that have HESS G exams in stage 2 for the following year.

Year 12 final assessments

Final assessments are made in accordance with SACE Board of South Australia requirements.

EXPLANATION OF GRADES

School Achievement

Achievement	Grade
Excellent achievement beyond what is expected at this year level.	A
Good achievement of what is expected at this year level.	B
Satisfactory achievement of what is expected at this year level.	C
Partial achievement of what is expected at this year level.	D
Minimal achievement of what is expected at his year level.	E

SACSA Standard outcome levels should be as follows

- Level 1 – end of Year 2
- Level 2 – end of Year 4
- Level 3 – end of Year 6
- Level 4 – end of Year 8
- Level 5 – end of Year 10

SSABSA Stage 1

Summary of S.A.C.E. requirements

In order to get the SACE, a student must achieve.

- *RA or better in 22 units*
- *SA in 16 of the 22 units
(6 of these must be in three 2-unit Stage 2 subjects, including at least one 2 unit sequence in group 1 and group 2)*



Brief summary of Assessment Interpretation

At the end each semester, a SSABSA report will be provided to indicate progress toward achievement of SACE.

- RNM = Requirements not met.
(This subject cannot be counted toward the S.A.C.E.)
- RA = Recorded achievement.
(While the objectives of the course have not been achieved, the work has been attempted and this subject may be counted toward S.A.C.E., provided the total number of subjects at RA level does not exceed 6 of the 22 required in the pattern).
- SA = Satisfactory achievement.
(All objectives of the course have been met).

The reporting scale approved by the SSABSA Board is set out below.

SSABSA Stage 2

Subject Achievement Score	Grade	Description
20	A	Outstanding achievement
17-19	A	Very high achievement
14-16	B	High achievement
11-13	C	Competent achievement
8-10	D	Marginal achievement
3-7	E	Low achievement
0-2	E	Requirements not met.

GENERAL CRITERIA FOR DETERMINING FINAL GRADES

A Excellent Achievement

Where the student has shown an ability to understand most of the concepts and content of the course and has demonstrated the ability to convey this understanding in verbal, written and practical work. The student is high organised, analytical, independent and responsible in his/her approach to learning.

B Good Achievement

Where the student has shown an ability to understand many of the concepts and much of the content of the course, and has been able to convey this understanding with an above average degree of accuracy in verbal, written and practical work. The student is organised, semi-independent and responsible in his/her approach to learning.

C Satisfactory Achievement

Where the student has shown an ability to understand the basic concepts and content of the course, and has been able to convey much of this understanding with satisfactory accuracy in verbal, written and practical work. The student is co-operative but dependent in approach to learning.

D Partial Achievement

Where a student has shown a reluctance to perform or an inability to understand many of the basic concepts, and much of the content of the course. The student has been able to express little understanding if these in verbal, written or practical work. The student struggles to work effectively. The student can be expected to experience much difficulty with work as the course progresses.

E Minimal Achievement

Where a student has shown an inability to understand even the basic concepts or content of the course and has been unable to express an understanding of these in verbal, written or practical work. The student has extreme difficulty working at all effectively.



Appendix

2011 Semester 1 Final Assessment Week

Week 7 Final Assessment week for years 10,11,12. - Belinda will see you (if not done so already) regarding time, place needed etc.

All going well letters will go out this Friday.

Year 12s (due to Math exam Thursday week 6) will have their final assessment period start week 6 Thursday – ie no normal Year 12 lessons on Thursday.

Year 11/12 will only need to be at school if allocated a session for final assessment. Note - students will need to wear correct school uniform.

Parents will be asked to approve students leaving after an exam for Home Study. Students needing to return home by bus may leave the site (with parent permission) and return only for the afternoon bus unless prior arrangements have been made. Students will be able to stay on site to study, complete work.

Year 10 will be at school in normal lessons in week 7, with subject teachers allocating their own doubles for tests/exams etc.

Leaders ask that you help the year 10s use their time wisely for study and that you only give final assessment tasks and not new material/information during this time.

Semester 1 Final Assessment Week

Week 7 Final Assessment week for years 10,11,12. - Belinda will see you (if not done so already) regarding time, place needed etc.

All going well letters will go out this Friday.

Year 12s (due to Math exam Thursday week 6) will have their final assessment period start week 6 Thursday – ie no normal Year 12 lessons on Thursday.

Year 11/12 will only need to be at school if allocated a session for final assessment. Note - students will need to wear correct school uniform.

Parents will be asked to approve students leaving after an exam for Home Study. Students needing to return home by bus may leave the site (with parent permission) and return only for the afternoon bus unless prior arrangements have been made. Students will be able to stay on site to study, complete work.

Year 10 will be at school in normal lessons in week 7, with subject teachers allocating their own doubles for tests/exams etc.

Leaders ask that you help the year 10s use their time wisely for study and that you only give final assessment tasks and not new material/information during this time.

