



# **Assessment and Reporting Procedures**

## **1. Statement of Intent**

Alfred Deakin High School (ADHS) aims to:

- promote excellence and equity in education, using inclusive practises;
- assess student learning both to improve and describe student progress;
- ensure that the criteria used to assess student learning are explicit and are communicated to parents;
- provide timely, meaningful and comprehensive information about student achievement and progress to parents, students and teachers;
- indicate areas for further development to parents and students;
- promote effective home/school partnerships in support of student learning; and
- use rich forms of feedback rather than numeric scores.

The teaching and learning program at ADHS has been guided by the Australian Curriculum (<http://www.acara.edu.au/curriculum>)

Alfred Deakin High School's Assessment and Reporting Policies and Procedures align with ACT Education Directorate (ED) policies:

*Reporting on Student Achievement and Progress to Students and Parents*  
[http://www.det.act.gov.au/teaching\\_and\\_learning/assessment\\_and\\_reporting/act\\_student\\_reporting](http://www.det.act.gov.au/teaching_and_learning/assessment_and_reporting/act_student_reporting)  
*National Assessment Program*  
[http://www.det.act.gov.au/teaching\\_and\\_learning/assessment\\_and\\_reporting/national\\_assessment\\_program\\_nap](http://www.det.act.gov.au/teaching_and_learning/assessment_and_reporting/national_assessment_program_nap)

## **2. Student Assessment**

Assessment procedures at ADHS should:

- support instruction, as well as measure its outcomes;
- focus on what students know, understand, value and are able to do;
- be directly related to the learning outcomes of the unit being studied;
- ensure that the work to be assessed (and the criteria used to assess learning) are clear to the student;
- be reliable, valid and authentic;
- provide *timely* and targeted feedback to students;
- include a variety of tools that include continuous as well as 'point in time' assessments;
- involve negotiation with students;

- provide students with *multiple opportunities*, and a range of ways, to demonstrate and inform their learning ; and
- provide evidence of student learning will be recorded centrally within each learning area.

### 3. Grading

Grades are awarded through **on-balance** teacher judgement referencing all learning outcomes. On-balance judgments are professional decisions made by teachers about the overall quality of a student's work that best matches the achievement standard.

Teachers make on-balance judgments about the evidence in student work:

- in individual assessments for monitoring, formative or summative purposes; and are
- based on a collection of evidence (that has been planned) to provide sufficient evidence of achievement in relation to the relevant curriculum content and achievement standards.

**An on-balance judgment does not involve averaging a grade across different assessments.**

When reporting, teachers use the collection of evidence of student work to make an on-balance judgment about how well the evidence in student responses to the range of assessments best match the valued features of a learning area described in the achievement standards. The on-balance judgment represents the student's achievement **at the time of reporting**.

### 4. Moderation

Moderation to ensure consistency of teacher judgement is undertaken in a range of ways in each learning area, including within South/Weston Network and ACARA (link here) work samples. This could include common assessment items, teacher observations (QT), Learning area discussions, clear assessment criteria, student feedback.

### 5. Late Work

The development of organisational skills and the ability to meet deadlines and manage work demands are important life skills. It is important that all required work be submitted on time and that class assessments be taken at the scheduled time on the scheduled day.

Extensions may be given where circumstances exist beyond a student's control or where a student, knowing that good and sufficient reasons will prevent the meeting of a deadline, and *prior* to that deadline, negotiates an appropriate extension with the teacher or Executive Teacher.

Where no extension exists and tasks are not completed/submitted within a week (7 days) of the stated due date, staff are *not obligated* to consider it as evidence against learning outcomes or the standard. This is to ensure that the process of providing timely feedback can occur (which may then be used to improve outcomes in future assessment tasks).

There will be multiple opportunities for students to provide evidence for each learning outcome throughout the year.

### 6. Reporting

ADHS uses multiple forms of reporting, including formal reports, parent-teacher interviews, telephone conversations, informal notes, awards and celebrations

### **Formal School Reports**

Parents will receive four school reports each year. A Progress Report will be issued in terms one and three and a Semester report including an A-E summary report, will be issued in terms two and four.

### **Semester Outlines**

Semester Outlines will notify students of the learning outcomes, assessment tasks and due dates. The purpose of Semester Outlines is to inform students of the course requirements and to assist students in their organisation.

A **Progress Report** is designed to give an early indication of progress and to alert students and parents to any concerns. Progress is reported using the descriptors “Satisfactory” or “Of concern” against both Achievement and Effort/Attitude. Concerns are identified from a checklist of common concerns.

All parents are encouraged to make an appointment for an interview with the classroom teacher at **Parent Teacher Night** following the issuing of the progress report.

The **Summary A-E Report** contains the learning area and grade received (A, B, C, D, E), as well as the number of students in the child’s cohort (all children in a learning area/subject/unit, in the same year level) achieving each grade. To ensure the information provided does not interfere with an individual’s privacy in accordance with the *Privacy Act 1988*, the number of students receiving each grade will not be reported for a cohort of less than ten.

**A** - Your child has demonstrated **outstanding achievement** of the knowledge, skills and understandings expected

**B** - Your child has demonstrated **high achievement** of the knowledge, skills and understandings expected

**C** - Your child has demonstrated **sound achievement** of the knowledge, skills and understandings expected

**D** - Your child has demonstrated **limited achievement** of the knowledge, skills and understandings expected

**E** - Your child has demonstrated **very limited achievement** of the knowledge, skills and understandings expected

- In some cases a student may be awarded **Status (S)** in a subject where, through legitimate absence or other documented circumstance, the student has been unable to complete the requirements of the course. The award of status is at the Principal's discretion.

The **Semester Report** contains a short description of the course and indicates the level attainment on each Learning Outcome of the unit of work against the scale: Not Assessed (NA), Not Evident (NE), Limited, Partial, Satisfactory, High, Excellent. It also contains ratings against 6 Learning Behaviours on the scale: Not Evident, Rarely, Sometimes, Usually, Always.

A detailed summary of student absences will be included on the report and will indicate both explained and unexplained absences.

## **Other Formal Reports**

### **National Assessment Program Literacy and Numeracy (NAPLAN)**

In Years 7 and 9 the school will distribute to parents a report of their child's achievement in the National literacy and numeracy assessment program. These individual reports, prepared by ACARA, will show the student's achievement compared to the national benchmarks, the ACT average, the middle 60% of students and the achievement levels expected for their respective year group.

### **The Year 10 Certificate**

Students who successfully complete Year 10 are awarded a Year 10 Certificate by ACT DET. The Year 10 Certificate records grade achieved in each subject in both years 9 and 10, and is awarded to those students whose attendance, behaviour and progress are satisfactory. Alfred Deakin High School has developed a separate policy for the award of a Year 10 Certificate. This policy is available separately.

### **High School Record**

Students who have completed at least one semester of year 9 or 10, but who are not eligible for a Year 10 Certificate will receive a High School Record when they leave the school. This document details the grades received by the student for each semester completed in year 9 and/or 10 until the date of their departure.

## **7. Strategies to Address Diversity**

**Modified classes** are formed for students who are accessing an adjusted curriculum designed by their teacher to meet their learning needs, specifically students who are not accessing age appropriate curriculum, see "Assessment Advice" table below. All modified classes in Australian Curriculum areas will be "P" identified.

Teachers in consultation with the Learning Area Executive teachers will start discussions on forming individual students by Week 5 in Terms 1 and 3, and will notify Central by the end of week 7 of the term.

EALD students may be placed in Modified classes in English in consultation with both the Languages SLC and the EALD coordinator along the same timelines as other students.

Students participating in **enrichment or Unicorn** programs may have this recognised in reporting in a number of ways. The enrichment may be reflected with additional learning outcomes on the Semester Report. Classes or students who are working above year appropriate Australian Curriculum may be issued an additional report for the learning area.

## Assessment Advice

Category	Procedure
Short term absence approx. 20 days (eg. C4, ASBA, sanctioned program, approved leave, medical)	Assess on work completed Some outcomes may be N/A
Long term absence 5 weeks or more (eg. sanctioned program, approved leave, medical)	Assess on work completed Some outcomes may be N/A Status as a last resort
New enrolments	Advice on enrolment. Assess on work completed Minimum of 8 weeks as a guide Status as a last resort
ISP	Modified classes to apply on an individual student and subject basis
LSC / e-Study	Learning centre classes are modified. Students integrated into mainstream - Modified classes to apply on an individual student and subject basis.
Other ILP	Pedagogical adjustment to allow access detailed on a management plan. Modified classes may be applied on an individual student and subject basis. Status as a last resort.
Alternative attendance	Modified classes to be applied on an individual student and subject basis.
EALD	Modified classes to be applied on an individual student and subject basis in consultation with both the Learning Area Executive and the EALD coordinator. A national English as an Additional Language or Dialect: Teacher Resource is located at <a href="http://www.acara.edu.au/curriculum/student_diversity/eald_teacher_resource.html">www.acara.edu.au/curriculum/student_diversity/eald_teacher_resource.html</a>
student's ongoing performance is affected by illness, misadventure or other significant personal issues	Modification of assessment items. Assess on work completed. Status as a last resort.

## 8. Review Process

Students have access to a review process for an individual item or with a final grade. The following process will apply:

1. As soon as possible after official receipt of an assessment item grade/report, a student will discuss the matter with the teacher concerned.
2. Should this not resolve the situation the student should immediately approach the Executive Teacher of that learning area for assistance in reaching a resolution. Steps 1 and 2 should be completed within three school days
3. If the situation remains unresolved after steps 1 and 2, within a further two school days following consultation with the executive teacher the student must lodge a verbal request for review with either the Principal or the Deputy Principal. The grounds for review should be put in writing as soon as practicable after the verbal request. This officer will then form a panel consisting of either the Principal or the Deputy Principal, the Executive Teacher of the learning area and a teacher chosen by the student. The panel will meet to consider the evidence. When the student is asked to attend the meeting he/she may bring a parent/friend to the meeting. This is the highest level of review for all Year 7 & 8 students.
4. If a Year 9 or 10 student is dissatisfied with the result of the high school review process, they may appeal to the Chief Executive of the Department. An appeal may also be made against a principal's decision not to award an ACT Year 10 Certificate. Appeals to the Department should be made in writing as soon as possible after notification of the school's review decision. If a student wishes to appeal a school's review decision, the appeal must be made within one month of the school review. A brochure giving information about appeals is distributed to senior students and copies are available at the school. An appeal should be forwarded through:

*Educational Performance and Reporting Section  
Department of Education and Training  
GPO Box 158  
Canberra ACT 2601*