

Assessment and Reporting Policy P-10

Policy Statement

Mundaring Christian College will:

- Provide a balanced curriculum that maximises the opportunity of all to succeed in their learning as described in the Western Australian Curriculum and Assessment Outline.
- Monitor and assess individual student achievement and evaluate this against rigorous and agreed standards, regularly using collaborative processes to support teachers in making consistent judgements about achievement, and
- Regularly report relevant information to parents/carers on student achievement and learning

College and teachers will:

- Implement the **Western Australian Curriculum and Assessment Outline** and The Early Years Learning Framework;
- Conduct whole-school curriculum planning;
- Ensure that Pre-primary – Year 3 students focus on Literacy and Numeracy as tools for learning, using the learning areas as contexts ;
- Ensure that all students in Years 1-10 participate in two hours of physical activity each week during the school day as part of the student learning program;
- Plan for continuous improvement for each student; intervention for students who may be falling behind, and stretch and challenge for every student;
- Use a range of assessment processes and tools to monitor individual progress and achievement in the intended learning, and respond with targeted teaching;
- Use achievement data to inform curriculum planning and pedagogy;
- Document judgements about a child's learning in relation to the **judging** standards of the **Western Australian Curriculum and Assessment Outline**.
- Use agreed standards to make judgements about student achievement and learning quality;
- Conduct moderation processes using a 5-point scale to strengthen consistency of teacher judgement and comparability of reported results. This will occur twice a year internally and between schools at least once a year;
- Ensure all students know when assessment tasks are due if completion at home is required. (Extensions will only be given by the class teacher under extraneous circumstances, following direct communication by the parent/carer with that teacher);
- Provide on-going informal feedback to students to inform them of what needs to improve in their learning and how to make the improvements;
- Issue a formal report to parents/carers using a 5-point scale and 'plain English' twice a year in years Pre-primary to year 10 (Note: the 5-point scale for years 3-10 will be A to E; the 5-point scale for pre-primary to year 2 will be *very low, limited, satisfactory, high, excellent.*)

- Report orally to parents/caregivers at least twice yearly in the pre-kindy to pre-school years through interviews undertaken at parent evenings, afternoon teas or formally through appointment;
- Report on individual student achievement against **Western Australian Curriculum and Assessment Outline** expectations for age cohort, or against curriculum goals in an Individual Learning Plan (ILP) where aspects of the curriculum are varied from that of their age cohort in particular circumstances following parental discussion;
- Issue a report to parents/carers on their child's results in Years 3, 5, 7 and 9 national tests as provided by the **WA** School Curriculum and Standards Authority

Assessment and Reporting Guidelines

Assessment is an on-going process of gathering evidence to determine what each student knows, understands and can do. This evidence informs teaching and supports learning of the intended curriculum. It also informs students and their parents/carers about what students need to do to improve.

Assessment is an integral part of the teaching and learning program. When assessment is aligned to the intended curriculum and pedagogy, optimum conditions for learning are created and student achievement is maximised. Alignment occurs when teachers

- deeply understand the intended learning,
- teach in ways that maximise the learning of what has been taught, and
- set assessment tasks that provide students with the opportunity to demonstrate the extent of the learning of what has been taught.

As a result, achievement data is generated that provides information about student learning that can be utilised by the school, teachers, parents and students themselves.

Assessment at Mundaring Christian College aims to:

- Identify student achievement and the extent of their progress
- Assist with identification of students who need additional support or more rigorous extension
- Improve students' learning
- Provide evidence to support students in setting goals for their own learning and improvement
- Improve the effectiveness of teachers' planning, teaching, monitoring student progress, and explicitly inform parents through formal reports
- Generate rigorous data that informs school planning processes, and
- Build and maintain home/school links that continue to support parents/carers in assisting with their children's learning.
- Teachers at Mundaring Christian College will develop assessment in accordance with the principles of assessment in the **Western Australian Curriculum and Assessment Outline**; *assessment will be fair, valid, comprehensive, explicit and educative.*

Achievement records and evidence of learning

Teachers will maintain ongoing classroom-based records showing each student's achievement. A **port-folio of work** should be collected for each student providing evidence of learning and improvement over a reporting period. A **rubric** indicating clearly what qualities are expected to be

demonstrated in student work in order to achieve grades A-E should be provided to students prior to attempting the assessment task. It should be attached to the student's work and placed in the student portfolio. This will contribute to and support the student's final semester grade. Teachers may involve students in the collection and management of evidence demonstrating their learning and improvement.

The port-folio may contain

- Student exercise books containing notes and classwork.
- Checklists
- Open-ended tasks
- Standardised tests (including NAPLAN results)
- Individual Learning Plans
- Self-evaluation and reflection
- Peer assessments
- Student/teacher/parent conference reports/surveys
- Formal tests
- Power-point presentations
- Digital artefacts
- Photos
- Journal entries

Collaborative or 'at home' Assessment Tasks

Assessment tasks which require students to work collaboratively or off site (e.g. at home) should be validated in class to ensure that what is submitted by a student is their own work. This can be done in three ways:

1. Requesting individual students to tell or write about what they each person in the group did in undertaking the task;
2. Requesting individual students to describe or write about what they learned by doing the task; or
3. Formally completing one of the components of the task (or similar, designed by the teacher) during the lesson in which it is submitted. The teacher has the right to expect the student to demonstrate the same or similar learning on this component as in their submitted assessment task.

Non-Submission or non-Completion of assigned work

Students will be notified of assessment due dates well in advance (at least 3 weeks from when the assessment task is given) to allow students to plan ahead and parents to support their children in meeting deadlines.

Students are expected to submit their work on the due date. If students do not submit their work on the due date and have a reason for not doing so that both parents and teacher agree was out of their control (e.g. death in the family, illness of student), the student will be given additional time in which to complete the task. If work is not submitted on the due date and there is no valid reason – given that the student has been working on its completion since the task was set- the student will not receive a grade for the task until the assessment is handed in. If the assessment is handed in past the due date the highest grade a student can achieve is a 'C' grade. Each assessment rubric will include meeting deadlines as an important criterion. Despite any missed deadline, students must

hand in the assessment that has been genuinely attempted. Failure to submit an assessment will result in a pastoral note entered into TASS and a lunch time or afterschool catch up session. If the student persistently fails to submit completed assessment tasks over a six-month reporting period, he/she will have 'Insufficient evidence to make a judgement' recorded on their report for the subject, and consequently no grade awarded.

Cheating, Collusion and Plagiarism

Cheating is where a student has engaged in a dishonest act to increase their mark. This typically occurs in tests and examinations.

Collusion is where a student submits work that is not their own for assessment and which may be similar or identical to that of others.

Plagiarism is where students copy large sections or all of another person's writing, work, ideas etc. without acknowledgement. Students should reference the source of other people's material in accordance with the teacher's instructions to avoid plagiarism.

Students found guilty of cheating, colluding or plagiarising in school assessments will either have their entire assessment disqualified or, if the teacher is able to isolate that part which has been advantaged through these acts, only that part which can be clearly and solely related to the act will be deducted. Students will be required to resubmit the assessment, including correct referencing of sources, if they have been found guilty plagiarism.

Reporting to parents and students

Reporting can be either **informal** (e.g. having a chat with a parent about how their child is going) or **formal** (e.g. the formal report provided for the parent and kept on file as part of school records).

At MCC we will report formally twice a year but also at numerous times during the year. We encourage parents and students to have a continuous conversation with teachers about how their child/they are going. Parents are encouraged to work with us in a partnership to assist their child to learn. As a result, it is required of each teacher to ensure that parents remain informed and that no reports contain any surprises for parents. Parents **MUST** be alerted to the fact that their child is likely to receive certain grades well in advance of receiving the formal written report.

We acknowledge that parents are the first teachers of children and continue to play this role for many years. We want to learn from parents about how their child learns best; what is working and what isn't working. There are many things that parents can do at home to support and encourage their children on their 'learning journey'. Our teachers can help inform what these things are.