

	<h1>Oakleigh Grammar</h1>	
Policy Document Name	Assessment and Reporting	
Date Ratified by Board of Management	June 2020	
Date for Review	June 2023	

1. Preamble

Assessment and Reporting are integral to all teaching and learning at Oakleigh Grammar. They are central to our goal of thoughtfully and effectively guiding students through the key elements of the learning process. It requires teachers to identify, gather and interpret information about student achievement to provide feedback on the learning process.

2. Purpose

The aim of assessment and reporting at Oakleigh Grammar is to enable students to develop and demonstrate their academic growth and achievement. Assessment and reporting can be used for a number of key purposes, including but not limited to:

- provide formative feedback to students to improve learning
- identify individual student learning needs
- evaluate and improve teaching and learning programs
- provide information on student learning and progress in a program
- provide evidence of satisfactory completion of a program
- report on the achievement of each student at the end of a program
- report on the achievement of each student

All students across the school are assessed for learning using a variety of assessment strategies and tools that include both summative and formative approaches. Essential to high quality teaching practice it is vital to gauge what it is that student has grasped, what is known and able to do. This must be reported to in a transparent and accessible manner according to requirements of the appropriate governing bodies.

All students are expected to adhere to the highest standards of personal honesty and integrity in their work. Submissions to teachers must be original or correctly referenced and any violations of this policy will have serious consequences.

2.1 General Principles of Assessment

The general principles on which all assessment is based are made explicit in this section of the policy.

Assessment will be reliable: Reliability refers to the need for assessment to be accurate and repeatable. This requires clear and consistent processes for the setting, marking, grading and moderation of tasks and assignments.

Assessment will be valid: Validity ensures that assessment tasks and associated criteria will effectively measure student attainment of the intended learning outcomes.

Assessment supports both curricular and philosophical goals of the respective programs: Subject specific assessment must also embody philosophical elements of the various curricular programs taught in each sub-school e.g. for IB programs the Learner Profile, International Mindedness and Intercultural Understanding, are imbedded in units of study and the language used.

Information about assessment will be explicit and accessible: Clear, accurate, consistent and timely information on assessment tasks and procedures will be made available to students, staff and other external assessors or examiners.

Assessment will be inclusive and equitable: Inclusive and equitable assessment will ensure that tasks and procedures do not disadvantage any group or individual, on cultural or linguistic grounds for example.

Assessment will be relevant to the program aims and outcomes: Assessment tasks will primarily reflect the nature of the discipline or subject but will also ensure that students have the opportunity to develop a range of subject specific and generic learning skills and capabilities.

The amount of assessed work required will be manageable: The scheduling of assignments and the amount of assessed work required will provide a reliable and valid profile of achievement without overloading staff or students.

Formative and summative assessment will be included in each program: Formative and summative assessment will be incorporated into programs to ensure that the purposes of assessment (Section 2 of this policy) are adequately addressed. Many programs will also wish to include diagnostic assessment (see Section 3.3 for definition of terms).

Feedback will be an integral part of the assessment process: Students are entitled to feedback on all formative and summative assessment tasks. The nature, extent and timing of feedback for each assessment task should be clear to students in advance.

Assessment must provide balance: Assessment aims to evaluate both higher order cognitive skills (such as critical thinking, synthesis, evaluation) and the more fundamental cognitive skills (knowledge, understanding, fine and gross motor skills).

Each program will include a variety of assessment types: Variety in assessment allows a range of learning outcomes to be appropriately assessed. In addition, varied assessment tasks support a range of approaches to learning and ensure that accessibility is planned for and addressed. Where appropriate, assessment should involve student choice and/or negotiation.

3. Procedures for implementing the Assessment & Reporting Policy

Oakleigh Grammar has adopted this *Assessment & Reporting Policy* with each sub-school and faculty putting in place measures to ensure that the policy is implemented effectively. The MYP and VCE Assessment and Reporting Policies sit within the scope and remit of this *Assessment and Reporting Policy* and reflect the policy's purposes, principles and procedures in their assessment and reporting strategies.

All School leadership and teaching teams, as well as all individual teachers are expected to reflect the policy's purposes, principles and procedures in their assessment and reporting strategies. Beyond this expectation, teachers are encouraged to adopt distinctive assessment approaches that reflect the nature of the discipline or program and the requirements of external reference points

(including subject benchmarks). Within the framework described by the policy and implementation strategy, diversity and innovation are encouraged.

3.1 Responsibility for Assessment

The day to day responsibility for assessment lies collectively with teachers, teaching teams and Heads of Faculty.

Heads of School (HoS), Heads of Faculty, External Examiners, Subject Teachers and Award Assessment Boards have significant responsibilities for the security of assessment processes and for maintaining standards on particular programs.

Responsibility for the School's Assessment & Reporting Policy, procedures and regulations lies with the Education Committee (includes HoF, MYP Coordinator, HoS's & DP's).

3.2 Review and Compliance

This policy forms one element of the School's strategic plan and is subject to annual processes of review.

The policy is monitored by the Education Committee to ensure that it is responsive to external and internal requirements.

3.3 Definitions

Formative assessment is designed to provide learners with feedback on progress and inform development.

Summative assessment provides a measure of achievement and/or progress made in respect of a learner's performance in relation to the intended learning outcomes of a program of study.

Diagnostic assessment provides an indicator of a learner's aptitude and preparedness for a program of study and identifies possible learning problems.

3.4 References

- Australian Curriculum
- VCE & VCAL Administrative Handbook
- MYP Coordinator's Handbook

4. Reporting Procedures

4.1 Parent-Student-Teacher Interviews

Year(s)	Term 1	Term 2	Term 3	Term 4
Senior School Year 12	<ul style="list-style-type: none"> • Parents information evenings • Interim Reports • Parent/Student/Teacher Interviews • Selected interviews with parents and students at risk 	Semester 1 Report	Interim Reports Parent/Student/Teacher Interviews	
Senior School	<ul style="list-style-type: none"> • Parents information evenings 	Semester 1 Report	Interim Reports	Semester 2 Report

Years 10 to 11	<ul style="list-style-type: none"> • Interim Reports • Parent/Student/Teacher Interviews • Selected interviews with parents and students at risk 		Parent/Student/Teacher Interviews	
Middle School Years 6 to 9	<ul style="list-style-type: none"> • Parents information evenings • Interim Reports • Parent/Student/Teacher Interviews • Selected interviews with parents and students at risk 	Semester 1 Report	Interim Reports Parent/Student/Teacher Interviews	Semester 2 Report
Junior School Prep to Year 5 and ELC	<ul style="list-style-type: none"> • Meet and Greet sessions • Interim Reports • Parent/Student/Teacher Interviews • Selected interviews with parents and students at risk or students requiring greater learning opportunities • Parent/Teacher Interviews (ELC) 	Semester 1 Report Selected interviews with parents and students at risk or students requiring greater learning opportunities	Interim Reports Student-led conferences (P-5) Learning Journey Evening (ELC) Selected interviews with parents and students at risk or students requiring greater learning opportunities	Semester 2 Report Selected interviews with parents and students at risk or students requiring greater learning opportunities

Parent-Teacher-Student Interviews are a critically important component of the assessment and reporting function. We aim to bring students more directly into the process because we believe that when we make the students themselves responsible for their learning, they become more independent and successful.

4.2 NAPLAN

National testing in the form of the National Assessment Program – Literacy and Numeracy (NAPLAN), provides an indicator of student ability in Literacy and Numeracy and measures achievement against the Victorian Essential Learning Standards and National Benchmarks.

NAPLAN assists in helping schools accurately monitor student progress and link assessment to teaching and learning programs for more effective and earlier intervention. The NAPLAN includes full cohort national testing for Years 3, 5, 7 and 9 as mandated by the Australian Government. The student results are forwarded to parents.

Parents of the students eligible for exemption from the NAPLAN Tests will be contacted by the School/HoLE Head of Learning Enhancement (HoLE).

Teachers of the students requiring special test arrangements will be contacted by HoLE.

4.3 School Annual Reports

A key component of the School's accountability framework is that we report annually on our progress towards the achievement of goals, priorities and improvement in areas set out in the

School's strategic plan. Aggregated student data for Literacy and Numeracy using the Australian Curriculum State/National Standards are reported in the Annual Report.

4.4 End of Semester Reports

Reports are issued for all students (ELC to Year 12) at the end of Semester 1, and at the end of Semester 2, ELC to Year 11. This is a formal communication between the School and the parents of each student.

The format of reports differs between the compulsory and VCE Years. However, all reports are compiled via a school supplied reporting administration software. HoF's coordinate the information/text contained in each subject report template. They are responsible for proof reading templates.

The following general principles apply to all reports:

- regardless of the format, there should be a descriptive comment which may synthesise levels of achievement
- comments should clarify any apparent anomalies and inconsistencies – for example, a marked discrepancy between achievement in specified criteria, or between graded levels of performance in VCE units
- the student's full name should be used in the comment. Unless indicated otherwise, diminutives should not be used
- it is important to be as positive as possible. Even if attitude or achievement has been quite unsatisfactory, a positive and explicit suggestion for improvement is appropriate.

4.5 Achievement Descriptors

Junior School (P-5)

Below is the table showing the reporting descriptors for the learning outcomes and subject grades used in Preparatory to Year 5 reports.

A:	Well above the standard expected at this time of year
B:	Above the standard expected at this time of year
C:	At the standard expected at this time of year
D:	Below the standard expected at this time of year
E:	Well below the standard expected at this time of year
NA:	Not assessed
ABS:	Absent

Middle School (Years 6-9) and Year 10

The MYP has high assessment standards that are consistent around the world. MYP assessment is criterion related.

Each subject group (subject) has four objectives that correspond to four assessment criteria. Each criterion has eight possible levels of achievement that are shown in the table below.

Band	Achievement
0	The student does not reach a standard described by any of the descriptors below
1-2	Limited

3-4	Adequate
5-6	Substantial
7-8	Excellent

Each band has its own unique descriptor which teachers use to make 'best fit' judgements about students' progress and achievement. This information is displayed in an achievement level table for each criterion. Over the course of the year teachers are required to assess each criterion on two or more occasions using summative assessment tasks.

To produce an end of year subject unit grade, the criteria achievement scores out of 8 are added up to give a total score out of a maximum of 32 which is converted to a subject unit grade using the Grade Boundaries Table as shown below.

Achievement Total	MYP Subject Grade
1 - 5	Grade 1
6 - 9	Grade 2
10 - 14	Grade 3
15 - 18	Grade 4
19 - 23	Grade 5
24 - 27	Grade 6
28 - 32	Grade 7

MYP subject unit grades are number grades with a maximum of 7 points where:

- 1 indicates low achievement
- 7 indicates high achievement

A Distribution of Grades graph is also provided on the subject report. This graph allows parents to see how their child has performed relative to the other students in the class or year group.

VCE Units 1 & 2

Below is the reporting scale used for the learning outcomes and unit grade used in VCE Unit 1 & 2 studies.

A+	A	B+	B	C+	C	D+	D	E+	E	UG
100-93	92-83	82-76	75-66	65-60	59-50	49-41	40-33	32-26	25-18	17-0

VCE Units 3 & 4

Completion of VCE Unit 3 & 4 studies is indicated by the following:

S: Satisfactory completion of the Unit
N: Unsatisfactory completion of the Unit

4.6 Responsibilities

Deputy Principals, Heads of School, and the Heads of Faculty are to ensure that:

- *assessment and report templates adhere to the policy.
- *all staff are aware of the policy.