Assessment Policy

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Process Owner	Assistant Principal Teaching and Learning
Approval Authority	Education Standing Committee
Review Date	2025
Revision History	Policy on Assessment and Reporting (2005, 2015, 2017, 2019)

Purpose

Assessment is an integral component of teaching and learning at Mercedes College. Our purposeful, targeted and reflective approach to assessment seeks, above all, to promote positive learning outcomes and foster student success. The *Assessment Policy* clarifies the college's philosophy and principles of assessment that underpin our commitment to student growth and inform continuous improvement in teaching practice. It ensures consistent and appropriate assessment strategies which recognise, identify, and support the different needs and talents of our students. This Policy supports assessment practices which promote challenge, incorporate student agency, gather relevant data, and enable students to flourish. The Policy reflects the partnership that exists between teachers, students and families in developing the whole person.

The Assessment Policy is one of 5 policies mandated by the International Baccalaureate Organisation and is an important outcome from the Mercedes College Learning Policy. This Policy provides the unique link that exists between the policies and principles of assessment and reporting provided by South Australian Commission for Catholic Schools (SACCS), the International Baccalaureate Organisation (IBO), the Australian Curriculum Assessment and Reporting Authority (ACARA), and the South Australian Certificate of Education (SACE) Board of South Australia which impact on teaching and learning at Mercedes College.

The *Assessment Policy* should be considered a dynamic, working document given the nature of changing educational practices.

Guiding Principles

Mercedes College Mission

As a Catholic school in the Mercy tradition and inspired by the Gospels, we work in partnership with families enabling students to flourish in all aspects of their humanity and thus contribute to a better and more peaceful world.

Mercedes College Vision

To be a sustainable, internationally minded world-class school, providing a holistic educational experience for our students within a unique culture and community where we honour traditions and live the Mercy Keys.

Mercedes College Values

We live by the Mercy Keys: Compassion, Loyalty, Justice, Integrity, Responsibility and Mutual Respect across our daily interactions and strategic decisions

IB Mission

The International Baccalaureate® aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. To this end, the organisation works with schools, governments and international organisations to develop challenging programs of international education and rigorous assessment.

These programs encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

Assessment Philosophy

Intentional, measured and reflexive assessment practices support the teaching and learning at Mercedes College. We believe that assessment of learning, assessment for learning, and assessment as learning form a balanced approach to measuring student progress, planning for effective teaching and engaging in self-reflection.

We believe that all children can learn and that the most effective learning occurs when the skills and knowledge being learned are slightly above a student's current level (Vygotsky, 1962).

Assessment is a crucial process in shaping learning by providing feedback on both student growth and teacher impact. Information gained from assessment may highlight areas that students need to focus on as well as enable teachers to reflect on whether their teaching methods are inclusive to cater for all student needs.

The purpose of assessment is not to judge, but to understand where learners are in an aspect of their learning (Masters, 2013). This is necessary to identify starting points in learning, set learning goals and evaluate effectiveness of teaching and learning strategies.

Assessment provides appropriate and timely feedback to teachers, students and families to guide the growth of the student by focusing on "what students can do and who they are becoming" (Lucas, 2018, p5.). Teachers use a range of assessments to identify and target student learning activities to the "zone of proximal development" (Vygostky 1962 in Masters 2013) which provides students with the best opportunity to grow from what they can do on their own to what they can achieve with the support of others.

Sharratt (2019) raises the importance of students having a clear understanding of assessment processes by linking learning intentions to success criteria with descriptive feedback guiding students as to how to move their work forward. Effective and well-designed feedback can double the rate of learning (Hattie, 2009). Feedback is not limited to judgements on final criteria or

performance standards but, rather, involves the ongoing and continuous shaping of student capabilities and dispositions that will result in successful learning.

Reporting refers to the structured ways in which students receive their feedback. This can include formal and informal mechanisms and is dependent on the nature of learning being assessed. Teacher-, peer- and self-reporting are all effective mechanisms. Feedback can be oral, written, demonstrative or collective with oral potentially being the most powerful form when provided just-in-time (Sharratt, 2019).

Ultimately, collection and reporting of assessment data is a continuous process which contributes to the profile of a learner, providing meaningful information on students' strengths, learning needs and achievements. Other data such as student engagement in co-curricular or service activities will contribute to various dispositions that enhance the final student profile and include aspects such as self-management, critical thinking and intercultural understanding.

Through continuous assessment, learner dispositions and capabilities can be monitored and shaped over time and applied to ever-changing real-world scenarios.

Underlying Principles of Assessment

Assessment has 4 dimensions: monitoring, documenting, measuring, and reporting on learning. Each of these aspects has its own function, but all aim to provide holistic evidence to inform learning and teaching.
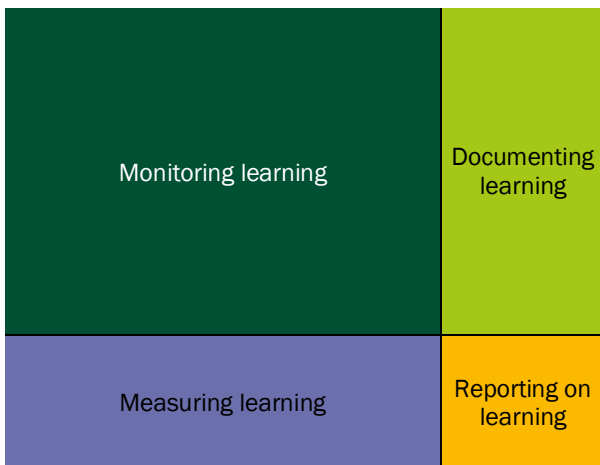
(Assessment, From Principles into Practice, IBO 2019)

Assessment focuses on essential elements of learning:

- The understanding of concepts,
- The acquisition of knowledge,
- The mastery of skills,
- The development of attitudes, and
- The decision to take responsible action.

Effective and varied assessment is essential for providing students with ongoing evaluation and feedback on these elements of learning to monitor and measure progress. Through receiving feedback in relation to set criteria or expectations, students of all abilities learn strategies for further improvement

and develop intrinsic motivation. Opportunities for formal and informal reflection throughout the assessment process allow for students and teachers to evaluate and celebrate successes, identify areas for improvement, monitor longitudinal growth and set individualised goals.

The principles of assessment and reporting apply to all learning programs:

- IB Primary Years Program (PYP – Reception to Year 5
- IB Middle Years Program (MYP) – Year 6 to Year 10
- IB and Diploma Program (DP) – Year 11 and Year 12
- South Australian Certificate of Education (SACE) – Year 10 to Year 12

There are differences in assessment systems in order to meet the needs of students at particular ages and stages of development and to meet the prescribed needs of external institutions. There is a progression from mainly internal assessment in the PYP to largely external assessment in the DP, with the MYP bridging the two programs. The SACE has a balance of internal and external assessment. More details of assessment in each program are presented in Appendix B.

Assessment Strategy

The assessment strategy at Mercedes College involves 3 domains:

Assessment of learning

Reflected by teachers using evidence of student learning to judge their achievement against curriculum objectives. This is often referred to as summative assessment and would typically be a culminating assessment for a unit, Term, or course of study. At Mercedes College, summative assessment provides students with the opportunity to reach the highest levels of achievement in terms of knowledge and understanding.

Summative assessment focuses on measuring a student's mastery level within a targeted stage of learning. These tasks may include any culminating assessment experience with formative tasks designed to shape student learning and provide feedback about the readiness to engage in a culminating experience.

At senior levels, summative assessment results may be used to identify and qualify the next stage in a learning pathway.
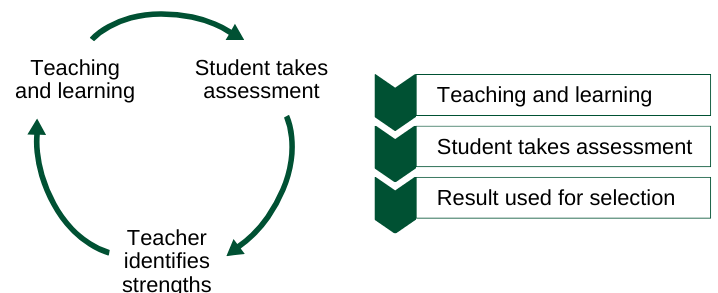
(IBO – Assessment Principles and Practices, 2021)

Assessment for learning

Provides data for individual progress and to inform future teaching and learning. This is often regarded as formative assessment and can occur prior to, during, and following a unit of work, in order to guide the development of knowledge, understanding, skills and attitudes. The evidence collected in both formative and summative assessment is used by students and teachers to identify and explore prior knowledge, individual learning styles, strengths and challenges and guides effective and meaningful differentiation of learning.

Formative assessment is on ongoing iterative processes where teachers monitor and adjust the level of challenge for students. Formative assessment is used to provide teachers and students with ways to identify areas of strengths and challenges and therefore indicate ways to develop student capabilities.

Assessment as learning

Involves students reflecting on learning processes in order to build knowledge of themselves as learners and inform future learning goals. This is particularly the focus of assessment in the IB PYP where both teacher and student self-assessment and reflection are of prime importance.

Further elaborations regarding grading, reporting and approaches to homework are provided in Appendix A.

Assessment for students

Assessment provides opportunities for students to:

- Demonstrate the attributes of the IB Learner Profile
- Monitor their progress as learners
- Develop, refine and reflect on their approaches to learning
- Develop positive attitudes toward learning
- Build knowledge and agency of themselves as learners
- Develop personal planning and organisational skills
- Understand what is needed to be successful in their learning
- Demonstrate the highest levels of knowledge and understanding
- Incorporate their unique experiences into their learning
- Demonstrate their growth and improvement as learners
- Collate evidence of capabilities to inform and shape future learning goals

At any point in the learning process, students should be able to answer the following 5 questions (Sharratt, 2019):

- What are you learning (and why)? *Learning intentions*
- How are you doing? *Success criteria*
- How do you know? *Descriptive feedback*
- How can you improve? *Setting individual goals*
- Where do you go to for help? *Self-regulating, independent learners*

Assessment for teachers

- Assessment processes promote learning that is purposeful, contextualised, challenging and inherently interesting.
- Assessment provides opportunities for teachers to gain feedback on the effectiveness of their teaching and to inform continuous improvement.
- Assessment provides evidence for teachers to:
  - Judge student achievement against curriculum objectives
  - determine student prior knowledge, individual preferred learning styles, strengths and challenges
  - Inform appropriate differentiation and support strategies
  - Track individual and cohort growth and progress over time.
- Reporting processes provide timely, continuous feedback to students regarding their acquisition of knowledge and skills
- Teachers report assessment using formal and informal strategies such as:
  - Written reports
  - Learning Reviews
  - Learning Conferences
  - Learning Journeys
  - Progress Folders
  - Student Folios
  - Task specific feedback.

Assessment for families

- Assessment serves as a feedback mechanism for families to engage and support their child's learning
- Through timely, continuous feedback regarding their children's growth, assessment informs families of demonstrated knowledge and skill
- Reporting processes effectively communicate learning outcomes
- Informal assessment strategies such as learning reviews and learning conferences place partnership and collaboration with families as an important component of the assessment cycle at Mercedes College. These opportunities allow for families' questions, comments and feedback regarding their children's learning.

Assessment for the College

- Assessment supports the College to plan for, and implement, purposeful, targeted and reflective learning experiences for all students.
- Assessment and reporting enable the collection and communication of data to inform College processes and guide the allocation of resources to support improvement in teaching and learning.

- Assessment and reporting enable the collection and analysis of data to determine trends in student achievement, meeting of benchmarks, calculation of awards and future directions.

- Assessment and reporting processes enable the College to meet external accountability requirements.

Standardised Assessments

A range of standardised assessment instruments are used to inform students, families and teachers of student capabilities in areas such as literacy and numeracy. These include English as an Additional Language or Dialect (EALD) Learning English: Achievement and Proficiency (LEAP) levels and Progressive Achievement Tests (PAT).

In meeting the requirements of the *Australian Education Act* (2013), the College participates in annual NAPLAN assessments in Years 3, 5, 7 and 9 as well as international assessments conducted by the Organisation for Economic Cooperation and Development's (OECD) Program for International Student Assessment (PISA).

Connections to other Policies and Requirements

Assessment and Admissions

Knowing a student's individual learning profile, what they can do and the progress they have made to date are a crucial component of placing students in classes, fostering successful transitions to school, and supporting teachers in designing engaging and relevant learning experiences.

The admissions process will include gathering evidence of student abilities and will include any relevant past achievement records including school reports, NAPLAN results, EALD Language levels and any other relevant diagnostic reports. Additional assessments such as medical reports will further support appropriate planning and adjustments for students enrolling at Mercedes College.

Assessment and Language

At Mercedes College, assessment of language learning is an ongoing process throughout the school year in both formal assessments (formative and summative) and informal situations (learning experiences and inquiry).

Student language level and ability is acknowledged and incorporated into the planning of assessments. Language levels for EALD learners are assessed at enrolment and used to differentiate assessment as required. Where appropriate, students may have opportunities to use their mother tongue to support their participation in assessment processes. This therefore supports the Language Policy.

Assessment and Academic Integrity

We strive to develop in students the skills needed to demonstrate integrity when completing assessments.

Students are explicitly taught to be principled and honest about their work while appreciating and formally acknowledging the work of others.

We encourage teachers to design assessments that lead students to produce original and authentic work.

Teacher assessment of student work in progress provides feedback to maximise learning and confirm student authorship.

Turnitin integration enables submission of assessments to ManageBac to be checked for plagiarism.

This Policy enacts specific components of the Learning Policy and supports the Academic Integrity Policy.

Assessment and Inclusion

Students with identified disabilities and learning needs are supported with inclusive assessments free from harassment and victimisation (*Disability Standards for Education*, 2005). Students with diverse learning profiles are supported in participating in all aspects of the assessment process at Mercedes College.

Inclusive access arrangements and reasonable adjustments (e.g. additional time, use of assistive technology, breaks, etc.) are provided for all assessments in one or more subjects throughout the year, as appropriate to their needs.

In the DP and SACE, the procedure for identifying students' needs and granting access arrangements requiring authorization is in compliance with the *IB Access and Inclusion Policy* and *SACE Special Provision in Curriculum and Assessment Policy*. The college also ensures compliance with external assessment events (such as NAPLAN) where special provisions are required.

Inclusive access arrangements are documented in student Personalised Plans for Learning (PPLs). Where appropriate, the college strives to offer a range of assessment avenues, allowing students to demonstrate their knowledge, skills and progress in a variety of ways.

Meeting Commonwealth requirements for reporting

In order to comply with the *Australian Education Act* (2013), reports must provide an A to E breakdown of student achievement for students up to Year 10.

In 2006, the Minister for Education accepted the 1-7 scale used in the IB as equivalent to the A to E breakdown.

Another requirement is to provide comparative data for families to enable an indication of the achievement of their child relative to others in the cohort. This compliance is achieved by creating a comparative data report with the percentage of students achieving grade bands of 1-7 in each subject for each year level up to and including Year 10. A statement is included on end of semester reports informing families that they can request this comparative data by contacting the college.

Policy Review

This policy was reviewed in 2022 in consultation with the Program Coordinators following recommendations from 2017 CIS/IB evaluation.

The 2022 policy was endorsed by Senior Leadership Team and approved by the Education Standing Committee.

The next review is proposed for 2025 following feedback from the 2024 CIS/IB Evaluation.

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Appendix A: Policy Elaborations

Grading and Marking

There is a distinction between grading and marking. Marking is an indication of the extent to which an assessment piece meets specified criteria or achievement indicators often using a markscheme or framework. A grade is a judgement made by a teacher on the quality of work against a standard reflecting the difficulty of the task.

To illustrate, a mark may be given for the tastiness of something that has been cooked while a grade would reflect the overall complexity of the intended dish. An exam may have multiple components being tested with students gaining marks for demonstrated skills and knowledge and provided with an overall grade reflecting achievement across the total experience.

At Mercedes College, the IB and SACE provide criteria and performance standards to guide marking of skills and final grades as teacher judgements of student performance.

SACE formal assessment is a combination of externally moderated or examined work and internally marked assessment tasks. At Stage 1 (Year 11) teachers combine the grades (A to E) for weighted assessment types to produce a student's final subject grade. At Stage 2 (Year 12), the SACE Board combines the grades for each of the school assessment types with the grade for the external assessment component to produce a student's final subject grade.

Student attainment in the IB MYP and DP is determined by measuring achievement levels against the published criteria in each subject area. The final subject grade is calculated on a 1-7 scale.

In the IB Diploma, formal internal assessments are moderated, and the final grade is determined by a written examination, with the exception of Theatre and Visual Arts.

Local and international moderation and standardisation processes enable staff to apply consistent grading through benchmarking of marked student work.

Grade Conversions

The following tables were constructed to provide international comparisons of grades for Middle Years and Diploma Programs

IB Middle Years Program

IB grade	GPA	A to E grade	Description	Percentile
7	4.0	A+, A	Excellent	≥ 95
6	3.7	A-	Very Good	83-94
5	3.0	B+, B	Good	70-82
4	2.7	B-	Satisfactory	56-69
3	2	C+, C, C-	Weak	41-55
2	1.0	D+, D, D-	Poor	21-40
1	0	E	Very Poor	≤ 20

IB Diploma Program

IB grade	GPA	A to E grade	Description	Percentile
7	5.0	A+	Excellent	≥ 95
6	4.5	A	Very Good	83-94
5	4.3	A-	Good	70-82
4	4.0	B	Satisfactory	56-69
3	3.0	C	Weak	41-55
2	1.5	D	Poor	21-40
1	0	E	Very Poor	≤ 20

The following table provides conversions to SACE Stage 2 scores for Aggregate results and used by Catholic Education SA (CESA) for data dashboards for Years 6-12.

IB grade	SACE	CESA
7	19	A
6	18.2	A
5	16.6	B
4	14.2	B
3	12	C
2	-	D
1	-	E

Validity and Reliability

Validity and reliability of SACE and IB Diploma internal summative assessments are ensured by marking solely with reference to criteria or performance standards, and are subject to further external moderation.

In the IB Diploma, subject teachers use the provisional grade boundary statements published each year by the IB to inform their marking.

Where there is more than one teacher of a subject, summative internal assessments will be subject to school-based moderation and benchmarking.

Students maintain academic honesty principles in line with the college's Academic Integrity Policy. IB Diploma students are also required to sign cover sheets to confirm that the submitted work is authentic and constitutes the final version of that work for assessment and moderation tasks.

Recording

All teachers are expected to keep accurate records of assessment and student achievement as required by the SACE Board and IB Organisation in order to:

• Document the achievement of individual students.

- Document the results of moderation and formative and summative assessment.
- Monitor the success of the learning program.
- Contribute to personal development by providing evidence of students' strengths and weaknesses.
- Help to identify the whole potential of students and the ways in which the curriculum contributes to that potential.

Reporting

The purposes of reporting are to:

- Monitor and communicate students' level of performance and achievement.
- Acknowledge and give credit for what students have achieved and experience.
- Help students understand the relationship between their achievement and excellence.
- Inform students and families about student progress.
- Communicate students' strengths and areas for development.
- Assist students and their families to determine future educational and employment pathways.

At Mercedes College, reporting involves:

- The collection of accurate data and information from student assessment.
- The collection of information regarding individual student achievement(s).
- Providing meaningful information for students and families.
- Providing valid and reliable interpretation of student performance providing the SACE Board/IB Organisation with all required information, data and materials for assessment and moderation.
- Formal and informal strategies for providing information on student achievement such as:
  - Written reports
  - Learning reviews
  - Learning conferences
  - Learning journeys
  - Progress folders
  - Student folios

Seesaw and ManageBac are used as a general communication, assessment and reporting platforms.

Families are able to access ongoing assessment of their child's work through the relevant platform.

Reporting for Reception to Year 10 must comply with the *Australian Education Act* (2013).

Reporting for IB PYP, IB MYP, IB Diploma and SACE Stage 1 and 2 subjects must meet IBO and SACE rules and regulations.

Homework

Homework is assigned to:

- Encourage student self-discipline.
- Reinforce studies carried out during the day.
- Involve families in the learning program of their child.
- Encourage student initiative and creativity.
- Enable teachers to assess the level of mastery of work taught in class.
- Prepare students for the demands of further studies at senior secondary and tertiary level.

Setting of homework is based on students' developmental stage.

Homework in the PYP encompasses a variety of activities instigated by teachers and families to support the children's learning. This may include daily reading and differentiated activities to reinforce recent learning. The role of play and free time is particularly important through this period of growth and development. Students in Reception to Year 3 will receive very little daily homework, while some project-based homework has a positive impact on developing skills for future learning in Year 4 and Year 5.

From Year 6, homework serves as an extension of classroom learning experiences. All subject groups may assign homework as deemed relevant to the unit of study. Homework is set by teachers during class time and students are responsible for recording assignments. Teachers assign homework with sufficient time for students to complete the task and expect that homework is completed and submitted on time in order for units of learning to move forward.

Homework expectations increase in time allocation and complexity according to grade level.

General guidelines per night:

Year 6: approximately 60 minutes

Year 7: approximately 60 minutes

Year 8: approximately 75 minutes

Year 9: approximately 90 minutes

Year 10-12 approximately 120 minutes

Teachers should aim to set tasks that:

- Are accessible for their students.
- Will assist learning retention.
- Allow students to demonstrate thinking and understanding.

Teachers should collaborate within grade levels to ensure a balance in the homework expectations.

Students are responsible for recording their homework requirements and ensuring that homework is completed and submitted in a timely manner. Should a student not have the homework ready due to absence or other personal reason, students are encouraged to write to the teacher to request an

alternative, which could include an extension. Where homework has not been specified, students are encouraged to consider how to best use their time to support their approaches to learning.

Families should:

- Provide an appropriate place in the home for students to complete homework.

- Consult with student planners or learning management systems to monitor the amount of homework set each night.

- Encourage and assist their child to complete their homework activities but not do the work set.

Appendix B: Assessment in IB and SACE programs

Assessment in the PYP:

- Is an ongoing process of gathering, analysing, reflecting and acting on evidence of student learning to inform teaching.

- Involves teachers and students collaborating to monitor, document, measure, report and adjust learning.

- See students actively engage in assessing and reflecting on their learning, acting on feedback from peers and teachers to feed forward to next steps in learning.

- Fosters an assessment culture involves the development of assessment capability among all members of the learning community.

- Involves learning goals and success criteria being co-constructed and clearly communicated.

- Includes both learning outcomes and the learning process.

- Is designed to be both backward and forward looking.

Assessment in the MYP aims to[1]:

- Support and encourage student learning by providing feedback on the learning process.

- Inform, enhance and improve the teaching process.

- Provide opportunity for students to exhibit transfer of skills across disciplines, such as in the personal project and interdisciplinary unit assessments.

- Promote positive student attitudes towards learning.

- Promote a deep understanding of subject content by supporting students in their inquiries set in real-world contexts.

- Promote the development of critical- and creative-thinking skills.

- Reflect the international-mindedness of the program by allowing assessments to be set in a variety of cultural and linguistic contexts.

- Support the holistic nature of the program.

MYP and DP assessment requires teachers to assess the prescribed subject-group objectives using the assessment criteria for each subject group in each year of the program.

Teachers refer to criteria (IB) or performance standards (SACE) in order to:

- Show each student what is needed to be successful in his or her learning.

- Design assessment tasks that help students to demonstrate their learning at the highest possible level of achievement.

- Make decisions about the quality of learning.

Students can also refer to these standards to:

- Show their learning in ways most appropriate to them.

- Monitor their progress.

- Understand what is expected at the end of a learning program.

In the Australian Curriculum[2] SACE[3] teachers use assessment data as evidence to make on-balance judgments about the quality of learning demonstrated by students reflecting whether they are below, at or above achievement / performance standards.

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[1] MYP Principles into Practice, page 79

[2] australiancurriculum.edu.au/overview/implications-for-teaching-assessing-and-reporting (accessed June 2022)

[3] SACE Assessment and Reporting Guidelines 2021 (accessed June 2022)

Appendix C: Annual Reporting Processes

TERM 1

Reception to Year 5 – Digital Portfolios

Teachers are required to use Seesaw to provide continuous and timely feedback on assessment tasks (formative and summative) to inform students and families of their progress.

Seesaw is required to be updated regularly throughout the year to support the continuous reporting procedures of the college.

R-5 Learning Reviews are held in Week 10 between teachers and families.

Years 6-12 – Continuous feedback

Subject teachers are required to provide ongoing formative and summative feedback throughout Term 1 on ManageBac. Feedback is targeted to students and should reinforce and shape approaches to learning and provide constructive advice for improvement. This may include:

- Annotations of tasks submitted to ManageBac.

- Detailed feedback added directly in comments in the ManageBac gradebook.

- Comments added to the gradebook referring to where that feedback can be located (e.g. referring to the annotations in a task or comments written on a test, etc).

Families will be encouraged to regularly access the gradebook and view assessment feedback. Feedback is intended to provide families with the opportunity to engage in discussions with their child to help them reflect on their progress as learners and identify areas of strength and challenge.

This feedback will also provide a powerful contribution to Learning Reviews in Weeks 10 and 11 (Year 12) and Term 2 Weeks 2 and 3 (Years 6 to 11).

Minimum requirements – teachers must provide at least one detailed (formative or summative) source of feedback added to a comment in the ManageBac gradebook for families to access prior to Week 10. (This should not be a referral to another source which families may not have access to).

During the final 2 weeks of Term 1, Learning Area Leaders (LALs) will ensure minimum requirements have been met by faculty staff. This will include:

- Reminding teachers of their obligations to the college's commitment to continuous reporting.

- Scanning ManageBac to ensure that the minimum requirements have been met by teachers in their faculty and prompting teachers where necessary.

- Further scan ManageBac on Monday of the final week of Term 1 to ensure that the minimum requirements have been met by those teachers emailed previously.

- Forward the names of those teachers who need further guidance to achieve the minimum requirements of continuous reporting to the Assistant Principal – Teaching and Learning

Families will be prompted to log on to ManageBac at the end of Term 1 by way of a SEQTA Engage message by the Assistant Principal - Teaching and Learning.

Home Group teachers are asked to have regular conversations with students using Sharratt's 5 questions (see page 3) and support students with individual goal setting and self-regulation.

TERM 2

Reception to Year 5 (IB PYP) Mid-Year Report

The Mid-Year Report includes a detailed academic report completed using ManageBac for the end of Term 2.

Class teachers will need to provide an achievement for each strand, an overall grade (A-E) for each curriculum area and a general comment for the report. The general comment will inform families about the learning habits of the student and their overall approach to learning.

There will also be a section to inform families and students of their 'next steps for learning', where the teacher will identify areas for development and goals for future learning.

Class teachers to provide an achievement grade on approaches to learning (ATL's) (formerly, transdisciplinary skills).

Specialists will need to provide an achievement for each strand and an overall grade (A-E) for their curriculum area.

In Term 2, the Reception report is based on effort, rather than academic achievement.

Year 6-10 (IB MYP) Mid-Year Report

Subject teachers identify the current levels attained in each criterion, provide a progress grade (1-7) and system generated comments based on the assessment criteria in the subject.

Note: In cases where students change classes at the end of the first semester (e.g. in The Arts), the criterion attainments and grades are final.

Year 11 and 12 SACE Semester 1 Report

This includes Year 10 students undertaking SACE Stage 1 subjects such as PLP. The purpose of the Semester 1 Report is to provide a summary of progress.

SACE teachers are required to choose the Performance Standards that they have assessed the most (not all Standards may be assessed by the time of reporting). Guidance provided by the Learning Area Leaders and SACE Coordinator. The SACE Coordinator will check reports to ensure consistency across the Learning Areas and request any changes to be made directly to the relevant teachers.

Stage 1 SACE Semester 1 Report

The Semester 1 Report provides an on-balance judgement of the result grade (A+ to E-) and an examination grade (A+ to E- or N/A) for each subject and supported by a comment constructed from the performance standards.

Stage 2 SACE Mid-Year Report

The Mid Year Report provides a progress 'on-balance' grade (A+ to E-) for each subject and supported by a comment constructed

from the performance standards. NB: Research Project is a FINAL (provisional) grade.

Year 11 and 12 IB Diploma Mid-Year Report

Diploma Program teachers are required to use the subject area grade descriptors published by the IB. Grade descriptors are available, from 1-7, for each subject group. Guidance provided by the Area of Study Coordinator and DP Coordinator.

The DP Coordinator will check reports to ensure consistency across the faculties and request any changes to be made directly to the relevant teachers.

Modifications may select 2-3 statements from descriptors that match the work completed and skills developed during the semester.

The Mid-Year Report includes a progress grade (1-7) for each subject and supported by a comment constructed from the subject grade descriptors.

An examination grade (1-7) is included for Year 11.

Pastoral Comments

Year 6 to 12 Home Group tutors supplement the academic report with a constructive pastoral comment.

Pastoral or general comments should refer to aspects of general behaviour, attitude, participation in college life, and organisation; in other words, aspects that transcend individual subject reports. References to aspects of the student's personality that have little bearing on their educational journey should be avoided. Be particularly careful to not make (or be perceived as making) value judgements or criticisms about personality.

All comments are to be completed and thoroughly checked by a colleague before reporting deadlines.

TERM 3

Reception to Year 5 – Continuous feedback

Teachers are required to use Seesaw to provide continuous and timely feedback on assessment tasks (formative and summative) to inform students and families of their progress.

Reception to Year 5 Learning Reviews will be held on Tuesday and Wednesday in Week 2 (3.45pm – 7.30pm).

Years 6-11 – Continuous feedback

Teachers are required to use ManageBac to provide continuous and timely feedback on assessment tasks to inform students of their progress throughout Term 3.

It is important that comments consider any Student Summaries, PPLs or IEP's. Comments should not refer to issues that have already been identified but rather reflect on the success of strategies used to meet criteria and continuously improve outcomes.

The provision of continuous feedback on ManageBac will be monitored by Area of Study Coordinators (AOSCs) who will:

- Scan ManageBac to ensure that the minimum requirements have been met by teachers in their faculty;

- Remind subject teachers if necessary of their obligations to the College's commitment to continuous reporting;

- Inform the Assistant Principal – Teaching and Learning of staff who are not meeting their obligations

Year 12 Mid-Year Exam Report

Mid-year examinations are held in Week 1 of Term 3. Teachers are asked to enter exam grades into ManageBac (using the Term 3 Gradebook) by the end of Week 2. A ManageBac report is generated for exam results prior to the Learning Reviews in Week 4.

Year 12 Final Report

IB Diploma –The Final Report includes a final provisional grade (1-7) for each subject and supported by a comment constructed from the subject grade descriptors.

Year 11 students undertaking a Year 12 subject will also be included in this report.

SACE Stage 2 – The Final Report includes final provisional grade (A+ to E-) for each subject and supported by a comment constructed from the performance standards.

Home Group tutors will provide a final Pastoral comment.

Grades and comments are due Wednesday of Week 9.

The Diploma and SACE Coordinators will check reports to ensure consistency across the faculties and request any changes to be made directly to the relevant subject teachers by Tuesday of week 10.

Year 12 Pastoral comments will be checked by Friday of Week 9 with corrections given to HG teachers to make changes in ManageBac by Wednesday of Week 10.

Year 12 Reports will be generated electronically (Managebac) on Friday of Week 10.

TERM 4

Reception to Year 5 – Final PYP Report

For the Final PYP report, teachers (Class and Specialists) identify the final levels attained in each criterion and a final grade (A-E).

Class teachers supplement the academic report with a summary general comment.

Digital Portfolios

Throughout the course of the year, all curriculum areas will be included through student samples, formative and summative assessments, self-assessments and reflections on learning.

PYP Exhibition

Students in their final year of the PYP participate in a culminating inquiry. It is not only a celebration as students move from the Primary Years Program into the Middle School but also a final assessment where each student is required to demonstrate engagement with the essential elements of the PYP: knowledge, concepts, skills, attitudes and action.

The exhibition compliments the 5 Units of Inquiry which form the basis of the Year 5 curriculum.

Students engage in a collaborative, trans disciplinary inquiry that involves them in identifying, investigating and offering solutions to real-life issues or problems.

The PYP Exhibition is held on Wednesday of Week 3 with families invited.

Year 6-10 IB MYP Final Report

Subject teachers identify the final levels attained in each criterion and a final grade (1-7)

Home Group teachers supplement the academic report with a pastoral comment.

The final report also includes a student reflection (ManageBac) on their achievements and challenges in their learning. Comments are checked by Home Group teachers.

Year 10 special notes:

For Stage 1 SACE Personal Learning Plan (and any other SACE Stage 1 Subjects) refer to the Year 11 guidelines.

Year 10 MYP Exams (and other activities during assessment week) occur in Week 7 of Term 4 and are reported using 1-7 grades in ManageBac. Grade are entered in the exam field and do not form part of the final subject grade.

Year 11 Final Report

The SACE Stage 1 Semester 2 Report provides the final 'on-balance' grade (A+ to E-) and an exam grade (A+ to E- or N/A).

The IB Diploma Year 11 Final Report includes a final grade (1-7) and exam result (1-7 or N/A).

Subject teachers' grades are supported by a comment constructed from the subject grade descriptors or performance standards.

Home Group teachers provide a constructive pastoral comment.

Appendix D: IB Standards and Practices for Assessment

Culture 5: The school implements, communicates, and regularly reviews an assessment policy or policies to help create a culture of continuous learning and growth. (0301-05)

Culture 5.1: The school implements and reviews an assessment policy that makes the school's philosophy clear and is aligned with the IB philosophy concerning learning and assessment. (0301-05-0100)

Culture 5.2: The school identifies in its assessment policy all necessary local and IB requirements, and outlines how the school is adhering to these requirements. (0301-05-0200)

Culture 5.3: The school describes in its assessment policy the rights and responsibilities of all members of the school community and clearly states what constitutes good assessment practice. (0301-05-0300)

Culture 5.4: The school ensures relevant support materials, resources and processes are implemented for fair and valid assessment. (0301-05-0400)

Culture 5.5: The school describes in its assessment policy the value of assessment for continuous learning and growth. (0301-05-0500)

Culture 6: The school implements, communicates, and regularly reviews its IB mandated policies to ensure they are cohesive and reflect IB philosophy. (0301-06)

Culture 6.1: The school implements processes with consideration of the relationship between its IB mandated policies. (0301-06-0100)

Culture 6.2: The school documents its IB-mandated policies and communicates them to the school community. (0301-06-0200)

Culture 6.3: The school considers physical and virtual spaces in all of its IB-mandated policies. (0301-06-0300)

Culture 6.4: The school articulates a planned integration of human, natural, built, or virtual resources in all of its IB-mandated policies. (0301-06-0400)

Culture 6.5: The school considers the learner profile in all of its IB-mandated policies. (0301-06-0500)

Culture 6.6: The school considers international-mindedness in all of its IB-mandated policies. (0301-06-0600)

Approach to assessment 2: The school uses assessment methods that are varied and fit-for-purpose for the curriculum and stated learning outcomes and objectives. (0404-02)

Approach to Assessment 2.1: Teachers use a variety of assessment methods that are connected to stated learning objectives and outcomes. (0404-02-0100)

PYP 1: Teachers document and analyse student learning over time to design learning experiences based on data. (0404-02-0111)

MYP 1: Teachers plan and design the assessment of student learning based on the criteria and procedures in accordance with program documentation. (0404-02-0121)

MYP 2: The school records criterion level totals and submits MYP personal projects for IB moderation in accordance with program documentation. (0404-02-0122)

DP 1: The school uses the objectives and assessment tools for each subject, and component of the DP core, to build summative assessments of student learning. (0404-02-0131)

DP 2: The school records and submits IB-validated assessments for the components of the DP core in accordance with program documentation. (0404-02-0132)

Approaches to assessment 3: The school administrates assessment consistently, fairly, inclusively and transparently. (0404-03) Assessment Policy at ISH.

Approaches to assessment 3.1: The school administrates assessment in accordance with IB rules, regulations, and/or relevant program documentation. (0404-03-0100)

MYP 1: Teachers standardize their assessment of student work to ensure reliable results in accordance with IB guidelines. (0404-03-0121)

DP 1: Teachers standardize their assessment of student work to ensure reliable results in accordance with IB guidelines. (0404-03-0131)

Approaches to assessment 3.3: The school ensures that external reporting and/or predictions are as accurate as possible, and are appropriately designed for the contexts in which they are required. (0404-03-0300)

DP 1: The school communicates forecasted grades to institutions (such as those to higher education institutions) and predicted grades to the IB, in ways that value academic integrity and reflect as much accuracy as possible. (0404-03-0331)

Approaches to assessment 4: Students take opportunities to consolidate their learning through assessment. (0404-04)

Approaches to assessment 4.1: The school provides students with opportunities to consolidate their learning through a variety of assessments. (0404-04-0100)

MYP 1: All students in MYP Year 5 complete the personal project, and all students finishing the program in Year 3 or 4 complete the community project. (0404-04-0121)

DP 1: The school ensures that students submit the extended essay toward the end of the DP, and focuses on providing students with opportunities to engage in topics of their own choice. (0404-04-0131)