



# Renmark High School

## **Policy Name:** Assessment and Reporting

Date: December 2010

Review Date: December 2013

### **Rationale:**

Communicate progress in student learning to students, parents and caregivers, in a timely manner, using strategies that are readily understood by the recipients for that information.

Communicate information about the social/emotional and attitudinal development of students, in the context of the school environment.

Acknowledge the success of students in the broader school environment

Make recommendations about strategies for improvement in learning, in both the academic and social/emotional areas.

### **Beliefs:**

Reporting should be based on reliable and coherent assessment practices.

Reporting should be an ongoing process and occur frequently, so that students and parents do not get new “surprising” information in formal reports.

Reporting should provide information which supports students to improve their own learning and allows parents to support students to improve learning success.

Students should be involved in decisions about the assessment and reporting of information about their learning progress.

Reporting should be modified for students with disabilities/learning difficulties according to their Negotiated Education Plan.

Reporting schemes should provide an opportunity for students and parents to get additional information.

### **Legislative & DECS Considerations:**

See DECS Assessment and Reporting Operational Guidelines (appendix:1).

### **Policy Statement:**

Teachers will report to parents, consistent with national requirements as expressed in the New Student Reports in SA (see appendix 1: DECS Assessment and Reporting Operational Guidelines):

#### **YEARS 8, 9 & 10:**

Teachers will provide information, in the form of a cover sheet, for all summative assessment tasks that includes:

- A description of the task
- The learning outcomes covered by the task
- The criteria used for the assessment of student learning
- The marks allocated to each criteria
- A short comment on the performance of the student in the task
- Weighting of the task
- Space for student and parent comments

This policy supersedes the previous Assessment and Reporting policy written pre 2008.

### TERM 1 & 3:

In writing that includes:

- grade based on A to E achievement levels referenced against SACSA
- information about 4 areas of student attitude to learning, in the form of tick boxes
- an anecdotal comment that covers aspects such as:
  - goals for future learning success
  - significant achievements
  - social/emotional factors impacting on learning success.

Staff should have the opportunity to request interviews as part of the reporting process.

### TERM 2 & 4:

Parent teacher interviews early in the term

In writing that includes:

- grade based on A to E achievement levels referenced against SACSA
- provide information about 4 areas of student attitude to learning, in the form of tick boxes

The year 8 arts rotation are term long subjects and require a full report each term, in the form of a:

- grade based on A to E achievement levels referenced against SACSA
- information about 4 areas of student attitude to learning, in the form of tick boxes
- an anecdotal comment that covers aspects such as:
  - goals for future learning success
  - significant achievements
  - social/emotional factors impacting on learning success.

### YEARS 11 & 12:

Teachers will provide information, in the form of a cover sheet, for all assessment tasks that includes:

- A description of the task
- The performance standards covered by the task
- A teacher comment on the performance of the student in the task
- Weighting of the task
- Space for student and parent comments

### TERM 1 & 3:

In writing that includes:

- grade based on A to E for Stage 1, and from A+ to E- for Stage 2, referenced against SACE
- information about 4 areas of student attitude to learning, in the form of tick boxes

Staff should have the opportunity to request interviews as part of the reporting process.

### TERM 2:

Parent teacher interviews early in the term

In writing that includes:

- grade based on A to E for Stage 1, and from A+ to E- for Stage 2, referenced against SACE
- information about 4 areas of student attitude to learning, in the form of tick boxes
- an anecdotal comment that covers aspects such as:
  - goals for future learning success
  - significant achievements
  - social/emotional factors impacting on learning success.

This policy supersedes the previous Assessment and Reporting policy written pre 2008.

TERM 4: Stage 1 only

Parent teacher interviews early in the term

In writing that includes:

- grade based on A to E for Stage 1, referenced against SACE
- information about 4 areas of student attitude to learning, in the form of tick boxes

No student will receive a grade of zero without prior parental contact and the opportunity for the student to redeem that grade.

Students who do not attain satisfactory levels of achievement may, subject to agreement with parents, be required to repeat the subject or may not be able to continue studies in that subject at all, or continue at the level of that subject in future years.

Reports should list the percentage range for each letter grade (see appendix 1: DECS Assessment and Reporting Operational Guidelines).

In addition parents may request a written statement that clearly shows a comparison of their child's achievement with other students in the child's peer group.

**Groups Consulted:**

Governing Council

Staff

Youth Parliament

**Links to School Vision:**

The RHS Assessment and Reporting Policy provides the framework that outlines the timing, content and progress of student learning to inform students, parents and caregivers of ways to further develop the academic, physical, emotional and spiritual skills, knowledge and attitudes within students.

**Policy formulated by:**

Policy Review Committee, as a sub-committee of RHS Governing Council, December 2010.

**References:**

DECS Assessment and Reporting Operational Guidelines

SACE Assessment and Reporting Guidelines

# DECS Assessment and Reporting Operational Guidelines for R–10 schools

DECS Schools R–10			
Assessing	<ul style="list-style-type: none"> <li>All learners can expect to participate in the construction of a planned learning and teaching program, based on the SACSA Framework, which responds to their needs, interests, prior experiences and achievements.</li> <li>Assessment and reporting practices will:                             <ul style="list-style-type: none"> <li>take into account and address the diversity of Aboriginality, ethnicity, cultural background, gender, socio-economic status, disability, geographic isolation and the age of the student</li> <li>recognise the differing needs of individuals and groups</li> <li>use a variety of strategies which respond to the diversity of children and families</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>be developed in line with the stated curriculum objectives and explicit Learning Outcomes</li> <li>negotiate the criteria by which learners can successfully demonstrate Outcomes.</li> <li>Assessment information will be used at classroom and school levels to inform decision-making about learning programs and priorities for curriculum development.</li> <li>The development of a Negotiated Education Plan (NEP) for learners with disabilities will include a Learning Plan that specifically addresses learner access, participation and achievement within</li> </ul>	
Recording	<ul style="list-style-type: none"> <li>All educators:                             <ul style="list-style-type: none"> <li>regularly record evidence of learner achievement</li> <li>analyse learner achievement data to inform planning and practice</li> <li>ensure that Developmental Learning Outcomes data and Curriculum Standards data are current and accurate to facilitate the transfer of this data to other sites within agreed protocols.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Ongoing records will be maintained in ways which best support teachers' professional judgements, and assessment purposes and methods.</li> <li>Students will learn to use a range of appropriate processes to gather and provide evidence of their learning.</li> </ul>	
Reporting	<ul style="list-style-type: none"> <li>Planned reporting by educators to learners and parents/carers will occur a minimum of twice a year. This includes the two written New Student Reports in SA.</li> <li>Reporting will be an ongoing process, both planned and informal, with reports available in oral and written forms according to the audience.</li> <li>All learners should have regular opportunities to receive, discuss and clarify information about their progress toward the achievement of agreed learning goals and outcomes.</li> <li>Reception teachers have the option of reporting using the Developmental Learning Outcomes (DLOs).</li> <li>From 2008, by law, schools will incorporate Australian Government legislative requirements into existing local report formats for all learners in years 1–10. <b>These requirements include:</b> <ul style="list-style-type: none"> <li>Report once in the first half of the year and again at the end of the year</li> <li>Write reports using language that is clear and easy to understand so that parents/carers have a clear picture of their child's progress at school</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Based on 5 achievement levels:                             <ul style="list-style-type: none"> <li>A – E achievement levels or the word equivalents (Excellent, Good, Satisfactory, Partial or Minimal).</li> <li>A – E achievement levels for year 8–10.</li> </ul> </li> <li>The achievement levels are referenced against SACSA outcomes and standards. This information must appear on the report:                             <ul style="list-style-type: none"> <li>A <i>Excellent achievement beyond what is expected at this year level</i></li> <li>B <i>Good achievement of what is expected at this year level</i></li> <li>C <i>Satisfactory achievement of what is expected at this year level</i></li> <li>D <i>Partial achievement of what is expected at this year level</i></li> <li>E <i>Minimal achievement of what is expected at this year level</i></li> </ul> </li> <li>Schools with more than 10 students in a particular year level prepare information that shows the number of students in each of the five achievement levels for each Learning Area. If parents request it, schools are to provide this comparative information about their child's progress. The exact wording to be used on the report:                             <p><i>You can ask the school to provide you with written information that clearly shows your child's achievements in the</i></p> </li> </ul>	<p><i>subjects studied in comparison to that of other children in the child's peer group at school. This information will show you the number of students in each of the five achievement levels.</i></p> <ul style="list-style-type: none"> <li>Students with disabilities will not receive A – E achievement levels or the word equivalents for modified outcomes described in their Negotiated Education Plan (NEP). All other Learning Areas will receive A – E achievement levels or the word equivalents.</li> <li>When accommodations (eg Braille, Auslan) have been used to support the student to achieve year level expectations for SACSA outcomes and standards described in their NEP an A – E achievement level or word equivalent will be given.</li> <li>English as Second Language (ESL) students will receive A – E achievement levels or the word equivalents. Their reports should include comments on their English language skills as informed by the ESL Scales. This should help describe how their language skills impact on their achievements in the Learning Areas. ESL students who are enrolled in New Arrivals Program (NAP) centres will not receive the New Student Report in SA.</li> <li>Grades and word equivalents will be reported with accompanying descriptive information.</li> </ul>

Additional resources, strategies and information can be found at [www.decs.sa.gov.au/assessment](http://www.decs.sa.gov.au/assessment)



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