



ST PAUL'S COLLEGE

ASSESSMENT AND REPORTING POLICY

CONTEXT

St Paul's College is a Catholic school which shares the mission of bringing Christ to all people through the provision of education in the tradition of Blessed Edmund Rice. In accordance with this tradition, college policies and the policies of Edmund Rice Education Australia (EREA) and the South Australian Commission for Catholic Schools (SACCS), the focus of teaching and learning at St Paul's College is to achieve successful educational outcomes for the diverse range of students in the school community. To this end, we believe that students must be actively engaged in their learning, have opportunities to demonstrate achievement in their learning and for them and their parents/caregivers to be provided with objective and constructive reporting of their achievements as a foundation for future learning. Assessment of student learning is based upon achievement of outcomes as specified by the South Australian Curriculum Standards and Accountability Framework (SACSA), South Australian Certificate of Education (SACE) and the National Curriculum.

PRINCIPLES

ASSESSMENT

- Assessment is most effective when it reflects an understanding of learning as multi-dimensional, integrated and demonstrated in performance over time. Assessment supports learning. It works best therefore when it is ongoing rather than episodic, and aims to engage learners more fully in their learning. Assessment requires clarity of purpose, goals, standards, criteria and a variety of measures.
- Assessment forms an integral rather than a separate part of the learning process. It provides useful feedback, which assists future learning. It provides the basis for students to monitor and reflect on their own learning, and informs the work of teachers.
- Assessment should be just, valid, reliable and consistent. Assessment procedures do not discriminate on grounds that are irrelevant to achievement.
- Judgements about student progress and achievement are based on multiple kinds of evidence gathered over a period of time.
- Assessment requires attention to learning outcomes and standards, as well as to the experiences that lead to these outcomes and standards.
- Assessment provides useful information to report credibly to students, parents/caregivers, the community, government and other partners in education on student progress and achievement.
- Assessment involves a whole school approach that values consistency of teacher judgement. Teacher judgement will be assisted by an authentic context where an agreed framework of learning development describing progress and achievement underpins and situates assessment judgements.

REPORTING

- St Paul's has a responsibility to report credibly and in a timely manner on student progress and achievement to students, parents/caregivers, the community, government and other partners in education.
- St Paul's reports student progress and achievement via formal written reports and interviews, and at times adopts other methods such as student profiles, portfolios, meetings, certificates, electronic reports and informal feedback.
- Reporting procedures should ensure that all partners, and especially parents/caregivers, can actively participate in conversations about student learning. The college reporting procedures need to take account of any special needs that families and students have.



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- Students are unique. Reporting processes should provide constructive feedback and information that is sensitive to the wellbeing and development of each student, whilst also indicating the objective and relative achievement of each student.
- Information about student progress and achievement contained within reports allows students to identify areas of strength and future needs and enables the college and teachers to identify and communicate strategies for the future support of student learning.
- Assessment of student learning (and therefore the reporting process) is based upon achievement of outcomes as specified by the South Australian Curriculum Standards and Accountability Framework (SACSA), South Australian Certificate of Education (SACE) and the National Curriculum (where and when relevant).

PROCEDURES

ASSESSMENT (YEARS 5-12)

The practical aspects for implementing this policy at St Paul's College will require that:

1. All subject teachers will provide their students with an Assessment Plan each semester. This will include details of how the school assessment is arrived at with a breakdown of the weighting of various components of the syllabus in relation to the whole (topic tests, assignments, practical work, etc.).
2. A clear distinction will be made between "formative" and "summative" tests or assignments.
3. Summative assessment tasks must include a form of assessment rubric or marking scheme aligned to the outcomes and standards for that subject to make it clear to students the basis upon which they will be graded. All summative assessment tasks will be presented to students using the relevant Middle (Year 5-10) or Senior School (Year 11-12) assessment template. Please refer to Appendix 3 and 4.
4. Moderation and common assessment tasks will be used each semester at each year level where there are multiple classes in a subject area, to assist in maintaining equivalent standards between students and classes.
5. For summative exercises teachers will give their students adequate notice (at least one week) and record the due dates for assignments, practical reports, etc.
6. Students are warned that work submitted for summative assessment must be their own work. Severe penalties apply for plagiarism. If a draft is determined as being plagiarised the teacher will return the draft to the student with no feedback, other than to express that the piece has been identified by the subject teacher as being plagiarised. Parents will be contacted as soon as possible by means of telephone or letter. If a summative task is determined to be plagiarised the teacher will allocate marks based on the work that can be identified as that of the student.
7. For information relating to St Paul's 'Deadlines Procedures' please refer to Appendix 1 and 2.

St Paul's College accepts and adopts relevant SSABSA policies and guidelines as they relate to assessment. In particular, late submission of work and plagiarism are not accepted and incur heavy penalties. It is a requirement that subject teachers inform parents when students fail to submit work for assessment or engage in plagiarism. Contact will be made as soon as possible, either over the phone or in written form.

REPORTING

Students are assessed on the basis of how well they have met the criteria and achieved the outcomes of each course of study. Grades are used to indicate this, in accordance with the outline below:



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YEARS 5 – 11

Students receive a report at the end of each term. In terms 1 and 3 a brief report is prepared, which contains individual subject descriptors, assessment grades and a pastoral care comment. In terms 2 and 4, subject teachers make additional comments that provide an evaluation of the assessment.

- The Term 2 report is a summary of achievement over terms 1 and 2.
- The Term 4 report is a summary of achievement over terms 3 and 4.

Parent teacher interviews will be held at the end of Term 1, and the beginning and end of Term 3.

YEAR 12

Students receive reports at the end of terms 1, 2 and 3, which include comments from subject teachers and the pastoral care teacher.

- The Term 1 report is a summary of achievement over Term 1.
- The Term 2 report is a summary of achievement over Terms 1 and 2.
- The Term 3 report is a summary of achievement over Terms 1, 2 and 3.
- Year 12 reports are cumulative in nature in that each report will provide a summary of the learning that has taken place throughout the year to that point.

Grade and Point Determination for all year levels corresponds with that detailed by SACE BOARD:

20	=	Outstanding Achievement	A
19-17	=	Very High Achievement	A
16-14	=	High Achievement	B
13-11	=	Competent Achievement	C
10- 8	=	Marginal Achievement	D
7-0	=	Low Achievement	E

Note:

- A mark of 10 or above indicates a "pass" in all subjects.
- Where there is more than one class of the same subject, there should be consistency in the determination of points and grades, achieved via cross moderation or Curriculum Coordinator review.
- Subject teachers or Faculties may convert marks to grades and points in ways deemed appropriate to them. That is, assessment tasks may be "weighted" differently.

STUDENTS ON A NEGOTIATED EDUCATION PLAN:

- NEP students (those on a Negotiated Education Plan) within a subject will receive a score of 1-5 that reflects how well they have achieved their set goals. This score of 1-5 should be included at the end of the comment on the report. NEP will be placed in the Grade section of the report.
- NEP Achievement Categories:
 - **NEP 1** - The student is achieving *beyond their established goals*
 - **NEP 2** - The student is achieving *their established goals*
 - **NEP 3** - The student is achieving *steady progress towards their goals*
 - **NEP 4** - The student is achieving *some progress towards their goals*
 - **NEP 5** - The student's goals and teaching strategies have been adjusted, as established goals were not achieved



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DEFINITIONS

ASSESSMENT

- Assessment is the process of identifying, gathering, analysing and reflecting on evidence and information about students' learning.
- Assessment of learning occurs when students use evidence of student learning to make judgements about student achievement against goals, outcomes and standards.
- Assessment for learning occurs when teachers and students use evidence of individual progress to inform future learning and teaching.
- Assessment as learning occurs when students reflect on and monitor their progress to inform their future learning goals. Assessment as learning is also about reflecting on the learning process. Through this reflection, students are able to build knowledge of themselves as learners, and become more aware of how they learn.

REPORTING

- Reporting is the formal and informal process of regularly and clearly communicating information to parents and students and the various partners in education about student achievement and progress gained from assessment processes.
- The central purpose of reporting is to support teaching and learning by sharing timely feedback about students' progress and achievement between students, parents/caregivers and teachers.

Approved Date:

2009

Review Date:

2012



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APPENDICES

APPENDIX 1: Year 11 – 12 Deadlines Procedures

The Year 11-12 deadlines procedures have been designed in order to ensure validity, reliability and equity in the assessment of student work within the Senior School. The SACE Board requires that all schools have a deadlines policy which meets the needs of the school in terms of management of results and which provides flexibility and sensitivity to meet the needs of students. The following points outline the Assessment Deadlines Procedures for Year 11 and 12 students at St Paul's College.

1. Any summative assessment task that extends beyond one day will incorporate a 'Due Date' or 'Final Deadline'. Students must submit the task on the required date and every effort will be made by teachers to assist students in meeting their work requirements. In the case of Year 11 and 12 subjects the 'final due date' for tasks will be a date that allows staff to assess and package learning materials for SACE Board moderation. A student failing to meet the 'final deadline' will receive a score of zero for that task. Teachers will endeavour to:
 - a. Structure significant tasks in a way that students need to achieve 'checkpoints' in the completion of a larger task. If students do not meet these 'checkpoints' staff will contact parents and / or make arrangements for students to complete work in work sessions.
 - b. Staff will endeavour to set 'due dates' early in the school week so that work sessions can be organised during that week in order to assist in work completion.
 - c. Ensure that students complete, and are assessed for, all work across a period of learning.
 - d. Ensure that all Year 12 students have completed major written tasks by the end of Term 3. If students have not completed these tasks they will be required to complete work over the school holidays.
2. If the student is absent on the due date he should still endeavour to submit the task to the teacher via the College Learning Platform, e-mail or through the front office. If this is not possible the task must be submitted during morning Pastoral Care the next day. The student must provide the subject teacher with a diary note signed by a parent/caregiver explaining his absence. If no explanation is provided for the absence the student will receive a score of zero for that summative task if it hasn't been received by the 'final deadline'.
3. If the student is going to be absent for an extended period of time he must make contact with the teacher to arrange for the task to be provided for the teacher. In some cases another task may be negotiated; however, this will be at the discretion of the teacher.
4. If the student has been absent for a test or assessed performance it will be left to the discretion of the individual teacher as to whether he is able to complete that task, or another task, at another time. However, students who have been absent for a test or performance will need to provide the subject teacher with a diary note signed by a parent/caregiver explaining his absence. If he fails to do this he may be awarded a score of zero for that assessment item.
5. If the student has a legitimate reason for being unable to meet the deadline set by the teacher they can apply for an extension. Students seeking an extension must complete an 'Extension to Due Date' form and approach the subject teacher at least 24 hours prior the due date. Your Pastoral Care teacher will be able to provide you with a copy of this form. If a legitimate reason is provided a new due date will be negotiated with the teacher. If an extension has been granted the extension request form must be attached to the assignment when submitted.



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APPENDIX 2: Year 5 – 10 Deadlines Procedures

The Year 5-10 deadlines procedures have been designed in order to ensure validity, reliability and equity in the assessment of student work. The procedures are flexible in nature and sensitive to the individual needs of students. The procedures are aimed at assisting students in the development of a positive and consistent work ethic prior to entering the senior years.

Given the above, the following points outline the Assessment Deadlines Procedures for students in Year 5-10 at St Paul's College.

1. Any summative assessment task that extends beyond one day will incorporate a 'Due Date'. **Students must submit the task on the required date and every effort will be made by teachers to assist students in meeting their work requirements.** If the student does not submit the task on the specified date he will have 10% deducted from his mark for each day that the task is late. A maximum of 40% will be deducted from the assessed score provided for the student. As such, a student submitting a task four or more school days after the 'due date' will only have 40% deducted from the assessed score.
Teachers will endeavour to:
 - a. Structure significant tasks in a way that students need to achieve 'checkpoints' in the completion of a larger task. If students do not meet these 'checkpoints' staff will contact parents and / or make arrangements for students to complete work in work sessions.
 - b. Staff will endeavour to set 'due dates' early in the school week so that work sessions can be organised during that week in order to assist in work completion.
 - c. Ensure that students complete, and are assessed for, all work across a period of learning.
2. In the case of the Personal Learning Plan (taught at Year 10) the final due date for tasks will be a date that allows staff to assess and package learning materials for SACE Board moderation. Despite this, staff will set 'due dates' and 'checkpoints' throughout the year and will be guided by points a-c above.
3. If the student is absent on the due date he should still endeavour to submit the task using the College Learning Platform, e-mail or in hard copy at the front office. If this is not possible the task must be submitted to the front office (or the subject teacher) during morning Pastoral Care the next day. The student must provide the subject teacher with a diary note signed by a parent/caregiver explaining his absence. If no explanation is provided for the absence the student will have 10% deducted from his mark for each day that the task is late (to a maximum of 40%).
4. If the student is going to be absent for an extended period of time he must make contact with the teacher to arrange for the task to be dropped to the school. In many instances this will happen through the College Learning Platform; however, tasks may be submitted to the office or via e-mail or post. In some cases another task may be negotiated; however, this will be at the discretion of the teacher.
5. If the student has been absent for a test or assessed performance it will be left to the discretion of the individual teacher as to whether he is able to complete that task, or another task, at another time. However, students who have been absent for a test or performance will need to provide the subject teacher with a diary note signed by a parent/caregiver explaining his absence. If he fails to do this he may be awarded a score of zero for that assessment item.
6. If the student has a legitimate reason for being unable to meet the deadline set by the teacher they can apply for an extension. Students seeking an extension must complete an 'Extension to Due Date' form and approach the subject teacher at least 24 hours prior the due date. Your Pastoral Care teacher will be able to provide you with a copy of this form. If a legitimate reason is provided a new due date will be negotiated with the teacher.



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Appendix 3: Year 5-10 Assessment Template

Student Name:

Task Title:

Class:

Teacher:

Assessment Weight:

Start Date:

Due date:

Date Submitted:

Subject:

Parent Signature:



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Task Outline:

SACSA Strand, Key Idea and Standard Assessed:

Requirements:

- Word processed
- Wide margins on each side of the page (3cm)
- 1.5 line spacing
- Arial Font Size 12
- Each page numbered
- Stapled in top left corner
- Declaration form complete
- I have kept a copy of the assignment
- Harvard Reference List attached and in-text referencing included.

Tick each box as required.

Student Declaration:

I certify that this work is my own and that all sources have been acknowledged.

Student Signature: _____

Details concerning assessment and performance standards are attached to this document.



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Appendix 4: Year 11-12 Assessment Template

Student Name: _____ SACE ID: _____

Task Title:

Class:

Teacher:

Assessment Weight:

Start Date:

Due date:

Date Submitted:

Subject:

Parent Signature:



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Task:

Submission criteria:

Requirements:

- Word processed
- Wide margins on each side of the page (3cm)
- 1.5 line spacing
- Arial Font Size 12
- Each page numbered
- Stapled in top left corner
- Declaration form complete
- I have kept a copy of the assignment
- Harvard Reference List attached and in-text referencing included.

Tick each box as required.

Student Declaration:

I certify that this work is my own and that all sources have been acknowledged. I understand that it is my responsibility to keep a marked copy of this assignment until my mark for this subject has been finalised (unless the assignment has been kept by the teacher for moderation purposes).

Student Signature: _____



ASSESSMENT CRITERIA

Assessment Design Criteria	Performance Standards and Mark Allocation					
	A Marks Allocated:.....	B Marks Allocated:.....	C Marks Allocated:.....	D Marks Allocated:.....	E Marks Allocated:.....	Marks Allocated

Your Mark / 20	GRADES				
	A	B	C	D	E
	17-20	14-16	11-1	8-10	0-7

Teacher Comment / Feedback: