



# Assessment Policy

## 1 EXECUTIVE RESPONSIBLE

Director of Teaching and Learning

## 2 TO WHOM DOES THE POLICY APPLY?

This policy applies to all teachers from Year pre-k to Year 12 at Scotch College subject to sub-sections of the School (PYP, MYP, Diploma and WACE).

## 3 POLICY STATEMENT

Scotch College seeks to use teachers' qualitative and quantitative assessments and standardised test data to monitor and evaluate each student's achievement, progress, engagement and expectations for improvement. Results are used to inform teaching and learning.

### PYP (Year k to 5)

- A range of standardised test data and school-based assessments, both formative and summative, are used by the Junior School to monitor student achievement.
- Analysis of data from standardised testing includes, NAPLAN, Mathematics Assessment Interview (MAI), Academic Assessment Services (Allwell), York Assessment of Reading Comprehension (YARC), Alpha assess and South Australian Spelling Test assists with the tracking of students' progress. This data is stored in the Junior School Academic Support Data Base.
- In some individual student cases, they are then allocated to work with Academic Support teachers. Meetings with parents, psychologists and current teachers are scheduled at the beginning of the year. Case managers for each year level are responsible for tracking support boys' progress. Assessment files for each student show results, tracking and growth.
- NAPLAN and Academic Assessment Services (Allwell) is analysed in detail each year by the Head Junior School and Dean of Teaching and Learning. The Head of Academic Support, Academic Support teachers and teachers also examine the data, complete error analysis, to determine trends, areas for teaching and learning improvement, individual needs and/or strategic directions.
- The Academic Assessment Services (Allwell) data is collected for Years 2, 3, 4 and 5. This data gives additional information in the areas of reasoning and attainment against the Australian Curriculum. It also allows the Junior School to compare achievement and track progress for individuals and cohorts against the NAPLAN standards. This data is used to inform Junior School staff of current levels, as well as progress made, to make decisions on the teaching and learning approach of an individual, cohorts or subject areas.
- Teaching staff in the Academic Support Department monitor the progress of students with special educational needs (see Academic Support Procedures).
- SEQTA database provides information with regard to current and past student achievement levels. This is used as a source for feedback from teaching staff to students and parents on targets for improvement during interview process. Students with special educational needs and strategies to support their learning are tagged.
- Formative and summative assessment is integral to the teaching and learning process. Rubrics and criterion (where appropriate) are provided for summative assessments. Feedback is provided for students and parents based on learning that has been achieved and understandings and knowledge that are yet to be acquired. Peer and self-assessment and student reflection are part of the assessment process.
- Common assessment tasks are used to monitor and moderate assessment and feedback on student progress.
- Reports are provided for parents and students at the end of each semester.
- Parent/Teacher/Student interviews are held bi-annually to discuss student achievement and progress. See Junior School Assessment and Reporting Policy.

- At the end of each reporting period, the Head of Junior School, the Dean of Teaching and Learning, Academic Support staff and teachers review student achievements to identify students of concern. Academic Support staff engage in the review of student achievements and data to inform teaching and learning.
- Junior School levels of achievement are monitored through comparison with Australian Curriculum online work sample portfolios, writing moderation, summative and formative assessments and detailed review of achievement standards through NAPLAN, Academic Assessment Services (Allwell), the MAI and other comprehensive assessments,
- Year k to Year 5 have weekly team collaborative planning meetings involving the Dean of Teaching and Learning, class teachers and the Academic Support Case Manager for that year level, which are scheduled into the timetable. These meetings allow the review of student achievements; identify areas for further support and enrichment and lesson and unit planning to meet the needs of all students in that year level.

## **MYP (Years 6 to 8)**

### **Standardised Testing**

- The standardised test data used by the School to monitor student achievement and progress includes NAPLAN data and Academic Assessment Services assessments.
- Students are assessed against AAS on entry to Years 6, 7, 8 and Year 10 for literacy, numeracy and general ability. These results are mapped against NAPLAN results for the purpose of monitoring student progress.
- NAPLAN and AAS data is analysed each year by the Head of Middle School, Deans of Teaching and Learning, Curriculum Leaders, Academic Support Staff and teachers to determine trends, areas for teaching and learning improvement, individual needs and/or strategic directions.
- Teaching staff in Academic Support monitor progress of students with special educational needs (see Academic Support Procedures).

### **Determining MYP Achievement Levels**

- Within subject areas formal and summative assessment is integral to the teaching and learning process. Rubrics and marking guides (where appropriate) are provided for summative assessments.
- Common assessment tasks are used to monitor assessment and feedback on student progress. Internal standardisation will take place before final achievement levels are awarded.
- In Years 6-8 team meetings are scheduled into the timetable and are held once per cycle. These meetings allow the review of student achievements and identify areas for further support.
- Grade distributions for each subject and year level are reviewed each semester.

### **Formative and Summative Assessment**

- Formative and Summative assessments are part of every unit and are designed to assess the subject- group objectives.

### **Recording MYP Assessment**

- SEQTA database provides information with regard to current and past student achievement levels, as well as feedback from teaching staff to students on targets for improvement. This information can be monitored across a year and over students' years at Scotch College. Students with special educational needs and strategies to support their learning are tagged in SEQTA.

### **Reporting MYP Assessments**

- Assessment Reports are provided for parents and students at the end of each semester.
- Parent/Teacher/Student interviews are held annually to discuss student achievement and progress.
- At the end of each reporting period the, Heads of School, Director and Deans of Teaching of Learning and Curriculum Leaders review student achievements to identify students of concern. Curriculum Leaders Meetings as well as Department meetings also engage in the review student achievements and data to inform teaching and learning.

- MYP Moderation of Assessment is undertaken each year. Samples of assessed student work in each subject area is assessed by an experienced MYP teacher and feedback provided in ATLAS.

## **WACE**

- SEQTA database provides information with regard current and past student achievement levels, as well as feedback from teaching staff to students on targets for improvement. This information can be monitored across a year and over students' years at Scotch College. Students with special educational needs and strategies to support their learning are tagged.
- Within subject areas formal and summative assessment is integral to the teaching and learning process. Assessment schedules and examinations timelines are provided for students.
- Feedback is provided for students and parents based on learning that has been achieved and understandings and knowledge that are yet to be acquired.
- Common assessment tasks where appropriate are used to monitor assessment and feedback on student progress.
- Small group moderation, where appropriate, monitors student achievement.
- Reporting and feedback provides teachers, parents and students with a longitudinal record of progress and areas for improvement.
- Assessment Reports are provided for parents and students each term.
- Results for each subject and individual results are monitored each Semester by the Curriculum Leader, Head of School, Dean of Teaching and Learning, Careers Advisor for students of concern.
- Parent/Teacher/Student interviews are held annually to discuss student achievement and progress.
- At the end of each reporting period the, Head of Senior School, Director and Dean of Teaching and Learning and Curriculum Leaders review student achievements to identify trends, track improvement and predict outcomes. Department meetings also engage in the review student achievements and data to inform teaching and learning.
- WACE results are analysed annually by the Director of Teaching and Learning and the Head of Learning Analytics, Curriculum Leaders and subject teachers to identify trends, gaps and areas for improvement.
- Curriculum Leaders meet annually with the Dean of Teaching and Learning to review academic results before setting goals and identifying specific strategies to address areas for improvement.
- Students in Years 11 & 12 are monitored by the Dean of Teaching and Learning and Careers Advisor who use predictive data to ensure students are tracking to reach their potential.

## **DIPLOMA**

- SEQTA database provides information with regard to current and past student achievement levels, as well as feedback from teaching staff to students on targets for improvement. This information can be monitored across a year and over students' years at Scotch College. Students with special educational needs and strategies to support their learning are tagged.
- Within subject areas formal and summative assessment is integral to the teaching and learning process. Assessment schedules and examinations timelines are provided for students.
- Feedback is provided for students and parents based on learning that has been achieved and understandings and knowledge that are yet to be acquired.
- Assessment Reports are provided for parents and students each term.
- Individual grades are monitored each Semester by the IB Diploma Co-ordinator, Head of School, Dean of Teaching and Learning and Careers Advisor for students of concern.
- Parent/Teacher/Student interviews are held annually to discuss student achievement and progress.
- At the end of each reporting period Head of Senior School, Director and Dean of Teaching, Curriculum Leaders and Diploma teachers review student achievements to identify trends, track improvement and predict outcomes.
- Diploma staff meetings also engage in the review of student achievements and data to inform teaching and learning.

- Annually the previous year's Diploma results are analysed to provide feedback to Departments on trends, curriculum delivery, standards and areas for improvement.