



ASSESSMENT POLICY Junior School

Purpose:	The Junior School Assessment Policy aims to: <ul style="list-style-type: none">• provide staff, student and parents with relevant information on matters pertaining to assessment.• ensure that assessment procedures are clear and equitable for all students.		
Scope:	The Policy applies to all teaching staff and students.		
References and Legislation:	<ul style="list-style-type: none">• Queensland Government Department of Education - <i>P-12 Curriculum, Assessment and Reporting Framework</i> (https://education.qld.gov.au/curriculum/stages-of-schooling/p-12)• Queensland Curriculum & Assessment Authority – <i>Australian Curriculum in Queensland</i> (https://www.qcaa.qld.edu.au/p-10/aciq)• Queensland Curriculum & Assessment Authority – <i>Queensland Curriculum</i> (https://education.qld.gov.au/curriculum)		
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RATIONALE

In order to provide meaningful information to students, teachers, parents and specific external bodies, such as Queensland Curriculum and Assessment Authority (QCAA), about a student's academic progress, teachers at Ormiston College use a variety of assessment conditions, techniques and instruments. Such assessment comes naturally from the teaching and learning process and is an integral part of teaching and learning.

Assessment occurs regularly within the classroom and is an integral part of the teaching and learning process. Assessment is conducted for a range of purposes, using a variety of means to capture students' knowledge, understanding and thinking. To ensure the College aligns with Commonwealth and State requirements a number of policies have been put in place, however, our aim is to ensure that our assessment methods are open and transparent. A key component to an effective learning environment is that all stakeholders work together to ensure the best educational outcomes for students.

PURPOSE OF ASSESSMENT

The approaches of *Assessment for learning*, *Assessment as learning* and *Assessment of learning* are used in combination throughout the semester to gather evidence about student learning and enhance the teaching process.

Assessment for learning

Assessment for learning takes place at regular intervals throughout a unit of work and provides a 'snapshot' of students' current understanding to inform the further teaching and the planning process. This approach to assessment is embedded in the learning and gathers formative information both formally and informally. *Assessment for learning* may take the form of student reflections, journals, quizzes, forums, observations and checklists.

Assessment as learning

Assessment as learning encourages students to take responsibility for monitoring their own successes. By setting very clear learning intentions, students are given the opportunity to develop strategies to work towards achieving their goals and set direction for future learning. This form of assessment fosters metacognitive skills and may be conducted both informally and formally. *Assessment as learning* may take the form of student journals, learning logs, student-teacher consultation, self and peer assessment.

Assessment of learning

Assessment of learning provides teachers with evidence of students' achievement at a certain point in time in the learning journey. The evidence gathered from this form of assessment allows teachers to grade students against a set of standards, in particular the Achievement Standards set out in the Australian Curriculum, and provides information for reporting and evaluating student progress at the end of a unit of work, term, semester or year.

METHODS OF ASSESSMENT

To cater for the diverse learners within classrooms and the range of knowledge that students are required to demonstrate, a variety of assessment methods are used. These include, but are not limited to:

- Weekly quizzes and 'check-ups'
- Student forums
- Learning journals/logs
- Oral presentations
- Performance tasks
- Collection of student work during inquiry-based tasks
- Student recordings
- Self-assessment
- Collaborative group projects
- Student-teacher consultation
- Observation, anecdotal notes and whole-class checklists
- On-demand writing tasks
- Extended writing tasks
- Examinations

A key priority within the College is ensuring that our students are developing skills and dispositions essential for the 21st century. As a result, these methods of assessment may at times require students to work collaboratively or use a range of digital technologies. To ensure that students can effectively demonstrate their own understanding, criteria for these skills will be included within marking rubrics and each individual child will receive a grade based upon their final presentation of the task and their contribution to the group.

While not used directly for reporting, external assessment such as NAPLAN, Academic Assessment Services and ICAS competitions, also provide another source of valuable information and provide support in addressing individual areas of concern and strength and guide teaching practice.

The College also utilises the MAP Growth Tool in all year levels within the Junior School. The aim of the tool is to diagnose through assessment each student's point of intervention for learning, target teaching appropriate to the student's needs, monitor progress and share that progress with parents and families. The resource enables students to have increased engagement in their learning journey, develop a greater sense of self-regulation and impact, and celebrate growth at all levels of attainment.

MODERATION

A significant part of the assessment process is the need for moderation. The process of moderation ensures student growth and improves consistency of teacher judgements when assigning a grade that is measured against the Australian Curriculum achievement standards. Consistency of grading is further supported by the Reporting Guidelines which outline the standard for awarding an Overall Achievement in key learning areas (refer to Appendix A). Moderation occurs across classes and different year levels and a number of approaches are used. This includes:

- Teacher planning to ensure a common understanding of content descriptors and achievement standards;
- Developing consistent rubrics for grading student work;

- Providing 'exemplars' of student work such as an 'A' piece of work, 'B' piece of work, etc.
- Participating in formal moderation to agree upon judgements made, given the evidence demonstrated in student work.

The moderation process aims to raise standards and expectations throughout the school. This is achieved by ensuring that there is continued focus on outcomes for learners, expectations and standards are communicated to all stakeholders (e.g. students, teachers and parents) and identify areas that will support learners to be successful in the future.

FEEDBACK

Another crucial element of effective assessment practices is regular, on-going and consistent feedback. Feedback allows students to use *Assessment as learning* by monitoring progress and identifying ways in which to work towards improving results. Depending upon the purpose and method of assessment, students will receive feedback in a number of ways. This may include a final mark (with correct answers indicated), written feedback, oral feedback or demonstration. At times, teachers may find it useful to provide feedback to the whole class to clarify any common misunderstandings and redirect the learning.

WORK ETHIC

As clearly stated in the Student Handbook it is an expectation of Ormiston College that all students maintain and are committed to excellence in learning. While students will not be penalised for handing assessments in late, it is expected that due dates are adhered to. In the Upper Primary Years (Year 5 and Year 6), students who have not completed tasks within the allocated time frame will either be marked on draft work (collected during the learning process) or marked on the work that has been completed at the time of submission.

PARENT COMMUNICATION

Students, parents and teachers working together is vital to ensuring the best educational outcomes for students. To achieve this student progress is communicated in a variety of ways throughout the year.

Parent-Teacher Interviews

Parent-Teacher Interviews are conducted twice yearly, during Term 1 and Term 3. This provides both parents and teachers with an important opportunity to discuss the student's progress, both academically and socially. In addition, parents are encouraged to meet with the Class Teacher at any time that there is a question or concern regarding a child's progress.

During Term 1 interviews, parents will be provided with samples of student work already completed, including any diagnostic assessment, the student's pastoral care rubric and any other work of particular relevance at this point in the learning.

Term 3 interviews provide a more comprehensive overview of a student's academic progress. This meeting also provides an opportunity for parents to ask pertinent questions about how they can also support their child's learning at home. Work samples and assessment items will be shared with parents to further inform the process. In addition, 'exemplars' of student work also provide an effective reference to demonstrate the standards and expectations that we aim to meet.

Handbooks and Assessment Calendars

Student Handbooks and an Assessment Calendar, distributed to parents in Year 5 and Year 6, provide another means of communicating assessment procedures with the parent body. The objective, as students move through the Junior School into the Middle and Upper Years (Year 3 to Year 6), is to foster independent, self-directed learners. Students are responsible for writing down any upcoming assessment in their Handbook Planner and monitoring their learning requirements. At the start of each Term, an email is sent by each class teacher to parents of students in their class. Within this correspondence, the teacher shares details of the units of work being studied during the Term and any important assessment information.

Examinations and Assignments

It is a school requirement that any assessment be conducted at school and, therefore, it is not College policy to send any assessment task home for completion. Most students will complete a draft at school during the allocated subject time and this will be collected, and feedback will be provided to scaffold student achievement. Observations of student progress is recorded regularly.

On completion of examinations and assignments, students will receive both individual and whole-class feedback. Depending on the Year Level, students will then record their achievements in their Handbook so that they can discuss their progress with their parents. Following this, parents are encouraged to make a meeting time with the teacher to clarify their child's progress and achievement and view the assessment items in more detail. It is essential that any assessment remains at school as it allows teachers to report accurately on each child's progress and plan for future learning. It is recommended practice of all educational institutions that any assessment that is used for reporting be retained for six months following a reporting period.

Reports

In order to meet with both Commonwealth and State Guidelines, Ormiston College provides a written report of student achievement twice yearly. Assessment of achievements are reported against a five-point scale and are measured against national standards. These standards are readily available to the public via the Australian Curriculum website: <http://www.australiancurriculum.edu.au/>.

MODIFIED ASSESSMENT

The Junior School's aim is to ensure that all students achieve a level of success in their learning. In order to support students when engaging with assessment we make sure to provide every opportunity for a student to display their knowledge, understanding and thinking. At times, assessment may be modified to allow for students of different learning needs to demonstrate their abilities. This may include the provision of extra time, Teacher Aide assistance, a scribe or the use of digital technologies.

OVERALL ACHIEVEMENT GRADES

English

To ensure consistency throughout each Year Level, please use this as a guide when finalising an overall achievement for English for the report card.

Achievement Level	Minimum Requirement
A – Extending The student is consistently extending with depth beyond the Australian Curriculum achievement standard. They demonstrate a very high level of knowledge and skills and are able to apply their understanding, independently, in a wide range of new contexts.	Standard A in any 3 criteria and no more than 1 B in the remaining criterion. Please note: Reading, Viewing and Writing are weighted more than Listening and Speaking. (In order to receive an overall A, students should be achieving high results in both Reading and Writing.)
B – Advancing The student is working beyond the Australian Curriculum achievement standard. They demonstrate a high level of knowledge and skills and are able to apply their understanding, independently, in familiar contexts.	Standard B in any 3 criteria and no more than 1 C in the remaining criterion.
C – Demonstrating The student is demonstrating the Australian Curriculum achievement standard. They demonstrate a sound level of knowledge and skills and are able to apply their understanding, with guidance, in familiar contexts.	Standard C in any 3 criteria and no more than 1 D in the remaining criterion.
D – Developing The student is working towards the Australian Curriculum achievement standard. They demonstrate limited knowledge and skills and attempt to apply their understanding, with support, in some contexts.	Standard D in any 2 criteria.
E – Emerging The student is beginning to work towards the Australian Curriculum achievement standard. They demonstrate very limited knowledge, skills and understanding, and require explicit prompts in familiar contexts.	Below the level for an overall rating of D.

When reporting on a student's **Reading and Viewing** achievement it is important to consider both:

- Fluency, accuracy and expression; and,
- Comprehension strategies.

When reporting on a student's **Writing** achievement it is important to consider both:

- Understanding of text structure, audience and purpose; and,
- Use of language conventions, e.g. grammar, spelling, vocabulary, editing.

Similarly, when reporting on **Speaking** it is important to consider all aspects of effective speaking behaviours.

In addition, **Listening** should be the student's achievement during listening tasks and their ability to comprehend texts and discussions they have listened to. *It should not be a grade on how attentive they are during class. This goes in the Pastoral Care/Work Ethic comment.*

Mathematics

To ensure consistency throughout each Year Level, please use this as a guide when finalising an overall achievement for Mathematics for the report card.

Achievement Level	Minimum Requirement
A – Extending The student is consistently extending with depth beyond the Australian Curriculum achievement standard. They demonstrate a very high level of knowledge and skills and are able to apply their understanding, independently, in a wide range of new contexts.	Standard A in any 3 criteria and no more than 1 B in the remaining criterion. Please note: Number and Algebra Strand are weighted more than the other areas. (A student must receive an A in Number to be an overall A)
B – Advancing The student is working beyond the Australian Curriculum achievement standard. They demonstrate a high level of knowledge and skills and are able to apply their understanding, independently, in familiar contexts.	Standard B in any 3 criteria and no more than 1 C in the remaining criterion. (A student must receive at least a B in Number to be an overall B)
C – Demonstrating The student is demonstrating the Australian Curriculum achievement standard. They demonstrate a sound level of knowledge and skills and are able to apply their understanding, with guidance, in familiar contexts.	Standard C in any 3 criteria/strand and no more than 1 D in the remaining criterion.
D – Developing The student is working towards the Australian Curriculum achievement standard. They demonstrate limited knowledge and skills and attempt to apply their understanding, with support, in some contexts.	Standard D in any 2 criterion.
E – Emerging The student is beginning to work towards the Australian Curriculum achievement standard. They demonstrate very limited knowledge, skills and understanding, and require explicit prompts in familiar contexts.	Below the level for an overall rating of D.

Number and Algebra – Students are assessed on their ability to apply a range of strategies for computation and recognise patterns in order to solve equations.

Measurement and Geometry – Students are assessed on their ability to understand size, shape, position and movement. They calculate using appropriate units of measurement.

Statistics and Probability – Students are assessed on their ability to collect, represent and interpret data. They identify the likelihood of events using chance concepts.

Ormiston College values a student's ability to problem solve and communicate their mathematical reasoning. The tiered assessments used in Prep to Year 6 assess the student's abilities in each of the strands, embedding the mathematical proficiencies outlined in the National Curriculum: procedural fluency, conceptual understanding, problem-solving and reasoning. It is expected that students will be explicitly taught problem-solving strategies and assessed on their use of these in a range of contexts. In addition, anecdotal records, observations, and work samples should be used to document a student's capacity to communicate their understanding and discuss their mathematical thinking with others.

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