



## International School of Western Australia

### ASSESSMENT AND REPORTING POLICY

#### Purpose of Assessment

Assessment is integral to all teaching and learning. It is used to enhance learning and to support the reporting of student achievement. Assessment involves the gathering and analysis of information about student performance and is designed to inform practice. It identifies what students know, feel, understand and can do at different stages of their development in the learning process. Assessment provides information about student learning and development, as well as a framework for planning, self-reflection and collaboration. Assessments must be:

**Valid:** Assessment should provide valid information on the ideas, processes, products and values expected of students.

**Educative:** Assessment should make a positive contribution to student learning.

**Explicit:** Assessment criteria must be explicit so that the basis for judgements is clear and public.

**Fair:** Assessment should be demonstrably fair to all students and not discriminate on grounds that are irrelevant to the achievement of the outcome.

**Comprehensive:** Judgements on student progress should be based on different forms of assessment and sources of evidence.

#### Principles of Assessment

The fundamental purpose of assessment is to acknowledge current student learning and guide future learning. Effective assessment should:

- Sequence and scaffold learning in a logical order
- Develop a teaching/learning program that adheres to current curriculum guidelines including the Western Australian Curriculum (SCSA), the International Baccalaureate Primary Years Program (IB PYP), International Baccalaureate Middle Years Program (IB MYP) and Diploma Program (IB DP) and the Advanced Placement Program (AP) (College Board)
- Be created with an awareness of different learning styles, cultural perspectives, genders and linguistic backgrounds
- Be anchored in authentic tasks
- Ensure that assessments are set regularly and are valid, educative, explicit, fair and comprehensive
- Provide timely and meaningful feedback to students

- Be formative and/or summative by demonstrating students' current knowledge, understanding and skills and indicate the direction that future learning should take
- Collect evidence of thinking and learning
- Use reflection as an essential and integral part of self, peer and teacher assessments
- Monitor individual student progress and development
- Maintain accurate records of student achievement and progress
- Involve consistent judgements and participation in moderation groups where possible
- Be adjusted in accordance with EAL/D, IEP and CAP plans as required

## **Assessment Practices**

### **Types of Assessment:**

The assessment practices at ISWA include:

#### **Formative Assessment:**

Formative assessment is woven into the entire span of the learning process. It provides teachers and students with information about students' current knowledge and skills and is used to help the teacher to plan the next stage of learning.

#### **Summative Assessment:**

Summative assessment occurs at the end of a teaching and learning cycle. Students are given the opportunity to demonstrate what they have learned by applying their knowledge and skills in new and authentic contexts. It also helps to guide teacher recommendations on future learning.

## **Formal Reporting**

### **Written Reports**

- Primary School – parents receive two formal reports per year at the end of each semester (i.e. December and June). The Primary Report is a summary document that works concurrently with the more on-going, detailed and specific information contained on the SEQTA online platform. The Primary Report consists of:
  1. A cover page
  2. An academic summary and transcript page
  3. An holistic learning page that provides a comment on students' holistic development (personal, social and academic) alongside an indication of students' capability across the Approaches to Learning
  4. A Learning Areas section that provides a summary of the knowledge, skills and concepts explored during the semester within each discipline
  5. A summary comment of each unit of inquiry during the semester detailing the knowledge, concepts and skills that were in focus across all disciplines
- Secondary School - parents receive two formal reports per year at the end of each semester (i.e. December and June). The Secondary Report is a summary document that works

concurrently with the more on-going, detailed and specific information and student feedback contained on the SEQTA Online platform. The Secondary Report consists of:

1. A cover page
2. An academic summary and transcript page
3. Each subject has a section that provides: an overall grade; a summary comment of the knowledge, skills and concepts explored during the semester; subject specific learning objectives and student's achievement in these areas; and an indication of students' capability in that subject in the Approaches to Learning
4. A holistic learning page that provides a comment on students' holistic development (personal, social and academic)

### **MYP Reports and common practices**

- Assessment in the MYP in each subject area is based on four Criteria A – D. Each criteria has a description for each level of achievement and corresponding rubrics. These 4 criteria each have a maximum score out of 8. Each student is then awarded this total out of 32 which converts to a grade of 1-7.
- Internal standardisation of assessment occurs both within departments and across all MYP teachers to establish a common understanding of achievement levels for reporting.
- The first semester report for MYP students is an Interim Report. The end of academic year report is the Final Report.
- All criteria (and strands) must be assessed at least twice by the end of the year report.
- Students who are not working at the level of the MYP criteria as a result of their differentiated curriculum (as per their CAP plan) will not be assessed by the MYP written curriculum and will have an alternative reporting format. They will not be registered for the Personal Project.
- ISWA has alternative assessment and reporting recognition from the local education authority, the School Curriculum and Standards Authority (SCSA) until 2021 when this will be reviewed. This allows for reporting according to MYP criteria and grades as opposed to the A-E grading of the local system. However, the curriculum objectives under the WA Australian curriculum must still be addressed through the teaching and learning programs and assessments as per SCSA guidelines.
- Please see below the MYP grade boundaries and GPA conversion scores, these will also be displayed in the Semester 1 Academic reports.

#### **MYP Grade Boundaries:**

<b>MYP Grade</b>	<b>Sum of Criteria</b>
<b>7</b>	28 - 32
<b>6</b>	24 - 27
<b>5</b>	19 - 23
<b>4</b>	15 - 18
<b>3</b>	10 - 14
<b>2</b>	6 - 9
<b>1</b>	0 - 5

#### **MYP Grade Point Average Conversion Scale**

<b>MYP Grade</b>	<b>GPA</b>
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7	4.0
6	3.75
5	3.5
4	2.75
3	2.0
2	1.0
1	0.0

## Teacher-Parent Conferences

- Primary School - a teacher parent conference takes place each semester in Term 1 and Term 3.
- Secondary School – three-way (parent, teacher and student) interviews take place each semester in Term 1 and Term 3. All Secondary teachers and the IB coordinators are also available for parent feedback at any stage, via email, phone calls and or meetings. An interim academic report is produced in Term 1 for Year 11 & 12.

## Assessment in the Primary School

### Formative Assessment

Formative assessment in the Primary School is separated into two main categories. This includes preassessment and ongoing observation and feedback. The focus of both these assessment processes is to identify the learning needs of the students.

### Pre-Assessment

#### Pre-Assessment at the Beginning of the Year:

- At the beginning of the year general diagnostic assessments are used to identify specific needs and learning trends across each class and year group. Currently, ISWA employs the Progressive Achievement Test (PAT) from the Australian Council for Educational Research (ACER) as an initial measure of reading, spelling and numeracy. Students who perform strongly and above expectations are also assessed on the ACER General Ability Tests (AGAT). This assessment gives us a good indication of students abilities. Both assessment tools assist teachers in their planning at the individual, group or class level. Students may also be recommended to access further assessments outside of school to assist with gathering more accurate information about learning needs beyond internal assessments.
- Based on this assessment, students who are judged as at risk in any area are assessed further using either the York Assessment of Reading Comprehension (YARC): Passage Reading from Psychological Assessments in Australia or the Early Numeracy Interview from the Extending Mathematical Understanding program. The results of these tests are then used to give targeted teaching advice to classroom teachers, to implement a direct specialist support program or for recommending further assessments outside the classroom from other educational specialists.
- A written task is also completed by students and assessed using the First Steps assessment continuums for the relevant text type.

### **Pre-Assessment at the Beginning of Units:**

Initial assessments are carried out at the beginning of different units including units of inquiry, numeracy units of inquiry, text types or for other areas that may be required. The purpose is to inform student learning and teacher practice. These assessments follow a variety of forms guided by our belief in assessments that are valid, educative, explicit, fair and comprehensive.

## **Ongoing Formative Assessment**

### **Ongoing Anecdotal Records**

Teachers keep records in key learning areas including literacy, numeracy, units of inquiry and social/personal (Learner Profile) development. These include observational notes on students on a range of tasks (eg. written, verbal, independent, collaborative). These should include records of, but are not limited to:

- Spelling
- Reading levels
- Writing
- Numeracy work (mental maths, written work, discussion)
- Units of inquiry (learner profile, central ideas, knowledge, skills, attitudes, concepts and action)
- Social and emotional development

### **Ongoing Online SEQTA Marks Book**

The SEQTA online learning platform is used as an ongoing way of providing feedback and reporting on student achievement and learning. This has replaced physical portfolios as it is more immediate and accessible to teachers, parents and students. Assessments available to parents online include the following:

- Units of Inquiry: Feedback across all learning areas integrated into the unit (English, Mathematics, Science and Humanities & Social Sciences at least) with a minimum of two assessments being added, one of which must be the summative assessment
- English Literacy Skills:
  1. Spelling: Diagnostic assessments at the beginning of school terms and regular weekly feedback on progress
  2. Reading: In-depth assessment and feedback once per term with further assessments at the teacher's discretion
  3. Writing: In-depth assessment and feedback once per term with further assessments at the teacher's discretion. This may be included within the unit of inquiry where it is integrated with that unit.
- Mathematics:
  1. Mathematics units of inquiry will include at least two assessments per term
  2. Mental Mathematics work will be reported on weekly to provide feedback on student development of basic mathematical skills.

- Specialists – Specialist teachers will make at least one comment with marks per semester for students and indicate whether the assessment is integrated with a class unit of inquiry or is part of a disciplinary unit of inquiry. Specialist areas include French, Spanish, Health & Physical Education, Music, Art and Drama.

### **Reflection and Goal Setting**

Students and teachers engage in goal setting throughout the year. Three goals are set for each student. One goal is Literacy based, one goal is Numeracy based and one goal is from an area of choice (i.e. behaviour). This is done through consultation with the student, depending on year level. Goals are reviewed on an ongoing basis. Goals are displayed in the classroom. Once completed, they are reported on through SEQTA.

### **Summative Assessment**

Summative assessment in the Primary School is used to identify the learning progress of students after a period of learning. It provides opportunities for students to express their learning and achievements. The assessments vary to reflect that they are valid, educative, explicit, fair and comprehensive. Summative assessments are used to measure progress, assist in reporting and to identify future learning. Summative assessments are clearly defined by the use of rubrics, where appropriate, so that students are well aware of expectations.

Summative assessments are generally carried out for:

- Numeracy
- Units of Inquiry
- Spelling
- Writing

### **Assessment in the Secondary School**

#### **Pre-assessment:**

Pre-assessments can occur before embarking on new learning to uncover prior knowledge and experiences.

#### **Formative Assessment (see further details below):**

Formative assessment can be formal or informal and is woven into the learning process. It provides teachers and students with information about how the learning is developing. It helps the teacher to plan the next stage of learning.

#### **Summative Assessment (see further details below):**

Summative assessment occurs at an appropriate time in the teaching and learning cycle. Students are given the opportunity to demonstrate what they have learnt by applying their knowledge and skills.

#### **MYP Assessment**

Please note that MYP assessments are created according to the specifications and criteria as outlined by the IB MYP Subject Guides. However, the content material is derived from the content heavy Western Australian Curriculum (SCSA).

### **Types of Assessments:**

Assessments take many forms to allow students the opportunity to demonstrate their knowledge and skills in a variety of ways. The types of assessments will vary depending on the course and subject. Most assessments are to be completed by students at school, as opposed to being assigned as homework.

At the start of each year, a Course Outline will be made available by teachers to students and parents via SEQTA, clearly outlining the types of assessments that will be used in that course and the criteria/weightings for each type of assessment. Types of assessments available are:

1. **Teacher Observation** is used to develop an understanding of the student's skills, knowledge and understanding during class time.
2. **Laboratory Work** provides students with the opportunity to apply their content understandings in new situations. Marks achieved from laboratory work are included in the student's semester mark.
3. **Classwork and Homework** is used for practising and consolidating newly learnt skills and concepts.
4. **Oral presentations** provide students with an alternate method for demonstrating knowledge, understanding and skills. Marks achieved in oral presentations are included in the student's semester mark.
5. **Journals** allow students to problem solve, consider varying perspectives, examine relationships with others and the world, reflect on personal values, goals and ideals as well as summarise ideas, experiences and opinions before and after instruction. Marks achieved from journal work can be included in the student's semester mark.
6. **Tests** are used as a summative assessment at an appropriate time in the unit of work. Tests require the student to complete private reading and/or study before the test is taken. The purpose of the test is to assess the student's knowledge, understanding and/or skill of the entire unit of work. All marks earned in a test are counted towards the student's semester mark. Tests may not be re-taken by students for the purpose of changing marks, however, students are given the opportunity to address their errors soon after the test has occurred.
7. **Assignments** are tasks given to students to complete independently or collaboratively, either in or out of class time. Teachers must ensure that when assignments are given, they are accompanied by a detailed task sheet and a marking rubric. Marks achieved from assignments are included in the student's semester mark. Assignments may be validated by some form of in-class assessment.
8. **Examinations** are used as a summative assessment and can cover the entire semester's work (except for AP and IB DP courses). Students in Years 9 – 12 will take examinations at the end of each semester. The purpose of the examination is to assess the student's knowledge, understanding and/or skill. All marks earned in examinations are counted towards the student's semester mark. Examinations may not be re-taken by students for the purpose of changing marks, however, students are given the opportunity to address their errors soon after the exam has occurred.
9. **Practical Performances** allow students to demonstrate the knowledge and skills that they have gained in the unit studied in a practical assessment.

### **Acceptable Reasons for Non-Completion or Non-Submission of Assessments**

The penalty for non-completion or non-submission will be waived if the student provides a reason which is acceptable to the teacher/school. For example:

- Where sickness, injury or significant personal circumstances prevents a student attending on the day that an in-class assessment task is scheduled
- Where sickness, injury or significant personal circumstances for part or all of the period of an out-of-class assessment task prevents completion or submission.

In such cases the Parent/Guardian must:

- Contact the school before 9.30am on the day and
- Provide either a medical certificate or written explanation immediately when the student returns to school

Where a student provides a reason which is acceptable to the teacher/school for the non-completion or non-submission of an assessment task the teacher will:

- Negotiate an adjusted due date for an out-of-class assessment task or an adjusted date for an in-class assessment task (generally, within two days of the student's return), or
- Re-weight the student's marks for other tasks (if, in the opinion of the teacher, sufficient evidence exists in the other tasks completed to enable a mark to be assigned), or
- Decide on an alternate assessment task (if, in the opinion of the teacher, the assessment is no longer confidential)

### **Unacceptable Reasons for Non-Completion or Non-Submission of Assessment Tasks include:**

- Events that can be rescheduled
- Sitting a driver's license test
- Preparation for the school ball
- Family holidays/trips during the term etc.
- IT and computer issues unless immediately reported to the teacher and the IT department.

In exceptional circumstances only, the Parent/Guardian may negotiate an arrangement with the Head of Secondary.

### **Cheating, Collusion and Plagiarism (also see Academic Honesty Policy)**

- **Cheating** is where a student engages in a dishonest act to increase his/her achievement
- **Collusion** is where a student submits work (that is not their own) that is similar to another student's work or provides information to another student
- **Plagiarism** is when a student uses someone else's words or ideas without acknowledging the source of the information

All assessment tasks submitted must be the work of the student. Electronic copies of formal summative assessments will be submitted to the school's plagiarism checker "Turn it in" which will then be checked by the teacher.

If a student is believed to have engaged in cheating, collusion or plagiarism, the teacher will refer the matter to the relevant Academic Coordinator. As part of this process, the student will be provided with the right of reply. If it is demonstrated beyond reasonable doubt that a student has cheated, colluded or plagiarised one of the following penalties will apply:

- A mark of zero for the whole assessment task, or
- A mark of zero for the part of the assessment task where the teacher can identify that it has been copied or plagiarised.

The Parent/Guardian will be informed of the penalty and any further disciplinary action.

### **Reviewing Marks and Grades**

If a student considers that there is an issue relating to the marking of any assessment task or the grade assigned for a course of any kind, they should, in the first instance, discuss the issue with the teacher.

If the issue cannot be resolved through discussion with the teacher then the student (or Parent/Guardian) should approach the relevant Academic Coordinator to request an investigation.

The school's decision will be final.

Students will have four weeks at the start of the following semester to query any examination marks, semester marks or report grades. After this, it will be assumed that all students accept that their marks and grades are accurate and correct and a true indication of their results.

### **Ongoing Online SEQTA Feedback**

The SEQTA Online Learning platform is used as an ongoing way of providing feedback and reporting on student achievement and learning. Parents and students have access to the following information via SEQTA:

- Daily lesson overviews
- Course outlines
- Unit Planners with weekly outlines
- Assessment feedback and results provided by teachers in each subject area for each formal assessment
- Student's on-going reflection on their learning

### **Formal Summative Assessments – common practices**

- A maximum of four assessments per week, per year level will be allowed to be set:
  - The assessments are recorded on SETQA and the staff workroom assessment board
  - Minimum notice of assessments – seven days
  - No additional/unrelated homework for that subject will be issued/due (other than revision activities) two days before that subject's assessments

- Assessments that are to be completed in class time that do not require revision or preparation outside of class do not count towards the four assessments per week policy, for example inclass investigations, PE practical performances, Drama practical performances. For these assessments, the title of this assessment on SEQTA will state – *in class for example, 'In Class Drama Practical'*
- Students will be given approximate notification of assessment weeks for each subject at the beginning of each term via SEQTA Learn. This will be subject to change, as teachers will determine preparedness for the assessment closer to the time. These final dates will be updated in SEQTA at least seven days prior to the assessment.
- Internal standardisation of assessment occurs both within departments and across all MYP teachers to establish a common understanding of achievement levels
- Extensions for deadlines can be sought in special circumstances from the teacher if consulted in advance of the specified submission date. Failure to submit assessments by the deadline will result in a zero mark for that assessment. In accordance with the IB Diploma Programme General Regulations which states:

“The IB Organization defines academic misconduct as behaviour (whether deliberate or inadvertent) that results in, or may result in, the candidate or any other candidate gaining an unfair advantage in one or more components of assessment.”

Article 20, IB Diploma Programme General Regulations 2014

Failure to submit assessment by the specified deadlines constitutes unfair advantage and thus students will be penalised. This will include a letter provided to parents from the Head of Secondary to inform them of the late/not submitted assessment. The student will then be required to complete an academic detention with the MYP Coordinator to either complete the assessment or to work on study skills and time management to address this issue. The Examination Weeks in Years 9 and 10 is not subject to these conditions.

### **Formative DP assessments**

The SEQTA learning platform is used to input formative assessment grades and to provide feedback after assessments.

### **Summative DP assessments**

Predicted grades and internal assessments are provide by the Diploma teachers to the IB Coordinator where they are stored on the shared drive server and on a backup hard drive.

They are then uploaded by the due date to the IB via the IBIS platform.

NOTE: The Assessment and Reporting Policy should be read in conjunction with: the Languages Policy; the Inclusive Education Policy; Academic Honesty Policy and the Admissions Policy.

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