



2.5 ASSESSMENT AND REPORTING

2005

Rationale

St Mary's Coptic Orthodox College strives to provide a variety of comprehensive assessment tasks to evaluate student and school performance, to improve student learning and teaching, to identify individual needs and to inform parents/caregivers of student progress.

Assessment strategies used will include observation, discussion, reflection, self-assessment, evaluation of classwork, research projects, topic tests, examinations (upper levels), running records, Early Years Numeracy Detour and Interview

This policy provides guidelines for parents and support for students to plan educational futures and outcomes. It is designed to assist students to improve their work habits, including study skills, and to enable the school to be accountable to its community for the assessment and reporting decisions it makes and the promotion advice it provides. However, while the school will attempt to ensure that all students are expected, enabled and encouraged to succeed, and while the school will give professional advice to parents about the curriculum offered and about the courses for which it believes students are best suited - advice which may include repeating a year of study or a course where appropriate, the final decision on promotion and courses undertaken rests with parents.

Aims

- Assess social and academic performance using a variety of means
- Report on social and academic performance
- Improve student learning and teaching through identification of individual needs
- Provide programs to cater for students' individual needs
- Assessment should authentically attempt to evaluate student knowledge in its broadest sense.

St. Mary's Coptic Orthodox College believes that for authentic assessment to be meaningful for students and teachers, it should encompass the following principles:

- a) Assessment should be viewed as a continuous and cumulative process.
- b) Assessment should be conducted throughout the school day and across the curriculum.
- c) Assessment results should be based on data from a variety of assessment strategies.
- d) Assessment should occur during real learning experiences.
- e) Assessment should be a collaborative process on the part of students and teachers.
- f) Assessment findings should be easily communicated to students, parents, professionals, administrators and other decision-makers.

- g) Assessment should foster and promote independent learning and self-directed learning in line with the student-centred approaches of the College.
- h) Assessment should be based on a set of tasks that constitute a valid sample from which generalizations can be drawn.

Implementation

- Use assessment to guide teaching focus and direction, as well as future programs
- Write detailed anecdotal records
- Participate in statewide standardized tests such as AIM and School Entry Assessment Test
- Students with English as a Second Language to be assessed in relation to the stages of the ESL Companion to the English VELs
- Students identified by the teacher or outside professionals as being potentially at risk will be recommended for professional testing and assessment
- The College will assess the achievements of students with disabilities and impairments in the context of VELs and their individual professional reports. Program Support Groups will assist in developing individual student profiles containing learning goals in each Key Learning Area for each student. Progress towards learning goals will be assessed and reported by the Program Support Group
- Teachers communicate with parents through the school diary, letters, telephone and by appointment when appropriate.
- The College hosts a Parent Information Night in Term 1 to provide parents with the opportunity to meet the teachers, receive an overview of the year's work, and discuss areas of interest and/or concern.
- In Primary each term a letter outlining the work to be covered during the term in each KLA is prepared by staff and sent home to each family
- Comprehensive comments on student progress are provided at the annual parent/teacher interviews
- Comprehensive written end of semester reports are provided outlining student achievement in relation to VELs outcomes, as well as participation, attitude and work ethics. In Primary reports include a comment from the class teacher.

Areas of Assessment

The course of study and the areas and methods of assessment in each Learning Area at each year level, including all assessment tasks as determined by any Learning Area in Years 7-10 or prescribed by VCAA at the VCE level, will be clearly stated in the *Curriculum Handbook*.

Assessment

The assessment of students in Years 7-10 is reported in writing to parents at the end of every semester. Each Student Report provides assessments in a number of areas using the following grades and descriptors:

- A** Excellent understanding of content, skills, processes, and their appropriate applications
- B** A good level of understanding of content, skills, processes, and their appropriate applications.
- C** A Satisfactory understanding of content, skills, processes, and their appropriate applications

- D** Limited understanding of content, skills, processes, and their appropriate applications
- E** Little to no understanding of content, skills, processes, and their appropriate applications
- N** Not assessed

In addition, each report includes an *Overall Assessment* which is reported using the same grades and descriptors.

Promotion - Year 7-9

St. Mary's Coptic Orthodox College recommends to parents that a student in Years 7-9 should proceed from one year level to the next if that student achieves a grade of "D" or higher in at least six (6) Learning Areas: namely, in English and in Mathematics and in four other Learning Areas. Any student in Years 7-9 who does not achieve this outcome, but wishes to proceed to the next year-level, will be required to discuss that outcome with his/her Sub-school Coordinator. Advice will be provided to the parents of the student in relation to the promotion of that student.

Year 10

The school recommends to parents that a student in Year 10 should proceed to the VCE level if that student achieves a grade of "D" or higher in at least six (6) Learning Areas: namely, in English and (except as provided for in section 6 below) in Mathematics and in four (4) other Learning Areas.

Any student in Year 10 who:

(i) does not achieve this outcome; or

(ii) does not achieve a grade of "D" or higher in the Semester 2 examination in English and in Mathematics but wishes to proceed to the VCE level, will be required to discuss that outcome with the *Curriculum team* which will provide advice to the parents of the student in relation to the promotion of that student.

Examinations

Examinations will be across all year levels.

Examination days will replace the normal timetable for a specific number of days at the end of each semester.

Any other Learning Area may conduct such examinations outside the Examination timetable. The assessment for each of these examinations will be stated as a separate item among those included in the *Areas of Assessment* on the Student Report, using the same grades and descriptors.

Each Learning Area will determine the extent to which the examination result will contribute to the *Curriculum Team Panel* on that Student Report in Years 7-10.

The purpose of these examinations is to strengthen the development of study skills (including the thinking skills of knowledge, comprehension, application, analysis, synthesis and evaluation) and examination skills so that each student can achieve the best possible learning outcome in the assessment tasks which are currently used at the end of secondary schooling and which significantly determine future directions beyond school.

Accordingly, examinations must emerge directly out of the material taught in a Learning Area at that level and, in the case of examinations held at the end of Semester 2, should relate to the material taught during the entire year.

Curriculum Team Panel Year 10

A *Curriculum* Team Panel will hold a discussion with any student in Year 10 who

- (a) Has achieved a grade of "E" or "N" in the *Overall Assessment* in either English, Mathematics (For a student proposing to study this subject at the VCE level) or three or more Learning Areas; or
- (b) Has achieved a grade of "E" or "N" in the Semester 2 examination in English or (except as provided for in 6 below) in Mathematics but wishes to proceed to the VCE-level.

The function of the Panel is to formulate advice to the parents of the student about the performance of the student, including advice about whether the school believes that it is in the best interests of the student to proceed to the next year level.

The Panel will consist of members, drawn from the Head of Secondary, the H.O.D, The School Welfare Coordinator, the careers and vocations coordinator, The VCE coordinator The Year Level Coordinator and the relevant class teachers.

The Panel will consider all aspects of a student's performance and will meet and formulate its advice to parents before a student is enrolled for the following year. Parents will be able to attend the Panel discussions with the student.

The parents of a student may accept the advice of the Panel, including advice that a student should repeat a year, in which case every effort will be made by the relevant Sub-school Coordinator to monitor performance and assist with any academic or social difficulties. Where the Promotions Panel recommendation is rejected, it will be made clear to parents that the student is proceeding contrary to professional advice.

Mathematics

There are Mathematics units in VCE of varying degrees of difficulty. To recognise these facts, the following special conditions will apply to Mathematics:

Students will be advised on the grades, which ought to be achieved in Mathematics in Year 10 in order to undertake certain studies at the VCE levels:

- Mathematics (Methods) at least Grade B.
- Mathematics (general) at least Grade C.

Students who have not achieved these grades yet wish to pursue a particular Maths course may be asked to apply to a *Curriculum Panel*. This Panel will consist of the: Learning Area Coordinator of Mathematics, one other member of the Mathematics faculty, Curriculum Coordinator, and or the H.O.S. The Panel will consider the student's likely ability to complete the desired course and will advise parents accordingly, indicating that the school is unwilling to accept accountability for the progress of a student who enrolls in a course contrary to professional advice.

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