

ASSESSMENT POLICY

PRESHIL VALUES FRAMEWORK

We treat each other with respect and kindness.

We have the courage to grow and improve, and

We are a community that collaborates.

PRESHIL VISION STATEMENT

At our core remains an unshakeable commitment to encouraging all children to set and achieve their own goals and to be respected as individuals in their own right. This is a commitment to our children to be nurtured and challenged in an atmosphere that inspires creativity and independent thinking in all areas of life and does not, overtly or subtly, use competition or punishment to motivate through the fear of failure.

As global citizens we encourage an awareness of world issues and encourage effort to make a positive difference. We believe that education should prepare students to be thoughtful, peace-loving and active citizens of the world. Preshil will remain a school that puts kindness, compassion and social relationships at the centre of its operations.

PRESHIL LEARNING PHILOSOPHY

The world needs creative thinkers – people willing to challenge convention, do things differently. Particularly now, as we face a rapidly changing global landscape, it's imperative our children grow up with a curiosity about the world and have an appetite for independent learning and self-development.

PHILOSOPHY OF LEARNING AT PRESHIL

By providing a school experience that celebrates the individual, our children learn about themselves and uncover their own potential with our full support. As each child tries new things and their interests evolve, Preshil helps them establish their personal goals and pursue them with passion.

RATIONALE

The primary objective of assessment is to support student learning. For this reason it is important that all assessment is observant of curricular goals, authentic, purposeful and relevant. It should be responsive to the changing needs of students, as they may be understood within the context of the aims and objectives of the programmes and courses, and the knowledge teachers require to identify these changing needs.

Assessment should furnish the opportunity for teachers to provide meaningful feedback that can be utilised by students to improve their learning in specific ways and, by utilising a variety of assessment instruments, allow them to become better judges of their own progress and performance. Assessment should also provide a means through which the effectiveness of teaching can be evaluated.

In the Diploma Programme it is important that assessment is designed so as to enable students to effectively demonstrate their mastery of relevant skills and knowledge when the time comes for their formal assessments.

Because of its significance to improving teaching and learning, assessment should be ongoing. The outcomes of assessment should be recorded for the purposes of reflection, action and formal analysis. It is important that assessment is supported by a secure, sensitive and nurturing relationship so as to cultivate a positive attitude towards feedback and so enable students to use it as a means of improving their learning.

ASSESSMENT IN THE PYP

Principles of Assessment

Assessment is an ongoing process of gathering, analysing, reflecting and acting on evidence of student learning to inform teaching. Assessment involves teachers and students collaborating to monitor, document, measure, report and adjust learning. Students actively engage in assessing and reflecting on their learning, acting on feedback from peers and teachers to feed forward to next steps in learning.

Fostering an assessment culture involves the development of assessment capability among all members of the learning community. Learning goals and success criteria are co-constructed and clearly communicated. Both learning outcomes and the learning process are assessed. Assessment design is both backward and forward looking.

From Principles into Practice

Within each Unit of Inquiry, and indeed all learning, will be a substantial emphasis on socially constructed understanding, developed through discussion and shared experiences. When children are engaged in individual pursuits, assessment and feedback is richly descriptive and occurs through shared conversations and provocations.

We do not use graded assessments to report on where a child is placed within their cohort, or to describe where a child's learning is placed by comparison to another child or benchmarks, although benchmarks are used for staff consideration. Each child's learning journey is theirs to own, and teachers at Arlington honour that journey as one which is measured by progress and not by comparison.

Assessment within the Learning Community is ongoing, descriptive and founded on the strong relationships between teachers, children and their families. Assessment must also be developmentally appropriate, and as children move through the Programme, they are supported to become assessment capable learners through guided reflections, self assessment checklists or rubrics, peer reviews and thinking routines.

Formative Assessments, assessment for learning, is used prior to new learning experiences to see how each child is performing. Summative assessments, assessment of learning, is used at the culmination of a unit of learning to assess the learning development of each child.

Diagnostic Assessments

Diagnostic assessments are used from Prep to Year 6 to both inform teaching, and to measure growth over time. The results of these assessments are not shared with the students or families, but form the basis of planning, staff reflection on the learning programs to identify trends, gaps and strengths, and to review the efficacy of programs offered, and the usefulness of teaching resources.

These assessments range from PAT Online tracking, Multisensory Language Learning (MSL) checklists, Running Records capturing reading comprehension and reading fluency, and moderation of writing samples against statewide benchmarks. From time to time this schedule is reviewed.

Homework

Within the Primary Years Programme, as delivered at Arlington, home learning is not prescribed for all year levels, however, there is an expectation that children in years Prep - Year 2 spend time each evening reading with their parents, and children in years 4 - 6 will add to this the practise of their multiplication tables. Connections between the learning at school and home is central to the PYP Community of Learners, and as such, communication of learning through SeeSaw, Newsletters and teacher and parent conversations is essential.

Recording and Reporting

Each term the school provides families with a report. At the end of each Semester families are provided with a written report. This is written for the parents, not the child, and includes feedback against all subject areas taught. Learning Dispositions provide the framework for much reporting, providing parents with insight into the ways in which their child engages with learning tasks.

Where subjects are taught within the Unit of Inquiry, reporting is transdisciplinary. Diagnostic assessments, work samples, teacher observations and evidenced learning dispositions form the basis of Semester Reporting. Where a student is on an Individual Education Plan (IEP) or has English as an additional language/dialect (EAL/D), this may also be noted where relevant. A five point scale, (as required by the Education Training Reform Regulations, 2017) is used to place children with reference to statewide benchmarks for the strands in English and Mathematics.

Reporting Term One:

- PYP Kindergarten - Year 6 Parent Teacher Check-Ins in which learning dispositions are the focus of the conversations
- PYP Celebrations of Learning - class groups present the outcomes of their Unit of Inquiry for the learning community

Reporting Term Two

- Semester Written Report

Reporting Term Three

- Student Led Conferences
- PYP Celebrations of Learning - class groups present the outcomes of their Unit of Inquiry for the learning community

Reporting Term Four

- Semester Written Report
- The Exhibition - the culmination of the Primary Years Programme for Years 5 & 6

Assessment in the MYP

Principles of Assessment

Assessment is integral to all teaching and learning. MYP assessment requires teachers to assess the prescribed subject-group objectives using the assessment criteria for each subject group in each year of the programme. In order to provide students with opportunities to achieve at the highest level, MYP teachers develop rigorous tasks that embrace a variety of assessment strategies.

(From MYP From Principles into Practices, published May 2014, updated April 2021)

Assessment strategies in the MYP

Assessment of learning is carried out using a variety of strategies, including:

- **Formative assessment** which happens throughout a unit of work and provides an opportunity for students to practise skills and gain feedback
- **Summative assessment** which generally happens towards the end of a unit of work and is focused on transferring knowledge and skills to new contexts

To assist students in setting personal learning goals and achieving success in the summative assessment, teachers provide assessment instructions that describe the nature and details of the task(s) and clarify the specifics of the task(s).

Throughout an MYP unit of work, students might be expected to :

- Complete traditional pen and paper tests
- Give presentations (in groups or individually)
- Submit essays (written in class or at home)
- Complete research projects
- Participate in dramatic, speech and musical performances
- Contribute to online forums
- Create visual displays
- Participate in artistic exhibitions
- Record podcasts
- Create short films.

Grading

As with the PYP at Arlington, in the MYP at Preshil we do not use numerical information or letter grades to report on where a child is placed within their cohort, or to describe where a child's learning is placed by comparison to another child. Students are assessed against the MYP criteria, using a criterion-referenced approach. Teachers utilise a 'best-fit approach', choosing which descriptors best describe a student's abilities at that point in time.

Key aspects of MYP grading at Preshil:

- In Years 7 & 8, students are assessed against the Level 3 criteria as stated in the MYP subject guides
- In Years 9 & 10, students are assessed against the Level 5 criteria as stated in the MYP subject guides

- Interdisciplinary units are assessed against the published Interdisciplinary criteria as stated in the MYP Interdisciplinary Unit guide (and level 3 or 5 as above)
- Personal Projects are assessed against the Personal Project criteria as stated in the MYP Personal Project guide
- Subject groups must address **all strands of all four objectives at least twice in each year of the MYP.**
- End of semester grades are not averages of assessment tasks, but describe a student's learning at the time of reporting.

Group work

Working in groups is a valuable educational experience for students. Occasionally, a group's work can be used for summative assessment. For such tasks, teachers should make clear that each member of the group should contribute equally. Teachers judge the performance of each student separately, although if they have contributed equally, they may award the same grade. It is sometimes necessary to carry out some aspects of a task in groups, such as collecting data for a science experiment, writing and performing a song, or making a film. However, any piece of written work, for example, a practical report or a process journal, should be done individually by each student in the group.

Role of teachers

Teachers are expected to:

- use the subject-specific assessment criteria to inform formative and summative assessment
- provide students with clear instructions, rubrics and task-specific clarifications, duration of the task, milestones/drafts allowed for the task, final due date of the task, specifics of how the task should be presented and/or submitted
- scaffold tasks as appropriate to the year level and individual students' needs
- provide timely and specific feedback
- standardise student work with other teachers to ensure consistency
- determine achievement levels for summative assessment tasks
- support students to understand assessment expectations, standards and practices
- support students to understand academic integrity in their assessments
- adapt assessment practices in accordance with recommendations from the Inclusive Education Team and to enact inclusive arrangements listed within students' individual Individual Education Plans

Role of students

Students are responsible for:

- reading and checking task requirements
- staying up-to-date on requirements and assessments
- communicating with their teachers and checking Google Classroom(s) if away from school for an extended period of time, and aiming to keep up with assessment tasks

- submitting work that has academic integrity, and reference all sources used and ideas of others.
- Attending 3 way conferences and school information sessions

Role of parents/guardians

Parents/guardians are encouraged to:

- understand Preshil's procedures regarding MYP assessment and academic integrity
- understand what constitutes student academic misconduct and the possible consequences
- encourage students to completed and submit assessment tasks on time
- read and understand the MYP homework and work submission policy
- attend 3-way conferences and parent information sessions to better understand assessment practice at Preshil
- understand that they may be required to attend an academic progress meeting
- review their child's semester reports

Homework

Homework in the Middle Years Programme is dependent on the subject group and the year level of the student. Homework may consist of:

- finishing off work not completed in class
- regularly practising skills or vocabulary in programmes such as Education Perfect
- working towards summative assessment tasks
- reviewing content covered in class
- extension of classwork
- self-initiated projects (such as service as action)
- Personal Project and other long term project-based

Submission of work

Students are expected to complete and submit assessment requirements on or before the due date. Should this not be possible, they should negotiate an extension with their teacher in advance at least 24 hours before the due date. If a student fails to submit an assessment task by the agreed deadline, in the absence of special circumstances, parents will receive an email informing them of the missed deadline and the expected new deadline. The class teacher is expected to document the nonsubmission on the Compass Chronicle. Where special circumstances apply, the teacher will discuss the situation with the Coordinator prior to emailing parents.

Non-submission of work

If a student fails to submit an assessment task, the *Non-Submission of Assessment Task Process* should be followed. This process has been designed to improve student achievement and to ensure academic accountability by clarifying the expectations of our students, families, and teachers, in relation to work completion and the submission of MYP/DP assessment tasks.

The incremental process guides and supports teaching staff in making informed decisions in relation to student non-completion and non-submission of assessment tasks.

Recording and reporting

Parents are informed and understand their child's progress through:

- Ongoing feedback on tasks submitted on Google Classroom
- Their child's learning evidence and conversations
- Progress reports twice a year
- Semester reports at the end of each semester
- 3-way conferences twice a year

Assessment in the DP

Principles of Assessment

Assessment plays a crucial role in supporting learning as well as in measuring learning. In the Diploma Programme (DP), assessment is intended to support curricular goals and to encourage appropriate student learning...DP assessments are based on the course aims and objectives and, therefore, effective teaching to the course requirements also ensures effective teaching to the formal assessment requirements. The DP also places an emphasis on criterion-related (as opposed to norm-referenced) assessment. This method of assessment judges students' work in relation to identified levels of attainment, rather than in relation to the work of other students.

(From DP From Principles into Practices, published May 2015, updated April 2021)

Submission of formative work

The aim of formative assessment in the DP is to provide detailed feedback to teachers and their students on the nature of students' strengths and weaknesses, and to help develop their capabilities.

Formative assessment should be informed by the knowledge and skills required in the summative assessment tasks outlined in each subject-specific guide, and seek to scaffold students in progressing towards these outcomes.

In the DP, formative assessment should be set throughout the duration and at the end of key units and can include, but is not limited to;

- Practice questions and written responses
- Practice tests
- Oral assessments
- Formal presentations
- Tests
- Practise internal assessments
- Mock exams

Formative assessment may be completed in class, under timed conditions, or as take-home tasks, depending on teacher judgement.

Completion of coursework

In the DP, students complete coursework which forms both Internal and External assessment.

Internal Assessment:

- Is assessed by the classroom teacher with reference to subject-specific IB assessment criteria
- Is assessed by a “best-fit” approach to the assessment criteria
- Will be moderated to ensure fairness and consistency of assessment
- Marks will be submitted to the IBO for moderation

External assessment:

- Is submitted to the IBO to be examined externally
 - Includes IB written examinations
- Submission of coursework:**
- A calendar of deadlines is published at the beginning of each year, informing students of the deadlines for IA and IA draft submission dates
 - IAs will only be accepted for submission after a final draft has been submitted for feedback and reviewed by the student
 - Procedures for granting extensions and non-submission of IAs and IA drafts are outlined in the Homework and Work Submission policy.

Homework

Homework in the Diploma Programme is dependent on the subject group. Homework may consist of:

- finishing off work not completed in class
- regularly practising skills or vocabulary in programmes such as *Education Perfect*
- working towards Internal Assessments including proposals, plans or drafts
- Ongoing development of folio work for Group 6 subjects
- reviewing content covered in class and exam revision
- Ongoing independent research, planning and drafting of the Extended Essay

Refer to the Homework and Work Submission policy for further guidance on expectations surrounding homework and submission of work in the DP.

Grading

In the DP, student work is assessed in accordance with subject-specific assessment criteria. Teachers will use a 'best fit' judgement to grade student work and award a numerical grade between 1 and 7, based on available grade descriptors and boundaries.

A predicted grade is formally submitted to the IBO, informed by teacher judgement that is founded on a combination of internal assessments, mock exam results and class work.

A final grade will be awarded by the IBO, based on a combination of internal and external assessment in accordance with the requirements of each subject.

Recording and reporting

Parents are informed and understand their child's progress through:

- Ongoing feedback on tasks submitted on Google Classroom or Managebac
- Progress reports twice a year
- Semester reports at the end of each semester
- 3-way conferences twice a year
- Returning of IA draft feedback and IA marks

Role of teachers

Teachers are expected to:

- use the subject-specific assessment criteria to inform assessment
- provide students with clear instructions regarding duration of the task, assessment criteria of the task, milestones/drafts allowed for the task, final submission of the task, specifics of how the task should be presented and/or submitted
- provide timely and specific feedback
- standardise student work with other teachers to ensure consistency
- determine achievement levels for Internal and External Assessments
- support students to understand assessment expectations, standards and practices
- support students to understand academic integrity in their assessments
- adapt approaches to support assessment in accordance with recommendations from the Inclusion Team and to enact inclusive arrangements listed within students' individual Individual Education Plans

Role of students

Students are responsible for:

- staying up-to-date on requirements and assessments
- communicating with their teachers and checking Google Classroom(s)/Managebac if away from school for an extended period of time, and aiming to keep up with assessment tasks
- submitting work that has academic integrity, and reference all sources used and ideas of others.
- Review and check understanding of feedback on formative and summative assessment
- Ensure they have good understanding of assessment criteria and task instructions

Role of parents/guardians

Parents/guardians are encouraged to:

- understand Preshil's procedures regarding DP assessment and academic integrity
- understand what constitutes student academic misconduct and the possible consequences
- encourage students to completed and submit assessment tasks on time
- read and understand the DP homework and work submission policy
- attend 3-way conferences and parent information sessions to better understand assessment practice at Preshil
- review their child's semester reports

ASSESSMENT IN THE VCE VOCATIONAL MAJOR

Principles of Assessment

VCE VM assessments are school-based and assessed through a range of learning activities and tasks. There are no external assessments of VCE VM Unit 3–4 sequences and students enrolled in VCE VM studies do not receive a study score. VCE VM studies do not contribute to the ATAR.

The VCE VM curriculum is based on key knowledge and key skills (like VCE), but is assessed by demonstrating competencies (rather than exams). These competencies are assessed through projects and practical applications at school and within industry training.

Awarding Grades

To receive a Satisfactory (S) grade for a Unit students must:

- Attend all classes including VET and participate in all school events, refer to *Preshil's Attendance Policy*
- Meets the required standard
- Complete all coursework prior to the assessment date
- Pass assessments
- Comply with the Academic Integrity Policy and submit work on time
- The work is clearly the students own
- Observe any relevant VCAA assessment and School Rules

A Not Satisfactory (N) grade is awarded when:

- The student does not demonstrate achievement of the Outcome/s through
- coursework completion prior to an assessment
- Does not pass all assessments
- The student has not met the deadline and does not have a medical certificate
- The student's work cannot be authenticated

Submission Of Work

Students are expected to complete and submit assessment requirements on or before the due date. Should this not be possible, they should negotiate an extension with their teacher before the due date. If a student fails to submit an assessment task by the agreed deadline, in the absence of special circumstances, parents will receive an email informing them of the missed deadline and the expected new deadline. The class teacher is expected to document the nonsubmission on the Compass Chronicle. Where special circumstances apply, the teacher will discuss the situation with the Coordinator prior to emailing parents.

Non-Submission Of Work

The following process will be followed when a homework task is not completed:

1. The reason for the non-completion of work will first be ascertained by the subject teacher. Students may be given until the following day to submit their homework, or submitted by a time/day deemed appropriate by the teacher.
2. If the homework task is not completed by the following day (once Step #1 has NOT been attended to), parents will be notified by the VM teacher via COMPASS. The teacher may offer the student a renegotiation of the deadline of no more than 3 days after the original due date.
3. If the homework is still not satisfactorily completed without a valid reason, the student will be strongly encouraged to attend an after-school homework club session as determined by the subject teacher. Parents will be notified by the teacher via COMPASS. At least 24 hours

notice will be given to parents of the date this after-school or lunchtime homework session is scheduled.

4. If completing homework tasks is an ongoing concern, the school will work with parents/guardians to develop strategies to support the student in completing the required tasks.

For authentication purposes a student who uses a computer to produce work is responsible for ensuring that:

- there is an alternative system available in case of computer or printer malfunction or unavailability
- hardcopies of the work in progress are produced regularly
- each time changes are made the work is saved onto back-up file (preferably the student's Google Drive). The back-up file should not be stored with the computer.

Redeeming Outcomes And Submitting Further Evidence

If, in the judgment of the teacher, work submitted by a student does not meet the required standard for satisfactory completion, the teacher may consider other work relating to outcomes that has been undertaken and submitted by the student for the unit. This work may include class work, homework, additional tasks or discussions with the student that demonstrate their achievement of the outcome. The school may decide to delay the decision about satisfactory completion to allow a student to complete or submit further work. A student may only submit further evidence or resubmit a school-based assessment for reconsideration, to redeem an N to an S for the outcome.

Feedback To Students

After work is submitted and marked, teachers should provide feedback to students. Appropriate feedback includes:

- advice on particular problem areas
- advice on where and how improvements can be made for further learning
- reporting **S** or **N** decisions and/or written comments on students' performance against each outcome.

Reporting

Students' overall achievement will be reported as an S and N grade for Units 1-4.

Students in the VCE VM will also receive a Statement of Results from VCAA. The VCAA issues a VCE VM Certificate to all eligible students.

The GAT

VCE VM Students will be required to complete only part A of the General Achievement Test (GAT). The General Achievement Test (GAT) is a pen-and-paper test of general knowledge and skills taken by students in the course of completing their senior secondary studies. Section A of the GAT assesses whether students have demonstrated the literacy and numeracy skills typically expected of someone completing their secondary schooling – giving another indication of their readiness to move onto further education, training or employment. The Victorian Literacy and Numeracy

Standards are derived from Australian Core Skills Framework (ACSF). For more information, go to the VCAA website.

Time allocations are provided for each component to make sure students attempt all sections of the GAT. Even if one section is not completed within the suggested time allocation, students should move on to attempt the next section. Students can return to any incomplete questions at the end of the test.

Section A is comprised of:

- a two-part writing task – 30 minutes
- 50 numeracy multiple-choice questions – 45 minutes
- 50 reading multiple-choice questions – 45 minutes

Exemption From The GAT

A student may be deemed eligible for an exemption from the GAT if they meet one or more of the following criteria:

- they have a condition, circumstance or impairment for which arrangements cannot reasonably be made. Special Examination Arrangements (SEAs) for the GAT can be provided for students with a vision impairment or students who are deaf or hard of hearing
- they are prevented from sitting the GAT by injury, illness, personal trauma or a serious intervening event
- they are employed and cannot be absent from work (evidence from their employer is required).

A personal trauma may include, but is not limited to, the death or serious illness of, or an accident involving, a family member.

A serious intervening event may include:

- an accident before or on the day of the GAT
- attendance at a funeral of a family member or other person of close relationship
- required attendance at a legal proceeding.

At Risk

Students will be considered *At Risk* if they are not meeting all of the requirements to receive a S grade. Parents/carers will be notified and the student will be supported by a member of the Vocational Major Team. Students and parents should refer to the Assessment Policy for information about At Risk Procedures.

Lost, Stolen Or Damaged School-Assessed Coursework

A teacher or student who has lost a coursework assessment task, or where a task has been stolen or damaged, must complete a written statement of the circumstances. The statement must be signed,

dated and filed at the school. The VCE VM Leader and Head of Campus, acting on advice from the teacher and based on records kept, will determine an initial score for the assessment task.

Retention Of Students' School-Assessed Coursework

School policy, based on VCAA advice, is that feedback on a students' School-assessed Coursework is provided to students within two weeks of completion. The original piece should be securely retained by the teacher until the end of the academic year. The School encourages teachers to return a copy of the work to the student.

Connection to other policies and processes

- Academic Integrity Policy
- Inclusive Education Policy
- Homework and Work Submission Policy
- Non-Submission of Assessment Task Process

Policy review process

Policy working Group - Programme Coordinators, Language Acquisition Leader of Learning, Inclusive Education Leader, Assessment POR Holder

Process of staff consultation on draft policy documents

Working group reconvened to address staff input

Policies are finalised and presented to school council for ratification

- Timeframe for review is set for all IBO related policies inclusive of
 - Changes to the Programme Standards and Practices
 - Changes to the school's strategic plan
 - Changes to local legislative requirements including VRQA
 - Changes to reporting through NCCD
 - Changes to any other of the 4 IB-mandated policies

References

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