



ASSESSMENT POLICY YEAR 7 TO YEAR 12 2024

Woodcroft College is a Professional Learning Community where high-quality learning and teaching is focused on student growth.

Assessment is designed so students can demonstrate their learning, allowing for the provision of feedback to develop understanding and to measure achievements against the objectives of each subject.

Evidence of Student Learning

At Woodcroft College, assessment provides teachers and students with evidence of learning at a point in time.

To encourage students to show the best evidence of their learning, teachers should avoid using the terms formative and summative where possible, but emphasise that they are looking for evidence of learning.

Differentiation is incorporated into assessments in order to address the different learning backgrounds of students.

Feedback on Learning

Feedback aims to:

- Identify what students did well.
- Identify specific aspects that need to improve.
- Offer specific guidance and direction for making improvements.
- Give students confidence in their ability to achieve at the highest level.

Assessment is recorded on the College Learning Management System, Canvas. Feedback indicates how the student achieved the required learning outcomes and the areas for improvement.

Feedback will look different for each subject and may be provided to students in the following ways:

- Written feedback on Canvas for uploaded student work.
- Voice recording on Canvas for uploaded student work.
- Written feedback on handwritten student work eg. tests.
- Verbal feedback during in-class practical work.
- Student – teacher conferencing.
- Peer feedback.

Assessment

Middle Years 7 to 9

- Middle Years subjects will be assessed according to Australian Curriculum Achievement Standards.
- To determine these achievement levels, teachers gather evidence of achievement from a range of learning experiences and assessments which are graded against subject Performance Standards.

Year 10

- Year 10 subjects will be assessed according to Australian Curriculum Achievement Standards.
- To determine these achievement levels, teachers gather evidence of achievement from a range of learning experiences and assessments which are graded against subject Performance Standards.



South Australian Certificate of Education (SACE)

SACE subjects are 100% school assessed at Stage 1. At Stage 2, subjects are 70% school assessed and 30% externally assessed.

The SACE Board defines school assessment as ‘assessments that are set by the school, in accordance with subject outlines, and carried out by the school’.

Descriptions of each grade level are included in each subject outline and are called ‘performance standards’. The SACE Stage 1 performance standards describe five levels of achievement, A to E and in Stage 2 A+ - E-. School reports at Stage 1 will utilize + and - to indicate where students are achieving within a grade band.

Teachers and external assessors use the performance standards to decide how well a student has demonstrated their learning. Each grade corresponds to a level of the performance standards.

At Stage 2, school assessment components are subject to external moderation.

Assessment Practices

- Assessment is used to help students develop their knowledge, understanding and application, to encourage them and to improve their higher order cognitive skills (synthesis, reflection, evaluation, critical thinking).
- After any assessment, teachers will review the results with the student, and use the information as a starting point for further learning. They will help students to identify areas that need improving and use these to build mastery of the subject.
- Before assessing, students will be familiarised with the assessment criteria.
- Students will be made aware of the concepts of academic honesty (see the Academic Integrity Policy) and of the potential consequences of breaches. Teachers will check for breaches of academic honesty and act accordingly.
- Summative assessment tasks will be planned on a semester timeline in negotiation with students. This assists students to plan their work, as final assessment requirements cannot all be completed at once. Well-constructed timelines reduce stress on students and allow time for teachers to provide feedback on drafts, check that the work is authentically that of the student (Academic Honesty), mark final pieces of work and prepare moderation samples in a timely manner.
- All student work is required to meet the conditions described in the Woodcroft College Submission of Work Guidelines.

Drafting

Where permitted, students in the Middle and Senior School are expected to use the drafting process to obtain feedback on their assignments so that they are able to improve them before final submission for assessment.

It is important that students understand that a draft is meant to direct them so that they can make significant alterations to their assignment if necessary, and that the degree of teacher involvement in making specific corrections and changes must be minimal.

The aim of allowing students to draft work is to encourage the student to think about their work by providing general rather than specific advice. Suggestions may be offered but the integrity of the student’s work remains intact.

All teachers will adhere to the following policy points where drafting is permitted. In addition, students should also make themselves aware of the SACE and Woodcroft College Submission of Work Guidelines that apply to all subjects.



1. No indicative grade will be provided. The purpose of a draft is to identify areas that could be improved in a final document.
2. Where a teacher deems a draft appropriate, students may present ONE draft to be responded to before the final assignment is to be submitted.
3. A drafting deadline will be set by the teacher. It is not always appropriate for a drafted document to be an option. This will be at the discretion of the subject teacher.
4. A teacher's response may be written, verbal or a combination of the two.
5. Teachers may not closely edit or alter a student's work.

SACE Board: Supervision and Verification of Student's Work Policy and Procedures document Ref: A761852 can be accessed [here](#).

Reporting

Parents of Year 7-11 students will have access to formal reports four times per year. Parents of Year 12 students will have access to formal reports three times per year.

Reports are made available electronically and can be viewed from anywhere in the world. These include grades and Learning Attributes evaluating effort relating to Interaction, Homework, Self-Management and Use of Lesson Time. In addition, parents are invited to attend Learning Conversations throughout the year.

Teachers are required to contact parents in the event of missed or unsatisfactory summative work and parents are encouraged to contact teachers, Heads of Faculty, Heads of Year or Student Services with concerns regarding a student's academic or emotional well-being.

Grades

Middle Years 7 - 9

Grades will be reported at the end of each term. Grades on a 15-point A+ - E- scale, taking into account student achievement against the performance standards for each subject.

Year 10

The Term 1 and Term 3 reports will contain interim grades for subjects. Final grades will be reported at the end of Term 2 and Term 4. Grades will be on a 15 point A+ to E- scale.

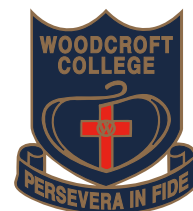
SACE Year 11 and 12

SACE reports reflect the assessment plan approved by the SACE Board. A clear distinction is made between formative and summative assessment. Teachers may incorporate suitable formative assessment into interim reports.

To report the final subject grades at Stage 1, the SACE Board uses grades from A to E. At Stage 2, the Board uses grade levels from A+ to E-. The subject grades for both stages are based on the performance standards described in each subject outline.

SACE Board: Assessment and Reporting Guidelines Ref: A761846 can be accessed [here](#).





Responsibilities

Teachers

- Provide the course syllabus at the beginning of the course and clearly communicate all assessment expectations.
- Provide a variety of assessment types for students to demonstrate evidence of learning.
- Record assessment on Canvas
- Provide timely and meaningful feedback to students.
- Where a final (summative) assessment grade is released on Canvas, feedback, or an indication of where the feedback can be found, is recorded in the comments section.
- Provide opportunities for students to participate in the feedback process and reflect on their learning.
- Maintain consistently updated assessments which are available to students and parents on Canvas.
- Complete formal reports to students and parents regarding student progress.
- Utilise assessment data to guide and to improve teaching and learning.
- Ensure that concerns about student progress are communicated to parents before report periods close.

Students

- Abide by the rules and regulations for assessment tasks and the undertaking of exams.
- Behave ethically as outlined in the Academic Integrity Policy.
- Meet all deadlines for assessments as set by teachers.
- Participate fully in all learning activities and homework.
- Reflect on areas in need of improvement by engaging with teacher feedback.
- Seek help from their subject teacher when they do not understand a concept, skill, or fall behind.

Parents

- Provide a positive learning environment at home where their child can do homework (a quiet space and adequate time to complete their work).
- Access Canvas to keep informed of student progress and initiate discussions with their child to reflect on achievement and areas for growth.
- Ensure that the student attends school regularly and support them to organize their time and academic responsibilities.
- Contact teachers directly with any concerns in a timely manner.
- Attend Learning Conversations with their child.

