Assessment Policy

UNITY COLLEGE POLICY DOCUMENT
UPDATED MAY 2022

This policy was updated in May 2022 and is scheduled for review in October 2024.

MISSION

Unity College - in the heart of the Murraylands: striving for excellence in education and spiritual growth, in a safe, caring, forgiving, Christian environment.

PHILOSOPHY

Students come first in an exceptionally caring Christian environment where opportunities and cultural diversity result in inspired life-long learning and development as active global citizens.

+ **We Learn:** Unity helps each student reach their full potential and encourages them to be the best they can be.
+ **We Care:** Unity cares for students and provides a safe and nurturing environment because 'happy children learn best'.
+ **We Engage:** Unity provides modern, spacious and functional facilities that engage students who enjoy and have a desire to learn.
+ **We Involve:** Unity involves parents and the wider community in student learning because 'it takes a village to raise a child'.
+ **We Inspire:** Unity inspires students through innovative educators who encourage individuality and diversity because each student learns in a different way.

LEARNER PROFILE

Through this policy, Unity College strives to develop learners who are knowledgeable thinkers and inquirers and to ensure that the learning progress of a student is supported by transparent and clear assessment practices.

ASSESSMENT POLICY PURPOSE

This policy is differentiated to suit the sub-school program and developing expectations of students from Reception to Year 12.

This policy aims to outline the assessment practices of Unity College to ensure a fair and consistent approach and academic rigour. This policy defines the audience and purpose of each element of assessment at Unity College.

ASSESSMENT PHILOSOPHY:

Unity College believes that assessment is:

+ Used to inform and guide teaching to allow for effective individual differentiation
+ Used to measure the effectiveness of teaching or a teaching program or approach
+ Used to measure a student's progress in skill and knowledge development
+ Used to give evidence of a student achieving a required standard

Assessment should be transparent, clear in scope and purposeful. Assessment should be authentic, relevant and engaging. It should be inclusive, flexible, sensitive to student difference and differentiated. Assessment should be aligned to the focus for a unit of work and meet a clearly defined set of criteria such as achievement standards, performance standards, assessment criteria or student ILP goals. Assessment tasks are open-ended, where appropriate and are evaluated using checklists, rubrics, student reflections and

observational data. Student learning stories are recorded and shared using a common digital platform.

Unity College provides continuous assessment information on a student's progress with feedback divided into categories according to purpose. Common assessment practices include

+ PAT (Progressive Achievement Tests) Reading Comprehension and Mathematics in Term 1 annually for Years 1-5, at the end of Term 4 for Years 6-10
+ NAPLAN in Years 3, 5, 7 and 9
+ Junior School spelling assessment in Terms 1, 2 and 4

Data from these assessments is available to teachers and the curriculum leadership team.

DEFINITION OF ASSESSMENT TYPE

Formative
CORE PURPOSE: Provide students with personalised feedback for improvement

+ Feedback on small tasks, draft work, in-class activities or homework learning
+ Uses a traffic light form of indication of student progress on a skill or concept
+ Gives a comment or annotation or suggestions to suggest areas for improvement
+ May be used to highlight areas of future development for a student, class or teacher
+ Effective formative assessment may include teacher observations, checklists, peer evaluation, self-evaluation, short answers, exit tickets, skill-based performances, journals and reflections.
+ May include verbal, digital (via Daymap) or written feedback from teachers, peers or the students themselves through reflective practices
+ Does not give summative grade indications, as research shows that is not conducive to improvement and progress
+ Is provided to directly inform summative assessment performance

Summative
CORE PURPOSE: Measure student achievement against a standard

+ Measurement of student achievement in a unit of work's skills and knowledge against standards or criteria
+ Contributes to a progress and a final end-of-semester grade
+ May be used to compare and track student progress against school, state, national etc standards
+ Effective summative assessment may include but is not limited to videos, audio recordings, models, graphic representations, written responses, multi media presentations, speeches, role play, conferences and reflections to demonstrate knowledge, skills and/or understanding.
+ Clear student understanding of the assessment tools (eg. rubrics, checklists and continuums) is developed through various age appropriate, class-based strategies, which unpack the requirements of the task (eg. co-construction of rubrics, exemplars, and modelling).
+ Is recorded digitally (via Daymap) for students and their parents/guardians to access

Parent-Teacher Interviews
CORE PURPOSE: Communication between teachers and parents about student progress and strategies for improvement

+ Short discussions between parents and teachers on tasks, grades, skills, work habits and social wellbeing in a subject.
+ Offered to parents mid-semester, twice a year in face-to-face or phone formats
+ Structured to allow parents to see multiple teachers easily (Parents and teachers are encouraged to communicate via phone, email, Daymap messages or arranged meetings throughout the year as required)

Continuous Reporting
CORE PURPOSE: Transparency and ongoing communication of student progress.

+ During the school year, assessment information is compiled together on the Daymap Education Progress Report page, with a dynamic progress grade as an indicator of where the student's academic progress is heading.
+ At the end of the course, it shows the formative and summative work that contributed to the grade with embedded links to rubrics, student work and teacher comments.
+ Continuous reporting is presented in a layout organised by time, with further detail available by clicking on the task title.
+ Teachers control the publication of tasks, according to the timeline requirements listed below (appendix)
+ Allows for earlier intervention in addressing student learning and work habits.

End of Semester Reports
CORE PURPOSE: A final printable summary for parents of the standards achieved.

+ End of Semester reports are formal published documents with a summary of final achievement of a student in a semester course of a subject
+ Grades given for academic achievement and effort & engagement, with Home Group comments describing the Approach to Learning skills demonstrated by the student across subject areas and in Pastoral Care time.
+ Teachers determine final grade through review of the entire semester of evidence provided by the student through summative work, formative tasks, exams and criteria summaries.
+ Published to Daymap as pdf documents, saved in a student's details: Attachments 'library' for easy reference by students, families, teachers, administration. Print outs can be requested by families.

In keeping with government requirements, Unity College assesses students on at least a 5 point grade scale, with student cohort comparisons provided on parent request.

Year 12 Term 1 Progress Report
CORE PURPOSE: Early communication of student progress in Stage 2 subjects.

+ Year 12 students receive formal published progress reports at the end of Term 1 and the end of Term 3 as the final achievement grades are calculated and communicated by SACE after exams and moderation is complete
+ Grades given are an incomplete summary of the semester course, but provide an indication of student progress so far

Approach to Learning
CORE PURPOSE: Communicate qualitative levels of effort and attitude in Approach to Learning skills to parents and students

To be implemented in Semester 1 2023

+ Individual Approach to Learning skills should be explicitly taught according to unit planning and provided as feedback through the continuous reporting portal
+ Feedback on development of specific aspects of skills – including a 5 point scale used to communicate skill levels demonstrated

Approach to Learning Indicators:

	JS	MSS
5	Conscientious and motivated	Excellent application and effort
4	Consistent application and effort	Good application and effort
3	Satisfactory application and effort	Satisfactory application and effort
2	Inconsistent application and effort	Marginal application and effort
1	Disinterested and unmotivated	Poor application and effort

+ R-12 teaching staff collaborative planning time will be allocated in PD Week 2023 to create a Unity version of the AtL sub-skills for student self-assessment use and teacher reference

	5	4	3	2	1
Self-Management: Affective Skills					
Self-Management: Organisation Skills					
Self-Management: Reflective Skills					
Communication					

Thinking: Creative Thinking Skills					
Thinking: Critical Thinking Skills					
Thinking: Transfer Skills					
Research: Information Literacy Skills					
Research: Media Literacy Skills					
Social					

ASSESSMENT POLICY IN PYP

From Reception – Year 5, assessment is based on the Australian Curriculum achievement standards, which are reported on using a 5 point scale. It includes a combination of formal, informal, formative and summative assessment across all content areas. Seesaw is used to document students' learning journeys, including formative and summative work and to continuously communicate student learning with parents.

Unity Junior School Grade	Unity Grade Descriptor
Outstanding	Indicates an outstanding level of achievement for this year level. The student has an extensive knowledge of the concepts and has displayed a superior level of skills.
High	Indicates a highly accomplished achievement for this year level. The student has a thorough knowledge of the concepts and displayed a high level of skills.
Competent	Indicates a competent achievement for this year level. The student has a sound knowledge of the concepts and displayed the expected level of skills.
Developing	Indicates that consolidation of the required learning for this year level is needed. The student has displayed basic knowledge of the concepts and is still developing skills.
Limited	Indicates that limited understanding of the required learning for this year level has been achieved. The student is working towards a basic knowledge of the concepts and displays underdeveloped skills.

ASSESSMENT POLICY IN MYP

In all Year 6 – Year 10 non-SACE subjects, assessment is based on IB MYP assessment criteria with feedback on tasks against an 8 point scale and using MYP criteria rubrics directly to parents and students for transparency.

The Unity College 5 point scale grade is provided as a progress grade indicator and final end of semester grade.

Assessment Criteria	Final Level	Unity Grade	Unity Grade descriptor
8/8 7/8	32/32 - 26/32	A	Indicates an outstanding level of achievement for this year level. The student has an extensive knowledge of the concepts and has displayed a superior level of skills.
6/8 5/8	25/32 - 18/32	B	Indicates a highly accomplished achievement for this year level. The student has a thorough knowledge of the concepts and displayed a high level of skills.
4/8 3/8	17/32 - 10/32	C	Indicates a competent achievement for this year level. The student has a sound knowledge of the concepts and displayed the expected level of skills.
2/8 1/8	9/32 - 3/32	D	Indicates that consolidation of the required learning for this year level is needed. The student has displayed basic knowledge of the concepts and is still developing skills.
0/8	2/32 - 0/32	E	Indicates that limited understanding of the required learning for this year level has been achieved. The student is working towards a basic knowledge of the concepts and displays underdeveloped skills.

MYP Assessment practices are explained in detail in the MYP Standards and Principles and MYP From Principles into Practice documents.

In the design of each MYP unit, teachers are required to identify the sections of the relevant Australian Curriculum achievement standard that the planned summative assessments will be covering, but the in class assessment information provided to students and used by teachers for task feedback and grading is using the MYP assessment criteria.

ASSESSMENT POLICY IN SACE

In all SACE Stage 1 and Stage 2 subjects, from Year 10-12, assessment is based on SACE Performance Standards, with a 15 point (A+ - E-) grade provided as a progress grade and end of semester grade.

Stage 1 final grades are provided to SACE as a 5 point (A-E) grade at the end of each semester.

SACE Assessment practices are explained in detail in SACE documents to be found in subject specific information on the SACE Board website <HERE>

Exams

Year 10 + 11 exams held at the end of each semester are to follow the type, structure and timing of exams in the equivalent subject at SACE Stage 2, in order to prepare students for the exam experience coming up in their subject pathway.

At the end of each semester, Year 10-11 'Assessment Week' includes a final assessment task for each subject. This assessment task may be an exam where relevant (see above), but

may take a different format to suit the subject. Eg. a performance, a skills assessment, an extended essay, an oral presentation, etc.

SACE Performance Standard	Unity Senior School Grade	Unity Grade descriptor
15/15 14/15 13/15	A+ A A-	Indicates an outstanding level of achievement for this year level. The student has an extensive knowledge of the concepts and has displayed a superior level of skills.
12/15 11/15 10/15	B + B B-	Indicates a highly accomplished achievement for this year level. The student has a thorough knowledge of the concepts and displayed a high level of skills.
9/15 8/15 7/15	C + C C-	Indicates a competent achievement for this year level. The student has a sound knowledge of the concepts and displayed the expected level of skills.
6/15 5/15 4/15	D + D D-	Indicates that consolidation of the required learning for this year level is needed. The student has displayed basic knowledge of the concepts and is still developing skills.
3/15 2/15 1/15	E + E E-	Indicates that limited understanding of the required learning for this year level has been achieved. The student is working towards a basic knowledge of the concepts and displays underdeveloped skills.

APPENDIX:
+ Australian Curriculum – https://www.australiancurriculum.edu.au/
+ SACE Board – https://www.sace.sa.edu.au/
+ MYP From Principles into Practice pdf
+ Deadline document – published on Daymap – Hamburger each December/January
+ Continuous Reporting protocols (see below)

CONTINUOUS REPORTING PROTOCOLS

Published formative and summative information must fall within the set requirements to provide consistency across the school, between subjects and classes.

Single tasks can include multiple parts and assess multiple criteria.

Formative tasks can include rolling formative assessment.

JS - PYP	Formative tasks published per semester	Summative tasks published per semester	Publishing deadline
1 lesson per week subjects	Maximum 2 formative rolling assessments per summative assessment	1-2	Week 8
English – per skill area			
All other subjects – per unit			
MS - MYP	Formative tasks published per semester	Summative tasks published per semester	Publishing deadline
1 lesson per week	Maximum (2) formative assessment per summative assessment	1-2	50% of summative work to be published via Daymap per term
2 lessons per week		2	
3 lessons per week		3	
4 lessons per week		4	
5 lessons per week		4	
SACE	Formative tasks published per semester	Summative tasks published per semester	Publishing deadline
Stage 1	Maximum 2 formative assessment per summative assessment	As per SACE Subject Outline for individual subjects – outlined in Semester LAP	50% of summative work to be published via Daymap per term
Stage 2		As per SACE Subject Outline for individual subjects – outlined in yearly LAP	A minimum of 1 summative assessment to be published via Daymap per term

TITLES

Titles for formative and summative tasks should follow the set pattern for consistency and clarity.

Summative: Topic Summative Task (eg. Persuasive Writing Summative Task)

Formative: Activity description formative (eg. Paragraph writing peer feedback formative)

FEEDBACK

All formative and summative tasks should give feedback in addition to the traffic light or grade level chosen.

Formative feedback should be highly personalised and can be given via uploaded documents, typed annotations, audio recording annotations or written comments, and should

+ Give praise for work correctly completed
+ Show where errors have been made
+ Show where improvements could be made
+ Encourage students to make further progress
+ Show that work is valued
+ Help establish good working habits

Avoid selecting 'Draft' on a summative task, as the draft feedback in this format does not publish separately on the continuous progress screen as formative. Instead, use a separate formative task for draft submission and feedback.

Summative feedback for 6-12 should indicate level achieved on the MYP or SACE master rubric for that year level and subject.

Written comments should be concise and clear for students to explain the rubric levels chosen.

Use of comment template phrases is appropriate for a summative task comment, provided a balance of non-template phrases are given.

Format for commonly used words/phrases:

Please use:	Please avoid:
Year 7 (capital Y)	year 7, yr 7, grade 7, Y7
Term 1 (capital T)	T1, term 1, first term
Semester 2 (capital S)	Sem2, semester two, sem2, second semester
During the semester, throughout the year...	During the Semester, throughout the Year...
Unity College (capitals, both words)	Unity, Unity college
Home Group (capitals, two words)	HG, homegroup, homeclass
Pastoral Care (capitals, two words)	Pastoral care, PC, PCclass
Junior School Middle School Senior School	JS, MS, SS Junior, primary, high school, senior school
Maths, Japanese, Music, English (capitals)	Jap, JPN, Mths, MUS, music, english, ENG
Task Titles (capitals) Eg. Persuasive Essay Task	
When playing sport, completing Activities, writing, reading, and working with others...	When playing Sport, completing Activities, Writing, Reading and working with Others...

TEACHER DEADLINES

All summative tasks should be created and assigned to students with an accurate deadline at least 2 weeks before the task deadline.

All summative tasks should be marked and published a maximum of 2 weeks (14 days) after the task deadline.

Formative tasks should be published as early as possible within 1 week of the task to ensure the usefulness of feedback provided.
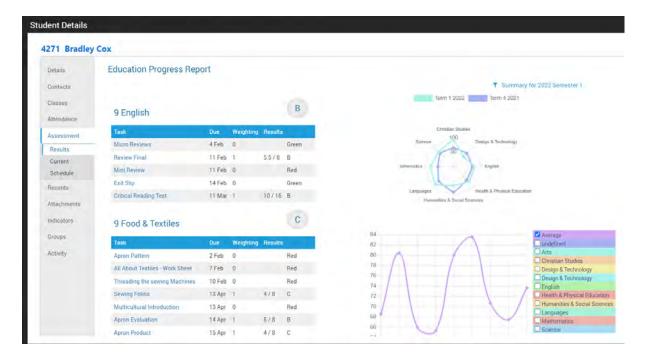
DRAFTING

Tasks can include a formative draft submission dates which provide teachers and students a time structure for the formative drafting feedback for that task. Multiple drafts completed outside the teacher's set time structure are discouraged as they do not support good student work habits.

According to SACE, drafting is the practice of rewording, restructuring or redesigning a piece of work for the purposes of improving it during the interim stages of the work, usually by a teacher.

Editing and proofreading should indicate that errors exist and may make style or purpose suggestions, but should not directly correct errors or replace text.

Sample of Continuous Reporting 'Education Progress Report

Sample of End of Semester Report

Year 4
Semester 1
Pastoral Care

Manages time effectively	Usually
Is a self-directed learner and class member	Usually
Able to work collaboratively and relate to other children	Usually
Displays persistence, even when tasks are challenging	Always
Demonstrates a range of strategies in order to solve social situations	Usually
Is willing to share ideas with others	Usually
Responds to directions and instructions	Always
Demonstrates effective listening skills	Usually
Shows respect for teachers and students	Always
Takes pride in work and presentation	Always

Pastoral Care Comment:
Maddison is a caring and conscientious student, who worked consistently to complete tasks to the best of her ability. She demonstrated the learner profile attributes as a principled and reflective learner, through her behaviour and discussions with her teachers. Maddison showed interest in all areas of the curriculum and it was pleasing to see her asking for help when needed. In class fitness sessions, Maddison demonstrated adequate hand-eye coordination skills when throwing, catching and striking. She is commended for her positive attitude and willingness to try challenging activities alongside her peers. Maddison interacted positively with others and worked well both independently and in group tasks.

Year 4
Semester 1
Learning

CURRICULUM AREA	ACADEMIC ACHIEVEMENT	APPROACH TO LEARNING	COMMENT
Lake Albert Agriculture Erin Scammell	Outstanding	Conscientious and motivated	Maddison planted and cared for her vegetable garden with outstanding skill. She worked outside with correct tools in a highly appropriate and safe manner. Maddison shared an extensive list of what can and can't be composted and was highly accurate when outlining how compost systems operate.
Lake Albert Art Jennifer Stewart	High	Consistent application and effort	Maddison produced art pieces with considerable detail, utilising a detailed colour palette and elaborate design. With clear reasoning, she explained the intended meaning of her artworks. Maddison used materials to represent her ideas and was mostly effective in applying this to inspired artwork.
Lake Albert Christian Studies Meredith Bald	Competent	Consistent application and effort	Maddison displayed capable recall of facts from the Bible about the life and teachings of Jesus. Her story, from the point of view of a child in Bible times, was detailed and demonstrated her understanding of the impact Jesus had on people at the time. In response to how Christians serve in the community, Maddison provided reasonable and relevant reasons. She capably participated in acts of service in the school and wider community with enthusiasm and moderate efficiency.
Lake Albert English Modified Curriculum Sharyn Phaup	Competent	Satisfactory application and effort	Maddison demonstrated reasonable listening skills, by recording some relevant key points and occasionally contributing to discussions. She used a range of vocal effects such as tone, pace, pitch and volume to speak confidently in front of an audience. Maddison used credible expression and fluency when reading unfamiliar texts aloud. Her writing partially applied the correct structure of the genres taught and her use of capital letters and full stops was intermittent. Maddison generally wrote most high frequency words correctly, but spelling continued to be an area for development.
Lake Albert Health Meredith Bald	Competent	Satisfactory application and effort	Maddison demonstrated a moderate understanding of the Learner Profile and capably identified her goals. She interpreted health messages and discussed influences on health and safety choices with satisfactory detail. Maddison displayed reasonable strategies for working cooperatively with others and often applied fair rules in play situations.