ASSESSMENT POLICY
Philosophy

At Calamvale Community College (CCC), we believe that the main objective of assessment is to provide students with feedback on their learning to provoke reflection, learning and action in order for students to improve their learning outcomes. Teachers are expected to use assessment results to inform their planning of further learning experiences. Frequent, regular, continuous assessment is integral to all teaching and learning. Assessment practices and processes at CCC aims to provide opportunities for students to develop and enact the College values: Respect, Resilience, Responsibility and Initiative.

Assessments are designed to enrich student learning, monitor and evaluate student progress towards meeting curriculum standards, provide feedback to students, parents and other stakeholders, gather evidence to support teacher reflection for students and on the effectiveness of teaching, inform curriculum review, evaluate the suitability of curricula and develop short and long-term achievement goals for students.

The Assessed Curriculum – Prep to Year 10

The Australian Curriculum identifies content descriptions and achievement standards for learning areas at each year level or bands. The achievement standard describes the expected knowledge, understanding and skills at each year level from F (Prep) to Year 10. (not all content descriptions are identified in the achievement standards for the year level). Over a year, the assessment program collects evidence of all elements of the achievement standard for the learning area or subject.

Planning for assessment occurs at the same time that curriculum plans are created at whole-school level, year level and unit level.

Year 11 and 12 students are assessed either via the IB DP or QCAA curricula and their relevant criteria.

Principles of Assessment:

We believe good assessment is:

- Varied – using a range of tools and strategies in design, both formal and informal
- Both formative and summative
- Differentiated according to the needs of the students
- Broad - to allow students to demonstrate understandings and concepts in a range of ways
- Transparent – to all stakeholders, with clear criteria for success
- Comprehensive – assesses all elements of the curriculum offered, not just knowledge and skills
- Used to drive instruction, guide learning and inform curriculum planning
- Rigorous and involves critical, creative and transfer thinking skills
- Meaningful – leads to feedback for students to reflect and action
- Inclusive – involves teachers, students, peers and parents
- Timely – at relevant junctures of the teaching and learning cycle
- Reflective of assessment types and contains clear use of IB terminology, such as command terms
Why do we Assess?

- To promote continues student learning and growth
- To guide children through the five essential elements of learning (concepts, knowledge, skills, attitude and action) [PYP]
- To celebrate what students can do
- To set goals and plan for future student growth
- To evaluate the effectiveness of the learning program

When does assessment take place?
Assessment is a continuous process that allows teachers, parents and students to identify areas of strength and areas that need improvement, as well as the effectiveness of the curriculum. It is a daily activity and takes various forms. There are two main categories of assessment – formative and summative (see below)

Types of Assessment
Teachers assess all content areas through formative and summative assessment and tasks to support a variety of learning styles. Types of assessment include written assignments, research papers, labs, oral presentations, quizzes and tests, peer and self-assessment, portfolios, observations, checklists, exemplars, open-ended tasks, anecdotal records, continuums, teacher-student conferencing and project based learning.

Pre-Assessment
- Establishes what students already know
- Determines the pace of learning
- Adjustments of complexity of objectives

Diagnostic and Formative Assessment
- Consistent and regular to inform instruction
- Allows the teacher to make necessary adjustments to teaching plans and methods
- Is cyclical in nature
- Promotes student reflection on Approaches to Learning
- Enables student engagement in feedback processes and checking of progress against goals

Summative Assessment
- Designed and often shared with students prior to teaching the unit
- Culminates the teaching and learning process
- Provides the opportunity for students to demonstrate what they have learned at the end of the unit
- Is reportable to parents

Peer and Self-Assessment
- Regular opportunities to assess their own and other’s work, stressing the importance of reflection
- Use of student-friendly checklist or criteria language
Assessment Calendars
All classes and year levels have published assessment calendars via OneSchool. These are course outlines for a term or semester that include topic outlines and all assessment dates. These are available individually for students or published in year levels on the College website.

Moderation
Across the College, teachers engage in formal and informal processes within teaching teams. Formal moderation is scheduled into allocated staff meeting time. Pre-moderation can include a meeting where:

- Exemplars are exhibited and discussed
- Conditions are explicitly highlighted and dates set
- Criterion is examined, annotated and clarified if needed.

Reporting
Student growth is reported to parents and students via:

- Semester report cards
- Parent-Teacher, Teacher-Student & Student-Led conferences
- Teacher communication with parents via notes home, emails and phone calls

Teacher–parent(s) conferences
These are designed to give the parents information about the student’s progress development and needs, and about the school’s programme. These conferences provide an opportunity for teachers to gather background information, to answer the parents’ questions, to address their concerns, and to help define their role in the learning process. Parents are able to communicate important information which relates to the student’s learning.

Student-led conferences
Student-led conferences involve the student and the parent. The students are responsible for leading the conference, and also take responsibility for their learning by sharing the process with their parents. The conference involves the students discussing and reflecting upon samples of work that they have previously chosen to share with their parents, identifying strengths, areas of development and goals in relation to their learning. This conference process enables parents to gain a clear insight into the kind of work their child is doing and offers an opportunity for them to discuss it with their child. The conference is carefully prepared with the teacher providing support to the student to enable them to fulfil their role.

The written report
Written reports are a summative record for students, parents and the school itself of a student’s progress. Calamvale Community College reports student achievement according to Education Queensland Policy.
Documentation and Storage
All student work for each subject is kept in student folios (either digitally or physically) with the teacher or in a centralised location. This work is held for 6-12 months at the completion of the year and then shredded or deleted.

ASSESSMENT IN THE PYP
The College fosters high achievement in a framework of high expectation, through enabling its students to develop the International Baccalaureate (IB) Primary Years Program’s (PYP) five essential elements of learning: the understanding of concepts, the acquisition of knowledge, the mastering of skills, the development of attitudes and the decision to take action.

Documentation
The documentation of the evidence of student learning is an assessment strategy relevant to all students throughout the PYP, but is particularly significant in the Prep years. Teachers use a range of methods to document student learning as a means of assessing student understanding. This may include, but is not limited to, videos, audio, photographs and graphic representations. Teachers may also use written records of student conversations, comments, explanations and hypotheses as well as annotated pieces of student work that may form part of a student’s portfolio.

Portfolios
A portfolio is a record of students’ involvement in learning which is designed to demonstrate success, growth, higher-order thinking, creativity, assessment strategies and reflection. It provides a picture of each students’ progress and development over a period of time both as individual and group learners. Portfolio entries document both the process of learning and the product, including images and evidence of students in the process of constructing meaning. It can be used as a tool for assessment and reporting purposes for students, parents, teachers and administrators.

Students’ demonstration of the Learner Profile is reflected in the overall comment made by teachers to parents and students, in respect to learning, social and emotional growth.

Ongoing communication and involvement of Parents
Communication is sent home at the beginning of each unit of inquiry to introduce the focus and intent of the unit to parents / caregivers. This includes information relating to:

• aspects of the transdisciplinary theme that the unit explores
• the unit’s Central Idea and Lines of Inquiry
• Concepts and Transdisciplinary Skills being focused on during the unit
• the summative assessment tool
• the learner profile attributes focused on during unit
• how parents can support student learning through the unit at home and at school
Learning Communities host one Family Learning Event in the school year, engaging parents, students and teachers in showcasing student learning and involving families in focused learning activities. These events aim to provide parents with an insight into the learning experience of their child and strategies to support their child’s learning at home.

**ASSESSMENT IN THE DP**

**Internal and External Assessments**

Internal assessments (IA) are required assessments completed during Years 11 and 12, focusing on skills and subject content. These assessments are either externally assessed or marked by teachers using the IB rubric/marketing scheme for the course. The IA scores are submitted to IB for moderation to ensure consistent scores worldwide. The weighting of the IA varies between 20% and 30% between subjects.

External Assessments (EA) are mandatory assessments that are completed predominantly during Year 12 and are not scored by the classroom teacher. These assessments are IB exams that are administered during the November testing session and are sent directly to IB examiners for evaluation. Other, externally assessed coursework, completed by students over an extended period under authenticated teacher supervision, forms part of the assessment for several programme areas, including the Theory of Knowledge (TOK) essay and the Extended Essay (EE).

These summative assessment pieces measure student attainment against IB criteria and contribute to semester grades.

**Recording and Reporting**

Parents, teachers and students are partners in education. Teaching and learning benefits greatly when there is open and consistent communication among the three stakeholders. As a result, CCC has a structured and formalised system of recording and reporting as outlined previously. There are some additional recording and reporting procedures unique to DP.

**Recording**

Teachers are required to continuously record the progress of students on the school-learning platform Managebac. These records are available to individual students and their parents. Records need to be simple, clear and precise. Semester grades must be based on a range of evidence, including formative assessment.

**Reporting**

During the course of one school year, CCC formally reports to all parents on four separate occasions as explained further below. This occurs in a whole school, systematic way each term. An official school report is issued at the beginning of the following term. Students in the Diploma Programme are awarded a grade representing current and progressive achievement for each subject, plus a comment on Effort, Behaviour and Homework. The three Core subjects are included in this.

In Terms 2 and 3, all students and their parents/guardians will meet with the Diploma Programme Coordinator or their representative. This will primarily follow the College’s direction of student-led conferencing, where students articulate their learning goals, progress, challenges and successes in a supportive environment with their parents and teacher.
At these meetings:

- Discuss student’s educational profile and to ensure that subject selection and career aspirations align with student performance
- Discuss student’s IB pathway including academic performance, progress with the Core requirements, preparation for exams, progress with IA etc.

**IB Documents for DP Students**

I. IB Calendar – A two-year calendar of Summative Assessment deadlines (draft and final dates) and other key school and IB specific dates. This calendar is organised by the Diploma Programme Coordinator in conjunction with the IB teaching team. Will be published to students and parents, as well as posted on school website.

II. ONE SCHOOL Semester Planners – produced by subject teachers each semester outlining course content and assessment (formative and summative)

III. Assessment Schedule/Block Exam timetable – IB Block exam schedule produced mid-term for end of term exam block

IV. Submission arrangements for Core – issued to students to manage submission of TOK, EE and for finalisation of CAS. Will be a part of the IB Student Handbook

V. IB Academic Honesty Policy