

Good Shepherd Lutheran College Assessment Policy

With Christ at our centre we equip our students to become flourishing, knowledgeable and compassionate people who enrich the lives of others with a servant heart.

Aim

To clearly articulate the philosophical foundations of assessment practices at GSLC, their connection with the College Mission and how they inform assessment expectations and practices at the College.

Rationale

At Good Shepherd we nurture flourishing, globally minded thinkers who apply the attributes of the International Baccalaureate Learner Profile in living out the values of the College Mission.

Assessment practices at GSLC therefore are developed collaboratively and reflectively, promoting agency and action from students. They are conceptually founded and driven by inquiry, promoting authentic learning and intrinsic motivation for the diversity of student experiences in the classroom.

Common Elements

As learning occurs within a social context and consistent with the College mission, assessment of learning should include growth in self understanding and wellbeing, social relationships and global perspectives and responsibilities.

Across all programmes, feedback and reporting is ongoing and timely for parents and guardians via the online platform SEQTA. This includes a progress report at the end of Semester 1 and an end of year report which provides an assessment of student understandings based on the whole course and not individual components.

Additionally, the IBO document *Assessment Principles and Practices* reminds schools that:

“All IB programmes offer curriculum or curriculum frameworks that are broad, balanced, conceptual and connected. All IB assessments need to consider these underlying aspects of an IB education in their design, even when they are not explicitly assessed, so that there is a positive backwash effect on teaching and learning.

The key elements that link all IB programmes are:

- the learner profile
- approaches to teaching and learning
- international-mindedness”

Within the NTCET the Capabilities as described in the National Curriculum and South Australian Certificate of Education syllabus documents move into this space as students move into Years 11 and 12.

These elements are an integral part of teaching, learning and assessing at the College.

PYP

The purpose of assessment in the Primary Years Programme is to inform future teaching and learning, based on evidence gathered and analysed. Teachers and students collaboratively reflect on learning, using all three assessment practices - **for** learning (diagnostic), **as** learning (formative) and **of** learning (summative).

A variety of rigorous, differentiated and authentic assessment strategies and tools co-constructed by the teacher and student will be used as evidence of learning, knowledge, understanding and application of skills to promote autonomous and agentic learners. Both learning outcomes and the learning process are assessed.

Deliberate and frequent opportunities for data-driven dialogue and collaborative practices across campuses will enable staff to identify patterns and trends in student learning and ensure consistency and accuracy of teacher judgements. This will inform and guide decisions about teaching and learning at our college.

MYP

The primary focus of assessment in the MYP is to promote student conceptual learning through authenticity, creativity in design and advancement of student agency [voice, choice and ownership]. Driven by an inquiry mindset, assessment in the MYP must provide continual, ongoing and timely feedback on the learning process that provides students the opportunity to progress through diversity of thinking and from ranging perspectives; peer, parent and teacher. Utilising all forms of assessment to inform, enhance and improve teaching pedagogy and process, teachers must be clear in their distinction between internal summative assessment and the supporting formative processes. Assessment in the MYP must provide opportunities for students to develop and exhibit diverse approaches to learning skills, and build and enhance deep understanding of subject content while promoting positive student attitudes towards learning. In the MYP teachers make decisions about student achievement using their professional judgement against the subject-group objectives using the assessment criteria for each subject group in each year of the programme. Evidence of student learning progress against the subject group criteria should be varied, meaningful, and celebrated; designed through teacher creativity and open-mindedness to ensure the provision of inclusive access arrangements and reasonable adjustments where needed.

Summative assessment may vary focus across each MYP year level driven by the sustained inquiry and required modifications of each class or student, however consistency in the application of criteria and command terms for each year level within each subject is imperative.

- Standardization processes must be applied between teachers prior to the submission of student work to ensure consistent expectations for meeting the objectives across teaching teams within each learning area for each year of the programme.

- Moderation processes must be applied to ensure consistency surrounding the application of the MYP criteria for grading.

Clear, regular and informative feedback should form the foundation of communication to both students and parents to support assessment processes and guide future learning goals. Deliberate and frequent opportunities must be provided for data-driven dialogue within and between teaching teams to inform future collaborative planning and enable staff to identify trends and needs in student learning.

NTCET

The purpose of assessment in the senior school is two-fold. Assessment plays an integral role in improving learning and informing teaching. Its fundamental purpose is to establish where learners are in an aspect of their learning at the time of assessment (Masters 2014). When taken at the end of a student's secondary education, assessment results have implications for university entry and career pathways.

Assessment is an ongoing process whereby evidence is gathered, analysed and reflected on by both the student and teacher. Teachers make informed decisions about their students' knowledge and skills based on the data from assessment, what further teaching is required to progress student learning, and areas of teaching that require improvement or innovation. Effective assessment feedback to students is timely, ongoing, individualised and specific to assessment criteria, enabling students to reflect on their learning and progress, and actively take measures for improvement.

Teachers use assessment to measure and support student learning by devising quality assessment tasks and consistently and knowledgeably applying performance criteria to make valid judgements about student learning and achievement. Through moderation, at the College, the wider NTCET community, and through other professional activities such as SACE PLATO workshops, teachers refine and develop their ability to make accurate, valid and consistent decisions on student achievement.

Ethical research and creation of student work which is submitted as assessments is monitored using SACE referencing guidelines, breach of rules and verification of student work processes. In addition Special Provisions, according to SACE policy, allow for reasonable adjustment to assessment to support students who have a disability or experience misadventure or personal circumstances beyond their control (SACE, 2020).

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1	17/12/2021		3yrs