



# **ASSESSMENT AND REPORTING STATEMENT**

## **TNS Secondary (Stage 4)**

### **1. Purpose of assessment**

The purpose of assessment is to gather valid, reliable and useful information about student learning. At TNS we adopt an integrated approach to teaching, learning and assessment, and as such assessment is an ongoing and integral part of the teaching-learning cycle. Quality assessment tasks enable students to demonstrate what they know and can do while providing teachers with opportunities to gather evidence about student achievement in relation to syllabus outcomes.

At TNS we are committed to standards-referenced assessment that:

- is based on syllabus outcomes
- enables students to demonstrate their learning in a range of task types
- is free from bias
- is inclusive of and accessible for all students, with appropriate differentiations or adjustments provided as necessary
- is part of an ongoing process where progress is monitored over time
- is respectful of each student and sensitive to their age and developmental stage

## **2. For / As / Of**

Assessment *for*, assessment *as*, and assessment *of* learning are approaches that enable teachers to gather evidence and make judgements about student achievement. These approaches may be used individually or together, and formally or informally in all KLAS. TNS adopts NESAs' definitions for assessment for, as and of learning:

### **2.1 Assessment For Learning**

Assessment for learning involves teachers using evidence about students' knowledge, understanding and skills to inform their teaching. Sometimes referred to as 'formative assessment', it usually occurs throughout the teaching and learning process to clarify student learning and understanding.

### **2.2 Assessment As Learning**

Assessment as learning occurs when students are their own assessors. Students monitor their own learning, ask questions and use a range of strategies to decide what they know and can do, and how to use assessment for new learning.

### **2.3 Assessment Of Learning**

Assessment of learning assists teachers in using evidence of student learning to assess achievement against outcomes and standards. Sometimes referred to as 'summative assessment', it usually occurs at defined key points during a unit of work or at the end of a unit, term or semester, and may be used to rank or grade students. The effectiveness of assessment of learning for grading or ranking depends on the validity and reliability of activities. Its effectiveness as an opportunity for learning depends on the nature and quality of the feedback.

### 3. Assessment strategies and approach

As students move into their Secondary years at TNS, they become more aware of and responsible for their assessable learning tasks. In Stage 4 all assessments have clear Task Sheets (see 4. **Assessment schedule and tasks**) and are completed at school during class time as much as possible. Students are also introduced to formal tests for the first time in limited subjects:

Primary (ES1 – S2) ↓	ongoing assessment, no awareness of assessable tasks (ie all tasks are assessable), no formal tests, A-E scale in common language
Upper Primary (S3) ↓	ongoing assessment, some awareness of “assessable” tasks and use of rubrics, no awareness of weighting, no formal tests, A-E scale in common language
Stage 4 ↓	frequent assessment, task sheets with due dates and rubrics for all assessable tasks, limited use of formal tests (test conditions), A-E Common Grade Scale
Stage 5 ↓	task sheets and rubrics for all assessable tasks, awareness of weightings (summative tasks and end of course tasks more heavily weighted), may include formal tests as appropriate to specific subjects, A-E Common Grade Scale / application of subject specific course performance descriptors
<i>Stage 6</i>	<i>HSC assessment requirements</i>

This approach prioritises student wellbeing by supporting the transition from Upper Primary to Lower Secondary and reducing unnecessary stress. However, it also ensures students are adequately prepared for the increasing requirements in Stage 5 and beyond.

A range of strategies continue to be used to assess student learning. The type of assessment activity and the means of gathering evidence will depend on outcomes,

context, and students' learning needs. The type of assessment task should reflect the type of teaching and learning that has taken place. In Stage 4 there is still a preference for authentic assessment tasks and work samples as evidence of student knowledge and understanding rather than tests, however students are introduced to 'test conditions' in limited subjects such as Mathematics.

At TNS assessment strategies include:

- rich assessment tasks
- inquiry based research questions
- hands-on activities or practical demonstrations
- observations of field work
- collaborative tasks
- presentations
- teacher observations
- anecdotal records
- checklists
- peer assessment
- self-assessment
- formal tests

An expanded list of appropriate assessment strategies for Stage 4 can be found at <https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/understanding-the-curriculum/assessment/7-10-assessment-strategies>

At TNS, we remain philosophically opposed to standardised testing, however we fully cooperate with all legislative requirements regarding standardised tests.

#### **4. Assessment schedules and tasks**

Teachers map assessable tasks for each subject on annual assessment plans. In Stage 4, assessable tasks occur frequently throughout the course and are spread throughout the term. Where possible, teachers aim to avoid multiple assessable tasks for different

subjects being due in the same week. Our approach to integration also means that a single assessable task may meet outcomes in more than one subject area.

Assessment schedules are due to the Head of School at the beginning of each school year. Students are made aware of scheduled assessments at the beginning of each term.

Students are provided with a Task Sheet for each assessable task which clearly outlines the date of notification, due date, nature of the task, how it is to be submitted, and who it is to be submitted to. The task sheet also references Key Vocabulary, and includes the outcomes referenced marking rubric. (See Appendix A)

Student work samples and marking rubrics may be kept in individual learning portfolios. Checklists and other assessment data may be stored in our Student Management System, or individual student files.

Teachers may also keep copies of Stage 4 assessable tasks for moderation purposes.

## **5. Students with a disability**

Students with additional needs may require adjustments to assessment in order to demonstrate what they know and can do in relation to syllabus outcomes and content. The type of adjustments and support will vary according to the particular needs of the student and the requirements of the activity. Decisions regarding adjustments are made in the context of collaborative curriculum planning, and teachers should consider:

- adjustments to the process – a student may need more time, more rest breaks, a reader or scribe, or a specific technology
- adjustments to activities – a student may need language simplified or read aloud, alternative formats for questions, or an additional scaffold to work from
- adjustments to responses – a student may need to write in point form, record their answer instead of writing, or annotate using a specific technology

Providing an adjustment does **not** restrict a student’s access to the full range of marks or grades.

## 6. Marking and feedback

Recording evidence for assessment must be manageable for teachers, and can be formal or informal. Evidence may take the form of marks, grades, comments, conversations, digital recordings or audio/visual representations. Evidence should focus on student progress in relation to outcomes, and identify both strengths and areas for improvement.

The effectiveness of assessment as an opportunity for learning depends on the nature and quality of the feedback. Feedback to students may be formal or informal, verbal or written, as appropriate for the task, learner and context. Specific, constructive feedback enables students to recognise their strengths as well as areas for development, and to plan next steps for their learning.

Other forms of feedback to support student learning include class or group discussion, peer assessments, self-assessments and self-reflections, checklists, and success criteria.

## 7. Awarding Grades

The A to E Common Grade Scale describes how well a student has achieved the required learning in any subject.

A	The student has an extensive knowledge and understanding of the content and can readily apply this knowledge. In addition, the student has achieved a very high level of competence in the processes and skills and can apply these skills to new situations.
B	The student has a thorough knowledge and understanding of the content and a high level of competence in the processes and skills. In addition, the student is able to apply this knowledge and these skills to most situations.
C	The student has a sound knowledge and understanding of the main areas of content and has achieved an adequate level of competence in the processes and skills.

D	The student has a basic knowledge and understanding of the content and has achieved a limited level of competence in the processes and skills.
E	The student has an elementary knowledge and understanding in few areas of the content and has achieved very limited competence in some of the processes and skills.

## 8. Reporting to Parents

The relationship between home and school is important, and effective reporting involves parents, students and teachers as partners. Data collected from assessment tasks and moderated samples of student work are used to inform written reports. Reports are provided twice annually. TNS is committed to meeting all reporting requirements, while maintaining a focus on the student wellbeing and celebrating their individual strengths.

Further communication about what students know, understand and can do also occurs through:

- 3 Way Conferences (student / parent / teacher) – these provide an opportunity for children to share their work samples, celebrate areas of strength and identify areas for further growth and learning
- Learning portfolios – student work samples
- Showcase events – these provide an opportunity for students to display finished projects, share findings, or present their learning to an authentic audience

### Reporting timeline:

Student-Parent-Teacher 3 Way Conference	End of Term 1
Report and Portfolio	End of Semester 1
Student-Parent-Teacher 3 Way Conference	End of Term 2
Report and Portfolio	End of Semester 2
<i>Other meetings</i>	<i>Ongoing through the year as required</i>



<b>Marking Rubric:</b>					
	<b>A level</b>	<b>B level</b>	<b>C level</b>	<b>D level</b>	<b>E level</b>
<b>Outcome 1</b> [insert outcome code and requirement]	Indicators that demonstrate extensive knowledge, application, very high level skills, can apply to new situations.	Indicators that demonstrate thorough knowledge, high level skills, can apply to most situations.	Indicators that demonstrate sound knowledge, competent skills.	Indicators that demonstrate basic knowledge, limited skills.	Indicators that demonstrate elementary knowledge in few areas, very limited skills.
<b>Outcome 2</b> [insert outcome code and requirement]					
<b>Outcome 3</b> [insert outcome code and requirement]					
<b>etc</b>					

<b>Feedback</b>
<p>Comments:</p> <p>[boxes may be highlighted in the rubric to indicate a student’s level of achievement]</p> <p>Additional feedback should be provided here.</p>