Assessment Practices

Do school assessment practices provide students with the best opportunity to demonstrate their learning?

The school's assessment practices are:

- guiding teachers and students to manage effective SACE assessments
- giving students adequate opportunities to demonstrate their best achievements.

	Indicators:	Examples of indicators in practice:

High	School leadership team has high expectations and actively promotes a culture of innovative assessment program design that caters to student interests, pathways, and contexts.	• Assessment practices are strategically reviewed and monitored to ensure that:
		  ➤ tasks complement effective teaching and learning through differentiation, negotiation, and choice
		  ➤ tasks provide students with clear and unambiguous instructions
		  ➤ tasks give all students the opportunity to demonstrate higher order thinking to enable them to meet the A level performance standards
		  ➤ students are clear about assessment requirements and criteria
		  ➤ all students complete all tasks.

	School leadership team has a documented plan to ensure teachers have a deep understanding of SACE Board assessment policies and are consistently implementing these policies across the school.	• Students and teachers adhere to SACE Board assessment policies working ethically with regards to drafting, editing and verifying student work and meeting deadlines.
	School leadership team expects students to be provided with effective feedback that promotes further learning and has procedures in place to enable students to provide teachers with feedback.	• Teachers provide feedback to students that is timely and is explicit about what actions students can take to improve • Students are provided with opportunities to give feedback to teachers regarding assessment practices and strategies that may further develop student learning.

	School leadership team makes certain that procedures and practices are in place to ensure teachers' assessment tasks are fair and accessible.	• Teachers facilitate students' access to assessments by ensuring that:
		  ➤ eligible students use special provisions
		  ➤ task language is clear to all students
		  ➤ task options provide students with an equal opportunity to demonstrate their learning
		  ➤ students are provided with the resources required to complete tasks.

	School leadership team makes certain that procedures are in place to ensure assessment evidence reflects student achievement.	• Assessment evidence reflects assigned grades and is readily available for confirmation through the marking and moderation processes.

	Indicators:	Examples of indicators in practice:
High Medium	School leadership team encourages the development of innovative programs to cater for student diversity; innovative programs are evident across a number of learning areas or classes.	• Assessment practices across the school generally ensure students are engaged and can demonstrate their learning to the highest level through differentiation and clarity of requirements • Most students complete all assessment tasks.
	School leadership team devolves to middle managers the responsibility for teachers' understanding of SACE Board assessment policies. Assessment policies are consistently implemented by most teachers.	• Students and teachers generally adhere to SACE Board assessment policies • Assessment deadlines are applied by teachers • Teachers consistently initiate Breaches of Rules action.
	School leadership team promotes effective feedback as a critical tool to further student learning, which is understood and actioned to varying degrees by teachers. Student feedback to teachers is encouraged but not strategically managed.	• The quality of feedback that students receive from teachers across the school is variable • Feedback may not be timely and/or may not provide students with clear steps for improvement on strategies to further develop their learning • Feedback from students to teachers on assessment practices and strategies to further develop student learning is provided by some students on an informal basis.
	School leadership team devolves the responsibility to middle managers for developing teachers' understanding of fairness and accessibility in assessment. Most teachers' assessment practices are fair and equitable.	• The use of special provisions, the clarity of assessment tasks, and the provision of resources generally enable students to access assessments.
	School leadership team expects procedures are in place to ensure that students' results reflect assessment evidence, with generally effective practices employed by middle managers and teachers across the school.	• Assessment evidence reflecting students' final results is almost always available for confirmation through moderation and marking processes • A request to change final results is made after results are submitted to the SACE Board in some years.
Low Medium	Indicators:	Examples of indicators in practice:

	School leadership team assumes that teachers' assessment tasks and programs are aligned with subject specifications and cater to student interests, pathways, and contexts.	• Teachers use assessment tasks with limited consideration of their suitability
		• Assessment practices vary across the school. Some assessments engage students and provide an opportunity to demonstrate learning at the higher standards. Some tasks may:
		  ➢ limit student access and/or engagement
		  ➢ provide ambiguous instructions
		  ➢ provide little opportunity for student negotiation and choice
		  ➢ limit the opportunity for students to demonstrate evidence of their learning to the highest standard
		• A number of students do not submit some assessment tasks and receive an 'I' result.

	School leadership team assumes that middle managers and teachers implement SACE Board assessment policies consistently. Assessment policies are inconsistently implemented across the school.	• Assessment deadlines are inconsistently applied • Students do not always recognise when they have submitted work that is not their own • Teachers inconsistently initiate Breaches of Rules action.
	Feedback that promotes student learning is provided by teachers on an ad hoc basis.	• Feedback that promotes student learning may or may not be provided • Feedback that promotes student learning is not always timely • Some students do not value and use feedback to support their learning.
	School leadership team assumes assessment practices are fair and accessible. Some assessments preclude students from demonstrating their learning.	• The application of special provisions varies between teachers • Task options may require resources that aren't available to students • Some tasks may include instructions that are irrelevant.
	School leadership team assumes that students' results reflect assessment evidence.	• Assessment evidence on which students' final results are based is sometimes unavailable for confirmation through moderation and marking processes • A number of requests to change final results are made after results are submitted to the SACE Board in most years

	Indicators:	**Examples of indicators in practice:**

Low	School leadership team has limited awareness of SACE Board assessment practices and their relevance to teachers and students.	• Teachers use assessment tasks without consideration of their suitability
		• Teachers' assessment practices are inconsistent. Many assessment tasks:
		  ➤ limit student access and/or engagement
		  ➤ limit the opportunity for students to demonstrate achievement at the highest standards.
		  ➤ assess irrelevant assessment criteria
		• Many students' results reflect non-completion of tasks rather than their achievements; multiple 'I' results in classes and/or subjects.

	School leadership team does not recognise SACE Board assessment policies. Assessment policies are not applied.	• Eligible students are not approached with the opportunity to access special provisions • Students submit work that is not their own without consequence • Students submit — and teachers accept — work without regard to assessment deadlines or due dates.
	Feedback provided to students rarely promotes further learning.	• Feedback does not promote further learning or student understanding of their strengths and weaknesses • Feedback is provided in relation to irrelevant assessment criteria.
	School leadership team has little assurance that students' results reflect assessment evidence.	• Assessment evidence that contributes to students' final results is unavailable for multiple students • Assessment evidence is incomplete and does not reflect assigned grades • A number of requests to change final results are made after results are submitted to the SACE Board each year.