This Assessment Policy is to be implemented by teachers working in the English Learning Area at Eaton Community College.

It should be read in conjunction with the Assessment Principles and Practice section of the Curriculum and Assessment Outline available on the School Curriculum and Standards Authority website. (http://k10outline.scsa.wa.edu.au/assessment_principles_and_practice)

As outlined in this document, student assessments should:
- be an integral part of teaching and learning
- be educative
- be fair
- be designed to meet their specific purpose
- lead to informative learning
- lead to school wide evaluation processes.

In accordance with the Australian Curriculum, and the Department’s RTP module, students studying English are assessed against the following outcomes:
- Reading and Viewing
- Writing
- Speaking and Listening

_Students will be assessed against all three outcomes in every reporting period and teachers will need to ensure they have given students adequate chances to demonstrate their abilities in all three outcomes._

**Term Overviews**

To ensure assessment forms an integral part of the teaching and learning program, a term overview of course content and common assessment tasks (in line with the Australian Curriculum) is available in the English Learning Area Curriculum folder on the school’s SDrive. Teachers should use this as a basis for the teaching program.

Copies of this assessment outline should be distributed to students at the beginning of each term. Please ensure students glue this into their workbooks.
**Assessment Tasks**

Teachers are required to administer each of the common assessment tasks on the relevant term overviews – each assessment task should be accompanied by a task outline and marking guide (see notes below).

Teachers are free to administer any other assessment tasks as they wish. These tasks should be varied and could include:
- in-class timed assessments
- assessments completed over a period of time
- observations
- student responses to questions
- group work.

*Note: Assessment tasks may need to be adjusted to suit the requirements of students with special needs.*

**Assessment Criteria and Guide to Grades**

For each common assessment task, students should be given an assessment cover sheet that outlines the requirements of the task and the marking criteria (rubric). This should be distributed to the students at the beginning of the assessment task and must be attached to the submitted piece of work.

Grades, and or achievement descriptions, are not assigned for individual pieces of work.

Student work is assessed against a **mark out of 20** - teachers should use the attached Guide to Grades and the Judging Standards document on the SCSA website.

http://k10outline.scsa.wa.edu.au/assessment_principles_and_practice/judging_standards

Teachers must also provide students with educative written feedback on their assessment tasks.

Marked assessment tasks should be returned to students in a timely manner.

**Recording Student Achievement**

Teachers must choose a suitable way to keep records of student achievement, which should be available to the HOLA on request. Teachers may choose to use the RTP data entry module.

**Portfolios**

Each student is to be provided with an English portfolio which will be stored in the appropriate classroom and which will travel with the student throughout their lower school years at ECC. Teachers are responsible for maintaining these portfolios and for ensuring marked assessment tasks are stored within them. The portfolios should be available for viewing by the students, parents, the English HOLA and other interested parties as required.
Non-Submission of Assessment Tasks

Students must be given a due date for submission of assessment tasks. Individual teachers are required to implement strategies to ensure that their students complete all assessment tasks as required. Failure to submit assessment may be dealt with in a number of ways including:

- Lunchtime or after school ‘catch-up’ sessions
- Parent contact by phone or letter
- Intervention by the English HOLA

Moderation

Teachers will be required to engage in English moderation of student work, both formally and informally within the school and, when available, across schools.

Reporting

Each semester, teachers are required, using the Department’s Reporting to Parents module, to make an on-balance judgement (supported by evidence of student work) about achievement in each of the three outcomes: Reading and Viewing, Writing, Speaking and Listening.

Teachers are also required to write a relevant and educative comment about each student’s achievement and possible ways to progress in English. These comments should be tailored to the individual student’s needs.

Teachers must also adhere to the school’s reporting timeline.
## Guide to Grades – Lower School

<table>
<thead>
<tr>
<th>Grade</th>
<th>Descriptors</th>
<th>Mark (20)</th>
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</thead>
<tbody>
<tr>
<td>A</td>
<td>Grade A – <em>very high</em> standard of achievement</td>
<td>A+ 19-20</td>
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<tr>
<td></td>
<td></td>
<td>A 17-18</td>
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<tr>
<td></td>
<td></td>
<td>A- 16</td>
</tr>
<tr>
<td>B</td>
<td>Grade B – <em>high</em> standard of achievement</td>
<td>B+ 15</td>
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<tr>
<td></td>
<td></td>
<td>B 14</td>
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<td></td>
<td>B- 13</td>
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<tr>
<td>C</td>
<td>Grade C – <em>satisfactory</em> standard of achievement</td>
<td>C+ 12</td>
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<td></td>
<td>C 11</td>
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<td></td>
<td>C- 10</td>
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<tr>
<td>D</td>
<td>Grade D – <em>limited</em> achievement</td>
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<td>D 8</td>
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<td></td>
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<td>D- 7</td>
</tr>
<tr>
<td>E</td>
<td>Grade E – <em>inadequate</em> achievement</td>
<td>E 0-6</td>
</tr>
</tbody>
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