

Assessment Policy

At Mitchelton State High School, students are at the heart of what we do with Year 7, 8 and 9 of learning being our 'wonder years'. Junior Secondary Assessment prioritises students developing cognitions and skills over content. In alignment with Equity and Excellence, assessment in Junior Secondary removes barriers to learning by shifting from 'equal' to 'equitable' opportunities to demonstrate their learning and experience success. Our staff acknowledge that:

- Not all learners come to us from the same starting position,
- not all students learn the same way, and
- not all students demonstrate their learning in the same way.

"As we set off on or continue our deeper learning journey, let's celebrate our students every step of the way—who they are, what they know and can do, their connections with others, and all that they do to contribute to the world.

Students are ready to change the world now. All they need are opportunities to prove it."

McEachen and Kane, 2019

Authentic Assessment

At Mitchelton State High School, our students have multiple opportunities to demonstrate **evidence of their learning**.

- Students engage in authentic assessment that fully informs the measurement of learning.
- Authentic Assessment collates mixed methods of data to assess students' evidence of learning and includes an intentional mix of traditional assessment and monitoring techniques.



The Learner First – Enhancing Authentic Assessment through Social-Emotional Learning

To enhance Authentic Assessment, our staff incorporate elements of Social-Emotional Learning which focuses on the 'whole child'.

Mitchelton State High School's assessment policy encompasses the following practices:

- Crafting or selecting, documenting, and maintaining assessment strategies, both summative and monitoring, aligned with targeted elements of the relevant achievement standard. This process involves providing tailored support as necessary to ensure all students can effectively showcase their learning.
- Employing or creating high-quality summative assessment tasks that:
 - Integrate understandings and skills outlined in the structure of the achievement standard.
 - Allow students opportunities to exhibit a deep conceptual understanding, advanced skills, and the ability to apply fundamental knowledge.
 - Offer a comprehensive range of performance levels in alignment with the achievement standard.
 - Embrace inclusivity by accommodating diverse groups and individuals, and offering tailored support and adjustments when needed.
- Utilising or designing effective monitoring strategies that:
 - Evaluate specific facets of the achievement standard identified for monitoring, as indicated in yearly or band planning.
 - Gather evidence aligned with targeted aspects of the achievement standard through methods like observations, multimodal evidence collection, checklists, and journaling.
 - Address aspects of the achievement standard that are challenging to assess using a traditional five-point scale, or those where particular concepts and skills recur across different years or subjects.
 - Confirm assessments made during the determination of achievement levels on summative tasks or when establishing overall achievement levels for academic reporting at the end of each semester. This evidence is then retained within the assessment folio.

Extensions

- At Mitchelton, we trust the professional judgment of teaching staff to know what timeframes each individual student may need to complete assessment pieces.
- Teachers are to discuss changes to due dates in consultation with their HODs depending on need.
- If an individual student has a reason for having to miss multiple assessments, parents can contact the Junior Secondary HOD to liaise with teachers on extending multiple due dates.
- If a significant portion of time in school is missed due to illness or misadventure, the JS HOD will discuss with the DP and parent how the learner will be reported on.

At Mitchelton State High School, it is mandatory for students to fulfil all coursework requirements across every subject. This prerequisite, designed to facilitate each student's achievement to their fullest potential, allows for the allocation of semester credits and attainment of various levels of achievement. Satisfactory completion of all coursework, with assessment responses meeting the specified criteria, is imperative.

Evidence of learning encompasses:

- classwork,
- classroom activities,
- homework,
- reviews,
- excursion reflections,
- practical tasks, and
- all prescribed assessment components such as exams and assignments.

Teachers diligently monitor students' progress and engagement during lessons to ensure optimal learning opportunities. They will take necessary steps to support students in completing all coursework, which may involve assigning unfinished classwork as homework or supervising its completion during class time.

At Mitchelton State High, transparency is paramount. In collaboration with parents, teachers maintain open communication regarding any recurring issues related to coursework completion. This communication occurs in a timely manner, allowing both parents and teachers to provide necessary support to ensure students meet course requirements successfully.

While encouraging students to take ownership of their work, we recognize the importance of striking a balance between autonomy and support. Therefore, we actively collaborate with parents and students to facilitate completion of assignments, intervening early in the process to foster student responsibility while ensuring work completion rates remain high.

Teachers establish expectations for the learning environment and completion of classwork.

