

# ST BEDE'S CATHOLIC COLLEGE ASSESSMENT POLICY



APPLICABLE TO	Staff, students and parents
DOCUMENT OWNER	Principal
APPROVAL DATE	19 December 2017
APPROVED BY	Principal
SCHOOL ACTIONS	School policy – staff, students and parents are to ensure practices are consistent with this policy
LAST REVIEW DATE/S	N/A
NEXT REVIEW DATE	19 December 2018
RELATED DOCUMENTS	MN CSO K-12 Assessment Policy 2017 Australian Professional Standards for Teachers NSW Institute of Teachers 2015 Teacher Accreditation Act 2004

## Purpose

This Assessment Policy aims to support St Bede's Catholic College, Chisholm in implementing NSW Education Standards Authority (NESA) curriculum requirements within the Catholic school context.

This policy acknowledges and promotes a standards-referenced approach to assessing and reporting student achievement, and the importance of assessment for, as and of learning as essential components of good teaching and learning.

## Policy Statement

This 2017 Policy reflects changes to NESA syllabuses and advice incorporating the Australian Curriculum, registration and accreditation requirements, Commonwealth and State Government requirements, and the Australian Professional Standards for Teachers (APST). It sets the framework for a Year 7-12 approach to assessment.

This policy is underpinned by a Catholic worldview that guides and informs everything we do at St Bede's Catholic College, and as espoused in the 2017/2018 Vision Statement in the College 2017-18 Foundation Plan and Learning Framework 2018.

St Bede's Catholic College provides quality opportunities through teaching programs inclusive of assessment opportunities, which relate the curriculum to students' needs and abilities, recognising that students learn differently. In ensuring that teaching programs are inclusive of, and cater for all students, the Principal as the instructional leader has overall responsibility for the provision of quality teaching, learning and assessment opportunities, and for monitoring the implementation of this policy.

Assessment fits within and is complemented by the St Bede's Learning Framework, *Rich and purposeful Personalised Learning*, in that it requires 'a deep understanding and implementation of the teaching and learning cycle regarding programming, assessment for, of and as learning.'

This policy will be reviewed as required by the College or NESAs, or as prescribed by other Government legislation.

## Definitions

This Policy endorses and promotes the NESAs definition of Assessment.

*Assessment is the broad name for the collection and evaluation of evidence of a student's learning. It is integral to teaching and learning and has multiple purposes. It is the ongoing process of collecting, analysing and recording information about student progress towards achievement of syllabus outcomes. Assessment can enhance student engagement and motivation, particularly when it incorporates interaction with teachers, other students and a range of resources.*

*Assessment for learning, assessment as learning and assessment of learning are approaches that can be used individually or together, formally or informally to gather evidence about student achievement and to improve student learning.*

Assessment:

- provides opportunities for teachers to gather evidence about student achievement in relation to syllabus outcomes
- enables students to demonstrate what they know and can do
- clarifies student understanding of concepts and promotes deeper understanding
- provides evidence that current understanding is a suitable basis for future learning.

NESA 2017

## Scope

This Policy applies to all teaching staff, students and parents at St Bede's Catholic College, Chisholm.

## Guiding Principles

Assessment should:

- be an integral part of the teaching and learning cycle
- reflect a belief that all students can learn and improve
- be inclusive of and accessible to all students
- be valid and be based on syllabus outcomes
- include criteria to clarify for students what aspects of learning are being assessed
- enable students to demonstrate their learning (what they know and can do) in a range of learning contexts
- be reliable, free from bias and provide evidence that accurately represents a student's knowledge, understanding and skills
- enable students and teachers to use feedback effectively and reflect on the learning process
- be part of an ongoing process where progress is monitored over time.

## Responsibilities

It is the responsibility of the College to:

- conduct sound assessment programs that allow students to demonstrate the breadth and depth of their knowledge, skills and understanding
- develop quality assessment tasks and well-constructed marking guidelines aligned to the NESA common grade scale
- provide ongoing regular effective feedback to students in relation to their strengths and areas for development
- develop an assessment schedule with weightings for tasks and when tasks are due for each subject
- provide an assessment notification through Compass at the commencement of the unit prior to the assessment due date

- provide an evenly balanced schedule of tasks across the year such that students do not have a concentrated assessment block in any given period
- collate all evidence of learning from assessment tasks, both formal and informal, to make a sound judgement of where each student is at in their learning cycle.

It is the responsibility of each student to:

- be aware of their various assessment instruments (writing tasks, presentations etc). This involves reading their assessment handbook carefully and managing their own schedule
- know the date that each assessment is due. Students will be supplied with an assessment schedule at the beginning of the course. Any change in date will be communicated through the assessment notification
- ensure that all work is submitted by the due date
- understand if they are absent on the day the assessment task is given they must collect a copy of the task from the teacher on return. Students cannot assume an automatic extension – an application must be made
- use feedback from teachers, or opportunities to self-assess, as the basis for developing skills, knowledge and understanding.

## Students with Special Education Needs

Some students with special education needs will require adjustments to assessment practices 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. These may be:

- alternative formats for responses, for example written point form instead of essays, scaffolded structured responses, short objective questions or multimedia presentations
- adjustments to assessment activities, for example rephrasing questions, using simplified language, fewer questions or alternative formats for questions
- adjustments to the assessment process, for example additional time, rest breaks, quieter conditions, or the use of a reader and/or scribe or

specific technology.

It is a requirement under the *Disability Standards for Education 2005* for schools to ensure that assessment tasks are accessible to students with a disability. Adjustments to course work and assessment tasks may be made to cater for the needs of these students. Further examples of adjustments to assessment for students with special education needs and information on assessment of students undertaking Life Skills outcomes and content can be found on the NESA website in support materials for Life Skills Years 7–10.

<http://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/understanding-the-curriculum/assessment/adjustments>

### Gifted Students

Gifted students have specific learning needs that may require adjustments to the pace, level and content of the curriculum. Differentiated educational opportunities assist in meeting the needs of gifted students. Curriculum strategies for gifted students may include:

- differentiation: modifying the pace, level and content of teaching, learning and assessment activities
- acceleration: promoting a student to a level of study beyond their age group
- curriculum compacting: assessing a student's current level of learning and addressing aspects of the curriculum that have not yet been mastered.

Gifted students may also benefit from individual planning to determine the curriculum options, as well as teaching, learning and assessment strategies, most suited to their needs and abilities.

<http://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/diversity-in-learning/gifted-and-talented-students>

## Absence and Misadventure

Students absent on the day of a formal in-class assessment task or examination, must produce a suitable written explanation of the absence through the Illness, Misadventure and Request for Extension Form (Appendix 1). This form can be completed electronically so it is directly sent to the school office.

The written explanation must be an acceptable reason. Parents must also contact the school office indicating absence on the day of the assessment.

The following are acceptable reasons:

### 1. Absent due to illness

- notify the school office on the day of the task for which the student is absent
- complete the Illness, Misadventure and Request for Extension Form
- the student is to see their class teacher at the beginning of the day of their return to provide their form with an attached parent/carer note explaining the circumstances. Arrangements will then be made with the class teacher for when they will complete the task.

### 2. Absent due to an acceptable unforeseen circumstance (e.g. funeral)

- notify the school office on the day of the task for which the student is absent
- complete the Illness, Misadventure and Request for Extension Form
- student is to submit this form to their class teacher on immediate return to the College so alternate arrangements can be made to complete the task.

### 3. Absent due to an acceptable school activity (e.g. representative sport, debating)

The Assistant Principal determines whether the activity warrants a change of circumstance for an approved College representation. In such circumstances the student is to advise their subject teacher prior to the assessment task so that suitable arrangements can be made to complete the task. Generally, the student will complete the task on the following school day and alternate arrangements will be communicated to parents through Compass.

#### 4. Absent due to other acceptable reasons (e.g. granted leave)

Family holidays are strongly discouraged during school periods. Holidays should not be taken during scheduled assessment tasks. Leave from the College during school periods must be applied for in advance, in accordance with the College leave policy. In exceptional circumstances where leave is granted during an assessment period, parents are required to complete the Illness and Misadventure form prior to the leave period and submit this form to the class teacher. The assessment task is to be completed on the day of return to the College. The student must see their class teacher at the beginning of the school day on return.

## Submission of Tasks

The assessment notification provided by the subject teacher via Compass to students will identify the due date for submission of a task. If a task is due during a lesson, this will be indicated on the assessment task notice. Unless specified otherwise, all tasks will be due at the beginning of the respective subject.

Students must submit tasks in accordance with the instructions provided by their teacher. Failure to submit required work must be accompanied by an acceptable reason and submitted in writing to the relevant Studies Coordinator. Poor organisation of time and/or social events is not considered acceptable.

No responsibility will be taken if a student gives their assessment to another student, teacher or office staff member. If a student is absent on the due date, parents must contact the relevant teacher via Compass to explain their circumstances.

### Late or Non-Submission of Assessment Task

Parents/carers and the student will receive via Compass a letter notifying them of failure to submit an assessment task.

Students who do not submit or complete assessment tasks by the due date will be removed from Friday sport, to complete their task in accordance with the College Behaviour Management Policy.

### Plagiarism

Plagiarism refers to the practice of presenting the ideas of another person as your own. This may be in the form of:

- downloading information from the Internet (cut/ paste)

- taking information from a published source without acknowledgement
- copying another student's work
- getting help or ideas from another person without acknowledgement.

Students who plagiarise an assessment task may be removed from opportunities such as time in the yard or Friday sport, to complete a reflection activity and resubmit a satisfactorily completed assessment task.

## Cheating

Cheating is regarded as a non-genuine attempt and will automatically receive a consequence in accordance with the College Student Behaviour Management Policy. Breaching school examination rules, buying/stealing another person's work, paying someone to write material, assisting another student in malpractice are regarded as cheating. Such offences will be communicated to parents via Compass and may result in the student's removal from opportunities, such as time in the yard or Friday sport to complete a reflection activity. Resubmission of a satisfactorily completed task will also be required.

## Information Technology Misadventure

Students may undertake several IT related assessment tasks within each subject area. Students will need to be aware that it is their responsibility to ensure that IT related tasks are attempted and submitted by the due date.

Technical problems and malfunctions (hard drive failure, loss of internet provider, lost/corrupted email attachment, printing glitches, USB or software incompatibility) are not an acceptable excuse for the late submission of any IT related assessment tasks. In all instances, students should ensure that a backup copy is kept on a USB, portable hard drive or cloud storage.

Students that submit an assessment task late due to technical difficulties or malfunctions will be regarded as a late or non-submission of an assessment task and treated accordingly. The only exception to this rule is when the student can provide the relevant Studies Coordinator with hard evidence (earlier draft copies) of the content and standard of the outstanding assessment task. This evidence will need to be presented to the Studies Coordinator no later than recess on the day that the assessment task is due.

It is strongly recommended that when students are using technology to produce an assessment task, they should aim to complete the task ahead of time so that last minute technical problems/ malfunctions may be resolved.

## Non-Serious Attempts

Where an assessment task is submitted and determined to be of an unacceptable standard, the class teacher will bring this to the attention of the relevant Studies Coordinator. The student will be interviewed, and parents will be notified via Compass. The student may be required to resubmit the task or complete the task to an acceptable standard on Friday during sport.

## Extensions

All extensions for assessment tasks must be made by completing the Illness, Misadventure and Request for Extension form. Requests must be submitted to the class teacher prior to the due date of the assessment task. The outcome will be communicated to the student through this form.

## Appeals Policy

Any disputes over an individual task must be resolved at the time the task is returned to the student. Where the matter cannot be resolved, the class teacher will consult with the relevant Studies Coordinator to resolve the matter.

# Standards-Referenced Assessment

All schools in NSW adopt a standards-referenced approach to assessment and reporting. Teachers collect assessment data and use their professional judgement to decide which grades best match the standards that students have achieved.

## Allocating Grades within a Standards-Referenced Framework

The Common Grade Scale describes performance at five levels. The scale lets teachers report student achievements in terms of clear, common standards. It summarises how well students achieve at each grade by describing the depth of knowledge and understanding and the range of skills which students at that standard typically demonstrate.

## The Common Grade Scale

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.

## Allocation of Grades

- Allocation of grades requires teachers to use their professional judgement in relation to standards.
- A professional judgement does not come from a single piece of work such as an end of semester task. Teachers weigh up the information collected for a student up to the time of compilation of the Semester Report. This information comes from formal assessments and informal observations and is accumulated over time.
- An allocated 'C grade' indicates the student has achieved a sound understanding of the content.
- An allocated grade does not label a student, it labels a standard.

## Budget

The College will provide support for staff through the provision of professional development opportunities.

## Evaluation

This policy will be reviewed by the College Learning Team one year from the implementation date and then every three years or as required by NESAs or any other governing body.



# Illness, Misadventure and Request for Extension

(Note: A new form is required for each subject requiring attention)

Please tick the relevant box

Illness

Misadventure

Request for extension

## Section 1: To be completed by student. Form must be handed in on return to school

NAME: \_\_\_\_\_ HOMEROOM \_\_\_\_\_

SUBJECT: \_\_\_\_\_ TEACHER: \_\_\_\_\_

TASK NUMBER: \_\_\_\_\_

NATURE OF TASK: \_\_\_\_\_ DUE DATE: \_\_\_\_\_

REASON FOR ABSENCE/REQUEST \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_  
STUDENT'S SIGNATURE

\_\_\_\_\_  
PARENT'S SIGNATURE

Date: \_\_\_\_\_

Date: \_\_\_\_\_

## Section 2: To be completed by the class teacher

ACTION TAKEN: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_  
TEACHER'S SIGNATURE

\_\_\_\_\_  
STUDIES COORDINATOR'S SIGNATURE

Date: \_\_\_\_\_

Date: \_\_\_\_\_

Comment: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Copy to be kept on file by Studies Coordinator

Copy to Assistant Principal