



STAGE 4 & 5 YEARS 7-10

ASSESSMENT INFORMATION BOOKLET

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Preamble

Assessment is the process of identifying, gathering and interpreting information about students' learning.

The central purpose of assessment is to provide information on student achievement and progress and set the direction for ongoing teaching and learning.

Reporting is the process of communicating information about student achievement and progress gained from the assessment process. The purpose of reporting is to support teaching and learning by providing feedback to students and parents.

Student achievement can be reported by comparing:

- the student's work against a standards framework of syllabus outcomes
- the student's prior and current learning achievements
- the student's achievements with those of other students

Reporting can involve a combination of these methods.

Teachers at Winmalee High School, using an **outcomes approach** to teaching and learning, have embraced a wide range of assessment and reporting practices.

The highly competitive and changing world that confronts young people has increased the demand for schools to develop competent citizens, capable of flexible thinking and independent learning. To meet these demands schools must have an ongoing commitment to an appropriate and relevant curriculum, with quality teaching and learning informed by good practice in assessment and reporting. Students must be given continual support as they strive to reach their highest possible standards of achievement.

Students at Winmalee High School are being assessed on what they understand, know and can do.

Assessment for learning is a key principle that guides teaching and learning at Winmalee High School.

Students reflect on their learning in a manner that informs their future studies.

Formative assessment is used to measure levels of understanding and equip students and teachers with data to inform the future direction of learning activities.



The Principles of Effective and Informative Assessment

1. Assessment is valid with clear and direct links to outcomes

The assessment strategies employed by the teacher in the classroom are directly linked to and reflect the teaching and learning activities based on syllabus outcomes.

2. Assessment is integral to teaching and learning

Effective and informative assessment practice involves selecting strategies that are naturally derived from well-structured teaching and learning activities. These strategies should provide information concerning student progress and achievement that helps inform ongoing teaching and learning as well as the diagnosis of areas of strength and need.

3. Assessment is balanced, comprehensive and varied

Effective and informative assessment practice involves teachers using a variety of assessment strategies that give students multiple opportunities, in varying contexts, to demonstrate what they know, understand and can do in relation to the syllabus outcomes.

Effective and informative reporting of student achievement takes a number of forms including traditional reporting, student profiles, NAPLAN, parent and student interviews, annotations on student work, comments in workbooks, portfolios, certificates and awards.

4. Assessment is fair

Effective and informative assessment strategies are designed to ensure equal opportunity for success regardless of student's age, gender, physical or other disability, culture, background language, socio-economic status or geographic location.

5. Assessment engages the learner

Effective and informative assessment practice is student centred. Ideally there is a cooperative interaction between teacher and students, and among the students themselves.

The syllabus outcomes and the assessment processes to be used should be made explicit to students. Students should participate in the negotiation of learning tasks and actively monitor and reflect upon their achievements and progress.

6. Assessment values teacher judgement

Good assessment practice involves teachers making judgements, on the weight of assessment evidence, about student progress towards the achievement of outcomes.

Teachers can be confident a student has achieved an outcome when the student has successfully demonstrated that outcome a number of times, and in varying contexts.

The reliability of teacher judgement is enhanced when teachers cooperatively develop a shared understanding of what constitutes achievement of an outcome. This is developed through cooperative programming and discussing samples of student work and achievements within and sometimes between schools. Teacher judgement based on well-defined standards is a valuable and rich form of student assessment.

7. Assessment is time efficient and manageable

Effective and informative assessment practice is time efficient and supports teaching and learning by providing constructive feedback to the teacher and student that will guide further learning.

8. Assessment recognises individual achievement and progress

Effective and informative assessment practice acknowledges that students are individuals who develop differently. All students must be given appropriate opportunities to demonstrate achievement.

Effective and informative assessment practice is sensitive to the general well-being of students, providing honest and constructive feedback.

Learning values and attitudes to learning outcomes are an important part of learning that should be assessed and reported. They are distinct from knowledge, understanding and skill outcomes.

9. Assessment conveys information

Students, parents, and teachers can use student achievement information. This information (amongst other things) helps identify students for targeted intervention and can inform teaching programs. Students and parents can use assessment information to help plan revision or access assistance from teachers or peers.

10. Assessment for learning – Formative Assessment

Assessment for learning gives students opportunities to produce work that leads to development of their knowledge, understanding and skills.

Teachers decide how and when to assess student achievement, as they plan the work students will do, using a range of appropriate assessment strategies including self -assessment and peer- assessment.



In summary, assessment for learning:

- Is an essential and integrated part of teaching and learning.
- Reflects a belief that all students can improve.
- Involves setting learning goals with students.
- Helps students know and recognise the standards for which they are aiming.
- Involves students in self-assessment and peer – assessment.
- Provides feedback to help students understand the next steps in learning and plan how to achieve them.
- Involves teachers, students and parents in reflecting on assessment data.

Supporting Success

Objectives of our assessment program:

- To monitor and report on student progress and attainment.
- To facilitate the involvement of students in the assessment of their own work.
- To facilitate communication between teachers and parents about their child's progress, development and learning needs.
- To enable teachers to monitor their own teaching approaches and methodologies.

Academic Requirements for all students

1. Attendance

- Students are expected to attend a minimum of **85%** of all classes – this is essential to achieve course outcomes, cover the content of each course and enable accurate assessment of effort and participation in a course.
- Students must explain every absence from school and must apply for exemption (with evidence) for absences from school of **more than 10 days**.
- Students must check with all teachers regarding work missed due to absence and what they need to do to catch up. The year adviser can assist students and parents.
- **Periods of extended leave** must be approved by the Principal. This is done by applying for exception from the Head Teacher Administration. The student is required to maintain a satisfactory level of course work whilst absent and must negotiate with course coordinators in regard to formal assessment.
- Any student who risks failing a course due to absence will be given early warnings in the form of letters of concern and possible intervention by a stage coordinator.

2. Application and Sustained Effort

Students have a responsibility to:

- Demonstrate sustained diligence and effort in each subject and participate in all lessons constructively.
- Familiarise themselves with the school's 'Assessment Booklet' including all procedures and course information contained in the handbook.

- Contact the teacher and/or Head Teacher to obtain the task notification if they are absent on the day an assessment task notification is issued.
- Complete all assigned work including every assessment task to demonstrate effort, achievement and that they have met the requirements of the course.
- Be present for, and hand in all assessment tasks at the required time as specified in the assessment notification/schedule.
- Ensure that any questions about marks, grades or comments awarded for an individual piece of work are resolved at the time the work is returned to the student.
- Maintain the integrity and confidentiality of all assessment tasks
- Ensure the work is their own and follows the malpractice guidelines (page 11)

3. Achieved some or all of the course outcomes

Students demonstrate this by:

- Completing assigned work, practical requirements, formal assessment tasks and examinations and
- Displaying application and sustained effort and
- Attending more than 85% of all classes

Strategies to assist student achievement in assessment tasks

A consistent application of this policy will provide increased support of student success with their assessment tasks.

To assist a consistent application:

- Regular teacher professional learning.
- Year group presentations to students on assessment support and expectations.
- The assessment policy and outline is clearly available on the school's website to assist in keeping students and parents informed.
- Class teachers conduct introductory lessons with students leading them through scope and sequences, related assessment tasks and expectations of student participation.
- All tasks are clearly identified in course scope and sequences and assessment schedules.
- Use of the skoolbag to assist in keeping students and parents informed.
- Deliberate focus on celebrating and recognition of student success through school merits.

Notification of assessment tasks

Assessment tasks for year 7-10 are prepared on the school's agreed notification of assessment proforma and are issued to the students as early as possible prior to a task. This will be with a minimum of two weeks' notice. **These notifications of assessments should:**

- Clearly indicate the outcomes which are being assessed, the value of the task, the nature of the task, due date and marking criteria.
- Be uploaded to Skoolbag for respective year groups.
- Be discussed by the class teacher when distributed to reinforce approach and expectations.

Supporting submission of tasks

Expectations of students for successful completion of assessment tasks:

- Plan for their tasks using the assessment schedules.
- Refer to the assessment notifications and seek a copy if they were absent at the time of distribution.
- Seek further guidance from teachers asking questions that enable a deeper understanding of what the task requires.
- Complete all assessment tasks on time.
- Submit their own work, making a genuine and serious attempt.
- Complete each assessment task to the best of their ability.
- Ensure that any questions they have about the marks / grades / comments awarded for an individual piece of work are resolved at the time the work is handed back.
- Reflect on teacher feedback to develop strategies to improve in future tasks.
- Work without hindering the learning and work of other student with both hand in tasks and tests / examinations.

Life Skills Assessment

Students accessing a Life Skills course will have learning outcomes identified through a collaborative curriculum planning process. Collaboration is between students, parents/carers, teachers, learning support staff and any other significant individuals such as SLSOs and any professional health care providers working with the student.

Assessment should provide opportunities for students to demonstrate achievement in relation to their selected outcomes. Assessment can occur in a range of situations or environments such as the school and wider community. Student assessment could include any or all of the following:

- Students monitoring and reflecting on their own learning
- Teacher observation during teaching and learning and/or work samples
- Alternative assessment tasks specifically designed to assess the selected Life Skills outcomes.

There is no requirement for formal assessment of Life Skills outcomes. Any formal assessment tasks to be completed by the student must reflect the selected Life Skills outcomes.

ILP Identified Modified Assessment Tasks

Students identified as requiring modified assessment tasks on their Individual Learning Plan, are to be provided with a modified assessment task that reflects the learning outcomes of the course. The modified assessment task must consider the individual learning needs of the student and be developed in collaboration with students, parents/carers and learning support staff. Modifications to assessment tasks may include but are not limited to;

- scaffolding and additional resources
- alternative layout and language of assessment task instructions
- focus on the identify, describe and explain elements of ALARM
- student work samples provided as a modelled response.
- reducing quantity required in the assessment task (not used exclusively as a modification)

Students who have modified assessment tasks as part of their Individual Learning Plan, have been identified through the Collaborative Curriculum Planning Process.

Absent When an Assessment Task Is Issued

- It is a student's responsibility to find out what work has been missed whilst they were absent and to catch up on that work. The same condition applies if a student is absent when an Assessment Task is issued.
- The student may not be entitled to any automatic extension of time for the task, if they were absent on the day a task was issued.
- If they have a prolonged absence, they must submit a note from parents/carer to the Head Teacher to request an extension for the Assessment Task.

Absent on the day an Assessment Task is due

- If a student knows he or she will be absent on the day that an assessment task is due, the student must submit the assessment task **before the due date unless** an extension has been granted. This includes students who are involved in sporting events, excursions, school representation or on school suspension.
- Students absent for the whole or part of the day an assessment task is due must be prepared to hand in **the next day** unless another explanation has been provided. **If it is an in-class task, the student will be expected to complete the task in the next appropriate lesson.** The next appropriate lesson will be at the discretion of the classroom teacher.
- Year 10 students should complete an Illness, Accident, Misadventure form if they miss an assessment due date. The Year 10 application process for Illness, Accident, Misadventure mirrors the process set by NESAs for Year 11 and 12. In doing so, it provides students with the opportunity to become familiar with the process and expectations prior to commencing their senior years. Further information is provided in the Year 10 Student Assessment Handbook which can be found on the school's Website. The Application for Illness, Accident, Misadventure form is also available on the website. Paper copies of the form are available in the front office for students.

Non-Serious Attempts of Assessment Tasks

Students must make a serious attempt at all assessment tasks. Students failing to make a serious attempt will be **required to resubmit/resit** that assessment task. This may be done in the students own time for example recess or lunch. A non-serious attempt may include, a student who shows little or no thought or effort in their task or answers a few questions when they are capable of more. If this occurs in the second semester of year 9 an N-Award warning may be issued. Non serious attempts of assessment tasks in year 10 will result in students and their parents/carers receiving an N-Award warning letter.

Failure to submit an Assessment Task

All students are expected to submit work on time to demonstrate achievement of the outcomes of the course.

If a student does not submit an Assessment Task on the due date:

- The student will negotiate with the classroom teacher, a new date or appropriate time for submission of the task. They may be issued a detention or be required to complete the task at recess/lunch.
- If the task is still not submitted, a referral to Head Teacher will result.
- A letter and/or phone call to notify parents and ask for assistance will occur.
- A Sentral entry recording missed /late task.
- A report comment regarding the importance of meeting deadlines will be included.

Not submitting assessment tasks by due dates could result in the student not satisfying course requirements and may impact on their outcomes and performance. Year 7-9 students and their parents will receive a letter of concern in these cases. Year 10 students and their parents will receive an N-Award warning letter indicating the student will have to resolve the N-award in order to achieve course requirements.

Program of Improvement

Students who have not submitted assessment tasks across multiple courses are referred to their Stage Coordinator or supervising Deputy Principal for a **Program of Improvement**.

The Stage Coordinator or supervising Deputy Principal assists students at risk of not satisfactorily completing their course requirements. Hopefully through early intervention strategies, students will be able to successfully complete these requirements.

Students at risk of not meeting course completion requirements will be interviewed by the supervising Deputy Principal. Parents will be notified by a phone and letter, that their child will be placed on a Program of Improvement or monitoring card.

The Program of Improvement will clearly:

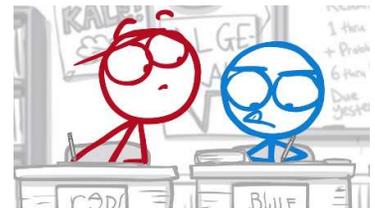
- schedule a preliminary interview time with the student and parent/carer to discuss the Program of Improvement.
- identify the student's non completed assessment tasks or course work in each course;
- provide a copy of the assessment tasks that need to be redeemed to satisfactorily complete the outstanding tasks;

- outline a due date for the assessment tasks with at least two weeks' notification from the date of issue;
- identify an interview time for the student to attend on the due date where they will be required to submit the completed tasks identified in their Program of Improvement.

Defining Malpractice

Malpractice is any activity undertaken by a student that allows them to gain an unfair advantage over others or places other students at a disadvantage. **It includes, but is not limited to:**

- Copying someone else's work in part or in whole and presenting it as one's own.
- Using material directly from books, journals, CDs or the Internet without reference to the source.
- Building on the ideas of another person without reference to the source.
- Buying, stealing or borrowing another person's work and presenting it as one's own.
- Submitting work to which another person, such as a parent, coach or subject expert has contributed substantially.
- Using words, ideas, designs or the workmanship of others in practical and performance tasks without appropriate acknowledgement.
- Breaching school examination rules.
- Not making a genuine effort with an assessment task.
- Assisting another student to engage in malpractice.



Managing Issues of Malpractice Issues of malpractice need to be:

- Investigated by the teacher and Head Teacher of the respective course who will provide the student(s) with an opportunity to address the issue.
- The Head Teacher will consult with the Deputy Principal to deliberate a course of action and communicate this to the student and the student's parents.
- If the malpractice is proven, a penalty, including consideration of a zero mark, will be given appropriate to the seriousness of the issue.

Formal examination procedures

General Examination Procedures

- Students are expected to apply themselves in the examination until the designated writing time has elapsed. Students are encouraged to review their work if they finish early.
- Students are not to take any writing materials, pencil cases, books or other non-approved materials into the examination. Answer paper will be provided for all assessment tasks as required. Approved equipment taken into the examination room must be carried in as separate items.
- Mobile phones are to be switched off before entering the examination room and kept in the student's bag which will remain in the hall. Failure to comply with this may be considered as malpractice in the examination. Students are expected to remain quiet and not to talk to or interfere with other students or their equipment once they enter the examination room.

Misconduct in formal examinations and other assessment tasks

- Misconduct during any task or formal examination may be regarded as malpractice. Zero marks may be awarded to students who are involved in misconduct during an examination or other assessment tasks. Misconduct refers to any form of behaviour or activity that may fall under the definition of malpractice.
- All class tasks including formal examinations must be attempted seriously. Non-serious attempts or inappropriate responses are an issue of malpractice.

Technology and assessment tasks

Many assessment tasks submitted by students are prepared using technology and are either printed or uploaded for submission. Unfortunately, technology fails or breaks down at the most inopportune times. Faulty equipment, including printing issues are **not** an acceptable excuse for late submission. To assist students in the utilisation of technology, the following guidelines should be considered:

- Always complete work before the deadline. This enables appropriate measures to be taken in the event of equipment failure.
- Back-up files regularly.
- Submit work using the learning platform as advised by your teacher, such as Google Classroom.
- Print out copies of drafts and keep them while the assignment is in progress.
- Bring a copy of the file to school by saving in the cloud, through email or on a USB.

Appeals Process

Appeals concerning assessment procedures may only be based on the assessment process. While a teacher may choose to review the mark allocated for a task or part of a task, the professional judgement of a teacher **is not** grounds for an appeal. When a student feels that a decision applied to their work is not consistent with the school's assessment policy and procedures, they may appeal to the Head Teacher in the first instance. Where a student feels that the appeal to the Head Teacher has not been considered, they may appeal to the Principal / Deputy Principal to determine if:

- The weightings specified by the school in its assessment program were followed and conform with NESA's requirements as detailed in the syllabus;
- The procedures used to determine the final assessment marks conform with the issued assessment program; and,
- There are no computational or other clerical errors in the determination of the assessment mark.

Reporting

To inform students, parents and caregivers of student progress, the school issues Semester 1 reports at the end of Term 2 and Semester 2 reports at the end of Term 4. In each subject, student progress will be indicated on the report in three ways.

- 1. Overall grade.** This is calculated by both summative and formative assessment.
- 2. Grades for course outcomes** based on classwork, tasks and teacher based formative assessment.
- 3. Learning and personal profiles** based on a student's observed attitudes towards learning and learning behaviours associated with positive education and PERMAH.

The standard of achievement corresponding to each level of the grade scale is shown in the table below.

Outstanding Achievement	A	The student has 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.
High Achievement	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 in most situations.
Sound Achievement	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
Basic Achievement	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.
Limited Achievement	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.