



RANDWICK BOYS' HIGH SCHOOL

ASSESSMENT POLICY YEARS 7-10

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Preamble

Effective identification and reporting of student achievement is essential in providing parents with meaningful feedback on their child's performance. A program of across the board assessment in the junior school enables effective identification of student achievements within a cohort in relation to subject outcomes. This is achieved through the common evaluation of student performance against standardised criteria.

Improvement of individual student outcomes relies on the accurate identification of areas of strength and weakness in particular subjects. A program of common across the board assessment provides staff with information to underpin a program of improving individual student outcomes that is not available from student performance in individual class based assessment tasks.

Whole school across the board assessment in the junior years also better prepares students to meet the assessment requirements of later years. Some KLAs already implement across the board assessment as part of their School Certificate program while all Preliminary and Higher School Certificate programs implement this procedure.

A formal across the board assessment structure to the junior school enables students to better understand and prepare for these School Certificate and the Higher School Certificate assessment requirements.

Policy

This policy addresses the 7-10 syllabus requirements for the implementation a program of meaningful reporting and assessment as well as the implications of the *Quality Teaching and Learning Policy*.

Purpose:

1. Schools are responsible for developing effective school wide policies on assessment and reporting.
2. This policy will ensure that there is an effective connection between reporting, assessment, teaching and learning and programming in all learning areas.
3. The policy is designed to support teachers in delivering quality learning outcomes with students and in reporting those outcomes clearly to parents.

Procedures:

1. All faculties will have a schedule for each cohort outlining assessment and examination tasks to be held over the year. These will be published for each student in the form of an **Assessment Information Booklet**. Responsibility for collating the booklet will rest with the relevant Deputy. Responsibility for the accuracy of the information will rest with individual Head Teachers.
2. Schedules will contain, in each subject, a description of the task, its weighting and an approximate time when the task will be held.
3. In Stage 4, there should be no more than 5 tasks, including examinations, over the year.
4. In Stage 5, there should be no more than 6 tasks, including examinations, over the year.
5. Weightings should reflect development over the course and therefore should be weighted more heavily towards tasks at the end rather than the beginning.
6. Assessment Task information for all years will be developed in a format for inclusion on the school's web page.
7. ***Examinations***
 - There will be two formal examination periods for Stage 4 and Stage 5 each year.
 - The timetables of these examinations will be provided to students and parents prior to the examination period.
 - Stage 4 and Stage 5 examinations will be held in blocks of time determined by the executive and identified on the school calendar.
 - Where possible, examinations are to be held in the school hall.
 - Examinations for Stage 4 should not exceed 60 minutes' duration.
 - Examinations for Stage 5 should not exceed 120 minutes' duration.
 - Examinations will be structured so that they:
 - address mandatory syllabus outcomes,
 - are mapped to syllabus outcomes,
 - contain differentiated tasks,
 - are demanding enough to occupy the available time.
8. ***Assessment Tasks***
 - Assessment Tasks schedules will be included in the **Assessment Information Booklet** to be distributed to all students in Stage 4 and Stage 5. Tasks will be scheduled in the school diary with no more than two tasks per cohort on any given day.

- Students will be notified, in writing, of tasks at least two weeks before the due date. A template for notification of assessment tasks is located on the staff share driver of the school's network in the folder Assessment Policies 2007, with the document title "Assessment Template". This is to be used for all assessment task notification to standardise information. (See appendix 2.)
- Assessment tasks will be structured so that they:
 - address mandatory syllabus outcomes
 - are mapped to syllabus outcomes,
 - comprise differentiated tasks,
 - include a range of relevant components such as: skills tests, open book exams, practical tasks, oral/viewing/listening tasks or other appropriate forms.
- Assessment tasks will be published to students with:
 - the time and date of the task or its submission time and date,
 - a rubric,
 - advice on the task's weighting in the assessment program, and
 - marking guidelines,

to assist students in their preparation for the tasks. Teachers should discuss marking guidelines with students when issuing the assessment task information.

9. *Absence and Misadventure*

A student who is absent for an assessment task is to provide a medical certificate on his first day back at school to the relevant Head Teacher. Where this does not happen, the student will receive a mark of zero.

Where a student wishes to claim misadventure or suffers illness during an examination or assessment task which affects his performance, he should follow the school's *Illness / Misadventure Policy*, obtain a form from the Deputy Principal, complete it and return it to the Deputy Principal.

10. *Failure to complete an Assessment or Examination.*

Where a student fails to complete an assessment task or examination, without and acceptable explanation, a mark of zero will be recorded. Parents are to be informed. In Stage 5, an "N" warning letter is to be sent to parents. Students are required to complete the task, to demonstrate course outcomes, but the mark of zero is not to be changed.

11. *Misconduct.*

Misconduct refers to:

- inappropriate behaviour,
- cheating,
- plagiarism.

Where a student is found to be guilty of misconduct in an examination or assessment task, the following actions are to be taken:

- the student's paper or task is cancelled and a mark of zero awarded,
- the student's parents will be informed of the school's action,
- the student will be required to complete the task, to demonstrate course outcomes, but the mark of zero is not to be changed,

- all material related to the investigation is to be retained in the student's file.

In Stage 5, an "N" warning letter is to be sent to parents. Students are required to complete the task, to demonstrate course outcomes, but the mark of zero is not to be changed.

12. *Submission of Tasks*

Unclear or ambiguous information about submission may lead to appeals. To avoid this it is the responsibility of the Faculty Head Teacher to ensure that information about submission is clear and unambiguous.

Students are to be advised clearly as to when tasks are to be submitted. If a task is to be held in class time, this must be made clear. If a task is to be submitted on a date, then students are to be advised that the task will not be accepted after 3.20pm on that date.

13. *Failure to Complete the School Certificate*

Where a student receives an "N" determination in a mandatory course of study for the School Certificate, he is ineligible for the award of a School Certificate by the Board of Studies. As a result, he will be ineligible to proceed to the Preliminary HSC.

Appendix 1: Definitions Relating to Assessment

Assessment: assessment is the process of identifying, gathering and interpreting information about students' learning. The purpose of assessment is to provide information on student achievement and progress and set the direction for ongoing teaching and learning. (*Principles for Assessment and Reporting in NSW Government Schools*, 1996, p.1)

Outcomes: outcomes are defined as explicit statements of the knowledge, skills and understandings expected to be learned by students.

Performance Assessment: performance is the gathering of information about student learning based on students demonstrating what they can do. It is assessment which values process as well as product and incorporates a variety of strategies, from observation to self assessment. (*Assessment Handbook Series*, British Columbia, 1994)

Standard Referenced Assessment: a standards-references approach to assessment and reporting means that the achievements of a student are assessed and reported against specified standards that are established for each course.

Effective and Informative assessment: effective and informative assessment practice involves selecting strategies that are naturally derived from well-structured teaching and learning activities and are appropriate to the aspect being assessed.

Appendix 2: Assessment Task Notification Template.

**RANDWICK BOYS' HIGH SCHOOL
ASSESSMENT TASK**

Subject**Student Name**

Value	Date Due	Date of Notification
Topic/Task		Weighting:
Question/Details of Task		
Outcomes Assessed <i>[Outcomes to be listed or numbers given with outcomes listed on the back]</i>		
Marking Guidelines		Marks
Conditions A zero mark will be given: <ol style="list-style-type: none"> 1. When a student does not complete a task by the due date with no acceptable reason, such as a medical certificate. 2. in cases of malpractice, for example cheating, altering another student's work, inappropriate behaviour during a task or examination 3. when a student presents work which is not his own, for example downloaded from internet sites or plagiarised from another student or publication 4. when a non-serious attempt is made. <p>If you are sick or there are other exceptional circumstances, you must follow the procedures in the <i>Assessment Policies</i> booklet.</p>		