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# Year 7 - 9 Assessment Policy 2017

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## John XXIII College – Assessment Policy (Years 7-9)

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## 1. Purpose of Assessment

The purpose of assessment is to assist and enhance learning as well as to make judgments about student achievement in a way that is fair and contributes to ongoing learning. It is a continuous and comprehensive process of monitoring a student's progress toward the achievement of stated outcomes, and is an integral part of the teaching and learning process. Assessment provides information that can be used to improve the teaching and learning process, and to report to teachers, parents and the wider community.

## 2. Principles of Assessment

- *Assessments need to provide valid information, they should;*
  - Be based on information that comprehensively covers the entire course.
  - Be based on the knowledge, skills, processes, attitudes and values expected of the students.
  - Take account of processes, progress and product Achieved by the student. *Assessment criteria should be explicit, students should;*
  - Know the criteria on which they are being assessed.
  - Be given clear and definite instructions.
- *Assessment should be demonstrably fair to all students;*
  - Students should work under specific conditions that are essentially the same for all.
  - Students may need to be offered different ways of demonstrating outcomes relevant to their own particular characteristics and circumstances.
- *Judgments on student progress should be based on a comprehensive range of evidence.*
  - Different sources of evidence should be collected in various situations over a period of time.
  - Data to determine achievement may come from a variety of assessment types. These include tests, interviews, examinations, projects, closed or open tasks, short or extended tasks, oral reports, models, journals, testimonials, problem solving, displays, performances, teacher interviews and observation of student work.
- *Assessment should be educative, and make a positive contribution to student learning;*
  - Assessment tasks should reflect the Gospel values integral at John XXIII College and, where relevant, should provide further opportunities to reflect on life's mysteries and social issues.
  - Where relevant, assessment tasks should reflect the Ignatian Pedagogical Paradigm and allow students to experience material in context and encourage reflection, action and evaluation.
  - Assessment will mostly form an integral part of the learning process.
  - Assessment should provide useful feedback which assists students in future learning.
  - Assessment practices should encourage in-depth and long-term learning.
  - Assessment practices should foster self-directed learning by enabling students to assume responsibility for their own assessment, and to have input into the establishment of criteria. They should be encouraged to discuss their progress with teachers and engage in peer and self-assessment.
- *Assessment should be the student's own work;*
  - Students should be judged on their own work.
  - Out of class work done by students should be validated to ensure authenticity.
  - An individual's contribution to a group assessment should be validated.
  - Decisions about student progress should be open to scrutiny and challenge.

### 3. College Requirements in Years 7 – 9

- At the beginning of each course, students will receive a copy of the Course Outline for that course, a copy of the Course Program and the Assessment Program.
- Students are informed as to the nature, timing and content of the assessments for the course.
- Any changes to the published dates for assessment are accompanied by fair warning.
- Students requiring assessment support are provided with appropriate opportunities to demonstrate achievement whilst applying the standards which are defined for all students attempting the course.
- Students are informed of the consequences of any failure to submit tasks or to complete the assessment program.
- Internal comparability is to be maintained.

### 4. General Procedures for All Students

- Students should be set a range of types of assessment tasks which could be evaluated by teacher, self, peers and others.
- Students should be provided with achievement criteria for each task.
- Students should appreciate the existence of formal and informal types of assessment and need to realise that any performance is assessable.
- Assessments should include both short-term and long-term tasks.
- Where the student's work has been assessed by a person other than the student's classroom teacher, feedback must be provided to the student so that their learning can be improved. This feedback may be quantitative and/or qualitative but the nature of that feedback must be consistent across all students undertaking that work.
- Learning Areas should develop strategies to ensure that assessment tasks are secure and to address problems that may arise when the same test or task is used by different classes at different times.
- Where assessment involves group work, all outcomes or objectives are available to and should be attending to by all members of the group.
- A variety of forms of assessment may be used to measure the success or failure of the teaching/learning experience.

### 5. Responsibilities

#### a. *Student's responsibilities*

It is the student's responsibility to;

- read and understand the College Assessment Policy
- be aware of, and follow any policy regarding assessment specific to each course studied by the student.
- familiarise themselves with the assessment program for each course.
- complete all assessment tasks that are part of the assessment program as scheduled for each course.
- enter course assessments into their diary.
- use a study planner to schedule for the completion of long-term assessments.
- submit all assessments directly to the teacher and by the due date.
- keep all completed assessments in a specific location as required by the teacher.
- provide completed assessments when requested by the teacher.
- follow the appropriate College procedure when an assessment is submitted late.
- follow the appropriate College procedure when absent from an in-class assessment.

- allow parents to view and if required, to sign marked assessment tasks.
- negotiate changes in Music lessons when they clash with class assessments.

b. *Parents' responsibilities*

It is the parents' responsibilities to;

- Be aware of all assessment requirements that students have as part of their learning.
- Be actively involved with a student's learning and oversee the completion of all home learning requirements.
- Liaise with the College to ensure that where home learning tasks have not been completed the College has been notified of the reason for this.
- Discuss assessment feedback with students, and provide feedback to teachers when requested.
- Make contact with the class teacher if concerned about their child's progress.

c. *College responsibility*

It is the College's responsibility, through the Deputy Principal, Teaching and Learning and the Heads of Learning to;

- Ensure that the assessment policy is uniformly and fairly administered by teachers and Learning Areas across the College.
- Ensure that the assessment policy is current and that procedures are in place to update the policy as/when necessary.
- Ensure that the assessment policy is published in appropriate ways to all parties concerned: students, parents, and teachers.

d. *Teachers' responsibilities*

It is the classroom teacher's responsibility to;

- Provide each student with a copy of the course outline, Teaching/Learning Program and Assessment Program containing types of assessment, due dates, assessment weightings and procedures.
- Implement the College Assessment Policy.
- Assess the student's performance against the criteria set for that course.
- Ensure that assessments are fair, valid and reliable.
- Meet College timelines for assessment and reporting.
- Provide feedback to the students about their achievement preferably within two working weeks of the task completion.
- Provide for, or instruct students on, the storage of samples of student achievement.
- Maintain detailed, accurate and up-to-date records electronically and in hard copy.
- Maintain confidentiality of students' results.
- Provide for students in all years to complete tests and examinations under conditions as set down by the College Policy.
- Provide at least a week's notice of Major Topic Tests for knowledge.
- Keep record of students who are absent from assessments.
- Adhere to Learning Area guidelines for comparability of determining achievement.
- Avoid over-assessment and the subsequent undue stress on both teachers and students
- Notify parents and the Heads of Learning if concerned about a student's progress and achievement.
- Keep the Heads of Learning informed about the progress of the teaching program.

e. *Heads of Learning responsibilities*

It is the HoLA's responsibility to;

- Ensure that students are provided with sufficient opportunities to demonstrate their achievement of outcomes.
- Allocate the development of teaching and learning programs for each course to specific teachers.
- Develop and advertise any assessment requirements specific to the Learning Area and to ensure that these requirements conform to the College Assessment Policy.
- View and provide feedback on assessment programs for each course.
- Ensure that the course and assessment outlines and the teaching program are stored in an accessible location.
- View and offer feedback on tasks and assessment criteria devised by class teachers.
- In consultation with subject teachers, grade students.
- Oversee the progress of individual students to ensure that each student's needs are being met by the learning opportunities provided.
- Establish and maintain electronic student records.
- Develop routines whereby internal comparability can be achieved. These may include common assessment tasks and marking keys as well as cross marking.
- Ensure that College requirements with regard to assessment are met by Learning Area teachers.
- Ensure that parents are notified if students are at risk of failing to complete a course, likely to receive a D or E grade.

**6. Specific Assessment Procedures and Guidelines**

a. *Submission of Work*

- Homework, projects and other assignments will be set with a clear indication of the due date for submission.
- Work should be submitted to the class teacher during the lesson of the due date.
- Where there is no lesson on the due date, class teachers should make and advertise alternative arrangements.
- Students who are aware that they will be absent on the due date (e.g. attendance at school-sanctioned activities) should arrange with the teacher to submit their work earlier.
- The student must ensure that the work is submitted to the correct teacher and in their absence, to the Head of Learning. If the HoLA is absent the work is to be submitted to the Deputy Principal, Teaching and Learning.

b. *Late Submission of Work*

- If a student does not submit an assessment task on the day it is due, a penalty of 10% per day will be applied until the task is submitted, to a maximum of 3 days after which a zero will be recorded. If the due date is a Friday a penalty of 20% will be applied if the task is submitted on the following Monday.
- Computer problems associated with the completion of assignments will not be accepted as valid reasons for lateness.
- On the rare occasions when an extension has been granted, late work must be submitted before the task has been marked and feedback provided to the rest of the class.
- Where a student completes an assessment, in or out of class time, beyond the due date consideration must be given to the validity of that student's assessment.

i. *No valid reason for lateness*

Where there is no valid reason for the lateness, the students cannot expect work to be accepted and will be assessed on the evidence already available by the deadline for that task.

ii. *Unplanned absence on due date*

Where possible, students should have their work delivered to the College on their behalf and at the latest, work should be submitted on their next day back at the College.

A note written and signed by a parent or guardian explaining the absence is required to be presented to the subject teacher.

If reason for absence is invalid, then recommendation as in (i) to apply.

If reason for absence acceptable to classroom teacher (e.g. illness) and appropriate evidence is provided, then students will be assessed on the completed task subject to the conditions listed in b. "Late Submission of Work".

c. *Work not submitted / Assessment program incomplete*

Where any student fails to complete the assessment program the Head of Learning should be notified.

Parents are to be advised when a student fails to complete an assessment. A note home via the student diary is recommended for students in Years 7 – 9. Other forms of communication are acceptable (email, phone call).

i. *Valid reasons for non-submission.*

To be awarded a calculated estimate, a student's performance in similar types of assessment and on similar content will be taken into account.

While such an estimate may be used to predict a grade/level for Semester 1, estimates for missing assessments are reviewed and finalised at the end of each course.

Where a student has failed to complete the assessment program, there may not be sufficient evidence on which to base an estimate and may not be deemed to have completed the course.

Students may be asked to do the same task or a comparable one to provide evidence that they have mastered the content and that they have been engaged on the task.

Students must not be advantaged by completing the assessment program later than the student cohort for that course.

ii. *Invalid reasons for non-submission.*

Students will receive 0 for the task.

d. *Extensions*

i. Generally, it will not be possible for students to seek an extension of deadlines for providing evidence of their achievement and teachers will make their judgements on the evidence available at the time of the due date for submission.

ii. Difficulties in completing work on time should be discussed with the teacher well before the due date.

iii. Students are to submit a completed 'Application for an Extension' to the Head of Learning Area a minimum of 3 days prior to the assessment date. Forms are available at Student Reception.

iv. Any extension granted to a student should not cause a delay in feedback to other class members.

e. *Absence on Test Days*

Major topic tests are set at the end of a topic or in the last week of term. Students who are absent from school for non-valid reasons will not have the opportunity to demonstrate their progress in the course outcomes and objectives; they can expect to receive a zero mark. If the absence is for valid reasons, students will be awarded an estimate of performance and may be asked to provide further evidence on which the estimate can be based. Students should not volunteer for optional school-sanctioned events on days when tests are scheduled. Students absent on test days should;

- Complete their diary showing reason for the absence (e.g. illness)
- Ask their parents or guardians and their Homeroom teacher to sign it.
- Show the signed diary to the subject teacher as soon as possible.
- Present a note written and signed by a parent or guardian explaining the absence to the subject teacher.
- Be prepared to do the test on their return to the College.
- Realise that it might not be possible to complete the assessment.
- Ask the Nurse to sign the diary if they become sick at the College on the day of the assessment and are unable to complete it.

a. *Supervised Assessments during Class Time*

Students may be required to demonstrate skills in performances as in Drama, Music and Physical Education as well as in other areas during scheduled lesson time. Absence from such planned assessments require the same procedures as if absent from tests and examinations.

b. *Extended absences*

Where a student is absent and an assessment is missed, they should;

- Apply to the College Principal via the Principal's secretary for permission to be absent if the absence is planned.
- Supply a medical certificate or its equivalent to the Pastoral Welfare Coordinator via the Homeroom Teacher if absent because of illness or injury.
- Enter the details in the diary and get it signed as for a short absence.
- Arrange to catch up all lessons that are missed.
- Expect to miss the opportunities to demonstrate progress in the Outcomes if absence is due to taking a routine holiday during term time.
- Be prepared to complete any missed assessments on immediate return to the College.

c. *Students Requiring Adjustment and Modification*

Students needing special considerations in curriculum and assessment in order to meet course requirements include those at educational risk, those with special learning difficulties. These students have the right to access the curriculum on the same basis as other students as clearly mandated in the Disability Standards for Education Act 2005. The process may include:

Consultation involving students, parents, Learning Enrichment and Mary Ward staff and HoLAs.

Curriculum adjustments made by the teacher with support available from specialist staff. The subject teacher is responsible for the Curriculum Adjustment Programme (CAP).

The following guidelines demonstrate examples of best-practice standards in the provision of reasonable adjustments for students:

- Assessment tasks are broken into achievable steps, with many practical opportunities for repetition and skill reinforcement.



- Immediate feedback is given to students
- Goal setting and reflective practice is encouraged and taught to enable students to take an active role in their learning journey. The nature of disabilities means that no two students are alike and teachers can vary the assessment provisions to accommodate the need of all students. The type of support will vary according to the particular need of the student and the requirement of the task. Teachers will provide students who have disabilities and or specific learning disabilities with opportunities to demonstrate their achievements within the constraints of the assessment parameters. Students with disabilities and or specific learning difficulties will be assessed on what they know and can demonstrate. Liaison between the classroom teacher, the HoLA and the Head of Learning Enrichment, is essential to identify and provide the conditions by which such students can be fairly and validly assessed. For guidelines relating to special examination arrangements for the WACE for students with disabilities and or specific learning difficulties, further details are available in Standards Authority publications.

d. *Assessment Review and Appeals*

- Students are required to keep a record of all their assessment ratings.
- Subject or Course teachers should check that their records tally with those of the students before finalising Academic Reports and/or submission is made to external authorities.
- Where discrepancies exist and agreement cannot be reached, the HoLA must be consulted to resolve the issue.
- The teacher's judgment of individual assessment tasks may be reviewed by the HoLA upon request.
- If, after feedback has been provided, the student still believes that the assessment of their work is incorrect, they may raise the issue with the subject teacher immediately. If agreement is not reached in such discussion, the teacher is requested to seek further clarification from the original marker or the HoLA. If necessary, the Deputy Principal, Teaching and Learning will determine the matter.

e. *Cheating*

Students who copy from another student during a test or examination will be awarded zero marks for that assessment. Students who allow another student to access their test or examination responses will score zero marks for that assessment. Parents will be informed as soon as possible when cheating is established beyond reasonable doubt.

f. *Collusion and Plagiarism*

Collusion is where a student submits a work that is not their own for assessment. Plagiarism is where a student uses someone else's words or ideas without acknowledging that they have done so. That is, a work is essentially copied. If work that is not the original product of the student is submitted for assessment, it will be deemed not to have been completed and will receive zero marks.