



# ASSESSMENT POLICY

Effective May 2018

## **AIMS AND PURPOSE OF ASSESSMENT**

Assessment is the process of identifying, gathering and interpreting information about student's learning. The central purpose of assessment is to provide information on student achievement and progress and set direction for ongoing teacher learning.

The key reasons for assessment are to

- ✓ Support student learning;
- ✓ Monitor student learning;
- ✓ Diagnose student needs;
- ✓ Evaluate the effectiveness of teaching/learning programs;
- ✓ Inform the reporting process; and
- ✓ Assist accountability.

## **ASSESSMENT FOR, ASSESSMENT AS, ASSESSMENT OF LEARNING**

Assessment is an essential component of the teaching and learning cycle. *Assessment for, assessment as* and *assessment of learning* are approaches that enable teachers to gather evidence and make judgements about student achievement. These are not necessarily discrete approaches and may be used individually or together and formally or informally.

School-based assessment involves a range of **informal (formative)** assessment and **formal (summative)** assessment to provide information about student achievement of syllabus outcomes. Informal and formal assessment assists teachers to make judgements about student progress. A range of assessment activities and tasks provides opportunities for students to demonstrate achievement of syllabus outcomes in different ways.

### **Informal assessment**

Teachers use informal assessment opportunities throughout the teaching and learning cycle to gather evidence about how students learn and what they know. Informal assessment includes activities undertaken and anecdotal evidence gathered throughout the teaching and learning process in a less prescribed manner than formal assessment. These activities provide evidence for teachers and inform feedback to students in relation to improving their learning. Informal assessment may include a range of strategies such as questioning, class discussion, observations and student self-evaluation.

### **Formal assessment**

Formal school-based assessment provides opportunities to gather evidence about student achievement of syllabus outcomes. Formal assessment tasks are those which students undertake as part of the school-based assessment program, reflecting specific course requirements, components and weightings. Evidence gathered through formal assessment

assists teachers to report on student achievement in relation to syllabus outcomes and standards at a point in time, and is used for grading and ranking purposes.

**Assessment activities should:**

1. Be based on syllabus outcomes
2. Be a valid instrument for what they are designed to assess
3. Include criteria to clarify for students what aspects of learning are being assessed
4. Enable students to demonstrate their learning in a range of task types
5. Be a reliable, measure of what the task intends to assess and provide accurate information on each student's achievement.
6. Be free from bias and provide evidence that accurately represents a student's knowledge, understanding and skills;
7. Enable students and teachers to use feedback effectively and reflect on the learning process;
8. Be inclusive of and accessible for all students; and
9. Be part of an ongoing process where progress is monitored over time.

**ASSESSMENT OF STAGE 6**

- ◆ Number of tasks -3 tasks in Year 11 & 4 tasks in Year 12;
- ◆ It is not a requirement to formally assess every content area;
- ◆ One formal written examination style task; and
- ◆ Marks or grades are not to be attributed to informal feedback or informal tasks.

**ASSESSMENT OF STAGE 4 & STAGE 5**

- ◆ Teacher observations can provide information about student achievement in relation to outcomes. Evidence may be gathered and recorded formally and informally throughout stages 4 and 5.
- ◆ Assessment experiences include opportunities for students to demonstrate their learning in a variety of ways including concrete, practical, oral, pictorial / symbolic, digital and written formats. Appropriate assessment experiences are considered for each course studied.
- ◆ At the completion of Year 10 students will be awarded school-based grades in courses of study undertaken in Stage 5. These grades will form part of a student's Record of School Achievement (RoSA), which will be issued to a student when they leave school at any time after having reached the age of 17.

## **AWARDING GRADES**

A standards-referenced approach is used to report student achievement in NSW. Achievement standards are based on what students are expected to learn and how well they have achieved.

The NSW syllabuses state what students at each stage are expected to learn. A to E grade scales describe how well students have achieved. Teachers make professional on-balance judgements to decide which grade description best matches the standards their students have achieved. Teachers are encouraged to keep work samples to support the grading process.

## **ASSESSMENT ADJUSTMENTS**

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. Some students 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. Adjustments must be within reasonable means.

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.

## **ASSESSMENT TASK SCHEDULING STAGE 6**

### **Preamble**

At Sylvania High School we believe a well designed system of assessment scheduling allows students to best demonstrate the breadth and depth of their knowledge, skills and understanding of their learning. Consequently, best practice dictates that Stage 6 students are required to complete no more than ONE in-class assessment task on any given school day.

In accordance with the *NESA Assessment Certification and Examination (ACE) Manual*, as a guide, at least two weeks' notice of the details of a task should be given, though longer may be appropriate in some instances (eg submission of a stage of a major project). Teachers must ensure that students have adequate time to prepare for the task.

The scheduling of Stage 6 summative, assessment tasks requires a process of consultation and coordination between Head Teachers and the Senior Executive to minimise the demands placed upon students and teachers.

### **Procedure for Stage 6**

#### **Year 11**

1. Term 4 – Subject specific Assessment Schedules are created by Head Teachers and Subject Coordinators in consultation with the relevant Deputy Principal;
2. End Term 4 - Assessment Schedules are finalised in booklet form ready for distribution to students and publication on the school's website under the Assessment tab in Term 1 of the following year; and
3. Thereafter, Head Teachers/Subject Coordinators/CLSTs determine due dates for Assessment Tasks in consultation with the Deputy Principal who has carriage of the School Calendar.

#### **Year 12**

1. Term 3 - subject specific Assessment Schedules are created by Head Teachers and Subject Coordinators in consultation with the relevant Deputy Principal;
2. Assessment Schedules are finalised in booklet form, distributed to students at the start of Term 4 and published on the school's website under the Assessment tab;
3. Thereafter, Head Teachers/Subject Coordinators/CLSTs determine due dates for Assessment Tasks in consultation with the Deputy Principal who has carriage of the School Calendar.

#### **Years 11 and 12**

1. Students should receive a Task Notification at least two weeks prior to the due date. The HT validates the format of the Notification.
2. A Task Notification for an examination may refer to the exam period, but issued two weeks prior.

3. Should more than one, in-class, task need to be scheduled on the same day the following is to occur:
  - a. Negotiation between the Head Teachers and/or Subject Coordinators, *only*, to determine the suitability of more than one task on one day;
  - b. Head Teachers can consult with other subject teachers, but the final decision is to be made by negotiation between the Head Teachers concerned; and
  - c. Agreement by the Head Teachers must be affirmed by a member of the Senior Executive.
4. In class tasks are not to be scheduled within one week, either side of the formal assessment period.
5. All scheduled assessments are to be published on the School Calendar in consultation with the DP.
6. Changes to the due date of an assessment task requires:
  - a. The Head Teacher to inform the Deputy Principal; and
  - b. An updated task notification is issued.

## **ASSESSMENT TASK SCHEDULING STAGE 4 and 5**

### **Procedure for Stage 4 and 5**

1. Term 4 – Subject specific Assessment Schedules are created by Head Teachers and Subject Coordinators in consultation with the relevant Deputy Principal;
2. End Term 4 - Assessment Schedules are finalised in booklet form ready for distribution to students and publication on the school's website under the Assessment tab in Term 1 of the following year; and
3. Thereafter, Head Teachers/Subject Coordinators/CLSTs determine due dates for Assessment Tasks in consultation with the Deputy Principal who has carriage of the School Calendar.
4. Students should receive a Task Notification at least two weeks prior to the due date. The HT validates the use of the agreed school proforma.
5. A Task Notification for an examination may refer to the exam period, but issued two weeks prior.
6. Students are to sign for the receipt of the assessment task notification.
7. More than one, in-class task scheduled on the same day should be avoided and
  - a. Negotiation between the Head Teachers should occur, but the final decision is to be made by negotiation between the Head Teachers concerned and if necessary the Senior Executive.
  - b. If published on assessment or exam timetables may be problematic and discussed with the Head Teacher Administration.
8. All scheduled assessments are to be published on the School Calendar in consultation with the DP.
9. Changes to the due date of an assessment task requires:
  - a. The Head Teacher to inform the Deputy Principal; and
  - b. An updated task notification is issued.

## **SUPERVISION OF TASKS**

### **Formal Examinations in Stages 4, 5 and 6**

Refer to Exam Supervision Procedures

### **In Class Tasks in Stages 4, 5 and 6**

Similar expectations of staff to Formal Examinations should be implemented to maintain task integrity for in class tasks.

### **Feedback for Assessment Tasks**

Feedback is vital for students to understand their result in an assessment task and to enable students to improve performance in future tasks. The type of feedback will be dependent upon the type of task. NESAs encourage feedback in written form.

It would be expected that students should receive feedback and be able to take home their task within two weeks of the due date.

### **Recording of Assessment Marks**

1. The Head Teacher shall setup the Sentral faculty markbook before the start of the sixth week of a course. This should include establishing each class with students imported.
2. Assessment task marks should be entered in the relevant faculty markbook within two weeks of giving feedback to students.

### **Assessment Records**

The faculty should have a designated folder with relevant hard copies of the following;

- ✍ Assessment task schedule
- ✍ Assessment task notifications
- ✍ Signed acknowledgement that assessment task notification has been received by student
- ✍ Assessment tasks
- ✍ Signed acknowledgement that assessment task has been received by teacher

Assessment records should be kept for Years 7 to 12. Such records need to be retained in faculty for a minimum of two years before disposal.

The assessment records may be requested by the Senior Executive for regular monitoring or to satisfy requests of the Director or NESAs or other.