

Roleystone Community College: Assessment Policy



A. SCASA / DOE ASSESSMENT POLICY

1. Definition

Assessment is the process of gathering information about students and their learning and using it to make judgements about student progress and achievement.

2. Purpose

Assessment information and judgements will be used to:

- Plan for future teaching and learning (*Formative Assessments*)
- Provide students with feedback about their learning (*Formative Assessments*)
- Inform parents about student progress and achievement (*Evaluative Assessments*)

3. Implementation

- Schools must use valid and reliable assessment instruments to monitor student achievement and progress
- The records of each student's evaluative assessment programme must be the basis for:
 - grade determination
 - reporting to parents
 - at the end of Semester 1 (*Progress report*)
 - at the end of the year (*Final report*)

B. COLLEGE ASSESSMENT POLICY

1. Assessment Schedules

- Students in Years 7 – 10* must be informed of the evaluative assessment requirements for each subject at the beginning of each semester – usually as part of a Subject/Course Outline – that will include at least:
 - the type of assessment for each assessment activity
 - the proportion of the subject grade (“weight”) assigned to each assessment activity for
 - each semester
 - the final grade
 - the proposed time frame for submission/completion of the assessment activity
- Parents of students in Years P – 6* must be informed about the class' assessment regime, including at least:
 - the proposed number of evaluative assessments
 - the types of evaluative assessment tasks to be used

2. Assessment of Students on IEP's

Students working from an IEP encompassing *all* their learning in a subject will be assessed according to their achievement and progress against the goals (i.e. agreed standards and outcomes) of the IEP

3. Types of Evaluative Assessment

- Students must be assessed using both Formal and Informal assessment instruments (*Suggestions* in Table 1)
- Assessment tasks should be *varied across the year*, incorporating as many types of assessment activity as possible while keeping in mind whether the included tasks are appropriate for the learning being assessed

4. Frequency of Assessment

a) Formal Assessment

All students are expected to complete the following number of formal evaluative assessments, including examinations/common assessments:

- no less than eight (8) *per semester*
- no more than twelve (12) *per semester*

b) Informal Assessments

- Teachers should complete *at least one* (1) informal assessment per semester for **every student**
- There is no upper limit on the number of informal assessments per student

5. Administration of Assessments

a) *Every formal evaluative assessment activity must include at least the following elements:*

- A “Cover Sheet” stating the tasks comprising the assessment activity
- A Students' Assessment “Rubric” (i.e. Statement of “expectations” for satisfactory completion)
- The date on which the assessment is due for submission
- Clear notification** of the consequence of failure to submit the assessment by the due date

b) *Inability to Complete Due to Absence*

- If the student has an acceptable reason for absence, as justified by written or verbal contact from the student's parent, teachers will use their discretion to do take ONE of the following courses of action:
 - Arrange, in collaboration with the student and/or the student's parents, for an alternative “due date”
 - Record the student as being absent for the assessment and modify calculation of the *Final* grade
- A student will not be given the opportunity to submit or complete a missed assessment activity if:
 - the student is known to have truanted from the lesson or from school attendance that day (**X**)
 - the student was absent for an unacceptable reason (**U**)

N.B. The Education Act defines “Acceptable Reasons” as being limited to *personal illness, medical appointment, family emergency (such as a bereavement/funeral), parental illness resulting in the student's inability to obtain transport to school (R) and engagement in an alternative educational activity (E)*

c) *Penalties for Unacceptable Late Submission*

- Students who fail to submit an assessment activity by the required date for reasons other than Acceptable Absence will be penalised by either of the following sanctions, at the discretion of the teacher:
 - Progressive deduction of marks/credits for late submission up to **three school days** after the due date, after which time the assessment will be recorded as being “Not submitted”.
 - Refusal to evaluate (“mark”) the assessment
- Failure to submit an assessment task will be notified to the student's parents

6. Common Assessment Tasks and Moderation

One Common Assessment activity per semester, as agreed by teachers of each cohort, is to be completed according to the following criteria:

- All students in each of Years 7-10 completed for all “core” subjects
- All students in each of Years P-6 completed for each of English and Mathematics
- The activity is to be assessed (“graded”) according to a common marking key, with the results moderated amongst teachers of each cohort for the subject
(“Core” Subjects are: *English, Mathematics, Health Education, Science, Humanities and Social Sciences.*)

7. Recording of Assessment Results

- All teachers will maintain a **transferable record** of student achievement for both formal and informal evaluative assessments, with the original record remaining the property of the College.
- Teacher records must be maintained in one (or more) of the following formats:
 - Marks book/Inserts in a clear-sleeved folder
 - Student folio
 - Digital spreadsheet (with backup maintained)
 - On-line (Using the *Reporting To Parents* tab in the DOE Portal)

8. Assessment Data and the College Performance Information Management System (PIMS)

The following assessment data will be used to inform the College's Annual Review and Planning process

- NAPLAN results
- Subject grade distributions for the previous year (Final) and the current year (Semester 1)
- Grade distributions for Common Assessment activities

Table 1: *Examples of Types of Formal and Informal Evaluative Assessment*

FORMAL EVALUATIVE ASSESSMENTS			INFORMAL EVALUATIVE ASSESSMENTS	
Tests	Written	Non-text (i.e. Using Multiple Intelligences)	Observations	Cumulative Records
a) Cognitive (Using a variety of written and/or non-text tasks) b) Skills Mastery	a) Response to a stimulus such as a Question, Instruction, Picture, Data, Graph, Map, including (but not limited to): <ul style="list-style-type: none"> Completion of Cloze/Table/Matching Sentence or Paragraph response Short response (2 or more paragraphs) Extended response (Essay) b) “Multiple Choice” responses (Including T/F) c) Researched Presentation (e.g. Reports, Booklets, Brochures, Thesis)	a) Presentation of visual materials <i>such as</i> <ul style="list-style-type: none"> Sketch/Diagram/Map Chart/Poster/Mosaic Artwork: (e.g. Painting, Drawing, Cartoon, “Sculpture”, Model, Graphic) b) Production of and/or participation in: <ul style="list-style-type: none"> an AV presentation (PowerPoint, Film, DVD) a Performance (e.g. Drama, Debate, Recital) c) Verbal response to written, visual or oral stimulus	a) Checklist b) Anecdotal. <i>For example</i> , records of: <ul style="list-style-type: none"> Observations of student achievement or learning progress Changes in a student's approach to learning, such as endeavour; attitude; work standards Changes in participation in learning, such as behaviour, group work and social skills 	a) Work Completion b) Work Standards (Presentation, Organisation) c) Homework completion d) Contribution to group work e) Self evaluation f) Peer evaluation