

University of Canberra High School Kaleen

Assessment and Reporting Policy

Purpose

The primary purpose of assessment is to enhance learning and to enable the reporting of students' achievement. Assessment practices have a powerful and positive impact on learning and teaching.

At UCHSK Assessment:

- Is conducted in all courses studied throughout the year.
- Provides valid information on the actual knowledge, skills and understandings expected of students.
- Makes a positive contribution to student learning.
- Is demonstrably fair for all students.
- Has explicit criteria to ensure that the basis for judgements is clear.
- Is based on multiple sources of evidence.
- Tasks will have adequate time for completion provided, including a suitable amount of in class time.

Unit Outlines

Within the first three weeks of each semester, students will be issued with unit outlines for each subject. The unit outline will clearly document the Essential Learnings for the unit, assessment tasks and the week the item is due. The assessment components may include, but are not limited to, tests (given to an individual class or to all classes studying the same unit), written assignments, practical work, homework, group work, oral presentations, bookwork and participation in the classroom.

Moderation

Where more than one class is studying the same subject at the same level, moderation procedures are used. This may be through administration of common tests, marking of selected items by several teachers or exchange of information between the teachers involved.

Other Assessment Commitments for ACT School students

These may include:

- National Assessment Program – Literacy and Numeracy – NAPLAN (Years 3, 5, 7 and 9)
- PISA international assessment (for 15-year old students)
- Trends in Mathematics and Science Study (TIMSS) international assessment (in Years 4 & Year 8)
- National academic competitions (English, Science, Maths, Computing, Languages etc)

Reporting

Reporting can be both formal and informal. Informal reporting to parents might include: telephone calls, communication through Google Guardian Summaries, emails, student-led conferences, parent-teacher conferences, open days, assemblies and the use of journals and student work books. Formal reporting occurs twice a semester (four times a year), at mid-semester and end of semester.

Mid Semester Reports

These are issued to all students towards the end of Terms 1 and 3, prior to Parent/Teacher evenings. Teachers report on the student's

Achievement – Student’s assessment results to this point, reported as:

- Outstanding
- High
- At Standard
- Partial
- Limited

Effort – Student applying themselves to learning in the classroom, reported as:

- Consistently
- Usually
- Sometimes
- Rarely

Teachers ensure sufficient assessment has been completed to make a realistic judgement on a student’s progress before mid-semester reporting to parents occurs. Teachers are encouraged to phone parents where this is not possible.

Semester Reports

These are issued to every student at the end of Terms 2 and 4. The student’s performance is indicated on a scale for achievement of **Essential Learnings**, specific to each subject. They are as follows:

- Outstanding
- High
- At Standard
- Partial
- Limited
- Status

Student performance on organisational and time management skills, completing set tasks and participation are assessed using the following scale on **Work Habits**:

- Consistently
- Usually
- Sometimes
- Rarely

Grades

Teachers are required to submit grades to their Executive Teacher prior to finalising and communicating grades to students. Grades for each subject studied are awarded for achievement through the descriptors in the tables below. In Years 9 and 10 these grades are transferred to the Year 10 Certificate or to High School Records if students leave the school during Years 9 or 10. Communication with parents / carers is required prior to an E grade being awarded. Teachers liaise with parents throughout the semester where there are concerns.

- A** Demonstrating **excellent** achievement of what is expected (Consistently achieving a proficiency level of 4 or above in each of the Essential Learnings)
- B** Demonstrating a **high** achievement of what is expected (Consistently achieving a proficiency level of between 3 and 4 in each of the Essential Learnings)
- C** Demonstrating **satisfactory** achievement of what is expected (Achieving a proficiency level of 3 across the Essential Learnings)
- D** Demonstrating **partial** achievement of what is expected (Achieving a proficiency of between 1 and 3 across the Essential Learnings)
- E** Demonstrating **limited** achievement of what is expected (Achieving a proficiency of 1 or less in each of the Essential Learnings)
- S** **status** is awarded where unavoidable circumstances have prevented assessment. Status must be negotiated with the Principal (See below).

Review and Appeal Process

Students have the right to seek a review of grades and do so by following these procedures in the order listed.

1. Review of Results by Teachers

Discuss the problem informally with the class teacher as soon as possible after receiving the semester report. In most cases the problem is resolved at this level. It is possible for clerical errors to occur or for the student to overlook a factor such as assignments or other pieces of work not handed in.

2. Review of Results by Executive Teachers

Discuss the problem with the Executive Teacher of the faculty, providing evidence why the problem has not been resolved.

3. Review of Results by Principal

If the matter is still unresolved, the Principal must be notified in writing of the student's intention to seek a review of results. This is normally expected on the day following the issue of reports or soon afterwards.

The Principal calls a meeting of the parties involved at which the student presents any further evidence. This is the highest level of review for students in Years 7 and 8.

4. Appeal to the Director-General

Students in Years 9 and 10 may request a System Level Appeal. Such an appeal may be made against particular assessments on the High School Record or against a decision not to award a Year 10 Certificate. Appeals against the non-award of a Year 10 Certificate should be made before the end of the school year. An ACT Education Directorate leaflet issued to all students gives information about appeals and is available at the school. Further information may be obtained from:

Planning and Performance Branch
Education and Training Directorate
GPO Box 158
Canberra ACT 2601
Ph.: 02 62059498

All appeals must be made by the student, not a second party acting on their behalf.

Consideration

Consideration is provided at the discretion of faculty SLC and Student Services team. This is applied when a student has been absent, ill or experienced difficulties outside of school that have impacted on their ability to complete set work and they have provided a legitimate reason (e.g. medical certificate). Where enough assessable work has been completed a pro rata grade will be calculated.

Status

Status is awarded to those students who have recently enrolled (during or after Week 2 Term 2 or Term 4) or have had prolonged absences from school and have provided a legitimate reason (e.g. medical certificate). Status is awarded when the student's assessment has been adversely affected by their absence. Teachers are expected to assess against the relevant Essential Learning. The decision to award a Status grade is determined by the Principal in consultation with Year Coordinators and Student Services and is usually arrived at in consultation with family.

Modified (P) Programs

Some students may have their program and assessment modified. This will include students with special needs, EALD students and students that are not able to work at the level of the Australian Curriculum.

For students who are completing a personalised curriculum program (such as students with additional learning needs) the ACT A–E System Report will incorporate a 'P' identifier. The 'P' will appear next to the subject area on the report.

The 'P' identifier is intended for a small number of students who are accessing an adjusted curriculum designed by their teacher to meet their learning needs. As such, no cohort data will be available for students enrolled in a 'P' subject. It does not include students accessing extension or enrichment programs.

The report template includes the following advice to parents and carers regarding the 'P' identifier:

A 'P' after the Learning Area name indicates your child had been provided with personalised program. For further information on your child's personalised learning program, please contact your child's teacher.

Teachers provide information to parents and carers about the nature and extent of the curriculum adjustment that has been made for their child where a 'P' identifier has been used.

Students identified by the Education Directorate to have additional learning needs will have an Individual Learning Plan (ILP). Some students on an ILP require assessment tasks to be modified and Inclusive Education staff are available to assist with this. These students may receive support from Inclusive Education staff to meet the assessment requirements.

Late Submission of Assessment Tasks

The development of organisational skills and the ability to meet deadlines and manage work pressures are important life skills. It is important that all required work, where possible, be submitted on time and that class tests, where possible, be taken at the scheduled time on the scheduled day. Extending a deadline for an assessment task reduces the time available for subsequent tasks and the problem tends to compound. Teachers will check student progress throughout the assessment piece period. However, students are expected to seek support from their teachers, parents and members of the Student Services team if they are experiencing difficulty meeting deadlines.

Students' work will not be accepted after the teacher has returned marked pieces of work to other students in the class. This is usually within two weeks of the due date. Teachers will provide warnings to students when this is about to occur. This will apply to all subjects and all year levels. Teachers may set a new assessment task for a student if they have not submitted their work after ten days.

Extensions

If students experience difficulties completing tasks, they should negotiate an extension with the teacher prior to the due date. Lack of organisation or leaving things until the last minute is not an acceptable reason for an extension. When requesting an extension, students must provide written parental support and show evidence that they have work in progress. Students are expected to make up work missed while absent from classes due to excursions or sporting events.

Additional Time and Support

Should a student be struggling to complete assessment tasks or where an extension is granted, multiple opportunities for additional time and support are provided. These include:

- Time in class
- Monday **Achieve** sessions
- Wednesday afternoon (after school) **Homework Club**

Return of Student Work

Teachers are required to mark and return student work promptly. Students must be provided with formative feedback. A two-week turnaround, on returning student work is realistic. An exception to this may be a moderated task.