**TOMAREE HIGH SCHOOL**

**Year 10**

 **Assessment Policy**

**2018**

**ASSESSMENT POLICY RATIONALE:**

Effective and informative assessment practice is integral to the teaching - learning cycle. It should be time efficient and support teaching and learning by providing constructive and timely feedback to the teacher and student to guide further learning. It also facilitates an improvement to teaching programs and assessment strategies.

Effective Assessment incorporates Assessment for Learning (Formative), Assessment as Learning (Feedback and Self-Assessment) and Assessment of Learning (Summative). Teachers will use a variety of assessment strategies to provide multiple sources of information about student achievement.

Assessment Taskswill be based on syllabus outcomes and enable students to demonstrate the depth of their knowledge and skills. Tasks should be reliable, measure what the tasks intends to assess and provide accurate information on student achievement.

**RECORD OF STUDENT ACHIEVEMENT (RoSA):**

The NSW Record of Student Achievement (RoSA) provides the most up to date information on a student’s achievement across all subjects and a range of extra-curricular activities. The RoSA is a cumulative credential in that it allows students to accumulate their academic results until they leave school.

Grades A – E will be awarded in ALL courses based on school assessment of students’ achievement with reference to Course Performance Descriptors (CPDs) issued by NESA.

Schools are required to keep a minimum of three work samples representing the upper, middle and lower range of achievement of their Years 10 cohort for the courses identified below. Each of these work samples should demonstrate performance towards the end of the year that is typical of the student(s) awarded a particular grade (A to E) by the school.

The RoSA lists all mandatory and additional Stage 5 and – where applicable – Stage 6 courses completed by the student, along with the grade awarded. The RoSA credential also lists any courses commenced but not completed and the date of leaving school.

NESA issues the formal RoSA credential to students who satisfy the eligibility requirements when they leave school. This means that all assessment tasks and learning experiences provided by the school must be attempted. Additional information about the ROSA can be accessed at <http://www.boardofstudies.nsw.edu.au/rosa/>

**COMMUNICATION:**

An Assessment Schedule will be available on the school website and in the Newsletter which details the date and weighting of assessment tasks for each subject. Students will also be given at least two weeks notice of any assessment task being due. Assessment dates can change provided that students are given two weeks’ notice. Whole year group assessment tasks are to be placed on the millennium calendar (due date/week of assessment task).

**STUDENT RESPONSBILITIES:**

Student responsibilityincludesmakinga serious attempt at completing all tasks and sitting for all examinations set as part of the assessment program for a course at the specified time. Students will also abide by examination condition rules and ensure all electronic devices are off, away and out of sight unless required for the assessment task.

**EXTENSIONS:**

Extensions to task due dates are to be negotiated with the Head Teacher and are ideally discussed prior to the task’s due date. Where possible, a note supporting the extension request from the parent is to be provided to the Head Teacher.

**FEEDBACK ON ASSESSMENTS:**

Teachers will provide timely and meaningful feedback on assessment tasks which is not just be limited to a mark or grade. Effective feedback is important for improving student learning outcomes and identifies areas of strengths and areas for improvement. Feedback can be provided in many forms either individually or as a whole class.

**REPORTING:**

Students will receive two formal reports during Year 10. Reports will be issued at the end of each semester. These reports will indicate achievement of course outcomes and a rank.

**SUBMISSION OF HAND-IN TASKS:**

Submission of hand-in tasksby studentsmust be as per the specific task directions (Google Classrooms, email, Office 365, typed hard copy submission etc) on or by the due date. If a task submitted via email, students should use their DoE portal email to submit assignments and retain proof by keeping a record of the transmission in “Sent Items”.

**FAILURE TO COMPLETE IN-CLASS TASKS / EXAMINATIONS ON THE DUE DATE:**

* Students will be required to complete an in-class task/test as soon as possible once they return to school.
* The Head Teacher will determine whether the actual mark, an estimate or a mark of zero is used for the task after discussion with the student.
* Where possible, the student will provide a medical certificate or a parental note to the Head Teacher.
* If it is determined that there is no genuine case for not completing the in-class task on the due date, a mark of zero will be awarded and RoSA Warning Letter will be sent to the student’s parent / caregiver.
* Even if a mark of zero (0) is awarded, students are still required to complete the task as soon as possible for assessment of outcomes.
* Once the task is submitted, the N Award will be redeemed.

**FAILURE TO COMPLETE HAND-IN TASKS ON / BY THE DUE DATE:**

* Hand-in tasks will be considered as a late assignment if they are not submitted before or on the due date and for which the student has not been granted an extension or the Head Teacher determines that there is no genuine reason for the lateness.
* Late assignments will be only be awarded marks if submitted within five calendar days of the original due date.
* Late assignments will receive an academic penalty on a sliding scale of twenty percent (20%) per day late based on the total mark for the assignment.
* Assignments submitted more than five calendar days after the original due date will be awarded zero (0) and a RoSA Warning Letter will be sent home. The assignment is still required to be completed as per NESA guidelines.
* Once the task is submitted, the N Award will be redeemed.

**ACADEMIC PENALTY FOR LATE TASKS:**

Submission 5 Days or Less after Due Date

If a student receives $\frac{34}{50}$ for an assignment but was two (2) days late. The assignment was marked according to all the original criteria.

 Penalty per Day = 10 marks per day (based on 20% of 50 marks)

 Final Mark = Original mark – Penalty

 = 34 – (2 x 10)

 = 34 – 20

 = 14

Submission 5 Days or More After Due Date

Assignments received more than five days after the due date that have not been granted an extension of time must still be marked according to the original marking criteria and students given the appropriate feedback for their work. However, the final mark for assignments handed in more than five days late will be zero (“0”).

**NON-SERIOUS ATTEMPTS:**

Students are required to attempt a range of questions throughout assessment tasks. Attempting multiple-choice questions only is not sufficient. Where a student is considered to have presented a non serious attempt at either an examination or an assessment task, this may lead to non-award of marks for that section of the work.

A non serious attempt may be the presentation of material which, for example, is frivolous or objectionable. Candidates who provide answers in languages other than English (unless specifically instructed to do so), who mark their papers with symbols or other identifying marks, or make inappropriate comments on their task will have them classified as non serious attempts.

**N-AWARDS (RoSA WARNING LETTERS):**

* Where it is determined that a student has not met the Course Completion they may receive an “N” determination.
* Students may be N-Awarded if they do not apply themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school.
* RoSA Warning Letters will be issued for non-serious attempts at a task.
* If it is determined that there is no genuine case for not completing an in-class task on the due date or a hand-in task on/by the due date, a mark of zero will be awarded and a RoSA Warning Letter will be sent to the student’s parent / caregiver.
* Students who receive an ‘N’ determination in a mandatory course may not be eligible for the award of the RoSA at the end of Year 10.

**ASSESSMENT FLOW CHART**

**TASK ISSUED WITH REASONABLE NOTICE**

**YES TASK COMPLETED ON/BY DUE DATE**

**TASK MARKED**

**NO**

**MARK RECORDED**

**N AWARD LETTER SENT\***

**\*NOTE:**

**N-Award redeemed**

**when submitted**

**TIMELY FEEDBACK PROVIDED TO STUDENT**

**PENALTY OF 20% PER DAY APPLIED**

**PENALTY ACCUMULATES UP TO 5 DAYS**

**ALL MARKS TALLIED TO DETERMINE FINAL RANK**

**N AWARD FOLLOW UP LETTER AND PARENTAL CONTACT**

**TASK MUST BE REDEEMED**

**BUT AWARDED ZERO**

**TIMELY FEEDBACK PROVIDED TO STUDENT**

**MALPRACTICE:**

All work presented in assessment tasks and examinations (including submitted works and practical examinations) must be your own or must be acknowledged appropriately. Malpractice, including plagiarism, may lead to you receiving zero (0) marks for all or part of the task or examination. Any student who lends material for copying may be similarly penalised.

Malpractice is any activity that allows you to gain an unfair advantage over other students. It includes, but is not limited to:

* Copying, buying, stealing or borrowing someone else’s work in part or in whole, and presenting it as your own
* Using material directly from books, journals, CDs or the internet without reference to the source
* Building on the ideas of another person without reference to the source
* Submitting work which another person, such as a parent, coach or subject expert, has contributed to substantially
* Paying someone to write or prepare material
* Breaching school examination rules or cheating in an examination
* Using non-approved aids during an assessment task
* Contriving false explanations to explain work not handed in by the due date
* Assisting another student to engage in malpractice.

In the case of suspected plagiarism, students will be required to provide evidence that their work is entirely their own.

**ADJUSTMENTS / ALTERNATE LIFE SKILLS TASKS**:

Adjustments / alternate Life Skills tasks are required under the *Disability Standards for Education 2005.*  Accordingly, adjustments to assessments are to be provided for students who require accommodations and/or are following a Life Skills program. This includes, but is not limited to, considerations regarding use of coloured paper, additional time, separate supervision, reader/writer and modification of task. There is no requirement for formal assessment of Life Skills outcomes. Life skills students must make a diligent effort which may include participation in modified assessment tasks.

**ASSESSMENT FOR, AS AND OF LEARNING**

NSW syllabuses and support materials promote an integrated approach to teaching, learning and assessment*. Assessment for learning, assessment as learning* and *assessment of learning* are approaches that can be used individually or together, formally or informally, to gather evidence about student achievement and to improve student learning.

The principles of *assessment for learning* and *assessment as learning* strategies have some common elements.

*Assessment for learning* and *assessment as learning* incorporate:

* self-assessment and peer assessment
* strategies for students to actively monitor and evaluate their own learning
* feedback, together with evidence, to help teachers and students decide whether students are ready for the next phase of learning or whether they need further learning experiences to consolidate their knowledge, understanding and skills.

**Assessment for learning** involves teachers using evidence about students’ knowledge, understanding and skills to inform their teaching. Sometimes referred to as ‘formative assessment’, it usually occurs throughout the teaching and learning process to clarify student learning and understanding.

*Assessment for learning:*

* reflects a view of learning in which assessment helps students learn better, rather than just achieve a better mark
* involves formal and informal assessment activities as part of learning and to inform the planning of future learning
* includes clear goals for the learning activity
* provides effective feedback that motivates the learner and can lead to improvement
* reflects a belief that all students can improve
* encourages self-assessment and peer assessment as part of the regular classroom routines
* involves teachers, students and parents reflecting on evidence
* is inclusive of all learners.

**Assessment as learning** occurs when students are their own assessors. Students monitor their own learning, ask questions and use a range of strategies to decide what they know and can do, and how to use assessment for new learning.

*Assessment as learning*:

* encourages students to take responsibility for their own learning
* requires students to ask questions about their learning
* involves teachers and students creating learning goals to encourage growth and development
* provides ways for students to use formal and informal feedback and self-assessment to help them understand the next steps in learning
* encourages peer assessment, self-assessment and reflection.

**Assessment of learning** assists teachers in using evidence of student learning to assess achievement against outcomes and standards. Sometimes referred to as ‘summative assessment’, it usually occurs at defined key points during a unit of work or at the end of a unit of work, term or semester and may be used to rank or grade students. The effectiveness of *assessment for learning* for grading or ranking depends on the validity and reliability of activities. Its effectiveness as an opportunity for learning depends on the nature and quality of the feedback.

*Assessment of learning*:

* is used to plan future learning goals and pathways for students
* provides evidence of achievement to the wider community, including parents, educators, the students themselves and outside groups
* provides a transparent interpretation across all audiences.

*Assessment for learning* and *assessment as learning* approaches, in particular, help teachers and students to know if current understanding is a suitable basis for future learning. Teachers using their professional judgement in a standards-referenced framework are able to extend the process of *assessment for learning* into the *assessment of learning.*