**Tomaree High School Year 7 / 8 / 9 Assessment Policy**

**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 Schedules** for the year are to be developed by each faculty and made available and issued to students via the newsletter and the website. Whole year group assessment tasks are to be placed on the millennium calendar (giving the due date / week of the assessment task).

**Notification of Assessment Tasks** and task changes should be at least two weeks prior to the due date.

**Assessment Tasks** will 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.

**Student Responsibility** includesmakinga 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.

**Cheating & Plagiarism** may result in a mark deduction, requirement to resubmit or complete an alternate task.

**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.

**Submission of Hand-in Tasks** by studentsmust be as per the specific task directions (Google Classrooms, email, Office 365, typed hard copy submission etc) on or by the due date. Failure to complete hand-in tasks by the due date will **NOT** automatically result in a zero mark. Students should submit the task as soon as possible after the due date. If there is a delay in submission, parental contact will occur regarding the failure to complete the task. If a task is still not submitted, it will result in a zero mark.

**Failure to Complete In-Class Tasks** on the due date will **NOT** automatically result in a zero mark. Students will be required to complete the task/test as soon as possible once they return to school.

**Extensions** to task due dates are to be negotiated with the class teacher and where possible should be discussed prior to the task’s due date. A note supporting the extension request from the parent is required.

**Timely Feedback on Assessment Tasks** is to be provided to students and 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 either individually or as a whole class.

**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.*