

Calwell High School Assessment and Reporting Policy

Assessment at Calwell High School	3
The ACT Year 10 Certificate	3
Assessment Processes	4
Unit Outlines	4
Assessment Tasks	4
Submission of Drafts	5
Feedback on assessment tasks	5
Completion of Assessment Tasks	5
Academic Integrity	5
Breaches of Academic Integrity	6
Late Submission of Assessment Tasks	7
Process for Informing Parents/Carers of Concerns	7
Extensions	7
Review of Decisions	8
Adjustments to Programs	8
Alternative Sanctioned Programs	8
Study Lines	8
P Programs	9
Flex Ed and LSU	9
Equity and Diversity	9
Adjustments	9
Individual Learning Plans	9
Adjustments to Reporting	9
Assessment Advice Processes	11
Reporting on Student Achievement	11
Progress Reports	11
Appendices	12
Course Description	12
Achievement Standards	12
Work Practices	12
Assessment Plan	12
Learning Expectations	13
Task Name	14

Calwell High School Assessment and Reporting Policy

February 2022

Policy Owner: Principal Calwell High School

Reviewed: Calwell High School Executive Team September 2024

This procedure covers assessment and reporting at Calwell High School. It has been written in conjunction with the Education Directorate's Reporting on Student Achievement (Preschool-Year 12) Policy. It is based on the guidelines provided by ACARA in the Australian Curriculum and the ACT Education and Training Directorate.

The following documents have been consulted in developing this policy:

Reporting on Student Achievement (Pre-school to Year 10) Policy

The Year 10 Certificate and Appeals Process Brochure

The Australian Curriculum (available at <https://www.australiancurriculum.edu.au/>)

Assessment at Calwell High School

Assessment at Calwell High School is guided by the following principles:

Assessment is;

- an ongoing process of both formative and summative feedback to support student learning.
- used to improve and describe student progress, and to inform teaching and learning.
- used to provide timely, meaningful and comprehensive feedback to parents, carers, students and teachers.

Student Achievement is measured against the Australian Curriculum Achievement Standard for the relevant year level and subject area. Grades are awarded through on-balance teacher judgement referencing all learning outcomes. This judgement is up to date and is supported by a range of evidence.

Based on the Directorate of Education's Curriculum Advice paperwork, the following descriptors are used to award student grades:

A	demonstrating outstanding achievement of what is expected
B	demonstrating a high achievement of what is expected
C	demonstrating satisfactory achievement of what is expected
D	demonstrating partial achievement of what is expected
E	demonstrating limited achievement of what is expected

The ACT Year 10 Certificate

In accordance with Education Directorate procedures, a year 10 certificate will be awarded to students at Calwell High School who have achieved a satisfactory standard during Year 9 and Year 10 in the areas of academic performance, attendance and behaviour.

The awarding of the Year 10 Certificate is at the discretion of the Principal. The Principal will use the guidelines listed below to assist in making their decision.

A student may be at risk of not receiving a Year 10 certificate if they;

- Receive 7 or more E grades, and/or
- Have an attendance rate of below 80% and/or
- Have been suspended multiple times or are involved in severe or ongoing instances of inappropriate behaviour.

The Deputy Principal analyses student data multiple times each year to identify students at risk of not receiving a Year 10 certificate and where appropriate, in consultation with the student, their parents/carers and relevant staff, develop individualised support.

Students who are not eligible to receive the Year 10 Certificate will be issued with a High School Record. A High School Record is issued by the school and lists courses undertaken and

grades earned by a student in Years 9 and 10. Students who transfer to another school within the ACT or leave the ACT system are issued with a High School Record.

The appeals process is described in the Education Directorate's publication; Year 10 Certificate and the Appeals Process, available online at https://www.education.act.gov.au/public-school-life/assessment_and_reporting/year-10-certification-and-applications

Assessment Processes

Unit Outlines

For each unit of study, by the end of the second week following commencement of the unit students and parents/carers are to receive a Unit Outline that states:

- Subject
- Course name
- Date (Semester, Year)
- Summary of the content
- Assessment tasks
- Assessment criteria
- Dates on which the assessment tasks are due

And where the following information relevant to the unit can be readily accessed by the student:

- Achievement standards
- Penalties for late and non-submission of work
- Appeals processes
- Academic integrity

A Unit Outline is proforma as an Appendix to this document.

Assessment Tasks

For each assessment task specified in the Unit Outline, students are to receive clear statements about what is required and under what conditions it will be undertaken, and the assessment criteria/marking scheme.

This includes:

- Subject
- Unit name, Semester and Year
- Due date or time allowed, as appropriate to the task
- Clear instructions regarding the nature of the task
- Clear statement of conditions under which the task will be undertaken, including any policy around the submission of drafts
- Explicit task-specific criteria for assessment and/or marking rubrics

These details will normally be specified on an assessment sheet for assessment instruments or on the test/exam. An example assessment sheet proforma is provided as an appendix to this document.

As guide students should receive this information at least 2 weeks before the due date of any task.

Submission of Drafts

The drafting process is integral to the development of a student's skills. However, it is also recognised that the drafting process can be unique to the individual student, teacher and the nature and expectations of the task.

To accommodate this, staff should ensure that expectations regarding drafts are clearly defined to students when the task is distributed. This should include:

- The number of drafts that should be submitted for this task. While this is should be determined at the discretion of the teacher after consideration of the task type and composition of the class, in general this should not exceed one draft per task.
- Feedback on tasks will generally be comprised of dot points indicating areas of strength and areas for improvement rather than an explicit list of changes the student should make.
- Teachers should be clear about the dates when drafts can be submitted in order to receive feedback. As a rule this should be one week before the final due date.
- Teachers should provide feedback on drafts within three working days of receipt.

Feedback on assessment tasks

Timely feedback on assessment tasks is an important part of improving student progress and informing teaching. Student work is expected to be marked and returned to students within two weeks of submission.

Completion of Assessment Tasks

Students are expected to substantially complete and submit all assessment items. Exemption from an item and/or alternative assessment is available to students providing adequate documentary evidence.

Academic Integrity

Any cheating, plagiarism, dishonesty, alteration of results or improper practice in relation to any school-based assessment in any subject shall constitute a breach of process and be managed in line with the school's Breaches of Academic Integrity process.

The following is a list of common, but not all, behaviours that constitute a breach of Academic Integrity:

Plagiarism	Plagiarism is the copying, paraphrasing or summarising of work, in any form, without acknowledgement of sources and presenting this as the students own work.
Recycling Work	Recycling work is the practice of submitting work that has already been assessed in another class.
Fabrication	Fabrication involves making up information for research-focused assessment tasks. It could include inventing results or making up sources.
Collusion	Collusion involves the illegitimate cooperation between one or more other students. This may include the sharing of assessment tasks with other students or working with a group of friends to complete what is meant to be an independent task. Collusion is not working on a group assignment that has been set by a teacher.
Exam Cheating	Exam cheating is dishonest behaviour during a test or exam- it could include (but is not limited to); using cheat notes, copying from another student, communicating with other people during the testing period, using an electronic device to access information during the testing period or bringing unapproved items (such as a calculator or textbook) into the test or exam.
Impersonation	Impersonation involves getting another person to do some or all of your work and then submitting it as if it were your own.

Teachers are responsible for designing assessment tasks that promote academic integrity and drawing students attention to this policy.

Breaches of Academic Integrity

Any suspected breaches of Academic Integrity are investigated in the first instance by the classroom teacher. If there is evidence of a breach the teacher should consult with their Faculty Executive Teacher and give the student the opportunity to respond to the breach before any consequence is applied. The student's parents/carers will also be consulted.

To ensure equity for all students the following consequences may apply:

- 1.) Reteaching of the skills needed to avoid the breach
- 2.) The making of alternative arrangements to complete the assessment task
- 3.) The assessment task is marked without the material that is the subject of the breach being considered

In making the decision to apply a consequence the Classroom Teacher should consider the scale of the breach, any response from the student, the student's understanding of academic integrity and the student's prior behaviour with regard to academic integrity. Classroom Teachers are to record this decision on Sentral.

Students, or their parent/carer, can request a review of this decision from the relevant Faculty Executive teacher. If the Faculty Executive Teacher is the Classroom Teacher the child or their parent/carer should request a review from the Deputy Principal.

Late Submission of Assessment Tasks

Students are encouraged to submit work on time as this is a valuable organisational skill and a key way of ensuring all students are assessed fairly and provided with timely feedback.

Students are also encouraged to complete work, even if it is late, as soon as possible after the due date. The following policy is to ensure equity for all students:

- All assessment tasks are expected to be submitted by the specified due time and date.
- Unless there are exceptional circumstances, students must apply for an extension to the specified due date in advance, providing due cause and adequate documentary evidence for late submission.
- If a student does not hand in work by the due date the teacher will inform the relevant faculty SLC and student's parents/carers and seek their support to have the task completed in a timely manner.
- The teacher may ask the student to complete the task during class time or during breaks so they can receive assistance to complete the task.
- If the task is not completed within two weeks of the due date the teacher should inform parents/carers. It may no longer be possible to assess the student on the outcomes specified in the task.

The policy and where it can be located is drawn to the attention of students on the Unit Outline.

Process for Informing Parents/Carers of Concerns

Support from parents and carers is an essential part of improving student achievement. In order to support this, parents and carers must be informed of any assessment tasks which are not submitted by the due date and/or breach principles of academic integrity in a timely manner. Teachers are to record this under correspondence in Sentral.

Extensions

Except in exceptional circumstances, students must apply for an extension from the class teacher in advance of the task due date. Students should provide due cause and adequate documentation to support their request for an extension.

In making their decision teachers should consider the following;

- The reasons for an extension given by the student
- Any supporting documentation
- The length of extension required
- Any evidence of progress (drafts etc)
- Equity for other students

For some assessment tasks the class teacher may need to modify or provide an alternate task.

Students, or their parent/carer, can request a review of this decision from the relevant Faculty Executive teacher. If the Faculty Executive Teacher is the class teacher the child or their parent/carer should request a review from the Deputy Principal.

Review of Decisions

Should a student, or their parent/carer, wish for a review of any decision relating to an assessment task or course the following hierarchy of responses should be followed.

- 1.) The student should in the first instance speak to their class teacher and request a review of the result.
- 2.) If the matter is not able to be resolved, the student, or their parent/carer should speak to the Faculty Executive Teacher to request a review of the result. If the Faculty Executive Teacher is the class teacher the child or their parent/carer should request a review from the Deputy Principal.
- 3.) If the matter is not able to be resolved the student, or their parent/carer should request a review from the Principal.

In each case the review should consider whether the result is valid and that the assessment procedures are transparent, reliable and accurate.

For students in Years 9 and 10, if a student, their parent or carer, is dissatisfied with the result of the school review process, they may appeal to the Director-General of the Education and Training Directorate (the Directorate). The details of the process for this are detailed in the Year 10 Certificate and the Appeals Process brochure.

Adjustments to Programs

Alternative Sanctioned Programs

During their time at Calwell High School, students may have the opportunity to participate in alternative sanctioned programs that support their social or emotional growth and career expectations. These programs may include but are not limited to Vocational Learning Opportunities, Trade Certificates, Work Experience and programs through organisations such as Menslink, PCYC and the YWCA.

In the first instance, students should attempt to work with their Classroom Teacher to 'catch up' and negotiate fair adaptations to assessment tasks.

When alternative sanctioned programs are more onerous or take place over an extended period of time and a student requires reduced workloads or study lines to support their participation, this will be done in consultation with parents/carers and recorded on the consideration list.

Study Lines

Students may be placed into a study line to support their participation at school. This may be as a result of health concerns, alternative sanctioned programs or commitments outside of school.

Decisions regarding the placement of students into a study line are made by the relevant Deputy Principal in consultation with parents and carers and with respect to any supporting documentation provided.

P Programs

Students who are unable to access the curriculum at year level may, in consultation with parents/carers, be placed into and assessed against a Personalised Program. This must be recorded on a student's ILP.

Flex Ed and LSU

Calwell High School supports a number of programs, including Flexible Education and the Learning Support Unit to ensure all students have the opportunity to access their education. Placement into these programs is made in consultation with parents/carers and in line with the relevant school and directorate policies.

Equity and Diversity

Adjustments

In the normal course of their work teachers will differentiate and adjust assessment tasks to allow students to demonstrate their understanding as successfully as possible. This may include, but is not limited to, allowing students to answer questions orally instead of by writing, allowing for multiple means of submission or by providing extra time or private locations for students to complete tests.

When the scale or duration of the adjustment required goes beyond normal classroom practice then these adjustments should be made in consultation with parents/carers and recorded in an ILP.

Individual Learning Plans

To support the learning of a student an individual learning plan may be developed in consultation with parents/carers. ILPs may be developed in instances where a student lives with a learning disability, is a child in care, lives with mental or physical illness or when a parent/carer requests an ILP be developed. The ILP will include a student profile, adjustments to programs, teaching strategies and the student's goals.

It is the responsibility of classroom teachers to have contributed to, read and adhered to a student's ILP.

Adjustments to Reporting

From time to time adjustments may need to be made to how a student's progress is reported in order to ensure equity for that student. Decisions regarding these adjustments are made at the discretion of the Principal and in consultation with the student's parents/carers.

The following principles will apply to these adjustments:

Category of Adjustment	Procedure
<p>Short Term Absence (up to 20 days)</p> <p>Eg. Approved leave, ASBA, WEX, Sanctioned program, medical, etc.</p>	<p>Assess on work completed, some unit outcomes may be N/A</p>
<p>Long Term Absence (Greater than 20 days)</p> <p>Eg. Approved leave, ASBA, Sanctioned program, medical, etc.</p>	<p>Assess on work completed, some unit outcomes may be N/A. Status may be awarded at Principal's discretion.</p>
<p>New Enrolment</p>	<p>Advice given on enrolment, assess on work completed, some unit outcomes may be N/A. Status may be awarded at Principal's discretion.</p>
<p>ILP or Adjusted Program</p>	<p>Pedagogical adjustments for the students are to be made in accordance with student's ILP.</p>
<p>Personalised Program</p>	<p>Students are assessed against P Program unit outcomes</p>
<p>Consideration</p> <p>Consideration applies when student's ongoing performance is affected by illness, misadventure or other significant personal issues.</p> <p>Consideration is given at the discretion of the Principal.</p> <p>Consideration may apply for a specific period of time or an entire course.</p>	<p>Ideally teachers are notified of students requiring consideration on an ongoing basis and modify assessment tasks at the time.</p> <p>Teachers consult with Faculty SLC, Wellbeing team and use their professional judgement to award a grade if possible based on any outcomes met.</p> <p>Report comments should reflect what the student has completed.</p>
<p>Status</p> <p>Due to legitimate absence or other documented circumstance the student has been unable to complete the requirements of the course</p>	<p>Award a 'S' grade, no report comments required either, although may be given at teacher discretion.</p>

Assessment Advice Processes

A list of students requiring adjustments to reporting is maintained by the relevant Executive Teacher Student Wellbeing and Engagement along with a record of supporting documentation. The Deputy Principal makes decisions regarding these adjustments and delegates the communication of these decisions before each reporting period.

Ideally, Classroom Teachers are updated with a student's circumstances on an ongoing basis to allow for the modification of assessment tasks throughout the semester.

Reporting on Student Achievement

Progress Reports

A Progress Report is designed to give an early indication of progress and to alert students and parents/carers to any concerns. Progress is reported against both Achievement and Effort/Attitude. Concerns are identified from a checklist of common concerns.

Parent Teacher Evening

A Parent Teacher Evening is held once per semester for parents/carers to meet teachers and to discuss student progress and work collaboratively to address any concerns.

End of Semester Reports

At the end of each semester a summative report will be issued for each student.

The Summary A-E Report contains the learning area and grade received (A, B, C, D, E), as well as the number of students in the child's cohort (all children in a learning area/subject/unit, in the same year level) achieving each grade. To ensure the information provided does not interfere with an individual's privacy in accordance with the Privacy Act 1988, the number of students receiving each grade will not be reported for a cohort of less than ten.

The Semester Report contains a short description of the course and indicates the level attainment on each Learning Outcome of the unit of work against the scale: Limited, Partial, Satisfactory, High, Outstanding. It also contains ratings against 4 Learning Behaviours on the scale: Rarely, Sometimes, Usually, Consistently. A summary of student absences will be included on the report and will indicate both explained and unexplained absences.

Appendices

Unit Outline Proforma



ACT
Government
Education

Unit Name
Semester 1, 2021

RESPECT | SELF-DISCIPLINE | ACHIEVEMENT | COURAGE

LEARNING AREA:

TEACHER/S:

YEAR:

EMAIL:

UNIT LENGTH: 1 Semester

ROOM:

COURSE DESCRIPTION

This course provides students with an opportunity to **OR** It is expected that students will have the opportunity to learn about a selection of the following:

ACHIEVEMENT STANDARDS

This course provides students with an opportunity to:

- 1.
- 2.

WORK PRACTICES

In addition to the content descriptors the following work practices will be reported on:

- Completes and submits assessment on time
- Respects resources and the learning environment
- Respects others' right to learn
- Applies themselves to complete class work
- Works co-operatively with class members

ASSESSMENT PLAN

Assessment Task	Outcomes Assessed	Due Date*

*Assessment items may be modified due to unforeseen circumstances. Staff will inform students if variations occur.

LEARNING EXPECTATIONS

The approach to teaching and learning that is utilised at Calwell High School is a reflection of the school values with a high focus on individual respect and responsibility leading to success. Students can access information about Calwell High School's expectations around late submission, academic integrity and the appeals process in the school's Assessment and Reporting Policy, available on the school website.

Example Task sheet



Unit Name
Semester 1, 2021

RESPECT | SELF-DISCIPLINE | ACHIEVEMENT | COURAGE

LEARNING AREA:

TEACHER/S:

YEAR:

EMAIL:

DUE DATE:

TASK NAME

TASK DESCRIPTION

This section should include a description of the task, clear instructions and the conditions under which the task is to be undertaken.

Eg.

Your task is to write a 500 word essay addressing the question **What is Romeo's fatal flaw?** Your essay must be written in 3rd person formal register and include a clear introduction, body and conclusion. You are expected to include at least 3, correctly referenced, direct quotes from the text.

This task is to be completed outside of class time. Students are encouraged to submit drafts of their work for review prior to final submission.

ASSESSMENT CRITERIA

This task addresses the following elements of the Achievement Standard:

- 1.
- 2.
- 3.

Students should refer to the attached rubric for further details.

LEARNING EXPECTATIONS

The approach to teaching and learning that is utilised at Calwell High School is a reflection of the school values with a high focus on individual respect and responsibility leading to success. Students can access information about Calwell High School's expectations around late submission, academic integrity and the appeals process in the school's Assessment and Reporting Policy, available on the school website.

