

ALLEGRA SCHOOL COFFS HARBOUR STUDENT ASSESSMENT POLICY

STUDENT ASSESSMENT POLICY

Preamble

To ensure all Allegra School Coffs Harbour Staff and Students are notified and aware of the requirements for Student assessment in accordance with the NSW Education Standards Authority's ACE manual

Scope

Relates to all Students, Parents and Teaching Staff, with regards to assessment and satisfactory completion of the Record of School Achievement.

Policy

Allegra School Coffs Harbour will undertake assessment to inform Students' learning. Assessment of Student learning will be undertaken for all learners, including Students whose learning is impacted by disability. Adjustments to assessment tasks may be required for a Student whose learning is impacted by disability. Assessment will be completed in line with the NSW Education Standards Authority requirements.

In compliance with the requirements from the Education Act 1990, Student assessment and therefore progression towards satisfactory course completion will be based on a range of key areas:

- Student completion of the mandatory curriculum and assessment requirements for the Record of School Achievement.
- The Student applied themselves with diligence and sustained effort to set tasks and experiences provided by Allegra School Coffs Harbour (these may include but are not limited to):
 - Course work
 - Field trips
 - Practical elements
 - Internal assessment mapped and marked against syllabus outcomes & course performance descriptors
- The Student achieved some or all of the course outcomes.
- With regard to assessment materials – marking criteria based on course outcomes and course performance descriptions

Student assessments and overall progression to satisfactory course completion may also be affected by non-attendance. If a Student's attendance falls below satisfactory level of the schools programmed lesson time, the Principal and/or delegate may determine that the course completion criteria may be affected. The Principal and/or delegate will notify the Students/Parents of this in writing.

Procedure

Assessment procedures are detailed in the Student Handbook which supplements this policy and follow the recommendations as outlined in the ACE Manual – Sections ACE 4021, 4022, and 4019.

Assessment is a process of gathering information about Student achievement in relation to the objectives and outcomes at various stages in a course. Students and Parents are made aware of the assessment procedure by the Principal and/or delegate.

At Allegra School Coffs Harbour, Teachers use a variety of methods to assess performance across the syllabus outcomes. The nature of tasks may vary within and across courses and include although are not confined to:

- Assignments,
- Fieldwork and reports,
- Oral presentations,
- Tests and exams,
- Portfolios,
- Practical investigations,
- Long term pieces of work and performances.

The assessment tasks set by the School are used to build a profile of achievement to assist Teachers to determine which description best reflects the level of achievement of each Student at the end of a course and assist teaching Staff to modify processes to reach Student ability and improve achievement.

Modifications and Disability Provisions

Modifications and Disability Provisions are employed where allocated by Teaching and Support Staff and are endorsed by the Principal and/or delegate to ensure Students with special education needs are enabled access to the task and equitable opportunity to demonstrate what they know and can do. Provisions may include braille papers, large-print papers, use of a reader and/or writer, extra time and/or rest breaks.

Grading

The grading of achievement for the Allegra School Coffs Harbour Students is the process of assigning a letter (A, B, C, D E) to summarise the level of a Students achievement in a course. In Mathematics, grades have been further differentiated to nine levels (A10, A9, B8, B7, C6, C5, D4, D3, E2).

The grades awarded should reflect the relative emphasis placed on the assessable objectives should be stated in school programs and the syllabus.

Assessments are standards referenced so that achievement is assessed against the standards specified in a course using the Course Performance Descriptors. These standards are set in accordance with the requirements of NESAs and enforced/monitored by the Principal and/or delegate and teaching Staff.

Teachers will make the final judgement of the grade deserved on the basis of available assessment information and with reference to the Course Performance Descriptors. Earlier performance in a course should be used only as a means of increasing the accuracy of the final assessment. The choice of a particular grade should be made on the basis that it

provides the best overall description of a Student's achievement of the Stage syllabus outcomes. The final decisions made in relation to the "standard" reached are not in relation to performance relative to other Students.

Assessment Task

NESA specified samples of assessment tasks and Student related work will be retained by the school. The samples retained should be those that are completed toward the end of stage 5 and at various points in the distribution of A to E grades.

The Teacher will provide specific details of each assessment task to Students, including syllabus stated objectives and outcomes, in writing two weeks before the task is due and where possible will also include marking criteria.

Students are provided with assessment feedback from Teachers as soon as applicable for each task given. Feedback is provided in a variety of ways including and not limited to six monthly semester reports, Parent-Teacher interviews as required and comments for individual tasks.

Appeal

Performance grades awarded during the Assessment period will be subject to Student appeal. A Student wishing to appeal against a mark/grade must write down the details of their appeal using the Assessment Appeal form. They must discuss these with the Teacher within two school days of the task being returned. If the Student and Teacher cannot find grounds for agreement the Principal and/or delegate may refer this to an Appeals Panel. The decision of the Appeals Panel is final.

Records

Accurate electronic records maintained by Teachers, Principal and/or delegate in the Sentral Management System enable Staff to track and record that Students have completed the mandatory curriculum requirements for their course; complied with the requirements from the Education Act 1990 and have maintained a satisfactory rate of attendance. The Head Teacher monitors Student achievement and assessment to assist Students to reach their RoSA. Students will be advised by Teachers if they are not progressing satisfactorily.

Malpractice

Dishonest behaviour by a Student that gives them an unfair advantage over others assisting someone to cheat or plagiarising will result in no marks being recorded.

Late Submission of Tasks

Failure by a Student to submit a task will require a Teacher to issue a Warning Letter. Students can arrange with their Teachers to complete the task and will be awarded an achievement grade appropriate to the standard of work submitted. A penalty may be applied. These grades are then used for reporting purposes at the end of each semester.

Illness /Misadventure

If a Student fails to submit an Assessment Task and the Teacher considers that the Student has a valid reason, e.g. illness or approved leave, then a mark will be awarded based, if

necessary, on a substitute task. Under these circumstances a Doctor's Certificate or other documentation may be requested.

N – Determination

N Warnings are issued in the first instance when a Student fails to complete an assessment. A warning letter will be forwarded by the Principal or delegate to Parents of Students who have not complied with the course requirements at the time of finalising grades. It will contain the incomplete task list and request a reply. If no response occurs a further letter will be sent. Where the course requirements remain incomplete an N-Award will be issued by the Principal under delegated authority from NESAs.

For Stage 5 courses, Allegra School Coffs Harbour will submit a grade that reflects the Student's actual achievement in the course so that, if the Student appeals successfully, the grade can be reinstated. Where an 'N' determination is applied in a Stage 5 mandatory curriculum requirement it will be reported on the Transcript of Study and the Student eRecord as 'Not Completed'.

Invalid/unreliable tasks

If an assessment task is deemed as invalid or unreliable because it has not functioned in the way it was required, or where there were problems in the administration of the task the school will determine a suitable approach in consultation with the Head Teacher and the class Teacher. A suitable outcome will be discussed, such as reducing the weighting assigned to the task and adding an additional task (with sufficient notice), and adjusting weightings accordingly. In extreme cases, an invalid task may need to be discarded completely, or a replacement task may be organised. Students will be given written notification if this is to take place.

Related Policies and documents

Allocation of Grades Policy
Eligibility for the RoSA Award Policy
Student Handbook
Attendance Policy

Registered and Accredited Individual Non-government Schools (NSW) Manual Reference No

5.1 Curriculum for the Record of School Achievement,

Review of Policy

Policy to be reviewed two years from date of effect or earlier if required

Version History

Version	Approved By	Approval Date	Date of Effect	Sections Modified
Original	Board	21 Jan 2020	22 Jan 2020	Change of Name; minor edits; general review