

Belmore Boys High School Assessment for Quality Learning Policy Stage 4 2014

Rationale:

Accurate and comprehensive assessment of student performance against state-wide standards allows open communication of current learning performance and assists the development of strategies to enhance learning in the future. State-wide standards are expressed as learning outcomes in each syllabus document and these form the basis of the active teaching and learning programs implemented in the classroom for each course.

Quality Assessment can take the form of either:

- Summative assessment (big “A”) of learning to determine and report what has been learned over a semester or part thereof.
- Ongoing assessment (small “a”) to focus teacher feedback alongside student self-assessment and reflection. Here the assessment results will guide the planning of future lessons and learning, rather than directly contribute to a semester report. Homework will be set as part of this type of assessment and the acquired learning consolidates classroom understandings.

Aims:

- Assess student performance against state-wide standards
- Improve student learning by identifying areas for future development
- Given assessment data, set expectations for future learning programs and tasks.

Implementation:

All students in Year 7 and 8 will be presented with an Assessment Booklet comprising the assessment policy, course based assessment schedules including assessment tasks, weighting of a variety of tasks and their timing. Tasks can take many forms including tests and assignments, projects, portfolios, observations and group work. Any variations to the course assessment schedules will be notified to all students in writing at least two weeks before the task is due.

The school will issue for each course during the semester a series of Assessment Task Notifications and each publication to students and parents will normally include:

- Task name and number in the course schedule
- Clear Explanation of Task
- Link to syllabus outcomes
- Weighting of task
- References : suggestions
- Marking guidelines or rubric ie Explanation of best practice and excellent standards.
- Explicit literacy expectations for the task will be outlined

Student Feedback: To improve and focus future learning, following the assessment and marking of the task, quality feedback will be provided through the marking guidelines and written /verbal summaries and adjustments to teaching and learning programs. Parent Teacher meetings will focus on assessment tasks and report outcomes.

Late Submission:

If an assessment has to be submitted and a student fails to hand it in by the due date, a reduced mark will be given(10% per day up to 5 school days) , unless a note giving

acceptable reasons is given to the teacher or Head Teacher, on the first day of the student's return to school. Beyond 5 school days a zero mark will be given. Medical certificates are necessary if medical reasons are given for late submission. They must be produced on the first day of the student's return.

Non-medical reasons or approved leave may include: representative sport, funerals, school commitments.

If a student misses scheduled classes or arrives late on an assessable task day without a valid reason a reduced mark may be given.

Non-Submission of Assessable Tasks

Consideration will be given to a zero mark where a task is not submitted. Students will be expected to complete the task or an alternative where appropriate. Parents will be notified of the circumstances.

Cheating during an Assessment Task or Examination:

If a student cheats or persistently (one warning) disrupts an assessable task or examination, a mark of zero will be awarded and parents/carers notified.

Plagiarism:

Plagiarism could be best explained as using work of another individual and presenting it as one's own (eg copying and pasting from the internet). Strategies to avoid Plagiarism:

1. Make sure you understand the set question and parts of the question. If in doubt ask your teacher for help.
2. Plan your resources to carefully research the set question, as a research based task takes time and organisation. Remember to break the task down into smaller tasks over a given time, to achieve the total task outcomes by the due date.
3. Use only relevant material and a variety of resources if suitable.
4. Acknowledge all sources in a reference list or bibliography
5. Avoid excessive passages by another author.
6. When in doubt ask your teacher about correct research procedures.

Consequence: Plagiarism is a form of malpractice and as such any student can have assessment results reduced, if found guilty.

Homework:

As per the school's Quality Assessment for Learning policy, regular homework will be given to all students. Homework can take many forms to enable class work to be completed, concepts to be reinforced or new ideas to be explored when introductory concepts have been introduced in the lesson before hand. Homework will normally be completed in a given timeframe and feedback provided to assess further student learning. Parents are encouraged to assist where possible with homework completion, given the student must essentially undertake the required activity independently. If a homework task is unclear contact should be made with the school to ensure learning is not interrupted. Remember just by showing interest and enthusiasm, helping to organise a study area and checking on assessment feedback, parents foster further motivation for learning success.

Future success in Learning:

All students enjoy their learning outcomes being assessed and helpful feedback being provided. If a student or parent has any questions regarding the Assessment schedule or a particular task please contact the school as soon as possible.