



Assessment Policy

Years 7-11

Prepared by	ICS Board and Staff
Date Prepared	January 2020
Date reviewed by the Board:	...
Monitored by	Principal
Review by	Principal/Deputy Principal
Date for review	2022
Status	Final
Policy Pertains to:	Secondary staff; Secondary students; and families
File Details:	...

Version	Date	Notes
1.6	April 2020	Reformatting

Authorised By	Date

Version History

Version	Date	Notes
1.0	2003	New Illawarra Christian School policy
1.1	2010	Minor changes to wording. Inclusion of biblical basis
1.2	August 2013	Some changes including the deletion of the school certificate and inclusion of the RoSA
1.3	March 2015	Changes to comply with accreditation requirements
1.4	July 2018	Changes to comply with change of from BOSTES to NESAS and to provide additional information on reporting of assessment grades and marks
1.5	January 2020	Addition of 6.3 re: word count
1.6	April 2020	Reformatting

Illawarra Christian School: Mission In Christ's service to partner with parents in providing a quality Christian Education founded on the Word of God.

Table of Contents

1	INTRODUCTION.....	3
2	CHRISTIAN RATIONALE.....	3
3	PURPOSE OF THIS DOCUMENT	3
4	ASSESSMENT STRATEGIES	4
5	ASSESSMENT SCHEDULES	4
5.1	Dealing with the Assessment of Accelerants.....	4
6	COMPLETION/SUBMISSION OF FINAL ASSESSMENT TASKS.....	4
6.1	Late or Missed Formal Assessment Tasks.....	5
6.2	Technology Failure	5
6.3	Word Count/Time Length.....	6
7	FORMAL EXAMINATIONS	6
7.1	Disability provisions	6
8	FEEDBACK.....	6
8	ALLOCATION AND REPORTING OF GRADES AND MARKS	7
8.1	Grades.....	7
8.2	Marks.....	9
9	MAINTENANCE OF RECORDS.....	9
10	MALPRACTICE	9
11	THE RECORD OF SCHOOL ACHIEVEMENT (RoSA)	9
11.1	Assessment.....	10
11.2	N-Determination.....	10
11.3	Appeals.....	10
11.4	Students who Transfer to ICS During Stage 5 or Preliminary Stage 6.....	10

1 INTRODUCTION

Assessment procedures are designed to encourage all students to develop knowledge, skills and attitudes relevant to each course of study:

- to glorify God as they develop gifts he has given them
- for the betterment of the community
- for the extension of the student's own personal development

The **purpose** of our assessment is to provide meaningful feedback to:

- the student
- the parents/caregivers
- the teacher(s)
- potential employers

The **results** of ongoing assessment will influence:

- course evaluation
- future teaching strategies in that course of study
- teaching strategies/guidance of individual students

This assessment policy applies to all courses in Stages 4 and 5, as well as Stage 6 Preliminary courses.

2 CHRISTIAN RATIONALE

The purpose of assessment is to help students develop their God-given talents and abilities so that they can approach their full potential, imaging God more fully over time and advancing the kingdom of God in all endeavours, thus bringing glory to our Creator.

Assessment must keep in mind that God has given students different gifts and abilities that should be developed and not squandered (1 Corinthians 3:10-15). Assessment should be honest and truthful (Ephesians 4:15), acknowledging both strengths and weaknesses. It should also recognise that each student is made in God's image (Genesis 1:26a) and is special to God (Matthew 18:5), and that God has a plan and purpose for each one (Jeremiah 29:11). The God who made us has gifted each student, and therefore there is nothing to boast about (1 Corinthians 4:7).

Assessment should recognise effort (Matthew 25:14-30), be personalised, and be based on a caring relationship where the teacher genuinely knows the student and seeks to encourage development of the gifts God has given the student (Ephesians 4:29; 1 Thessalonians 5:11), following the model of Christ in his relationship with his disciples.

Feedback should emphasise strengths and weaknesses and ways to improve, rather than comparisons between students. Teachers should encourage students to employ self-assessment methods where appropriate (Galatians 6:4).

3 PURPOSE OF THIS DOCUMENT

This document outlines the policy and procedures of the school assessment of students in years 7-11; and its obligations to school authorities for assessment.

4 ASSESSMENT STRATEGIES

Assessment strategies should be part of an integrated approach to teaching and learning. Assessment for learning (teachers using evidence of students' learning to inform their teaching and improve student learning), assessment as learning (students monitoring their own learning) and assessment of learning (teachers using evidence of students' learning to assess achievement against outcomes or standards) are approaches that might be used formally or informally to gather evidence about student achievement and to improve student learning.

Informal observation and feedback will occur during teaching and learning activities. Formal observation will involve planning for an opportunity to observe specific learning outcomes.

Assessment activities may include:

- tests and examinations
- assignments, including written tasks, model making, oral tasks, ICT presentations, multi-modal presentations
- practical work, field work, reports
- student participation in class discussions
- bookwork and documentation
- listening and viewing tasks
- teacher/student discussions or conferences
- student participation in practical activities and demonstrations
- strategic questioning
- self-assessment of progress towards achieving outcomes
- peer evaluation
- reflections on the learning processes, including portfolios, learning logs, blogs, group-prepared presentations, group critiques, paired tasks

5 ASSESSMENT SCHEDULES

Assessment schedules setting out formal assessment tasks are to be prepared by the class teacher at the beginning of the school year and submitted to the relevant head teacher/coordinator. Tasks included should appropriately reflect the emphases of the syllabus and the full range of the course outcomes. Each semester's achievement is assessed and reported on separately. Years 7–11 schedules will contain approximately four tasks, and in Year 11 there will be three assessment tasks.

5.1 Dealing with the Assessment of Accelerants

Students who are accelerated will be assessed according to the assessment schedule of the class into which they have been accelerated.

6 COMPLETION/SUBMISSION OF FINAL ASSESSMENT TASKS

Every attempt should be made to complete assessment tasks during class time unless the nature of the task prohibits this (e.g. research task or speech). All tasks completed outside

of class time must be submitted with a signed declaration that there has been no plagiarism.

Formal assessment tasks that are completed at home must be handed directly to the teacher concerned (or substitute) at the beginning of the first period of that subject on the due day unless otherwise stated on the assessment notification.

Tasks submitted electronically as per arrangements with the class teacher must be submitted prior to the commencement of the school day on which the task is due.

All work must be exclusively that of the person/s being assessed, unless special provisions, such as the use of a scribe, have been approved.

Students must be clearly informed of the nature of the task, the outcomes being assessed, length, due date and marking criteria for each formal assessment task. Two weeks' notice should be provided for all formal assessment tasks.

6.1 Late or Missed Formal Assessment Tasks

In Stages 4 and 5, formal assessment tasks completed at home will be accepted after the due date only with an acceptable reason, in writing, from a parent/guardian and provided that it is fair to all concerned and approved by the relevant head teacher.

In the Stage 6 Preliminary course, any missed or late formal assessment tasks must be accompanied by a doctor's certificate or misadventure approval by the principal.

Marks will be deducted for the late submission of an assessment task with an unacceptable reason. In Years 7 and 8, 10% of the total marks possible will be deducted each day the task is late. In Years 9 and 10, 20% of the total possible marks will be deducted each day, and 50% in Year 11.

A student who fails to complete a formal assessment task and does not provide an acceptable reason will be required to complete a replacement task, and a parent/guardian will be contacted.

When a student is absent from class on the day of an in-class formal assessment task, the student is required to complete the same or a replacement task as soon as possible upon his/her return. If the student is still recovering from illness and has several tasks/examinations to make up, the tasks should be spaced so as to give the student the opportunity to do his/her best.

6.2 Technology Failure

Where technology is being used in an assessment task (e.g. an in-class multimodal presentation), students are required to bring a paper-based back-up in case the technology does not work on the day of marking (e.g. a blackout or computer failure).

Students are required to frequently back up all computer work. Technology failure is generally not an acceptable reason for submitting work late.

Students are to retain copies of all drafts and resources used and of all work submitted for marking.

6.3 Word Count/Time Length

Assessment tasks that exceed the word count by more than 10% will lose 10% of their final mark. Presentations or speeches that are longer than the given timeframe by 10% will also be penalised by 10% of their final mark.

Task in excess of 20% more of the word count or timeframe will also not be marked beyond that point.

7 FORMAL EXAMINATIONS

Formal examinations may be conducted in Term 4 for Year 8 classes.

In Years 9 and 10, formal examinations may be conducted during Terms 2 and 4 as part of each semester's formal assessment.

In Year 11 formal examinations will be conducted at the conclusion of the Preliminary course.

In Stages 4 and 5, there should be no formal assessment tasks in the week preceding the examination period. In Year 11 there should be no formal assessment tasks in the week preceding or the week following the formal examination period.

7.1 Disability provisions

Disability provisions may be provided for students with a diagnosed disability that would disadvantage their performance under normal examination conditions and where it has been seen that a special provision would assist them. Reports to support the disability, as per NSW Education Standards Authority (NESA) guidelines, are required. The principal or his/her delegate, in consultation with the learning support staff, may authorise such examination and other testing conditions (e.g. use of reader/scribe/computer etc.) for assessment tasks undertaken in each year of Stages 4 and 5, as well as in the Year 11 Preliminary course. Each case will be carefully considered on an individual basis, and a decision which, in the opinion of the staff concerned, is least likely to disadvantage the student concerned or other class members will be made.

8 FEEDBACK

Teachers should provide timely, effective and appropriate feedback to students about their achievement relative to their learning goals. The key focus for all feedback and assessment will be success criteria, which should centre around the extent to which the student has provided evidence of meeting the learning intentions. Formal assessment tasks are to be graded according to the marking criteria provided to the students.

Formative assessment practices which lead to feedback during the process of learning should be integrated into day-to-day classroom activities. Descriptive feedback should provide detailed and specific information that will enable improved learning. This may include oral and/or written comments and should deal with areas of strength and weakness in the student's work, as well as strategies for improvement. There should be minimal use of grades and marks unless the task is a formal task designed for evaluative

purposes.

8 ALLOCATION AND REPORTING OF GRADES AND MARKS

8.1 Grades

In Years 7–11, assessment of student achievement is reported on an A to E grading scale. Each grade is a measure of achievement relative to the knowledge, understanding and skills expected of a student at each particular year level.

The grade awarded should be consistent with the standards provided in the grades guides published by NESAs. These standards ensure comparable measurement of achievement across different subjects and schools.

Grades Guide Years 7–10	
A	The student has an extensive knowledge and understanding of the content and can readily apply this knowledge. In addition, the student has achieved a very high level of competence in the processes and skills and can apply these skills to new situations.
B	The student has a thorough knowledge and understanding of the content and a high level of competence in the processes and skills. In addition, the student is able to apply this knowledge and these skills to most situations.
C	The student has a sound knowledge and understanding of the main areas of content and has achieved an adequate level of competence in the processes and skills.
D	The student has a basic knowledge and understanding of the content and has achieved a limited level of competence in the processes and skills.
E	The student has an elementary knowledge and understanding in few areas of the content and has achieved very limited competence in some of the processes and skills.

Grades Guide Year 11	
A	The student demonstrates extensive knowledge of content and understanding of course concepts, and applies highly developed skills and processes in a wide variety of contexts. In addition, the student demonstrates creative and critical thinking skills using perceptive analysis and evaluation. The student effectively communicates complex ideas and information.
B	The student demonstrates thorough knowledge of content and understanding of course concepts, and applies well-developed skills and processes in a variety of contexts. In addition, the student demonstrates creative and critical thinking skills using analysis and evaluation. The student clearly communicates complex ideas and information.
C	The student demonstrates sound knowledge of content and understanding of course concepts, and applies skills and processes in a range of familiar contexts. In addition, the student demonstrates skills in selecting and integrating information and communicates relevant ideas in an appropriate manner.
D	The student demonstrates a basic knowledge of content and understanding of course concepts, and applies skills and processes in some familiar contexts. In addition, the student demonstrates skills in selecting and using information and communicates ideas in a descriptive manner.
E	The student demonstrates an elementary knowledge of content and understanding of course concepts, and applies some skills and processes with guidance. In addition, the student demonstrates elementary skills in recounting information and communicating ideas.

The grade is based on assessment information gathered across the semester. The standard of written assessment material should be evaluated against the Assessment Resource Centre (ARC) work samples to ensure consistent and correct grading in each subject/year. When teachers are awarding grades for school reports, they should refer to the school report manual.

The grade should largely be based on formal assessment results. However, formative tasks might also need to be considered, particularly when students have completed only a very small number of formal tasks. In accordance with advice from ARC, assessment information “will come from both formal assessment activities and informal observations and will be built up over time and in different situations”.

It is essential that the comment reflect the grade. The commitment to learning and outcomes tick boxes also need to reflect the grade. The comment needs to provide an explanation for any discrepancy between the comment and/or tick boxes and the grade.

All grades need to be submitted to the head teacher for approval before they are entered on the report.

8.2 Marks

Students in Year 11 receive a grade for achievement/assessment in the half-yearly report, and in the yearly report they receive a grade for achievement/assessment and a mark for the examination.

In the HSC, marks for each subject are generally awarded in the 50–100% range unless a student has failed to meet the minimum standards of the course. Accordingly, Year 11 examination marks at Illawarra Christian School are also generally reported in the 50–100% range.

9 MAINTENANCE OF RECORDS

In compliance with the requirement to maintain records and evidence of student achievement:

- copies of student reports are stored electronically
- copies of teachers' records of informal and formal assessment are provided to the head teachers/coordinators (7–11) at the end of each term
- as per guidelines from NESAs, samples of student work are kept by head teachers/coordinators.

10 MALPRACTICE

Malpractice includes plagiarism, lying about the circumstances of a late or missed task and disobeying examination rules.

If malpractice is involved in a particular task, the task will be discounted and a substitute task will need to be completed.

Students who have engaged in malpractice will be referred to the Director of Studies who will determine the appropriate disciplinary consequences. Plagiarism will result in complete loss of marks.

11 THE RECORD OF SCHOOL ACHIEVEMENT (RoSA)

Eligible students who leave school before completing their HSC will receive the NSW Record of School Achievement (RoSA).

The RoSA is a **cumulative credential** in that it allows students to accumulate their academic results until they leave school.

The RoSA records completed Stage 5 and Preliminary Stage 6 courses and grades, and participation in any uncompleted Preliminary Stage 6 courses.

The school is responsible for awarding each student a grade (A, B, C, D or E) to summarise the student's achievement in any 100-hour or 200-hour course completed in Stage 5. In Mathematics, grades have been further differentiated to nine levels (A10, A9, B8, B7, C6, C5, D4, D3 and E2). The grade awarded is reported on the student's RoSA.

11.1 Assessment

Assessment procedures outlined above also apply to the RoSA.

Stage 5 and Stage 6 Preliminary students will be assessed in each course, using instruments that most appropriately reflect the particular syllabus requirements and most accurately measure the outcomes.

Each student will be assigned a grade for his/her RoSA by the teacher concerned. This will be determined by careful consideration and application of the course descriptors as supplied by NESAs. Students are to be shown these criteria early in their course so that they are aware of the standards and are positioned to set realistic goals for themselves.

When making a judgement about the grade to be awarded, the teacher should assemble the information on each student, using data from informal and formal assessment activities in order to provide an overall picture of the student's achievement. In allocating the grade, the teacher should match the overall picture of each student's achievements to the most appropriate course performance descriptor. Teachers should consult with their head teacher/coordinator when determining the final grades to be awarded.

11.2 N-Determination

To have satisfactorily completed a course, students will have:

- followed the course
- applied themselves with due diligence and sustained effort to the set tasks and experiences provided in the course by the school
- achieved some or all the course outcomes.

As a course progresses, if a class teacher deems that a student is at risk of not meeting any or all of the above requirements, the head teacher will be consulted and a formal warning letter issued to the parent/guardian. This formal warning letter will provide sufficient time for the student to address the concerns and retain RoSA eligibility.

A minimum of two course-specific warning letters is required for an 'N' determination. Note that any student who fails to complete a mandatory RoSA subject will not be awarded his/her RoSA that year.

11.3 Appeals

Appeals regarding the RoSA grades must be made to the principal and may only be based on inconsistency with the school's assessment procedures.

11.4 Students who Transfer to ICS During Stage 5 or Preliminary Stage 6

Transferring students are to be enrolled in courses where they can be expected to complete the indicative hours set by NESAs. Every effort should be made to ensure that no student is disadvantaged by the transfer to ICS.

Assessment Years 7-11 Policy

If a student cannot continue a course at ICS but has completed the indicative hours at a previous school, that school is to be contacted for information about the grade to be awarded.

If the student is continuing a course, his/her teacher is to identify whether the remaining assessment tasks will assess the full range of syllabus outcomes for the course. The student should be given an opportunity to demonstrate his/her best level of achievement. Where further information is required, this is to be sought from previous report cards and, if necessary, contact with the previous school.