

# Assessment Policy

## 1. Rationale

MacKillop Catholic College recognises that teaching, learning and assessment of that learning are fundamentally interdependent. Learning outcomes, which include knowledge and understanding of a subject as well as cognitive, personal and academic skills, should be explicitly stated, and these should be the pivot around which the whole course is developed. Assessment tasks are set to assess and report on a student's demonstrated ability in a range of areas. Meeting deadlines for these tasks is an important part of this process.

### 1.1 Principles of Assessment

We believe the following principles of assessment should form the basis of all assessment at the College:

- Student centred
- Practical convenience
- Accessible
- Instructional
- Valid and Reliable
- Explicit

## 2. What is Assessment? The What and Why.

### 2.1 Assessment

MacKillop Catholic College considers assessments as an effective resource in three distinct ways:

#### 2.1.1 Assessment For Learning (AFL)

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.

**Purpose:**

For teachers to:

- gather evidence to determine what students know and can do.
- decide where students need to go next.

- determine how best to get them there. Timing: before and frequently in an ongoing manner during instruction while students are still gaining knowledge and practicing skills.

**Strategies:**

A range of strategies in different modes that make students' skills and understandings visible.

**Use of information:**

- plan instruction and assessments that are differentiated and personalised.
- work with students to set appropriate learning goals.
- monitor students' progress towards achieving overall and specific expectations.
- provide timely and specific descriptive feedback to students (what they are doing well, what needs improvement and how to improve)
- scaffold next steps.
- differentiate instruction and assessment in response to student needs.
- provide parents/carers with descriptive feedback about student learning and ideas for support.

### 2.1.2 Assessment As Learning (AAL)

Assessment as learning occurs when students are their assessors. **Students monitor their 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.

**Purpose:**

For students to:

- gather evidence to monitor their learning.
- use a range of strategies to decide what they know and can do.
- identify the next steps in their learning.

**Timing:**

Prior to and frequently in an ongoing manner during instruction with support, modelling and guidance from the teacher. Strategies: a range of strategies in different modes that elicit students' learning and metacognitive processes.

**Use of information:**

- provide descriptive feedback to other students (peer assessment)
- monitor their progress towards achieving their learning goals (self-assessment).
- make adjustments in their learning approaches.
- reflect on their learning.

### 2.1.3 Assessment Of Learning (AOL)

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, term or semester and may be used to rank or grade students. The effectiveness of this for grading or ranking depends on the validity and reliability of activities - and its effectiveness as an opportunity for learning depends on the nature and quality of the feedback.

**Purpose:**

For teachers to gather evidence of student learning to assess achievement against outcomes and standards at defined key points.

**Timing:**

At or near the end of a learning period, and it may be used to inform further instruction.

**Strategies:**

A range of strategies in different modes that assess product and process.

**Use of information:**

- summarise learning at a given point in time
- make judgements about the quality of student learning based on established criteria
- assign a value to represent that quality
- communicate information about achievement to students, parents, and others.

## 2.2 Assessment Types/Codes

The Assessment codes used for the Assessment Planner are:

### 2.2.1 Skills & Application Tasks - Tests/Examinations/Skill/Knowledge (SAT)

Assessment of Learning conducted in a controlled environment. May include written, listening and verbal work as well as any practical presentation. Timed and supervised by the teacher.

### 2.2.2 Folios (F) - Analysis/Inquiry/investigation/creation

Assessment for Learning where students dismantle things into their constituent elements and find out the cause/effect of something- addresses the "what" of a concept/content. An analysis is done to discover essential features or meanings of a notion, content, or idea. Investigations are inquiring into or following up on something- addresses the "how" (or the

process) of a concept/content. Maybe presented as a written assessment, verbal presentation or multi modal. This task would be completed in the students' own time.

### 2.2.3 Exposition (Ep)

Assessment for Learning or Assessment of Learning, this is work that allows students to describe and/or explain an idea of theory. This could take the form of a written essay, verbal presentation or multi-modal. This task could be completed in class under teacher supervision or in the students' own time.

### 2.2.4 Examinations (Ex)

Assessment of Learning, exams are conducted semesterly as a final summative task to bring together the learning of the semester. This assessment type is only used at the end of each semester, whereas SAT's can be used throughout the teaching program.

## 2.3 Glossary of Terms

The Glossary of Terms is used to provide consistency to the verbs used in assessments across the school. However, each faculty should teach the specific meaning of the term as used within their subject.

Can be found on SEQTA – Portal Workspace

## 2.4 Assessment Covers Sheets

### **Purpose:**

A cover sheet is a document that contains metadata about assessments, such as the assessment title, your name, your teacher's name, the weighting of the task and due dates. It outlines the requirements of the task in the learning intention and success criteria, and contains the AC descriptors students are being assessed against. All of this information tells students what they are being assessed on and how to complete the task. Task sheets should be written using font OpenDyslexic

### **What cover sheets include:**

- **MacKillop Letterhead**
- **Year level and subject** - bolded heading
- **Table that includes the following:**
  - Student name
  - Teacher name
  - Assessment type
  - Teacher email
  - Weighting
  - Assessment Title
  - Mode of submission

- HOD approval
- Draft due date
- Final due date
- **Learning Intentions** - Similar to AC Descriptors, a learning intention tells students what they need to learn. The learning intention however, is written specifically to the assessment task and not in general or broad topics/ terms.
- **Success Criteria** - Outlines how students need to show they have learnt what the AC Descriptor/ performance standard is asking of them.
- **Assessment Conditions** - Outlines how to complete the task (usually followed by a scaffold after the rubric).
- **Assessment Adjustments** - This only applies when a task has been adjusted for EAP students. Teachers must sign and date this section for NCCD requirements and note on INSPIRE.

Attached to the cover sheet can be written instructions or scaffolding for students to follow in the completion of the task.

Finally, the marking rubric should be included on the back of the assessment cover sheet.

Can be found on H drive and SEQTA

## 2.5 Rubrics

In the spirit of making learning visible and accessible to students, the rubric for assessment should be placed on both the back of the Assessment Task Cover Sheet (see point 2.4) and in SEQTA in the assessment section (see below video of how to input a rubric in SEQTA).

Teachers in the NT are required to report against an A-E standard. Therefore rubrics need to explicitly outline what achievement looks like for the 5 different levels.

Consistency in the appearance of and language used in rubrics across the College assists students in reading a rubric successfully. Please see below diagram of how a rubric should be set out. Please refer to section 2.3 for language to be used in the design of rubrics.

There is a copy of this attached to the Assessment Cover Sheet.

AC Stands	A	B	C	D	E	Not shown

## 2.6 Moderation

Moderation is the quality assurance cycle attached to assessment. It is the process of planning, clarifying, confirming and improving assessment of students' learning.

### 2.6.1 Planning

This should be done within your teaching team at the beginning of each topic. Teachers should consider the standards being taught and assessed.

### 2.6.2 Clarifying

Teachers develop and maintain an understanding of the standards and how they will apply to the set task. At this point teachers should also ensure that the assessment meets the criteria for the principles of assessment as set out in section 1.1 of this policy.

### 2.6.3 Confirming

In this stage teachers are ensuring that the standards have been applied consistently across the teaching team for all students.

### 2.6.4 Improving

Teachers look at the assessment processes, the task itself and student results to strengthen the teaching program and assessment design.

## 3. Assessment Conditions

### 3.1 Assessment Timelines

#### 3.1.1 Due Dates

Clear due dates will be given at least 2 weeks prior to the due date. The term assessment calendar will be adhered to as closely as possible; this will be communicated via the curriculum page on the MacKillop Catholic College website. <https://www.mackillopnt.edu.au> to families. Students' assessments will be closely monitored by teachers ensuring that suitable progress is being made and the work is the students' own.

#### 3.1.2 Drafts

Students submit draft directly to teacher by draft due date. Students requiring extra time to complete a draft of the assessment must do so via communication from parent / carer explaining their reason/s a minimum of

24 hours prior to the due date. The classroom teacher will communicate this request with their Head of Department. If a student fails to submit a task by the draft due date without going through the above process, the student forfeits any opportunity for academic feedback from the teacher.

Teachers will provide clearly written feedback on drafts submitted to provide the student with the opportunity to submit work of high quality. This will happen at least 1 week prior to the final due date. However, if the draft is submitted after the final due date and no final assessment is submitted then the draft will be treated as the final piece and graded accordingly.

### **3.1.3 Final Submissions**

Students are required to complete / submit the final copy directly to the teacher by the due date. The student may negotiate an extension if applicable at least 2 days prior to the due date. The classroom teacher will communicate this request with their Head of Department. The finished task is marked by the classroom teacher, moderated, graded and returned to the students no more than 2 weeks after submission. At this point all grades and comments are recorded on SEQTA and released to students and parents through the Learn and Engage platforms.

### **3.1.4 Failure to Submit**

If the student does not complete and submit the final assessment to the classroom teacher, then under the direction of the Head of Department, a formal letter of concern (In SEQTA Correspondence) is issued to the Parent / Carer by the classroom teacher notifying them the assessment will be completed under exam conditions at an after-school detention. Upon failure to submit assessment at this stage, the teacher will organise for a second letter to parents / carers notifying them of a zero grade being issued for that task. If a student or their parent wishes to hand work in after this letter has been issued, they will need to go through the appeals process outlined in section 3.1.6.

### **3.1.5 Student Absences**

Where a student is absent for a test or assessment task, it is advisable for the parent / carer to contact the College on the same day to advise that the student will be absent. On return to school, the student must bring a note / medical certificate (this is mandatory for all stage 1 and 2 tests/tasks) to explain the absence, this must be provided to the classroom teacher. The student will complete the test / task at the discretion of the teacher.

### 3.1.6 Appeals Process

If a student wishes to appeal the grade they have been given they will need to see either the Middle Years and Senior Years Curriculum Coordinator to gain the paperwork required to begin the appeals process. Students will have 2 weeks from when the grades have been released to begin the appeal. The MYCC or SYCC will look at the appeal request on a case by case basis and make a decision based on input from the class teacher and HOD. Their decision will be final.

### 3.2 Special Provisions

If special provisions for any Stage 1 or 2 assessment task are required, students need to contact the Senior School Curriculum Coordinator in accordance with the SACE policy <https://www.sace.sa.edu.au> The Deputy Principal Academic Studies will oversee this process.

### 3.3 EALD

The EALD coordinator will identify students with EALD needs and conduct initial assessments. They will then work with teachers to inform practice within the classroom.

Teacher's will then mark assessments for these students using the marking rubric and the EALD progressions for Speaking, Listening and Writing depending on the task set.

### 3.4 Inclusion Adjustments

If adjustments are required for an assessment task in Years 7 – 9, the HOD/Subject Coordinator and the classroom teacher will liaise with the Inclusion Support Coordinator. For Year 10 non-SACE subjects this process will remain the same. For SACE subjects please see the Senior Years Curriculum Coordinator.

- Plan adjustments that can be implemented when planning the task;
- Discuss and plan individual adjustment with your HOD/Subject Coordinator;
- When handing tasks to students ensure that the adjustment for each student who has an EAP is written on the front cover sheet and meets the requirements as set with the students EAP;
- Remember to sign and date the Assessment Cover Sheet noting the adjustment for NCCD purposes in INSPIRE;
- Communicate adjustments to parents; and,
- Make a note of the adjustment and parent contact for each student under student's history notes on INSPIRE.



## **3.5 Extension**

### **3.5.1 Application for Extension for a Draft**

Students requiring extra time to complete a draft of the assessment must do so via communication from parent / carer explaining their reason/s a minimum of 24 hours prior to the due date. Application Forms can be found on SEQTA under documents.

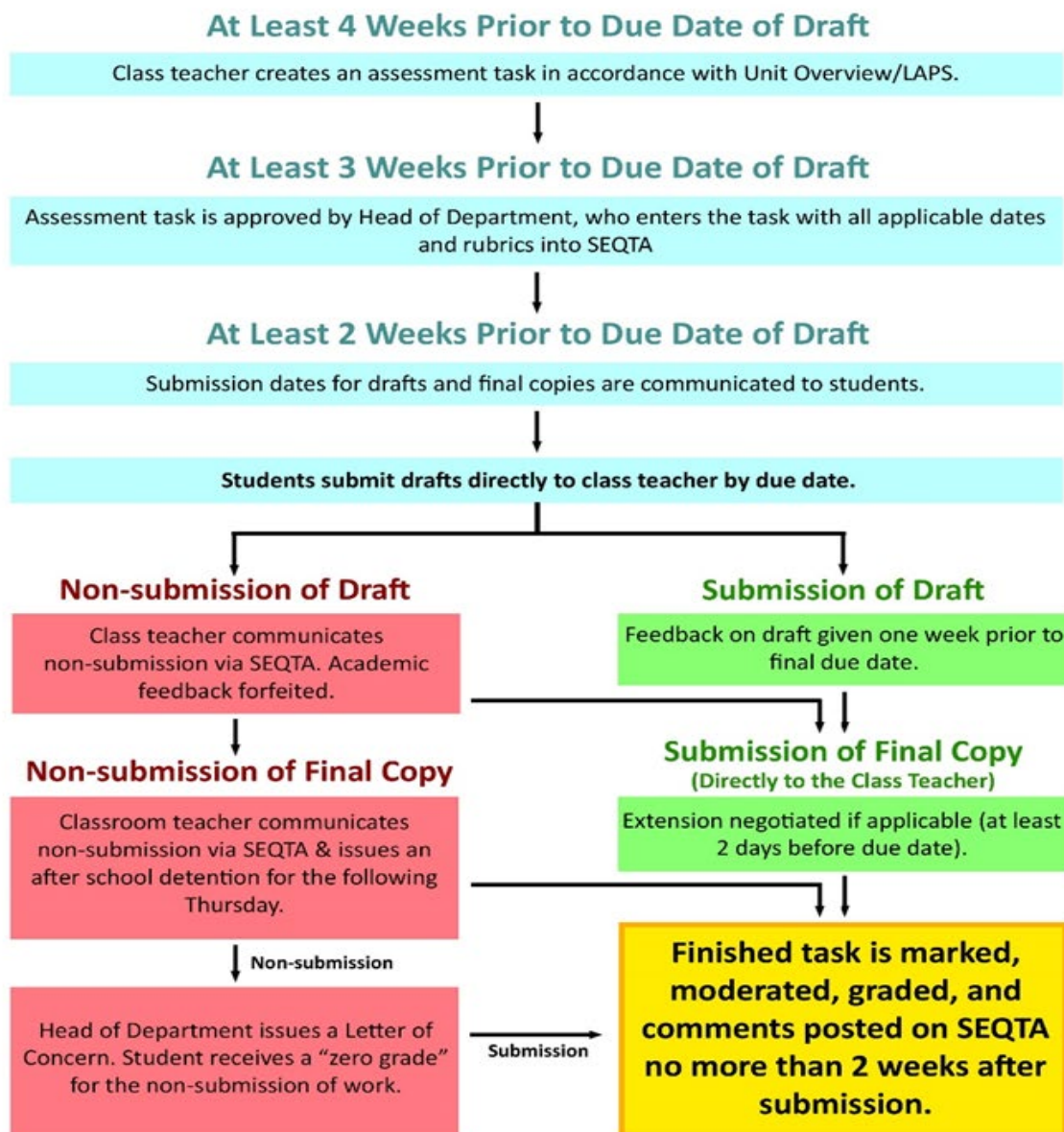
### **3.5.2 Application for Extension for a Final Assessment**

Students may negotiate an extension if applicable at least 2 days prior to the due date. This application MUST be completed via the Application Form (found on SEQTA documents) and be accompanied by communication from parent / carer explaining their reason/s. The classroom teacher will communicate this request with their Head of Department.

## **3.6 Submissions**

### **3.6.1 Assessment Flowchart**

# Assessment Policy Flowchart



The Assessment Policy can be found on SEQTA

Assessment Policy Flowchart v3.3 7 February 2024

### 3.6.2 Communication Home

The following communications can be found on SEQTA

#### 3.6.2.1 Academic Letter of Concern - Failure to Submit Assessment/Notice of After School Detention

This letter is sent home if a student fails to submit their assessment on the due date. This should also be accompanied by a phone call from the classroom teacher to organise the after school detention.

#### 3.6.2.3 Academic Letter of Concern - Notice of Zero Grade

If the student has failed to comply or complete the assessment by this stage the family will be notified that a zero grade will be awarded. This letter will come from the Deputy Principal Academic Studies.

## 3.7 Breaches

Breaches refer to concerns which are of a serious nature and continued non-compliance related to academic performance. It is understood that in some cases the teacher's best efforts have not seen a change in the students' academic performance, and so further support and intervention is required.

### 3.7.1 Defiance

The student must be reported to the **Year Level Coordinator** immediately for truancy and non-compliance with College policy.

- a) Parents should be notified immediately over the phone and in writing from the teacher and/or Head of Department.
- b) If the student does not attend during class time then the **truancy policy** must be followed.
- c) Teachers should follow the non-submission of task process listed above.

### 3.7.2 Cheating and plagiarism and Collusion

- a) If a student is caught cheating or plagiarising work (including the use of AI) that is not their own, then only the portion of work which can be identified as their own is marked and the rest remains unmarked. The student is awarded a grade for what can only be identified as their own work.

- b) Parents must be informed over the phone immediately of this breach of rules and the consequences for their actions. This must be followed up with the **Academic Letter of Concern – Cheating and Plagiarism** (In SEQTA Correspondence). This should be emailed to the parents with the Head of Department and Head of Middle/Senior Years approval.
- c) The teacher and/or Head of Department may make a decision to allow the student to re-sit the examination or re-submit the work. This decision remains in the hands of the teacher and Head of Department in negotiation with the parent and student. This would take place outside of school hours and be conducted under supervision.

### 3.7.3 Failure of the Subject

Sometimes despite all the best intentions a student still persists in pushing the boundaries and breaking the rules. Sometimes despite the teacher's best efforts the student still has not produced work at a passing level.

- a) If a student is still failing your subject the parent must be notified over the phone. Please note that this should NOT be the first time the parent has heard from you regarding their child's academic performance.
- b) This must then be followed up with the **Academic Letter of Concern – Failing a subject**. This letter must clearly outline all the supportive and behavioural actions taken by the teacher and the previous dates of contact.
- c) This letter must be completed in consultation with the Head of Department, and a copy provided to the relevant Curriculum Coordinator (middle/senior) and Deputy Principal – Academic Studies.
- d) The final decision to fail a student lies in the hands of the Deputy Principal – Academic Studies and Principal in negotiation with teachers, students and parents.

## 4. Reporting

At MacKillop Catholic College students receive reports in all areas studied in Semester One and Semester Two of each academic school year. Senior students also receive an Interim Report at the end of Term 1. These reports communicate to all stakeholders' student achievement in the Australian Curriculum or NTCET and the general capabilities relevant to the subject. Written feedback is provided on improvement strategies to serve students and parents/caregivers on at least one assessment per term in all core subjects via "Real Time Reporting". Family conferences are also held at the end of Term 1 and 3.

### 4.1 Reporting on Assessment Tasks

Teachers are to record all assessment grades in their SEQTA marksbooks. Teachers will have 2 weeks from the due date to mark, enter results and release grades via SEQTA.

### 4.2 Real Time Reporting

Teachers undertake "Real Time Reporting" for student's work at least once per term for each of the core subjects taught in the College. Real Time reporting consists of teachers giving written feedback to families based on the students work and progress for a particular assessment task. The feedback should include:

- i. at least one thing the student has done well within the task;
- ii. how the student has shown progress within the subject; and,
- iii. at least one improvement the student could make.

### 4.3 Semester Reports

Semester reports will show an overall achievement grade for each subject. Teacher's will follow the Report Style Guide in completing these.