

Howayek Blessings Limited trading as

SAINT MAROUN'S COLLEGE



St Maroun's College policies have a commitment to Maronite Catholic ethos and values and should be read in conjunction with other policies and procedures and with relevant legislation.

Assessment Policy and Procedures for the Record of School Achievement (RoSA) Years 7–10 5.1 NESAs Manual

This policy and its procedures supersedes all previous policies and procedures relating to matters contained herein.

Introduction

Assessment is the process of gathering, identifying and interpreting information and evidence of student learning and achievement. At St Maroun's College (the College), assessment is integral to teaching and learning and has multiple purposes. Through the school assessment programs, the data/information gathered is used to:

- assist students to learn in each subject/course in relation to the syllabus outcomes
- provide effective feedback to students in relation to their strengths, areas for improvement and how to progress their learning
- refine teaching programs in response to student performance
- evaluate teaching programs to improve student learning and engagement
- report student achievement to various audiences.

The Stage 4 and Stage 5 assessment programs comprise different types of assessment experiences including:

- Assessment for learning which occurs throughout the teaching and learning process to clarify student learning and understanding. In each unit of work assessment for learning activities form part of the teaching and learning experiences. Teachers use the evidence gathered about students' knowledge, understanding and skills to inform their teaching and the planning of future learning.
- Assessment as learning provides ways for students to use formal and informal feedback to help them understand what they know and can do and how they can progress their learning. The assessment as learning activities in units of work provide opportunities for peer assessment, self-assessment and reflection to encourage students to monitor and take responsibility for their learning.
- Assessment of learning tasks provide a means for teachers to gather evidence at specific points in time to make informed judgements about student's achievement against syllabus outcomes. The assessment schedules for each subject/course provide a range of types of tasks that are used to allocate grades (A–E) for reporting student achievement for half-yearly and yearly reports in Years 7–10 and allocating Year 10 RoSA grades for submission to NESA.

The implementation of the College Assessment policy and procedures addresses the NESA requirements and school's expectations for students in relation to the requirements of the assessment program. The Student and Subject-specific Handbooks for each course, provided to students each year are based on this policy and procedures.

Policy

St Maroun's College has in place and implements procedures for assessing, monitoring and recording student performance to comply with the ACE manual requirements and NESAs Official Notices for the award of the Record of School Achievement (RoSA).

Procedures

Planning the Assessment Program

- Assessment **for** learning involves teachers using evidence about students' knowledge, understanding and skills to inform their teaching and will occur throughout the teaching and learning process to clarify student learning and understanding
- Strategies to gather evidence about student's knowledge, understanding and skill are embedded in the teaching programs
- Informal assessment of student learning progress is made by teachers each lesson using e.g quick quizzes, reviewing material taught in previous lessons
- Staff use informal assessment to then modify teaching strategies where necessary
- Data from formal assessment tasks is used by staff to determine the level of student knowledge, understanding and or skills

Assessment **as** learning occurs when students are their own assessors. Students monitor their own learning, ask questions and use a range of strategies to decide what they know and can do, and how to use assessment information for new learning.

Teachers work with students to:

- creating learning goals
- guide students in planning and organisation
- understand feedback and how to use the feedback to improve their learning

Teachers plan strategies to:

- encourage students to ask questions
- encourage students to be co-constructors in their learning
- assist students to reflect on their learning

The College formal course assessment for learning programs for Years 7–10:

- provide information on the timing of the assessment tasks for each course
- the type of tasks with a brief description of the task
- the outcomes to be assessed
- the weighting of the tasks.

Staff are encouraged to use a variety of assessment tasks to gather evidence of student learning growth.

Course, Level and Year (2024)

Component	Task 1	Task 2	Task 3	Task 4	Weighting
	Name of Task and brief description	Name of Task and brief description	Name of Task and brief description	Name of Task and brief description	
	Term & Week	Term & Week	Term & Week	Term & Week	
	Outcome codes	Outcome codes	Outcome codes	Outcome codes	
Total					100

All staff meet with the Head of College at the beginning of the year to review the NESAs and College requirements for assessment in Years 7–10. At this meeting the:

- College calendar is provided, with dates for the completion of Scope and Sequences (S&S) and Assessment Grids. Staff develop scope and sequences for the whole year. Scope and sequences are given to KLA coordinators to check

Recording of Formal and Informal Assessment For Learning

- All assessment marks are recorded on Engage in KLAs
- Teachers record informal marks in their own mark books
- In year 10 marks from formal assessment are used to assign grades for RoSA

Monitoring the Implementation of Assessment For and Of Learning

- KLA coordinators have regular KLA meetings to monitor the implementation of the assessment program
- All teachers have assessment tasks checked by their KLA coordinator before being given to students
- The Director of Teaching and Learning has developed an assessment notification document that all KLAs use to promote consistency across KLAs
- KLA coordinators check registered programs at the end of each term and discuss with staff about strategies that worked or didn't work and how can we do it better

Assessment of student achievement involves collecting information and making reliable judgements about student performance in relation to the objectives and related outcomes of the course that specify what students know, understand and can do.

Administering the Assessment of Learning Program

The College provides a variety of assessment tasks at points during each course in order to collect evidence of student achievement.

The assessments that determine the grade at the end of Stage 5:

- are comprised of examinations, hand in assessment tasks and a range of class-based tasks

Communication to Students, Parents/Carers about Assessment

- Assessment booklets are distributed to students by Pastoral Teachers in week 4 of term 1
- Pastoral Teachers work through the assessment booklets with their class outlining NESAs and College requirements for assessment
- All Year groups have an evening presentation by the Executive Principal and the Head of College where the year ahead is outlined to parents
- Parents are made aware that the Student Assessment Handbook, for each year group, has been distributed to students
- Attention is drawn to the calendar of assessments and a copy of the calendar is uploaded to the parent portal on Engage.

Assessment Notifications

Class teachers prepare an assessment task at least 3 weeks prior to the task and KLA Coordinators check the task.

A minimum of two weeks before the task is to be submitted/sat, students will be provided with an Assessment Notification outlining:

- The date and time the task is to be submitted/sat
- The time allowed for the task if it is an in-class task
- The weighting of the task
- The outcomes assessed by the task written out in full
- The nature of the task eg. assignment, research project, class essay etc
- The marking criteria for the task
- The content, knowledge and skills covered by the task
- An indication of the length of the task (word limits/time limits) if applicable
- Details of any administrative arrangements associated with the task.

Submission of Tasks

- Assessment tasks completed at home must be submitted according to the details provided on the Assessment Notification sheet.
- All tasks completed at home will be reviewed by “Turn it In” and subject to penalty if plagiarism is evident.
- For assessment tasks completed in class, students must remain in the room until all work is collected from each student.
- Any work that is not handed in at the end of the assessment task, and then submitted by the student after leaving the room, where the task was held, will not be marked.
- An assessment task submitted later on the day than the specified time will be regarded as one day late and will attract a penalty.
- It is the student’s responsibility to submit an assessment task on time as specified in the Notification.
- The use of e-mail and or google classroom as a means of submitting tasks is acceptable and will be outlined in the assessment notification.

Late Tasks Due to Illness or Misadventure

The illness/misadventure appeals process is designed for cases where, because of illness or misadventure, the performance in an Assessment Task is not a good measure of student achievement. It does not cover:

- Difficulties in preparation or loss of preparation time
- Misreading of a schedule or timetable
- Misreading of examination or task instructions
- Long-term illness, unless there is evidence of a sudden recurrence during a task; or
- Conditions for which a student has been granted Internal Assessment Support, unless the student experiences further difficulties.

Acceptable Reasons for Non-Attendance At/Late Submission of Assessment Tasks

The only satisfactory reasons for non-attendance at, or late submission of, assessment tasks are:

- Illness on the day the task is sat/submitted as evidenced by a medical certificate;
- Special Leave granted by the Executive Principal before the date of the assessment task;
- Misadventure (accidents or extreme non-medical problems that can be documented, major transport delays that can be verified).

Absences from an Assessment task

Students absent from an assessment task due to illness must:

1. Obtain a medical certificate on the day they are absent.
2. Advise the School of their absence by 8:30am on the day of the task. A call must be received for every day absent until the student returns (unless prior arrangements have been made with the Head of College).
3. Submit the original copy of the medical certificate to the KLA coordinator before the first period of the day on the first day of return to school.
4. Submit the assessment task before the first period of the day on the first day of return to School.
5. A student needs to contact:
 - The Year Adviser for missed Semester 1 Examinations or Semester 2 Examinations;
 - The class teacher for all other missed assessment tasks before the first period of the day on the day of their return to school and sit for the replacement task as directed as soon as possible after their return to school. Teachers do not need to issue a Notification of assessment task in this event
 - For oral assessment tasks, the student has the responsibility to apply the appropriate attendance procedures until that student has completed their oral assessment task. e.g. if an Oral task is due on a Monday and the student does not have their turn to present they cannot be away on Tuesday and then expect to present on Wednesday without producing a Medical Certificate
6. When a staff member is absent on the day their class is to submit a task, the KLA coordinator will collect the task if it is not uploaded to google classroom
7. If a staff member is absent on the day an assessment task is to be administered, the KLA Coordinator will administer the task
8. When a staff member is absent for an oral task in languages the task will be rescheduled and students will be given a new notification of assessment.

Marking and Returning Assessment Tasks

- The security of students' work for Assessment Tasks is paramount. Ensure that student work is kept in a secure place at all times.
- Corporate marking should be employed – a single question should be marked by the same marker for all students sitting the course.
- Marking must be carried out in accordance with the marking guidelines for each question – it is essential that marking should be justifiable by reference to the marking guidelines. Factors that have not been mentioned in the marking guidelines may not be considered in the marking.
- A student's actual performance must be marked, not potential performance.
- If a student's performance is significantly different from past performance on any question and the question has been marked by a single teacher, the question may be reconsidered by the KLA Coordinator, but by no other teacher. The decision of the KLA Coordinator will be final.
- Assessment Tasks should be marked promptly and returned to students as early as is practical. Where possible a two-week turnaround is expected. No papers are to be returned to students until all students in the course have done the paper and all sections have been marked and the whole paper collated and totalled. Wherever possible, all students in a course should receive their papers on the same day.
- Students will be provided with clear feedback for each Assessment Task. This advice will include:
 - The student's attainment in the task relative to the outcomes
 - Advice as to how performance on the task could have been strengthened
- Staff must not disclose the mark or rank of a student to any other student in any way. To ensure the privacy of each student in the class, no student should be permitted to hand out marked examination papers.
- Cumulative ranks should not be given to students until the Semester 2 Report.

Recording of Assessment Task Marks

- Faculties must maintain a record of marks for each Task. All raw marks for Assessment Tasks must be kept on the shared drive KLA mark book stored in Engage. Individual class teachers upload marks to Engage.
- Hard copies of mark books should also be kept in a secure place
- In case of a successful appeal, raw marks must be retained for students awarded zero or a penalty
- Marks for students who have left the course must be retained
- At the completion of all Assessment Tasks any estimates will be made in consultation with the KLA Coordinator and final Assessment Marks will be calculated according to the pre-determined weightings. Estimates are only given in cases of Illness and Misadventure approved by the Head of College or in situations where a student started the course late.
- A copy of each Assessment Task, the notification that accompanied it, the marking criteria and/or the solutions must be kept in an official Department file for seven years.

Student Appeals Arising from Assessment of Learning Tasks

- A student may only query the result of an assessment task at the time it is returned. Once an assessment task has left the classroom no query is possible.

- If the result of an assessment task is queried with the teacher as soon as it is returned and the student is not satisfied with the response, the student may then raise it with the KLA Coordinator within two school days of the task being returned. The KLA Coordinator will work with the relevant teacher to review the process by which the mark was determined.
- The student can ask for an academic review if they are not satisfied with the outcome from the KLA coordinator's investigations.

Disability Provisions for Assessment of Learning Tasks

Support will be granted on a case by case basis for those students with a diagnosed disability.

- The Learning support staff are aware of learning disabilities of various students and support students with modification of tasks where applicable
- The student is responsible for ensuring that approved support is provided for individual assessment tasks. The student must notify the class teacher a minimum of two weeks before a task. If this does not happen, disability provisions cannot be guaranteed for that task
- The Learning Support teacher will organise disability provisions for all examinations
- The Head of College makes the final decision about Learning Support provisions for tasks in Years 7–10.

Malpractice

Malpractice is any activity undertaken by a student that allows them to gain an unfair advantage over others. It includes, but is not limited to:

- Copying someone else's work in part or in whole, and presenting it as their own
- Using material directly from books, journals, CDs or the internet without reference to the source
- Building on the ideas of another person without reference to the source
- Buying, stealing or borrowing another person's work and presenting it as their own
- Submitting work to which another person such as a parent, coach or subject expert has contributed substantially
- Using words, ideas, designs or the workmanship of others in practical and performance tasks without appropriate acknowledgement
- Paying someone to write or prepare material
- Paying someone to complete practical work
- Breaching school examination rules
- Cheating in an examination or assessment task
- Behaviour that adversely affects the performance of other students during the sitting of an assessment task or examination
- Using non-approved aides during an assessment task
- Contriving false explanations to explain work not handed in by the due date or non-attendance at an in-class task
- Assisting another student to engage in malpractice
- Submitting work for an assessment task that has already been submitted for a task in the same or another course
- Fabricating data for an assessment task
- Submitting an altered medical certificate
- Submitting a task that has been previously graded.

Assessment Tasks may be scanned by “anti-plagiarism” software as a part of the marking process. If a student or students are suspected of malpractice, they may be interviewed by the teacher of the course. In such cases, students will be required to provide evidence that all unacknowledged work is entirely their own. Such evidence might include, but is not limited to, the student:

- Providing evidence of and explaining the process of their work, which might include diaries, journals or notes, working plans or sketches, and progressive drafts to show the development of their ideas;
- Answering questions regarding the assessment task, examination or submitted work under investigation, to demonstrate their knowledge, understanding and skills.

If a student is not satisfied with the outcome of the interview, they may appeal to have the outcome reviewed by the Academic Review Committee. The committee will be the Executive Principal, Head of College and the Director of Teaching and Learning.

Where malpractice is established to have occurred, the student will be awarded zero for the applicable section/s of the task. If students refuse to cooperate in this process, malpractice will, by default, be deemed to have occurred.

Invalid Tasks or Non-discriminating tasks

If the results of an assessment task are found to be invalid or unreliable for the entire cohort, then an alternative assessment task may be given, at the discretion of the KLA Coordinator and the Director of Teaching and Learning.

Informing Students of Assessment Policy and Procedures

In week 4 of each year a Student Assessment Handbook is distributed to Pastoral Care teachers by the Head of College. This booklet is carefully reviewed with the class in Pastoral lessons over a two-week period.

Recording, Monitoring and Evaluating the Assessment of Learning Program

- Student semester reports are available on the parent portal of Engage
- The Executive Principal, Head of College and the Director of Teaching and Learning monitor student growth using internal reports and the results of external testing
- The Director of Teaching and Learning works with KLAs to alert teachers to students who are falling behind and discuss strategies that could be used to improve growth.

Student Work Samples

- Staff keep 2-3 examples of student work and where possible scan and upload these examples onto the secondary share drive in each KLA
- The IT Manager is responsible for the maintenance of Engage where records of student results are available.

Data Analysis of Student Progress and Achievement to Inform Teaching and Learning

- KLA coordinators use at least one meeting per term to focus on data analysis to inform teaching and learning.

Evaluation of the Effectiveness of the Assessment of Learning Program

- At the completion of each topic students are asked to evaluate their learning experiences
- Quick quizzes, topic tests, directed questions in class and assessment tasks also test the effectiveness of the learning program.

KLA coordinators are responsible for monitoring the implementation of the procedures and assessment of learning programs across their KLAs. The Head of College meets with KLA coordinators towards the end of each term to review registered programs.

For further information about N determinations, external providers, Life Skills, and the allocation of A–E grades in Year 10 and the submission of grades refer to the College Eligibility for RoSA Policy.

Policy	Eligibility Policy and Procedures 7-10
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Authorised	