

Warilla High School

ASSESSMENT POLICY

Developed November 2018

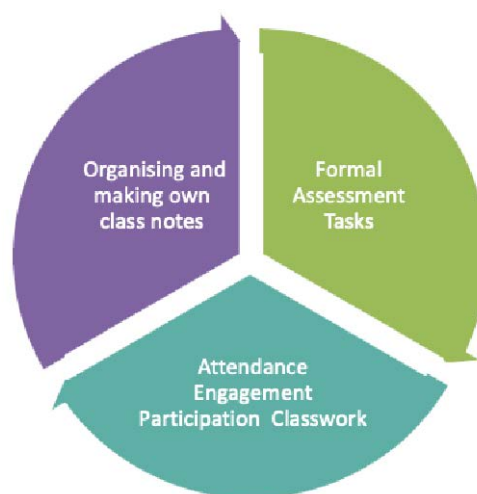
PURPOSE

Warilla High School is dedicated to lifting achievement and improving student learning outcomes from Year 7 to Year 12. The Warilla High School assessment policy, practices and procedures are designed to ensure consistency throughout the school, to ensure no student is disadvantaged and to encourage students to meet their assessment deadlines.

This assessment policy is based on educational research, acknowledging the effect that assessment and feedback have on student motivation and self-esteem, and the importance of the active involvement of students in their own learning.

HIGH ACADEMIC EXPECTATIONS

STUDENT
ASSESSMENT AT
WARILLA HIGH
SCHOOL IS
UNDERPINNED BY A
HOLISTIC APPROACH
TO STUDENT
LEARNING, AND
INCLUDES
APPLICATION TO THE
FOLLOWING DOMAINS:



There are two main forms of assessment:

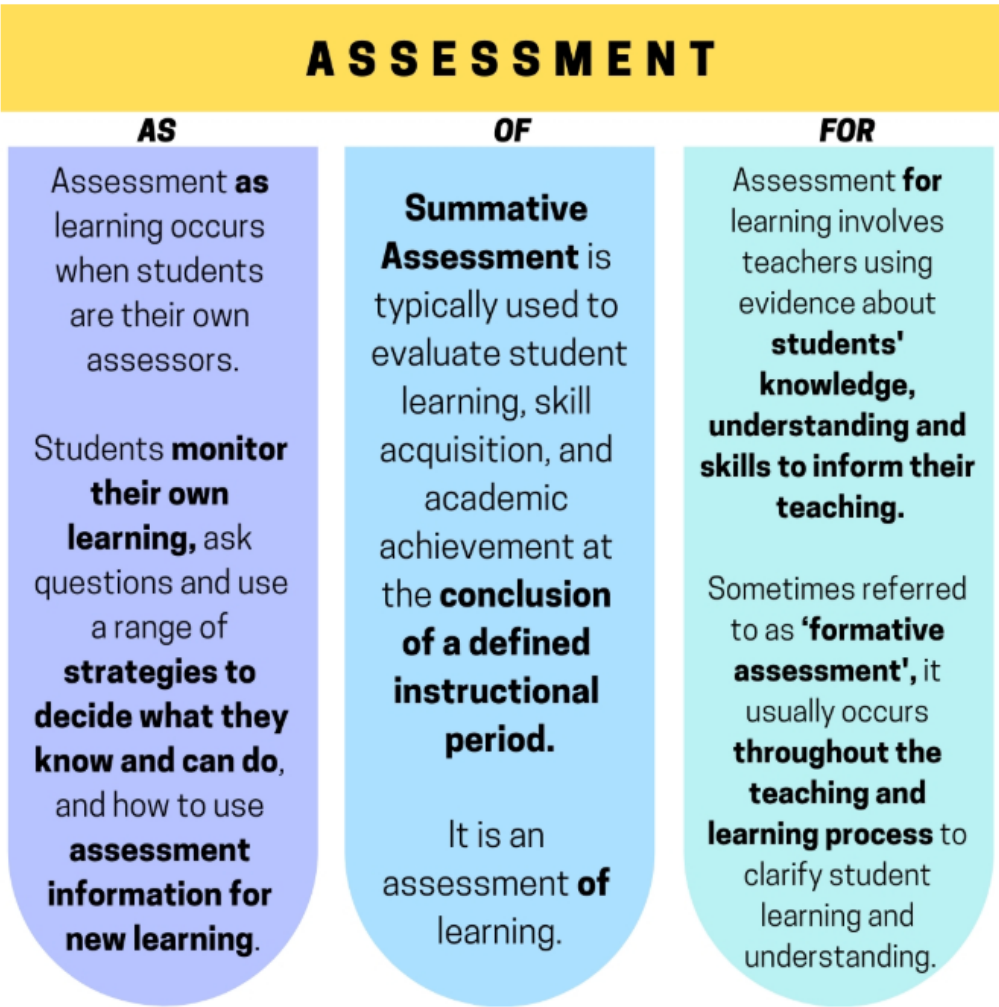
1. **Summative** (done at the end of a topic, unit or year) tasks which are called assessment tasks and count towards the award of grades and marks.
2. **Formative** (done throughout the course or year) which are used by the teacher to judge student progress on a day-to-day basis.

PRINCIPLES OF ASSESSMENT

The role of school-based assessment is to build a more complete picture of students' overall achievement. School-based assessment is best used to evaluate outcomes that are not as effectively measured in the final written examination. It should be reliable, fair and tailored for the specific course and outcomes.

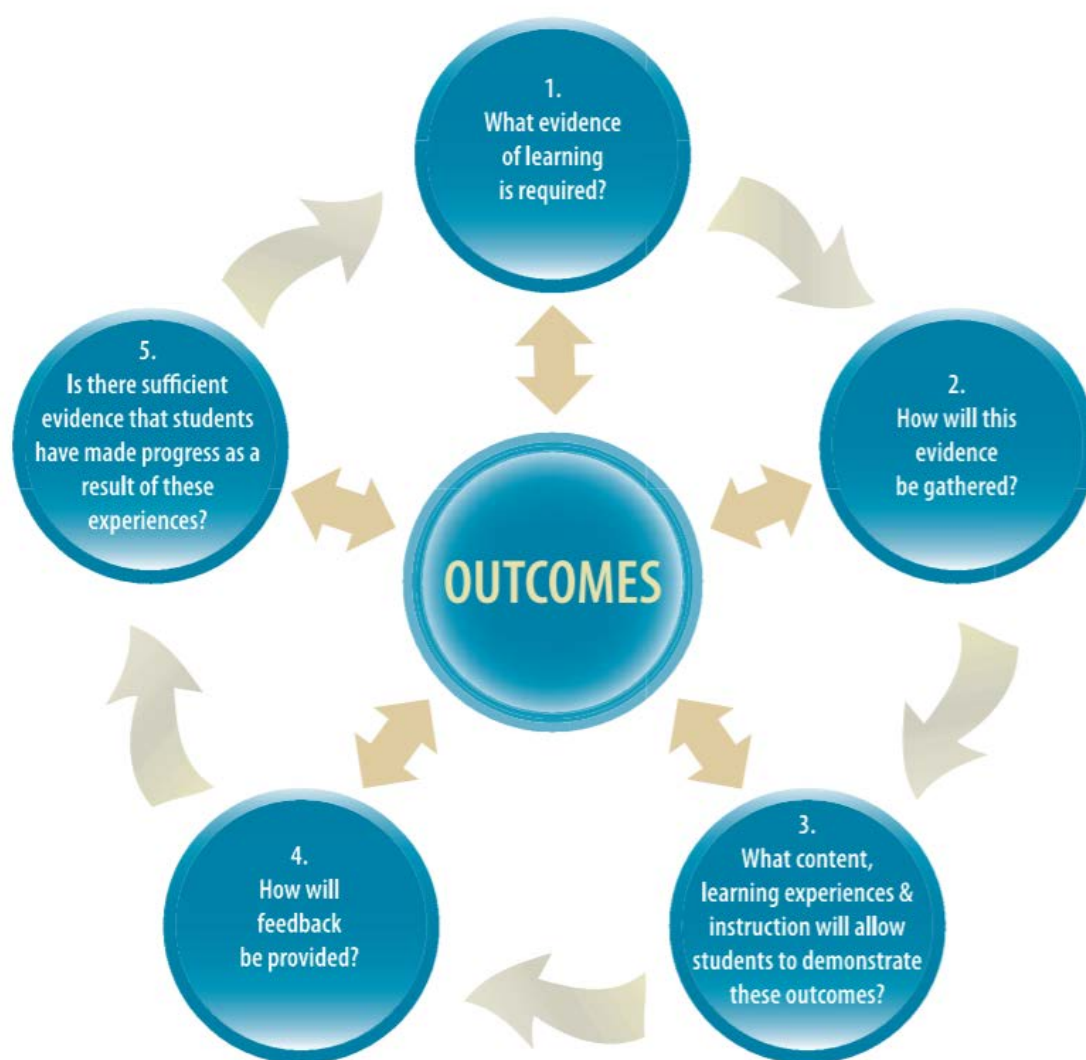
Assessment is the broad name for the collection and evaluation of evidence of a student's learning. It is integral to teaching and learning and has multiple purposes. Assessment can enhance student engagement and motivation, particularly when it incorporates interaction with teachers, other students and a range of resources.

- provides opportunities for teachers to gather evidence about student achievement in relation to syllabus outcomes
- enables students to demonstrate what they know and can do
- clarifies student understanding of concepts and promotes deeper understanding
- provides evidence that current understanding is a suitable basis for future learning



ASSESSMENT ACTIVITIES AT WARILLA HIGH SCHOOL:

- are based on syllabus outcomes
- include criteria to clarify for students what aspects of learning are being assessed
- enable students to demonstrate their learning in a range of task types
- is reliable, measure what the task intends to assess, and provide accurate information on each student's achievement
- is free from bias and provide evidence that accurately represents a student's knowledge, understanding and skills
- enable students and teachers to use feedback effectively and reflect on the learning process
- is inclusive of and accessible for all students
- is part of an ongoing process where progress is monitored over time.



TASK NOTIFICATION

All summative (formal) assessment tasks will be distributed to students using the Warilla High School assessment task template. This template ensures a clear, consistent and compliant approach to supporting student achievement.

- All assessment tasks must provide students with a **minimum two (2) weeks' notice** prior to the due date.
- All formal assessment tasks require students to engage in a “registration” process where they sign and date to evidence that they understand the requirements, have received the task and have submitted the task.

Warilla High School
LET’S SEE WHAT YOU’VE LEARNED SO FAR...



WARILLA HIGH SCHOOL
ASSESSMENT TASK NOTIFICATION

Subject:	Focus Area:
Weighting:	Mid Point Check: Due Date:
Task no: Submission by: Teacher email:	Type of Task:

Syllabus outcomes assessed:

Learning Intention	Success Criteria
The purpose of this task is:	A successful task will demonstrate:

DESCRIPTION OF TASK:


*All drafts will be provided with feedback at the mid-point check.
This will enable the best chance of success!*



WARILLA HIGH SCHOOL
ASSESSMENT TASK REGISTRATION

Subject:		Class:	
Weighting:		Date Due:	
Task Number:		Name of Task:	
Type of Task:			

Student Name	Date Issued	Student Sign	Date Submitted	Teacher Initial	Appeal Form Issued Date	Appeal Form Upheld /Denied (attach copy)	N Warning Issued Date



ALL TASKS WILL BE DUE ON THE DATE SPECIFIED ON THE ASSESSMENT TASK NOTIFICATION, NO LATER THAN 2:45PM.

THE METHOD OF SUBMISSION WILL BE IDENTIFIED ON THE TASK NOTIFICATION.
EG GOOGLE CLASSROOM.

MID-POINT CHECK

The inclusion of a “mid-point check” provides students with an opportunity to submit an aspect of the task for feedback from the teacher **prior to submission.**

The requirement will be determined by individual teacher and will be clearly identified on the task notification as a “Mid-Point due date”.

EXAMPLES OF MID-POINT CHECKS;

- **DRAFT TASK**
- **SCAFFOLDED ESSAY**
- **WORKED MATHEMATICS EXAMPLE**

Providing students with explicit feedback on areas of strength and areas for improvement, prior to submission of the task, enables the conditions where students are supported to achieve at an optimal level.

The teacher will determine the consequences if the mid-point check is not submitted
Eg lunchtime detention, parent communication

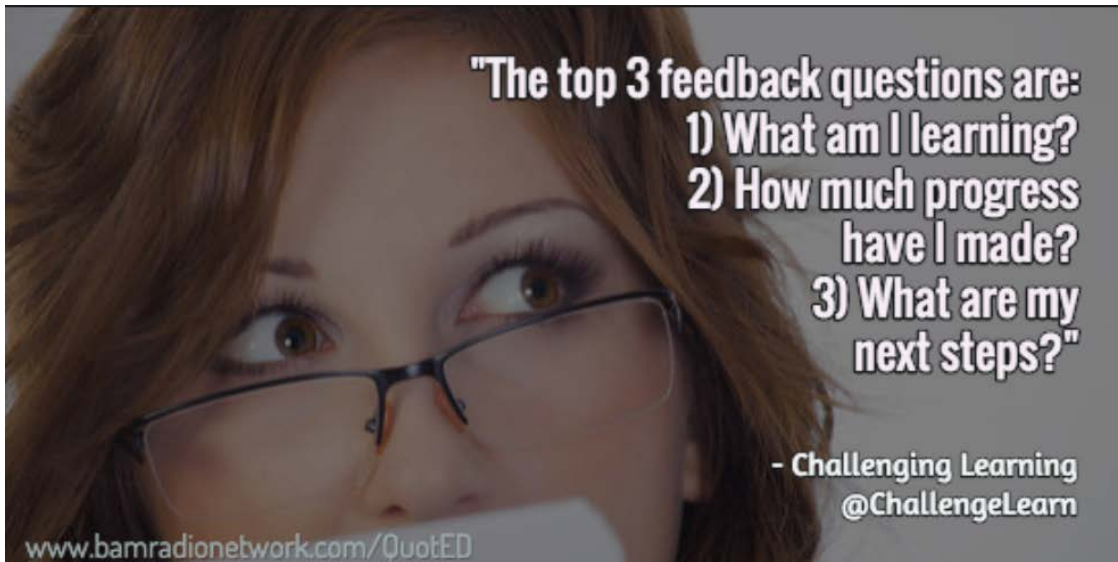
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Implementing feedback can
improve student achievement
by an average of 8 months
Evidence for Learning

"The effect of feedback
on learning...suggest
average percentiles on
learning outcomes between
50% and 83% improvement"

Hattie, 2009






MAXMIMUM AMOUNT OF TASKS

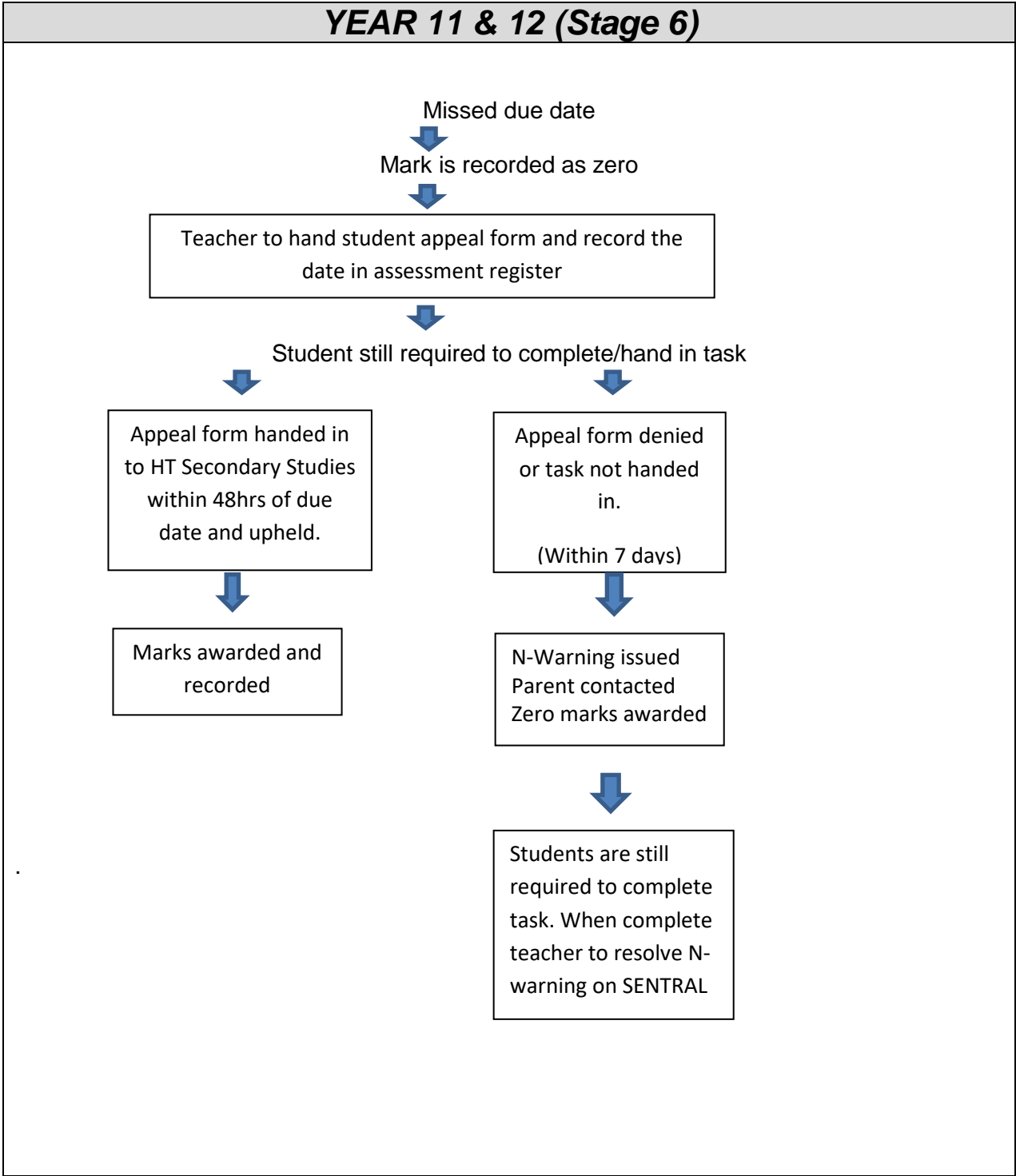
To reduce excessive stress and allow more time for teaching and learning, formal assessment tasks will be capped according to a maximum amount (as outlined below).

Research, including from Hong Kong, shows fewer and more targeted assessment tasks are more effective in giving feedback to teachers about their students’ strengths and weaknesses.

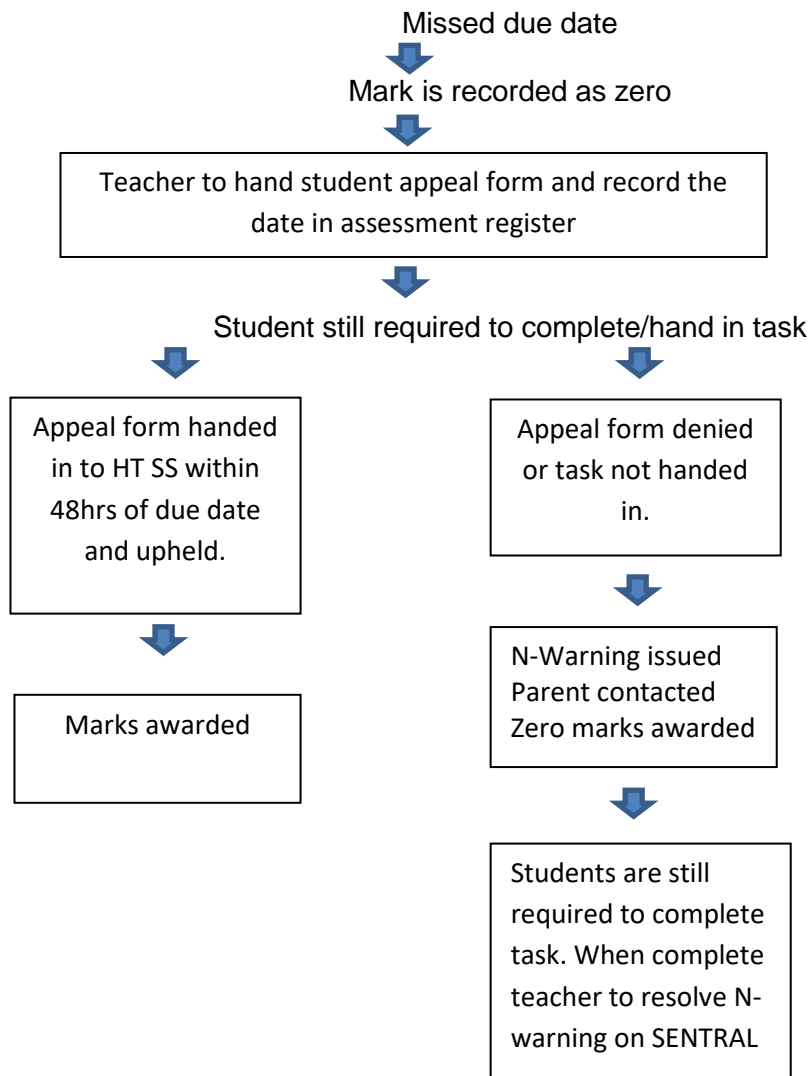
Fewer assessment tasks will allow schools to spend more time teaching the knowledge and skills in a course, and shift the focus from superficial learning just for the examination.

<div><div>ASSESSMENT TASK LIMIT</div><div>PER SUBJECT</div><div></div></div>	STAGE 4	1 per semester
	STAGE 5	2 per semester
	PRELIMINARY	3 for entire course
	HSC	4 for entire course

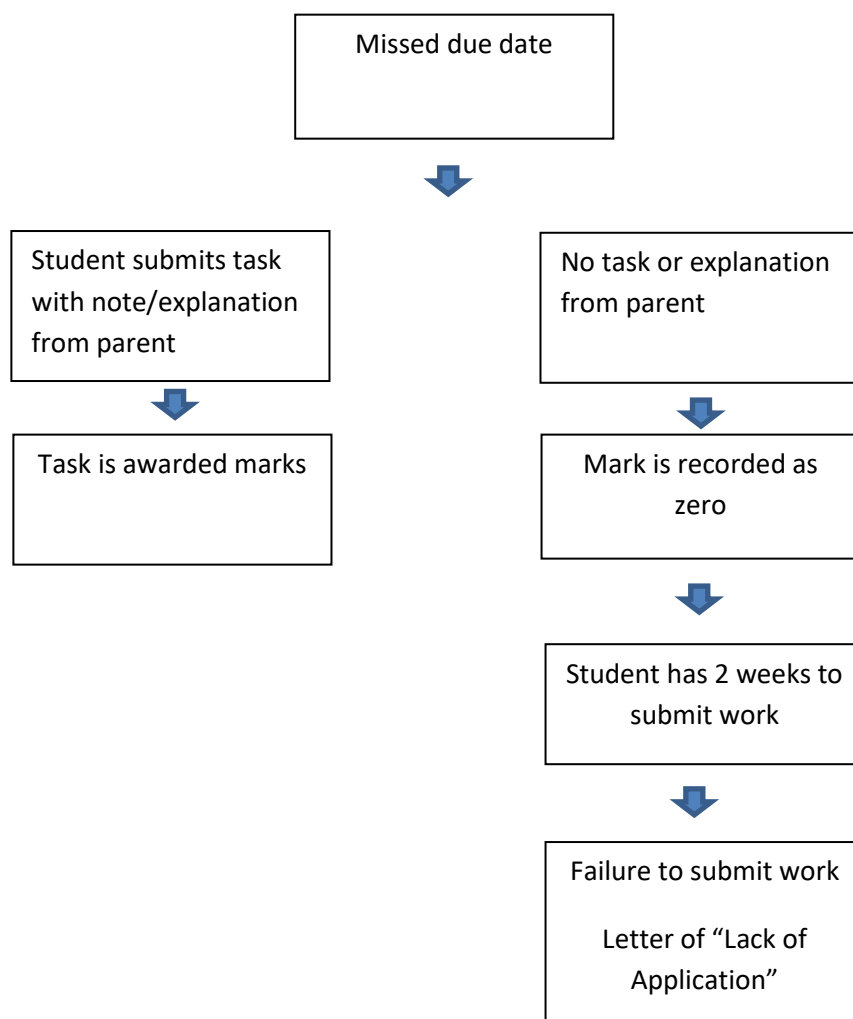
PROCEDURES FOR NON-ATTEMPT OF FORMAL ASSESSMENT TASKS



Year 10 & 9 (Stage 5)



YEAR 7 & 8 (Stage 4)



KING, ASSESSMENT IN A CONTEMPORARY EDUCATION SETTING CAN BE UNDERSTOOD AS:

...THE BROAD NAME FOR THE COLLECTION AND EVALUATION OF EVIDENCE OF A STUDENT'S LEARNING. IT IS **INTEGRAL TO TEACHING AND LEARNING AND HAS MULTIPLE PURPOSES**. ASSESSMENT CAN **ENHANCE STUDENT ENGAGEMENT AND MOTIVATION**, PARTICULARLY WHEN IT INCORPORATES INTERACTION WITH TEACHERS, OTHER STUDENTS AND A RANGE OF RESOURCES. (NSW BOSTES N.D.)

LATE SUBMISSIONS

A student will be awarded zero if they do not submit or are absent for an assessment task.

Extensions are usually not granted for tasks. Legitimate misadventure is only granted, for example, if a student has a doctor's certificate and this has been presented to a Head Teacher at the time of or immediately following the missed task. If approved, the Head Teacher will arrange an alternative assessment.

PLAGIARISM

Cases of proven dishonesty will receive zero marks and parents will be informed. Plagiarism (the use of an unacknowledged source) will lead to a zero mark being awarded.

STAGE 6 PROCESS TO RE-SCHEDULE ASSESSMENT TASKS

1. Faculty Head Teacher consulted
2. Teacher / HT to consult Assessment booklet and calendar.
3. Student group consulted – use WHS Assessment booklet to look for scheduling conflicts (Ensure that you are NOT committing to new date at this stage – this is to look for conflicts)

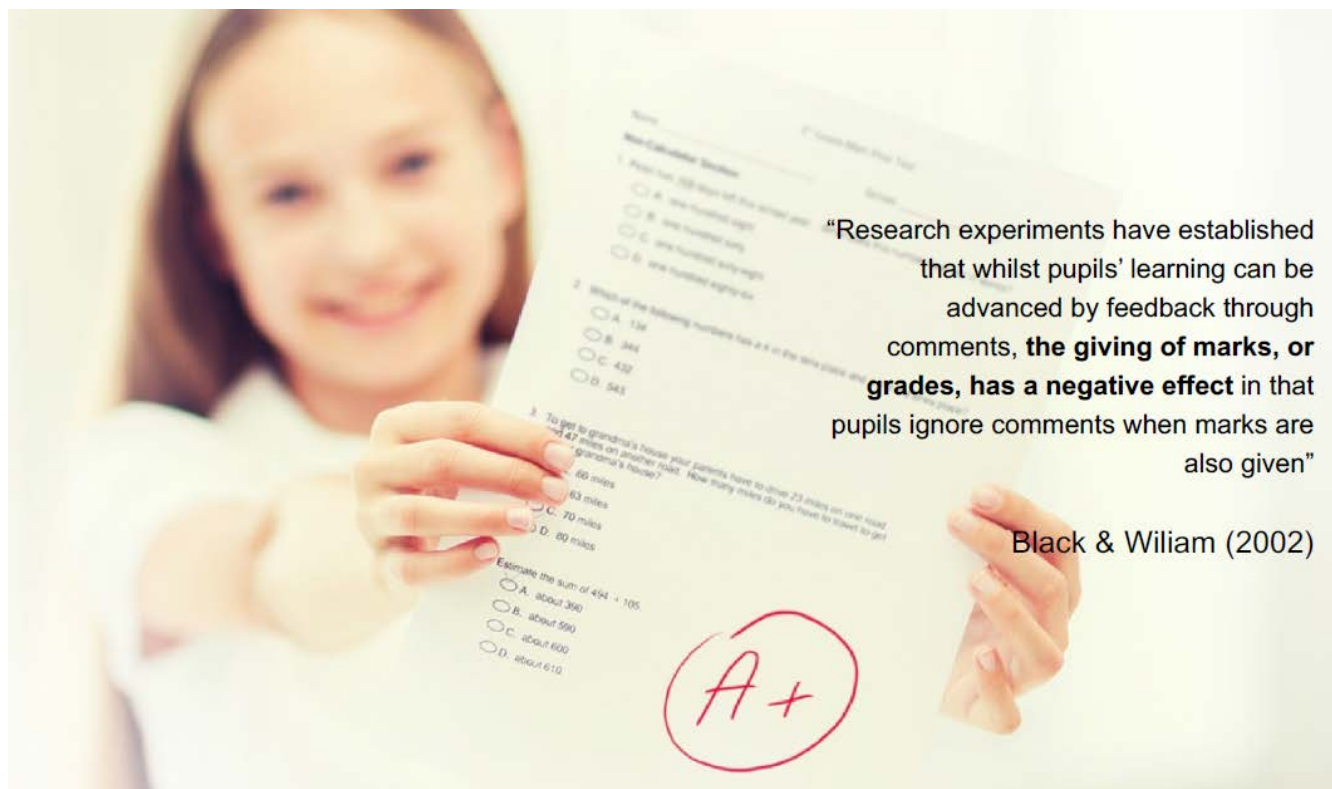
***** It is the teacher responsibility to investigate other Assessments that have already been scheduled *****

4. KLA Head Teacher to notify HT Secondary Studies and relevant Deputy Principal of change of date and any potential scheduling conflicts.
5. Change of date approved.
6. Parent note sent home.
7. Faculty Head Teacher to minute change of date at executive meeting.
8. After 48 hrs, new task due date changed on electronic school calendar.

EQUITY AND ASSESSMENT

From an equity perspective then, effective assessment is assessment which:

- is accessible by all students
- provides a fair measure of learning
- does not tacitly or explicitly privilege students from high socio-economic backgrounds.



REFERENCE LIST

- Black, P. & Wiliam, D. (1998) *Inside the Black Box: Raising standards through classroom assessment*, King's College, London
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- Goss, P., Hunter, J., Romanes, D., Parsonage, H. (2015) *Targeted teaching: how better use of data can improve student learning*. Grattan Institute
- Hattie, J. (2009) *Visible learning: A Synthesis of Over 800 Meta-Analyses Relating to Achievement*. Routledge: Oxon