



Assessment Policy

1. Rationale

Kirrawee High School actively incorporates the principles of *assessment for, as and of learning*. Fundamental to assessment goals is *motivating personal best achievement* and *academic risk taking*. Assessment is therefore a means of providing quality feedback against standards and equipping a student with the skills to self-evaluate, monitor and strengthen learning and its practices.

2. Aims

This policy aims to support quality teaching and transferable higher order learning based on minimal tasks and clear standards. Quality, timely, and ongoing feedback, including an emphasis on assessment for learning, is the primary way in which these aims will be achieved.

3. Implementation

This policy is implemented differently based on credential requirements of courses and increasing expectations upon students. This is divided into:

- 3.1 Junior (Years 7-9) implementation;
- 3.2 RoSA (Years 10-11) implementation;
- 3.3 HSC (Year 12) implementation.

3.1 Junior (Years 7-9) implementation

- 3.1.1 Component weightings will accord with syllabus requirements. Two to four tasks will generally be set per subject per semester against syllabus outcomes. Achievement against these outcomes are reported on each semester.
- 3.1.2 Student achievement will be primarily indicated through quality feedback and reporting, emphasising standards and improvement. Grades will also indicate progress. NESA standards terminology (e.g. excellent, high) will be used for feedback/reporting.
- 3.1.3 Assessment notification as a common grid will be published (Sentral/Moodle) at the start of a course. A minimum of two weeks' notice is required for all tasks. Absence on the day of task notification is not grounds for extension. Class teachers will use a system to record notification and receipt of tasks (e.g. sign-on sheets, day book, PxP etc). Rescheduled tasks will be notified in writing and in consultation with the Deputy Principal.
- 3.1.4 A Variation to Assessment can be applied for when a student is absent for a well-planned reason of which timing cannot be controlled (e.g. CHS representative sport). This requires the student to submit the Junior variation to assessment form. If a student is ill on the day





of a task, their parent/carer is to inform school attendance and the student is to inform their teacher and be prepared to complete assessments upon return to school. Family holidays, technology issues and other foreseeable variations may be grounds for zero.

- 3.1.5 Appeals – any student may appeal an assessment result based on a breach of process, but not the disputed award of marks/grades. Students can submit an appeal no more than one week after the return of results. The HT will determine the legitimacy and outcome of the appeal. If the HT deems a section of a task to be invalid or unreliable an estimate may be calculated for that section based on the remainder of the task. If a whole task is deemed invalid or unreliable the HT will arrange for a substitute task. It is good practice for a teacher to discuss assessment task results and criteria with students/classes when assessments are returned. To maintain assessment integrity, a student cannot be awarded additional marks after an assessment task including feedback has been returned to them.
- 3.1.6 Penalties are given for late submission, malpractice (behaving dishonestly resulting in an unfair advantage, including copying and plagiarising), non-serious attempt, and unexplained absence. Graduated deductions regarding late submission for Years 7-9 will be made each day after the due date: 10%, 20%, 50%, zero. A weekend counts as two days. It is considered good practice for teachers to inform parents of issues that may attract penalties, deteriorating standards, and sub-standard or non-serious work.
- 3.1.7 Integrity - teachers will take every measure practicable to ensure security, confidentiality, validity, reliability, discrimination of standards, and objective marking free from unintended bias. Tasks and quality feedback will be marked and returned to students in a timely manner.
- 3.1.8 Grades will be allocated based on NESA's common grade scale descriptors. Outcomes will be determined by student performance assessments and/or class performance. Overall grades may be affected by penalties described in 3.1.6.





3.2 RoSA (Years 10 & 11) implementation

- 3.2.1 Component weightings will accord with syllabus requirements. For Year 10, two to four tasks will be set per semester against syllabus outcomes. For Year 11, three assessment tasks will be set for each course, organised into structured assessment weeks. These tasks form the basis of awarding the overall RoSA grade.
- 3.2.2 Student achievement will be primarily indicated through quality feedback and reporting, emphasising standards and improvement. Grades will also indicate progress. NESA standards terminology (e.g. excellent, high) will be used for feedback/reporting.
- 3.2.3 Assessment notification as a common grid will be published (Sentral/Moodle) at the start of a course. A minimum of two weeks' notice is required for all tasks. Absence on the day of task notification is not grounds for extension. Class teachers will use a system to record notification and receipt of tasks (e.g. sign-on sheets, day book, PxP etc). Rescheduled tasks will be notified in writing and in consultation with the Deputy Principal.
- 3.2.4 A Variation to Assessment can be applied for when a student is absent for a well-planned reason of which timing cannot be controlled (e.g. CHS representative sport). This requires the student to submit the Senior (Years 10-12) variation to assessment form with supporting documentation. If a student is prevented from attending or their performance is unexpectedly affected on the day of an assessment task, they may apply for illness/misadventure, informing the DP and related HT immediately and seeking external evidence to support this application. The usual practice for both applications will be a substitute task. Hand-in tasks are to be submitted on or before due date and time or on immediate return when an illness/misadventure application is applied. An estimate may be calculated if opportunity does not exist to sit a substitute task. Estimates are calculated at the end of a course if there are sufficient completed tasks to do so. The Head Teacher of the faculty whose assessment is missed may petition the DP for a delayed sitting of a task. The DP will make the final decision on the petition. Family holidays, technology issues and other foreseeable variations may be grounds for zero.
- 3.2.5 Appeals – any student may appeal an assessment result based on a breach of process, but not the disputed award of marks/grades. Students can submit an appeal no more than one week after the return of results. The HT will determine the legitimacy and outcome of the appeal. If the HT deems a section of a task to be invalid or unreliable an estimate may be calculated for that section based on the remainder of the task. If a whole task is deemed invalid or unreliable the HT will arrange for a substitute task. It is good practice for a teacher to discuss assessment task results and criteria with students/classes when assessments are returned. To maintain assessment integrity, a student cannot be awarded additional marks after an assessment task including feedback has been returned to them.
- 3.2.6 For late submission, malpractice (behaving dishonestly resulting in an unfair advantage, including copying and plagiarising), non-serious attempt, and unexplained absence,





students will be penalised. N-Award Warning letters will be issued for assessments when there is a mark of zero, a non-serious attempt or malpractice. Multiple warnings may lead to a Non Award Determination at the end of the course. Penalties may apply to students who miss timetabled classes to study for, or prepare, tasks. It is considered good practice for teachers to inform parents of issues that may attract penalties, deteriorating standards, and sub-standard or non-serious work.

- 3.2.7 Integrity - teachers will undertake practices to ensure security, confidentiality, validity, reliability, discrimination of standards, and objective marking free from unintended bias. Tasks and quality feedback will be marked and returned to students in a timely manner. Where possible in Year 11, collegial marking strategies such as double and/or blind independent marking, guest markers, benchmark and annotated examples, example answers, will be considered to support marking integrity.
- 3.2.8 Grades will be allocated in Year 10 based on the Stage 5 RoSA course performance descriptors in each subject, and in Year 11 based on the common grade scale descriptors for preliminary courses (with the exception of English Studies and Mathematics Standard 1 which use NESA specific achievement level descriptions). Outcomes will be determined by student performance assessments and/or class performance. Overall grades may be affected by penalties described in 3.2.6.





3.3 HSC (Year 12) implementation

- 3.3.1 Component weightings will accord with syllabus requirements. Four formal tasks will be set, organised in Assessment Periods. During these periods normal classes are replaced by an assessment timetable and students are to use any non-scheduled time for task preparation and study. Stage 6 mid-year reporting will include formal assessment tasks.
- 3.3.2 Student achievement will be primarily indicated through quality feedback and reporting, emphasising standards and improvement. Marks and ranks will also indicate progress.
- 3.3.3 Assessment notification as a common grid will be published (Sentral/Moodle) at the start of a course. A minimum of two weeks' notice is required for all tasks. Absence on the day of task notification is not grounds for extension. Class teachers will use a system to record notification and receipt of tasks (e.g. sign-on sheets, day book, PxP etc). Rescheduled tasks will be notified in writing and in consultation with the Deputy Principal.
- 3.3.4 A Variation to Assessment can be applied for when a student is absent for a well-planned reason of which timing cannot be controlled (e.g. CHS representative sport). This requires the student to submit the Senior (Years 10-12) variation to assessment form with supporting documentation. If a student is prevented from attending or their performance is unexpectedly affected on the day of an assessment task, they may apply for illness/misadventure, informing the DP and related HT immediately and seeking external evidence to support this application. The usual practice for both applications will be a substitute task. Hand-in tasks are to be submitted on or before due date and time or on immediate return when an illness/misadventure application is applied. An estimate may be calculated if opportunity does not exist to sit a substitute task. Estimates are calculated at the end of a course if there are sufficient completed tasks to do so. Family holidays, technology issues and other foreseeable variations may be grounds for zero.
- 3.3.5 Appeals – any student may appeal an assessment result based on a breach of process, but not the disputed award of marks. Students can submit the Appeal no later than one week after task results have been returned. The outcome will be determined by a panel (Principal or DP, HT T&L, one other member of the Executive), noting that a further appeal to NESA is open to students. If the panel deems a section of a task to be invalid or unreliable an estimate may be calculated for that section based on the remainder of the task. If a whole task or any stage 6 task is deemed invalid or unreliable the HT will arrange for a substitute task. It is good practice for a teacher to discuss assessment task results and criteria with students/classes when assessments are returned. To maintain assessment integrity, a student cannot be awarded additional marks after an assessment task including feedback has been returned to them.
- 3.3.6 For late submission, malpractice (behaving dishonestly resulting in an unfair advantage, including copying and plagiarising), non-serious attempt, and unexplained absence, students will incur an immediate mark of zero for the assessment. N-Award Warning letters will be issued for assessments when there is a mark of zero, a non-serious attempt





or malpractice. Multiple warnings may lead to a Non-Award Determination at the end of the course. Penalties may apply to students who miss timetabled classes to study for, or prepare, tasks. It is considered good practice for teachers to inform parents of issues that may attract penalties, deteriorating standards, and sub-standard or non-serious work.

- 3.3.7 Integrity - teachers will undertake practices to ensure security, confidentiality, validity, reliability, discrimination of standards, and objective marking free from unintended bias. Tasks and quality feedback will be marked and returned to students in a timely manner. Where possible, collegial marking strategies such as double and/or blind independent marking, guest markers, benchmark and annotated examples, example answers, will be used to support marking integrity.
- 3.3.8 Year 12 students will be reported on their mark and rank in assessments. Marks may be affected by penalties described in 3.3.6.

1. Associated Reference Material and Policies

- 1.1. ACE Manual - <https://ace.nesa.nsw.edu.au/about/using-ace>
- 1.2. NESA student guide Years 10-12
<http://educationstandards.nsw.edu.au/wps/portal/nesa/students/student-guide>
- 1.3. NESA parent guide Years 7-12
<http://educationstandards.nsw.edu.au/wps/portal/nesa/parents/parent-guide>
- 1.4. Assessment Resource Centre - <https://arc.nesa.nsw.edu.au>
- 1.5. Department of Education Assessment and Reporting –
<https://education.nsw.gov.au/teaching-and-learning/student-assessment/assessment-and-reporting/assessment>

2. **Evaluation** - This policy is comprehensively evaluated and updated. It will continue to be monitored in practice and respond to emerging policy change and issues that arise in schools. Last update: November 2022.

3. **Contact** - Deputy Principal, Head Teacher Teaching and Learning.

