

# Junior Assessment Policy

Years 7 - 9

## RATIONALE

Assessment is integral part of the teaching and learning process at St Benedict's Catholic College. It provides evidence about the degree to which students have developed enduring, transferable understanding in relation to the syllabus outcomes in each course studied. Assessment is the process of identifying, gathering and interpreting information about student achievement.

Assessment will be used to assist students in learning and to provide students with feedback about their progress. Assessment will also be used by teachers to assist in the development of their teaching and learning strategies. Finally, assessment will be used to report on student progress.

Assessment at St Benedict's Catholic College will assist students to become independent, self-directed learners. As a Catholic school, we recognise that assessment must reflect gospel values creating a fair, equitable and just system for all students.

Assessment is an important component of School Reports and the ROSA Credential in Year 7, Year 8 and Year 9.

## ASSESSMENT PROCESSES

As part of each course, students will complete a range of formal and informal assessments. These assessments form an integral part of the learning process. A range of Formal and Informal Assessments will be used to determine student grades on Semester reports. It is expected that students complete each task to the best of their ability.

### ***Assessment Details***

For each Formal Assessment Task, students will be issued with an Assessment Task Notification. Students will be provided with this notification in reasonable time so that they can prepare for the task. The Assessment Task Notification will include: Due date of task; outcomes assessed; instructions; marking criteria where appropriate.

Informal tasks and class work are of significance as they assist in skill and knowledge development, identify areas for extension or remediation for the teacher and student, provide opportunities for students to consolidate conceptual understanding and provide evidence of sustained and diligent effort. As such, they will contribute to teachers' judgement of Semester Report.

### ***Assessment Construction, Marking, Recording and Reporting***

Assessments will cover a range of different contexts, modalities and experiences. Tasks will be constructed and marked in accordance with NESA guidelines. Tasks will be constructed based on the outcomes and details outlined in individual Course Syllabus Documents.

Tasks will be marked based on the standards outlined by NESA in the Common Grade Scale. Where appropriate, tasks will be marked based on marking guidelines related to the wording of the outcomes and the performance standards. Marking is an on-balance process based on teachers' professional judgement and, as such, the teacher's professional judgement cannot be appealed.

Assessment results will not be increased to compensate for factors such as extended illness, misadventure or domestic problems that may have affected a student's performance throughout the course. Teachers will assess the student's actual performance, not potential performance.

As part of the Assessment Feedback process, teachers will issue students with feedback that includes the grade they achieved and, where appropriate, indicators of their performance based on different marking criteria. Students will receive feedback in a reasonable timeframe so that they can improve their understanding of the course.

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## LATE SUBMISSION OR ABSENCE FROM AN ASSESSMENT

If a Formal Assessment is submitted late, students will be issued with a Warning Letter. This letter will be kept on the student's permanent school record.

If a student is absent from a Formal Assessment, they will need to bring written confirmation of the Illness/Misadventure (see below). Their teacher will make arrangements for them to complete the task in their next available class or at a time specified by the teacher.

## ILLNESS AND MISADVENTURE

If a student misses a Formal Assessment due to Illness or Misadventure, parents will need to provide a Medical Certificate or a note with reasonable evidence in the case of Misadventure.

The form should be presented to the student's teacher in the case of one assessment missed or to the Academic Care Tutor in the case of multiple assessments. This may occur prior to the submission date or on the *first available occasion* after returning to school.

Students who are absent during the examination period must also contact the Year Coordinator on the morning of the missed examination.

## MALPRACTICE

Malpractice is any activity undertaken by a student that allows them to gain an unfair advantage over others. Students guilty of Malpractice will be issued with a Warning Letter they will also need to recomplete the task.

Malpractice 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 or Internet without referencing the source
- using 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
- breaching school examination rules including bringing a mobile phone or digital device (other than approved calculator) into an exam room
- using non-approved aides during an assessment task
- contriving false explanations to explain work not handed in by the due date
- assisting another student to engage in malpractice.

### **Non-Serious Attempt**

Students who are deemed to make a **Non serious attempt** at any assessment task will be issued with a Warning Letter. A non serious attempt may include not making a genuine attempt to complete any of the sections of an assessment task. It may also include writing significantly off topic or in an inappropriate way.

### **Technical Failure**

Students must protect themselves against technological failure. Technological failure may result in an N Determination Warning Letter. Consideration may be given in relation to technological failures only in **exceptional circumstances**. In these cases students must submit evidence of completed work. This may include: draft work; work saved to removable disk in the case of printer failure; emailed submission.

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## WARNING LETTERS

Students who do not submit or complete coursework (classwork and homework), assessment tasks or for whom there is proven malpractice will receive a Warning Letter. The purpose of this letter is to alert the student and parent/caregiver of the aspect of the student's academic progress that is causing concern. The letter will include information regarding what the student needs to do to rectify the problem and the date when this needs to be achieved. If a student is unsure of the contents of the letter and the details of the work they need to complete they should contact their teacher. It is the student's responsibility to attend to the problem promptly.

If a student accumulates four Warning Letters during a year, this may indicate that the student is experiencing significant difficulty and a Parent Teacher Interview may be conducted with the Director of Learning and Teaching and the Year Coordinator. Warning letters may impact on a student's Stage 5 or Stage 6 Subject Selection. Moreover, the non-completion of tasks may also impact on the student's Semester Grade because they may not have demonstrated their ability in specific outcomes being assessed.

Students whose **attendance** is poor may not satisfy course completion criteria.

## Disability Provisions in Assessments

Disability provisions for Year 7 and 9 are practical arrangements designed to provide students with equitable access to Assessment Tasks. The definition of 'disability' in the *Disability Discrimination Act 1992* (Cth) includes:

- physical
- intellectual
- psychiatric
- sensory
- neurological, and
- learning disabilities, as well as
- physical disfigurement, and
- the presence in the body of disease-causing organisms.

([Australian Human Rights Commission](#)).

As part of the Case Management Process, the Learning Support team may organise appropriate disability provisions in assessments. Teachers may also make reasonable adjustments to assessment tasks in order to provide equitable access.

## Appeals Process

Appeals will only be considered if due process has not been followed in regard to the administering of an assessment task. Appeals cannot be on grounds that question the teacher's professional judgements in allocating a mark to an assessment task.

If a student wishes to appeal, they must submit a written application to the Principal with all appropriate evidence within **five school days** of receipt of the final mark for the task. This appeal must be signed by both the student and their parent/caregiver.

## BASIS OF DISCRETION

It is always at the discretion of the Principal to take other actions as deemed appropriate in any given situation.

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## SUPPORTING DOCUMENTATION

- CEODoW - Assessment and Reporting Policy
- NSW Education and Standards Authority:  
[http://www.boardofstudies.nsw.edu.au/hsc\\_assessment\\_policies/hsc\\_assessment\\_std\\_ref\\_fwkw.html](http://www.boardofstudies.nsw.edu.au/hsc_assessment_policies/hsc_assessment_std_ref_fwkw.html)
- ACE Manual
- NESA Official Notices

## POLICY RELEASE DETAILS

**Reviewed by** Policy Committee **Review Date** 10/10/2018

**Approved by** Michael Hanratty **Approval Date** 10/10/2018

**Evaluation** 3 years - 10/10/2021

**Access** Internal - SBCC Administration Google Drive  
External - SBCC Website

Date of Implementation 31/1/2019

Principal .....

Date: .....