



# Murrumbidgee

Regional High School  
Excellence and Innovation

## Common Assessment Policy and Procedures 2020

Years 7 - 10

Version 6.2020

### Statement of Purpose

Murrumbidgee Regional High School has high expectations for students. The abiding rationale behind this being that all students need to be appropriately challenged in order to learn. A culture of high expectations is supported at MRHS by effective assessment mechanisms and strategies.

Assessment is the ongoing process of collecting, analysing and recording information about student progress towards achievement of syllabus outcomes. Assessment can enhance student engagement and motivation, particularly when it incorporates interaction with teachers, other students and a range of resources.

Assessment **for** learning, assessment **as** learning and assessment **of** learning are approaches that can be used individually or together, formally or informally to gather evidence about student achievement and to improve student learning. Good assessment practice involves designing quality assessment activities that enable students to demonstrate their achievements.

### Assessment at MRHS

- 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

## Course Performance Descriptors

- The course performance descriptors are not a checklist, nor do they provide a comprehensive picture of student performance at each grade level.
- **The descriptor that provides the best overall description of the student's achievement will determine the grade awarded.**

## General Performance Descriptors

<b>A</b>	<b>Outstanding Achievement</b> The student has an extensive knowledge and understanding of the content and can readily apply this knowledge. In addition, the student has achieved a very high level of competence in the processes and skills and can apply these skills to new situations.
<b>B</b>	<b>High Achievement</b> The student has a thorough knowledge and understanding of the content and a high level of competence in the processes and skills. In addition, the student is able to apply this knowledge and these skills to most situations.
<b>C</b>	<b>Sound Achievement</b> The student has a sound knowledge and understanding of the main areas of content and has achieved an adequate level of competence in the processes and skills.
<b>D</b>	<b>Basic Achievement</b> The student has a basic knowledge and understanding of the content and has achieved a limited level of competence in the processes and skills
<b>E</b>	<b>Limited Achievement</b> The student has an elementary knowledge and understanding in few areas of the content and has achieved very little competence in some of the processes and skills.

- Best practice indicates that assessment tasks are written with a marking criteria that demonstrated correlation of the marks awarded to the Course Performance Descriptors. Below is a range of marks which should be used as a guide to allocate grades.

<b>A</b>	<b>86 - 100</b>	<b>B</b>	<b>71 - 86</b>	<b>C</b>	<b>56 - 71</b>	<b>D</b>	<b>40 - 56</b>	<b>E</b>	<b>0 - 40</b>
----------	-----------------	----------	----------------	----------	----------------	----------	----------------	----------	---------------

## Assessment Schedules

In designing the assessment schedule for a course, it is useful to map each planned assessment activity to one or more of the areas for assessment. This allows teachers to ensure that assessment can occur across the year in a way that is manageable for both students and staff.

## Roles and Responsibilities

### Head Teacher

- Work with your faculty during Term 4 to plan the assessment schedule for the following year for each year group.
- Submit each year group timeline to the Deputy Principal by Week 8, Term 4 for collation.

### Deputy Principal

- Collate or delegate the collation of all faculty schedules to form one timeline for each semester.
- Collaborate with Head Teachers to ensure there are no more than 3 assessments each week for any given term.
- At the beginning of Terms 1 and 3, send out completed schedules to students and parents and upload to Sentral – Documents to ensure accessibility for all staff.

### Students

- Refer to Assessment Schedule to plan and organise time.
- Make a reasonable attempt to complete assessment tasks by the due date to the best of their ability.
- Students may submit one draft of their assessment (where applicable) for feedback no later than 3 days prior to the submission date. Drafts after this date may not be accepted.
- Submit work which is their own and not the work of others. See Malpractice- Page 5
- Be prepared for in-class assessments, including exams, by bringing all necessary equipment.
- Must provide a note from parent or carer to explain absence if assessments are missed.

### Parents and Carers

- Refer to the Assessment Schedule so you can help your child prepare in advance.
- Such support can include, having a set place at home where your child can do their work, having the right equipment to complete the tasks e.g. calculator, pens, computer and internet access
- If your child is sick, provide them with an explanatory note or contact the class teacher.
- Communicate with your child's teacher if they are experiencing any difficulties with work, attendance or assessment.

## Assessment Tasks

Assessment guides ongoing teaching and learning to ensure teachers are able to monitor and evaluate student progress.

## Roles and Responsibilities

### Teachers

- Provide students with adequate notice for assessment tasks, which includes an explanation, the weighting of the task and submission method.
- For students requiring adjustments, class teachers are to discuss this with support staff and organise relevant adjustment to the task and/or the classroom.
- Provide meaningful feedback to students within two weeks after tasks are submitted.
- Keep a record of marks in Markbook.
- Manage and collate extension requests.
- Make contact with parents or carers in response to student failure to submit work.
- Follow up with N-award letters for Year 10 where necessary

### Head Teacher

- Set procedures for faculty to ensure content and outcomes align with current best practice from NESA.
- Ensure teachers record marks on Markbook.
- Ensure marks are accurately weighted to comply with reporting procedures.
- Work with classroom teachers to manage any appeals and grievances.
- Support staff in applying the N-Determination Process with students in Year 10

### Deputy Principal

- Resolves referrals from Head Teachers regarding appeals or other issues with assessment.

### **Late submission and penalties**

- Late penalties can only be avoided with a note from a parent or carer
- Late tasks will receive a 10% penalty on each school day that it is late, with 10% penalty for the weekend which is inclusive of both days. If a task is 5 school days late then it is given zero.
- Teachers will contact parents of students who receive zero. Record contact in Sentral.
- Students who miss an in-class assessment are to be provided an opportunity to deliver the assessment at the next available opportunity upon their return.

### **Appeals process**

- Students have the opportunity to appeal marks within one week of receiving assessment feedback or exam results.
- Students are to speak directly to classroom teacher to request an appeal.
- Classroom teacher can request support from Head Teacher to determine whether there are grounds for appeal. Head Teacher can choose to escalate to Deputy Principal only if the faculty cannot resolve the matter.
- Each appeal request will be considered on a case-by-case basis and will not be discussed with other students.

### **Malpractice**

Behaving dishonestly to gain unfair advantage in assessments/examinations is malpractice or cheating. Any form of malpractice, including plagiarism, is unacceptable and allegations of these will be treated seriously. Malpractice includes:

- Copying part or all of someone else's work and presenting it as your own
- Using material directly from books, journals or the internet without giving its source.
- Buying, stealing or borrowing someone else's work and presenting it as your own.
- Submitting work that someone else, for example a parent, tutor or subject expert, substantially contributed to.
- Using someone else's words, ideas, designs or work in projects and performance tasks without giving their source.
- Paying someone to write or prepare material for your assessment
- Inappropriate use of technology, including using mobile phones
- Giving false reasons for not handing in work on due date
- Helping another student engage in malpractice
- Talking, exchanging messages or attempting to communicate with other students in an in-class assessment or examination.

## Malpractice Procedure

- If classroom teacher suspects malpractice they are to conduct an interview with student at earliest convenience. This interview will determine the severity of malpractice.
- The classroom teacher should consult with their Head Teacher to resolve the matter.
- Incidents of malpractice that cannot be resolved at faculty level, the Deputy Principal will be consulted.
- Students may be awarded zero for examinations and assessments where malpractice is proven. The penalty will be in line with the severity of malpractice.

Classroom teachers, Head Teachers, Deputy Principals and the Principal reserve the right to request proof of process to clear claims of alleged malpractice. To do this they may request students to:

- Prove and explain work process with diaries, journal, notes, working plans, sketches or progressive drafts that show how ideas developed.
- Answer questions about the assessment task, exam or submitted work being investigated to show knowledge, skills and understanding.
- Award the mark of zero for examination, assessments or in class tests where malpractice is proven.