



KATHERINE HIGH SCHOOL

ASSESSMENT PROCEDURES

- **Assessment Documentation**

All teachers are required to develop and provide the following for each subject they teach:

- ❖ **Assessment Cover Sheets** must be supplied to each student for each summative assessment activity. It is not acceptable for summative assessment details to be given verbally or as a copying exercise. The *Assessment Cover Sheet* will include:
 - subject name / year and semester / teacher's name
 - clear description of the assessment activity
 - weighting of the assessment activity and marks for each section of the activity
 - the deadline – the date the assessment activity is to be submitted or held
 - conditions under which the assessment activity is to be completed
 - learning outcomes being assessed
 - criteria for assessment of student achievement of the outcomes
 - any preparatory activities required of the student
 - any additional materials required of the student

- ❖ **Assessment Plans** are required for each subject and must be submitted by the subject teacher to the relevant Senior Teacher by Week 3 of a course. *Assessment Plans* should contain:
 - subject name (code where relevant) / year and semester / teacher's name
 - objectives of the course
 - topic outline
 - time allocations for each topic
 - summative assessment tasks and learning outcome/s addressed by each
 - weightings for each summative assessment task
 - a time-line for administering and collecting summative assessment items (this need only be in terms of weeks of the semester)
 - a summary of the rules regarding assessment, especially those regarding deadlines, plagiarism, re-use and redeemability of student work

Assessment Plans for Stage 1 and/or Stage 2 courses must:

- be consistent with the current SACE Board Curriculum Statement
 - be provided typed to students by the beginning of Week 4 of the course
 - be consistent with policies on assessment procedures and practices
 - follow the SACE Board proforma for assessment plans
 - record any and all changes made throughout the year
- ❖ **Marks Registers** are required to be maintained by all teachers for each subject taught. The marks register must be an accurate and up-to-date record of students' achievements against the learning outcomes of the course. Records should be kept in the *Teacher Chronicle* provided for this purpose and these records (and the chronicle) remain the property of the school.
 - ❖ **Teaching Programs** are required for each subject and must be developed from either the NT Curriculum Framework (Years 8-10) or the relevant SACE Board

Curriculum Statement (Stage 1 and Stage 2). *Teaching Programs* must be submitted to the relevant Senior Teacher by Week 3 of a course. *Teaching Programs* should contain:

- subject name (code where relevant) / year and semester / teacher's name
- aims and objectives of the course
- topic content summary
- time allocations for each topic
- activities and formative assessment items
- outline of summative assessment tasks and learning outcomes addressed
- approximate due dates for summative tasks
- special resources and/or excursions required

- ❖ **Student Work Samples** must be kept for internal moderation purposes. Samples must also be kept by teachers of Stage 1 and Stage 2 subjects where SACE Board requires samples of marked student work to be provided upon request.

- **Authenticity and Verification**

Students are required to submit work that is their own. Apart from appropriately incorporated quotations from other sources, no part of a student's work may be copied from any other person's work, or be based on an undue level of assistance from another person. A student who copies another person's work without appropriate acknowledgment is committing plagiarism.

Plagiarism is regarded as cheating and as such is an offence against school rules. Where students present the work of another as their own no mark will be awarded and further disciplinary action will be considered. Such action may include an official reprimand with a note in the student's file and a letter to parents/guardians and a failing grade for the subject.

Work that is unacceptable because of an undue level of assistance is that which:

- has been copied or very closely paraphrased (sentences, paragraphs, substantial extracts and/or whole works) without acknowledgment from another person's work or another source
- incorporates corrections or changes made by the teacher or another person
- has resulted from collaboration by two or more students to produce a common product for a piece of work designed for individual assessment

Work that is acceptable, arising from a reasonable level of assistance, will include that:

- which quotes from another source/s with acknowledgment of the source/s
- which incorporates ideas or material derived from other sources but which has been transformed by the student to use in a new context
- in which refinement or self-correction has been undertaken by the student as a result of prompting or advice from another person or source
- which is undertaken in groups as appropriate to the task (NB: in assessing work done in groups teachers must be able to identify each individual's contribution to the summatively assessed outcomes of the group activity)

If a student submits work of an atypical standard a teacher is required to satisfy him/herself as to its origin. The onus is on the student to provide evidence that the work is his/hers. Where a student cannot provide evidence of authorship but continues to contest the issue the subject teacher will refer the matter to the faculty Senior Teacher. At the discretion of the Senior Teacher a student may be permitted

to complete an alternative and equivalent task as a substitute for the piece in question.

Students who allow their work to be presented by others so as to gain marks/grades/credit are also regarded as having cheated and will be subject to disciplinary action.

The principles relating to the confirmation of work produced using computers are the same as those laid down for other forms of development and presentation of work for assessment. Students (excluding those with impairments) must themselves enter all text and make all amendments to text. The use of thesaurus, spelling checks, and 'grammar' programs is acceptable providing that students operate these themselves and make the changes that result.

- **Cheating**

Whenever a student accesses unauthorized materials whilst completing an assessment item or sitting for a test or an examination the conduct is regarded as cheating. Cheating is designed to improve a student's marks and is applicable to both those who supply and/or use the unauthorized materials. Cheating is a serious offence and students who are caught cheating will be given zero for the test/examination and their parents/guardians will be notified.

- **Deadlines**

Where an assessment item is submitted late due to illness a doctor's certificate or a letter from the parents/guardians must be provided to explain the nature of the special circumstance that prevented the student from submitting the assessment item on time. Late assignments not accompanied by an appropriate note receive a zero mark.

If a student is unable to meet a deadline, and has an acceptable reason, s/he may negotiate an extension. Negotiation cannot occur in the last 24 hours before an assessment item is due. It must take place at least one day before the deadline (except in the case of prolonged absence due to illness). Any negotiation of an extension for submission of summative assessment must include the student furnishing evidence of work having been started on the task.

Students who miss a test because of a legitimate absence must negotiate a new time as soon as they return to school. For extended sporting or cultural trips, it is the responsibility of students to negotiate with each subject teacher, in advance, alternate arrangements for both class work and assessment.

The school issues *Work Deadline Letters* in order to notify parents/guardians of the failure of students to complete work on time. Parents/Guardians of senior students are informed of every instance in which their son/daughter has failed to meet a work deadline. In the case of junior students parents/guardians are sent a *Work Deadline Letter* when their son/daughter has failed to submit a summative assessment piece on time. Where formative assessments and/or homework exercises have not been completed on time teachers inform parents/guardians by telephone call or via entries in the *Student Organiser*.

- **Ineligibility for School Assessment**

In some circumstances (e.g. transfer from interstate or prolonged absence) a student may not have attempted a sufficient proportion of the course outcomes for the subject teacher to provide a valid assessment. In such circumstances the student will be advised that the school will not be able to provide a school assessment mark.

- **Moderation**

In the event that more than one class of students is studying the same course internal moderation procedures will be used to ensure grades and assessments across the classes are comparable. Internal moderation procedures require teachers teaching the same subject in the same year level to establish common standards for assessing student work (including the construction of common tests) and to undertake formal comparison of student work to ensure parity of marking.

All teachers are required to attend and participate in all relevant internal moderation procedures as organised by the faculty Senior Teacher. Internal Moderation will be take place at least once per term allowing time for moderation procedures to be completed before student reports are due. Moderation exercises may involve teachers of the same subject in different year levels so that teachers of subjects or subject levels with single classes can appreciate the type and standard of work being done in the subject area in years or levels below and/or above that at which they are teaching.

- **Redeemability**

When a piece of work is submitted in response to a summative assessment task it is vital that this be a true reflection of the student's ability. During the period that assessment work is being developed by a student it is appropriate for the teacher to comments on and make suggestions about the work as the process of student-teacher interaction is recognized as integral to learning.

In these circumstances all work undertaken and offered for teacher comment up until the submission of the final assessment item is to be considered formative. If a draft of the final piece of work is offered to the teacher for comment the teacher may indicate where there are weaknesses and errors but may not make any changes to the text or intervene in any way that would put the student's authorship or 'ownership' of the work in question and/or unfairly advantage the student.

While students are encouraged to draft and use feedback to improve their first drafts (formative assessment) once an item has been formally submitted and given a mark by the teacher that mark is to stand. Students may not, in order to obtain an improved mark, resubmit an item that is to be included in the student's final assessment.

- **Reuse of Student Work**

Submitting a piece of work that has previously been submitted in the same or any other subject in the expectation that the work will be reassessed and credited a second time is not allowed.

- **Right of Review and Appeal**

Students have a right of review if they feel they have been unfairly assessed. In the first instance a student should discuss the matter with the subject teacher concerned. If a student believes that the matter is not satisfactorily resolved by the subject teacher s/he should then consult the relevant faculty Senior Teacher. The Senior Teacher is required to deal with the matter within one week. Failing a satisfactory resolution with the Senior Teacher an appeal may be referred to the Assistant Principal Curriculum who will investigate the complaint and make a decision on the merits of the case. The Principal retains the final right of arbitration.

- **Reporting to Parents/Guardians**

Katherine High School employs a number of formal and informal means of communication with parents/guardians in order to keep them informed of their child's progress. Informal means include telephone calls and entries in *Student Organisers*.

Formal communication of student progress is provided by:

- *Mid-Semester Formative Reports* issued at the end of Terms One and Three. These reports provide feedback to parents and students regarding progress in each subject and include a tentative score out of 20 and teacher comments.
- *Semester Summative Reports* issued at the end of Semesters One and Two. These reports provide parents and students with the final mark out of 20 for each subject and a satisfactory or unsatisfactory grade for behaviour. There are no comments provided on these reports.
- *Parent-Teacher Evenings* held in the first week of Terms Two and Four.

The school newsletter and the local newspaper are used to inform parents when reports are being issued and parent-teacher interviews are being conducted. For Parent-Teacher Evenings interviews are arranged via an *Appointment Sheet* managed by students.

For both formative and summative student reports Katherine High School uses both a number and a corresponding grade to indicate achievement in most subjects: 0-7 (E), 8-10 (D), 11-13 (C), 14-16 (B) and 17-20 (A). Community Studies and VET subjects are reported on competencies.

For the purposes of accrediting NTCE two levels of achievement are recognised:

- Recorded achievement (RA) - provided when students demonstrate achievement against ONE outcome and awarded as a score between 3/20 and 9/20
- Satisfactory Achievement (SA) - provided when students demonstrate achievement against ALL outcomes and awarded as a score between 10/20 and 20/20

Whenever a student's cumulative result is marginally below the RA and/or SA cutoff the Assistant Principal Curriculum will review the situation giving consideration to the student's overall achievement against the intended learning outcomes. Where it is deemed appropriate the higher achievement level will be awarded.

- **Special Provisions in Assessment**

Long term and short term impairments and/or various types of misadventure may provide grounds for an application for Special Provisions in Assessment. Any application for special provisions must be documented appropriately and may be applied either to school assessments or examinations or both. The Assistant Principal Curriculum processes any applications for Special Provisions in Assessment.

- **Vocational Education and Training (VET) and Community Studies Courses**

Programs in Community Studies and Vocational Education and Training are competency based. Students are assessed as competent or not yet competent against a range of competencies and must pass them all to be eligible to gain the full qualification. In Community Studies the competencies are negotiated between the teacher and the student whereas in VET courses they are set by the relevant industry body. In VET courses students may continue to re-sit competencies until such time as they gain a competent level.

Assessment timelines and procedures for VET programs are determined by the organization providing the training and are made available to students. Students entering VET courses may be eligible for Recognition of Prior Learning (see NT DET RPL policy).

Responsibilities of Parties

• The Secondary Schools Assessment Board of South Australia (SSABSA)

SSABSA has been contracted by the Northern Territory Department of Education and Training (NT DET) to provide curriculum and assessment quality procedures for the Northern Territory Certificate of Education and Training (NTCET). In accordance with the terms of that contract all senior secondary subjects must be offered in compliance with SACE Board assessment policies and procedures.

SSABSA requires and/or ensures that:

- Stage 1 and 2 course details, learning outcomes and summative assessment requirements are clearly detailed in each SACE Board subject *Curriculum Statement*
- Stage 1 and 2 *Assessment Plans* (based on the SACE Board *Assessment Plan* proforma) must be developed in schools by subject teachers for every SACE Board subject taught
- *Assessment Plans* must be sent to SACE Board by Week 4 of each course for SACE Board approval
- *Assessment Plans* identify a maximum of six summative assessment tasks (per semester) through which students' achievements against the prescribed learning outcomes are assessed
- Subject Moderators appointed and/or approved by the SACE Board and are available to provide in-school advice on assessment practices after an examination of the school's assessment tasks and procedures
- Subject Moderators validate assessment results in all HESS Restricted and some HESS General subjects and external examinations provide statistical moderation of results in a range of HESS General subjects

• Senior Teachers

Senior Teachers at Katherine High School have responsibility for ensuring that:

- all students are assessed according to approved assessment plans
- assessment criteria and expectations reflect curriculum statements and program rationales
- each subject teacher uses the assessment components and the weightings specified in the curriculum statement
- assessment tasks are conducted in accordance with the specifications given in the curriculum statement
- students' results are aggregated using an appropriate process determined by the faculty and/or the school and made known to students
- students' summative results are recorded appropriately
- teachers determine fairly and equitably whether results of summative assessment task/s should be ignored (e.g. where data validity is questionable)
- internal moderation procedures are undertaken as required
- the Assistant Principal Curriculum is advised whenever a student's cumulative result is marginally below the RA and/or SA cutoff in order to allow consideration to be given to the student's overall achievement against the intended learning outcomes and possible awarding of the higher achievement level.

- **Teachers**

To meet general assessment and assessment documentation requirements teachers at Katherine High School are required to:

- develop a teaching program and an assessment plan for each course in accordance with all the requirements of the relevant curriculum document
- provide each student with a copy of the assessment plan for each subject
- clearly explain the assessment policy and its rules to students
- explain all criteria for assessment and provide each student with the best opportunity to demonstrate his/her level of achievement
- maintain an accurate and up-to-date marks register in each subject taught
- maintain folios of student work samples according to curriculum requirements

To meet assessment authenticity and verification requirements teachers at Katherine High School are required to:

- establish and maintain conditions of supervision sufficient to provide assurance that the work submitted for assessment by each student is that student's own work
- evaluate and re-develop assessment items from year to year in order to avoid the possibility of past items being resubmitted
- monitor student progress regularly whenever assessment work is being completed over an extended period
- confirm as required that, to the best of their knowledge, the work submitted for assessment is the student's own work
- be alert for and act upon any breach of the school's *Assessment Policy*

To meet assessment deadline requirements teachers at Katherine High School are required to:

- insist that all summative tasks be handed in on the due date or later only by negotiation for a valid reason
- use professional discretion in determining whether an extension is granted, and for how long (recognising the value of extra-curricular activities to student development and self-esteem)
- provide extra support where necessary (especially for Year 8s) to ensure work is done (e.g. conducting individual lunch detentions where students may complete work required)
- mark all assessment work handed in before the expiry of the deadline or any negotiated extension at face value
- award all summative assessment work not handed in by the expiry of the deadline (with any extension granted) a score of zero (no reduction of marks for days late is permitted) but mark the work at face value in order to provide feedback to a student and/or to form part of a student's formative assessment record

To meet internal moderation assessment requirements teachers at Katherine High School are required to:

- develop assessment and teaching programs in cooperation with teachers of like subjects
- submit assessment plans and teaching programs to the faculty Senior Teacher
- share assessment materials (taking into account security issues)
- participate in internal and/or external moderation exercises to ensure comparable and equitable marking across subjects and classes
- consensus mark and group set tests and examinations wherever appropriate
- contribute to a central file of teaching materials and assessment items (maintained by the Senior Teacher) updated after each assessment period

To meet assessment redeemability requirements teachers at Katherine High School are required to:

- provide assistance only to a level that does not prejudice that student's ability to make the claim that a piece submitted for assessment is his or her own work

To meet assessment reporting requirements teachers at Katherine High School are required to:

- inform parents/guardians by telephone calls or notes in *Student Organisers* each time students fail to submit formative assessment items
- inform parents/guardians by *Deadline Letter* each time students fail to submit summative assessment items

• **Students**

To meet assessment authenticity and verification requirements students at Katherine High School are required to:

- present for assessment only work that is their own
- acknowledge and provide adequate documentation of all parts of submitted work that are copied or quoted from other sources
- incorporate in their work only such changes as have been made without undue assistance from teachers or other people
- consult with teachers, meet 'internal' deadlines for drafts, inform teachers of changes to negotiated tasks, and conform to whatever other requirements are part of the supervision process established by the teacher
- keep research notes, journal records and/or working drafts of all summative assessment items and provide these as evidence of authorship of assessment work submitted if and when requested by the subject teacher and/or Senior Teacher
- never access unauthorized materials whilst completing an assessment item or sitting for a test or an examination

To meet assessment deadline requirements students at Katherine High School are required to:

- complete and submit by the notified deadline all summative assessment items as set by each subject teacher
- negotiate any extension to the notified deadline with the teacher at least one day prior to the due date NOT on the day the work is due
- supply a note explaining why an extension is required and present all work for the assessment item already done
- supply a doctor's certificate or satisfactory evidence from parents when missing a test or examination
- complete and submit later for formative feedback any summative assessment not submitted by the due date

To meet assessment redeemability and re-use of student work requirements students at Katherine High School are required to:

- draft and use feedback to improve their drafts (formative assessment) before formally submitting work for summative assessment
- present work only once in order to gain a mark towards a final assessment grade
- never submit a piece of work that has previously been submitted in the same or any other subject in the expectation that the work will be reassessed and credited a second time

To meet assessment reporting requirements students at Katherine High School are required to:

- appropriately manage *Appointment Sheets* for Parent-Teacher Evenings liaising

with parents/guardians and teachers to book appointments

- **Parents**

Of paramount importance is the need for parents to:

- show an interest in their children's school work and related assessment tasks
- communicate with subject teachers whenever issues arise and attend Parent-Teacher Evenings whenever possible
- encourage students to complete assessment tasks by the due date
- provide notice to a subject teacher (by telephone, note or entry in the *Student Organiser*) of any reason/s for a student's assessment task not being completed by the due date
- support the school in its efforts to be fair to all students by only providing covering notes for late assessment tasks when a legitimate reason exists

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| These procedures were last ratified by School Council in... | 2010 |
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