

The primary purpose of assessment is to enhance learning and to enable the reporting of students' achievement. Assessment practices have a powerful and positive impact on learning and teaching.

At Mount Stromlo High School assessment:

- Is conducted in all courses studied throughout the year.
- Provides valid information on the actual knowledge, skills and understandings expected of students.
- Makes a positive contribution to student learning.
- Is demonstrably fair to all students and not discriminate on grounds that are irrelevant to the achievement of the outcome.
- Has explicit criteria so that the basis for judgements is clear, and
- Is based on multiple kinds and sources of evidence.

The term 'assessment' covers items of student produced work or tasks such as: tests, assignments, essays, reports, practical work, class work and exercises, book work, performances, speeches, seminars and oral and physical presentations. Students are assessed according to the degree to which they achieve in relation to learning outcomes, which are developed based on the Achievement Standards and content specified in the Australian Curriculum (or ACT Curriculum Framework, as applicable). Students are given multiple opportunities to access and demonstrate the Achievement standard. Rubrics are used to support such criterion based assessment.

How does moderation across students within a cohort work at MSHS?

The Australian Curriculum is written so that student performance is assessed against a defined standard, so moderation of student work is performed against the work samples provided by ACARA that demonstrate what achievement at the various grades looks like. Moderation takes place across classes within subjects to ensure that marking is consistent. Learning areas ensure common and agreed Achievement Standard criteria are consistently applied.

Assessment Expectations Guide

In the table below is a guide for the expectations of various tasks at different year levels.

Year 7	250 - 400 words (1 to 2 pages hand written) Oral Presentation 2-3 minutes Short essays, reports (tasks will be heavily scaffolded and taught in class)
Year 8	300 -500 words (2 pages hand written) Oral presentation 3-5 minutes Essays (still developing essay structure – this would need to be scaffolded well)
Year 9	500 - 750 words (2-3 pages hand written) Oral presentation 5-8 minutes– Essays and reports (include a 'how to' scaffold)
Year 10	750 -1000 words (3-4 pages hand written) Oral presentation 8+ minutes Essays and reports (revise 'how to' and provide scaffold if required)

Learning

Endeavour

Respect

Pride

Assessment and Reporting Policy

Plagiarism

Plagiarism is defined as copying material from the internet, reference books or materials, magazines, short stories and novels without acknowledgement or citation. It also includes copying another student's assignment and presenting it as your own work.

- It is a form of cheating and makes it difficult for the teacher to assess the student's true ability.
- At the commencement of an assignment/assessment task the teacher will help the student to avoid plagiarism by reviewing research and note making strategies.
- Students are expected to always acknowledge their information sources by using quotations and by providing a bibliography and by using the school bibliography template (available on *Schoology*).
- Students are encouraged to retain all notes and drafts and submit them with the final copy. If they draft on the computer they should establish backup procedures (such as copying to an external storage device such as a thumb drive or cloud storage) so that the assignment is not lost.
- Failure to acknowledge sources may result in the student's work not being assessed and a parent/carer contacted
- Once the teacher has returned the work, where a student who has been found to have plagiarised, the student will be given an opportunity to re-submit the assessment task or be given a different assessment task to complete.

Further or repeated acts of plagiarism by a student are taken up with parents and carers by the respective Executive Teacher of the learning area in question.

Submission of Work and Extensions

Wherever possible, assessment tasks are required to be submitted through *Schoology* and to the teacher in hard copy. This provides students with proof of submission, a back-up copy and thus allows parents and teachers to easily identify assessment tasks that have not been submitted.

Adequate time is provided to complete assessable work. Parents are encouraged to check their child's *Schoology* calendar to check for any outstanding assessment task. If further clarification is needed, then parents are encouraged to contact the class teacher. While there is no penalty for late work, students are expected to adhere to deadlines for specific assessment tasks as part of managing their learning. Students need to submit assessment tasks before the teacher has returned the marked task to students. Once the marked assessment has been returned, students need to submit an alternate task if they wish to be assessed.

If an extension has not been negotiated with a teacher, late work will not be accepted after one week has passed. It is the student's responsibility to seek out additional opportunities to demonstrate their learning once the deadline for the initial task has passed. Work will be accepted and feedback given to students up until the end of the assessment period, provided that the teacher has at least one week to assess any such work prior to reports being due.

Assessment and Reporting Policy

If students experience difficulties completing tasks they can negotiate with the teacher at least two days before the due date for an extension. Lack of organization or leaving things until the last minute is not an acceptable reason for an extension. Students are expected to make up work missed while absent from classes at excursions or for sporting events. Technological failure is not considered a reasonable basis for requesting an extension. If extenuating circumstances arise from outside of school, a note from parent/carer may be requested.

Teachers will assess and return student work at the earliest opportunity. Students are provided with feedback prior to submitting their next assessment task. A two week turnaround, (incorporating moderation against ACARA work samples where appropriate) is a reasonable timeframe.

Reporting

Reporting can be both formal and informal. Informal reporting to parents might include: telephone calls, communication through *Schoology*, emails, student-led conferences, parent-teacher conferences, open days, assemblies and the use of journals and homework books. Formal reporting occurs twice a semester (four times a year) – at mid-semester and end of semester.

Mid Semester Progress Reports are issued towards the end of terms one and three. Parent teacher interviews are scheduled shortly after these reports are provided.

Semester reports are issued following the completion of each semester. Both semester reports are of equal value and are an assessment, at that point, against the Achievement Standard/Outcomes. Reports comprise a grade and a summary of student achievement against the outcomes of each relevant unit together with student's strengths and suggestions for improvement.

Students in years 7-10 receive an A-E grade that provides a summary of their achievement for the semester. The grade descriptors are set out below:

Grade	Descriptor
A	Indicates that the student has demonstrated excellent achievement of what is expected at this year level.
B	Indicates that the student has demonstrated high achievement of what is expected at this year level.
C	Indicates that the student has demonstrated satisfactory achievement of what is expected at this year level.
D	Indicates that the student has demonstrated partial achievement of what is expected at this year level.
E	Indicates that the student has demonstrated limited achievement of what is expected at this year level.

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Assessment and Reporting Policy

Students on Personalised Programs

Students within the school who have an Individual Learning Plan (ILP), who need learning support, have learned *English as an Additional Language or Dialect*, or are International Students receive a 'P' on their reports which conveys that the unit of study and the nature and number of assessment tasks has been modified to a Personalised Program. Unit Outlines will indicate if they have been placed on this program. A student, who is identified as a 'P' within a unit, is not accessing the year level curriculum.

Status

Status is awarded to those students who have recently enrolled (during or after Week 2 Term 2 or Term 4) or have had prolonged absences from school and have provided a legitimate reason (e.g. medical certificate). Status is awarded when the student's assessment has been adversely affected by their absence. If a decision to award status is given, this will be for all of the student's classes. The decision to award a Status grade is determined by the Principal in consultation with Year Coordinators and Student Services and is usually arrived at in consultation with family.

Appeals

All students at MSHS have the right to appeal any grade or mark awarded by a teacher. If a student believes that their semester grade should be reviewed they should take the following steps within five school days of receiving their report:

- Begin by approaching the class teacher for an explanation of how the grade was determined
- If you are still concerned, speak to the Executive Teacher in charge of that faculty
- If steps one and two have not resulted in a satisfactory explanation or where appropriate an adjusted grade, a review should be sought from the Principal.