

# MSHS Assessment Policy

## Purpose

MSHS Assessment policy is in line with [Curriculum-and-Reporting-Procedures.pdf](#) of ACT Education. Within this document, you will find other links with further information.

## Assessment

The purpose of assessment is for students to demonstrate what they know, understand and can demonstrate against the subject specific Achievement Standards. Teachers use a range of informal (formative) assessments and formal (summative) assessments as evidence to support student learning against the Achievement Standards. Teachers must provide a range of opportunities for students to demonstrate learning to make on-balance judgements against the learning area/band achievement standard for the reporting period.

## Course Outlines and Assessment Schedule

MSHS provides Course Outlines for all subjects at the commencement of the semester. These are posted on Google Classrooms, and on the Information Hub on our school website. An assessment schedule is also available for each year level and class, so that students and parents/carers can access when assessment is due.

## Communication

Feedback is an essential element of learning and the improvement process. MSHS teachers are expected to communicate feedback from assessments with students via Google Classroom Rubrics. Parents can access these through the Google Classroom Guardian function. Other feedback may be provided via phone or email when required. Effective partnerships with home and school improve student outcomes and teachers are required to contact parents/carers when a student is performing below standard or below their potential. This includes not engaging with schoolwork, not handing in assessments, and other concerns.

## Return of Student Work

Students' work will be returned within two weeks via rubric on Google Classroom.

## A-E Grades

When a student receives a 'C' grade, it means they have met the expectations described in the Achievement Standard for the content studied during that reporting period.

Staff follow the 5-point scale definitions to report student academic achievement for each of the Australian Curriculum learning areas/subjects:

- A – demonstrating outstanding achievement of the standard
- B – demonstrating a high achievement of the standard
- C – demonstrating achievement at the standard
- D – demonstrating partial achievement of the standard
- E – demonstrating limited achievement of the standard

## Moderation

Moderation is used to ensure consistency across classes and teachers, and in line with the Australian Curriculum. By reviewing and comparing assessments, moderation helps to maintain standardised grading practices and aligns evaluation with established criteria. It also promotes collaborative discussions among educators to refine assessment methods and uphold the integrity of the assessment process.

## Late submission and extensions

Building strong organisational skills, meeting deadlines, and managing school responsibilities are important skills to develop. It is essential that all assignments are submitted by the due date whenever possible, and that tests are completed at the scheduled time and date. Requests for extensions should be negotiated by the student with their relevant teacher. If approved, an alternative date will be proposed. Students are also expected to catch up on any work missed due to absences caused by excursions or sporting events.

Teachers will monitor student progress during the assessment period. However, students are expected to take responsibility by seeking support from their teachers, parents, or carers if they are experiencing difficulties in meeting deadlines. Parents will be notified by email if an assignment has not been submitted within 3 working days after the due date. Assignments may not be accepted once teachers have returned marked work to other students, which is within two weeks of the due date. Students will receive a warning before this deadline. This policy applies to all subjects and year levels.

If a student has not submitted their work within ten days of the due date, teachers will use other evidence of learning, or the teacher will decide the most appropriate form of resubmission of assessment. It is important that students are given opportunities to show their understanding of the outcomes.

## Academic Integrity

The purpose of academic integrity is:

- To acknowledge the work of others and write with credibility
- To understand the legal and ethical legal rights and responsibilities as authors and creators
- To enhance student learning through satisfaction of producing their own work

Plagiarism is the copying, paraphrasing or summarizing of work, in any form, without acknowledgement of sources, and presenting this as your own work. Academic Integrity involves acknowledging the work and ideas of others, appropriately formatted references and in-text citations for senior levels.

Students should ensure they reference sources correctly using APA7.

## Examples of plagiarism include

- Submitting all or part of another person's work or source without acknowledgement of the author.
- Using AI generative software to research, plan, refine, edit, structure and/or create the task without referencing appropriately.

## Procedures if plagiarism is suspected

- If there is evidence of plagiarism, the classroom teacher must initiate a conversation with the student to give them an opportunity to explain their case before further action is taken.
- If a student has plagiarised, the teacher must give them an opportunity to resubmit the task.
- Communication will be made to parents/caregivers to notify them of the discussion and outcome.

## Review and Appeal Process

All appeals must be made by the student, not a second party acting on their behalf.

1. Review of results by Teacher: Students discuss the problem informally with the class teacher as soon as possible after receiving the semester report. In most cases, the problem is resolved at this level. It is possible for clerical errors to occur or for the student to overlook a factor such as assignments or other pieces of work not handed in.
2. Review of results by the Executive Teacher: Students discuss the problem with the Executive Teacher of the faculty, providing evidence of why the problem has not been resolved.
3. Review of results by the Principal: If the matter is still unresolved, the Principal must be notified in writing of the student's intention to seek a review of results. This is normally expected on the day following the issue of reports or soon afterwards. The Principal calls a meeting of the parties involved at which the student presents any further evidence. This is the highest level of review for students in Years 7 and 8.
4. Appeal to the Chief Executive: Students in Years 9 and 10 may request a System Level Appeal.

Such an appeal may be made against assessments on the High School Record or against a decision not to award a Year 10 Certificate. Appeals against the non-award of a Year 10 Certificate should be made before the end of the school year. An ACT Education Directorate leaflet issued to all students gives information about appeals and is available at the school. Further information may be obtained from:

Planning and Performance Branch  
Education and Training Directorate  
GPO Box 158  
Canberra ACT 2601

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