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Belong to
something bigger.

Secondary Assessment Policy

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Ilim
College

Secondary Assessment Policy

Rationale

Ilim College strives to improve the academic performance of students by assessing their progress. Various assessment types are conducted for students to demonstrate their understanding of concepts and knowledge taught throughout the year. This policy has been devised to ensure that students meet the requirements for completing assessment tasks and tests/exams in order to be promoted to the next year level.

The assessment procedure at Ilim College aims to:

- ▶ be linked very closely to effective teaching and learning strategies, with assessment outcomes forming an integral part of individual diagnosis;
- ▶ ensure close linkages with preceding and succeeding phases of learning;
- ▶ include a variety of techniques to demonstrate the full range of knowledge, skills and attitudes that have been developed;
- ▶ be explicitly and usefully linked to the world of work, at the upper secondary level, through a range of practical learning experiences and competency-based methods;
- ▶ relate directly to students' achievements, based on the learning outcomes across the full range of areas of the curriculum;
- ▶ feature methods which encourage personal growth and cooperative attitudes and allow for balanced judgments of student strengths and limitations;
- ▶ provide increasing opportunities for students to take responsibility for their learning, including peer and self-assessment;
- ▶ provide students with clear levels of achievement which focus on valuing the actual work done by the student, and reflect judgments on the quality of the work that has been completed;
- ▶ provide justice and fairness for all students by ensuring that the criteria for successful

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completion of assessment tasks are clearly communicated

- ▶ provide timely feedback (ideally within 2 weeks) to students for all summative assessments. Students should be given the opportunity to ask questions and be informed of areas needing improvement.

Assessment types

– Formative assessment

Includes the ongoing monitoring of student learning behaviours during the everyday classroom program, e.g. anecdotal records, work samples, observation of practical activities, criteria checklists, notes on student's reading, discussions during reading and writing, group work, etc.

– Summative assessment

Summative assessments given to students are to evaluate student learning. These assessments include: final projects, major assessment tasks, tests, exams, etc. Summative assessment entails measuring student achievement against the standard of predetermined criteria or objectives. It begins with detailing the expected outcomes of the course or unit of work. The indicators of these outcomes are the knowledge, skills and attitudes that are then set down in detail and communicated to the students. The assessment process then involves determining whether or not the student has reached these pre-set objectives. Teachers must cross mark with their colleagues, within the same year level, and at least once per term, to ensure consistency of marking.

For students studying VCE units, Ilim College applies the S/N Policy to ensure that students complete assessment tasks to the best of their ability. Students who are at risk of failing are addressed so that, where possible, a prompt transition to another unit is made and parents are notified.

Teachers use rubrics, or assessment criteria, to ensure the assessment has clearly defined expectations and measures of success. Students receive feedback on assessment tasks via Rubrics (Years 7-10) and Performance Descriptors (VCE Studies).

Teachers should ensure that each assessment task comprises tasks/questions at varied standards, based on the following distribution in years 7-10.

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Advanced Classes

Questions ABOVE Standard/Current year level	40%
Questions AT Standard/ Current year level	40%
Questions BELOW Standard/ Current year level	20%

Mainstream Classes

Questions ABOVE Standard/Current year level	20%
Questions AT Standard/ Current year level	50%
Questions BELOW Standard/ Current year level	30%

Foundation Classes

It is essential that teachers report a student's level accurately. For this purpose, teachers must set tasks that allow Foundation students to achieve AT standard (69%) maximum.

Questions ABOVE Standard/Current year level	20%
Questions AT Standard/ Current year level	40%
Questions BELOW Standard/ Current year level	40%

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Self and peer assessment

Includes procedures which enable students to develop an understanding of how they learn. By reflecting on their own achievements and those of their classmates, students are able to set realistic learning goals for themselves. Such reflective forms of assessment also contribute to the development of classrooms as collaborative learning communities. Examples include work folios, learning logs, group work notes, journals, personal reports, self assessment sheets, peer assessment proformas, sharing time etc.

Observational records

Teachers' anecdotal notes are an essential source of insight and collaboration and should be apparent in their record keeping. It is encouraged that teachers keep records that include the following:

- ▶ Class work
- ▶ Student engagement level
- ▶ Attitude towards learning and school
- ▶ Assessment results
- ▶ Changes in student's work and behaviour

Guidelines to implementation

Students' academic performance is reviewed at the end of each term, as stated in the Promotion Policy. Where a student has achieved a score of **less than 50%** in an assessment task or School Assessed Coursework, parents will be informed. VCE students who fail to demonstrate understanding of the outcome through School Assessed Coursework and classwork, may receive N for the Unit.

Homework

It is imperative that all students dedicate time after school for study and homework completion.

Recommended hours of homework /study per year level are stated below:

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Year	Hours per Weeknight
7	1 Hour
8	1 to 1.5 Hours
9	1 to 2 Hours
10	2 to 3 Hours
11/12	➤ 4 Hours

Homework tasks are set by teachers to complement the learning in the classroom. Students who do not submit assigned homework tasks are monitored by their teacher and parents are notified. Repetitive failure to submit homework will result in negative points and may impact their report and promotion.

Absences & Leave

Students who were absent from tests/exams/assessments or during test/exam week at the end of Term 2 and Term 4 are required to provide a legitimate reason with supporting documentation for their absence. These reasons can range from sickness, accidents in the family and other unforeseeable circumstances. To receive an 'ABS' result for the test/exam, the family is required to provide a **medical certificate** (within the week) and submit it to the respective Level Manager. The Level Manager and the Head of Teaching and Learning will decide whether the reason is acceptable.

- ▶ If the reason is deemed to be valid, the student will be granted the result 'ABS' (absent with a legitimate reason) for the test/exam and the overall mark for the subject will appear as 'ABS' on the semester report.
- ▶ If the reason is deemed to be invalid, the student will receive 0% for the test/exam. An overall mark will be generated on the semester report.

If a student cannot sit the exam due to travelling overseas, the family will be required to submit an 'Extended Leave Form'. If the leave is approved, the student will be granted an 'ABS' result and the overall mark for the subject will appear as 'ABS' on the semester report.

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Parents are advised to refrain from booking holidays during the school term, as the attendance requirement for students enrolled at Ilim College is a minimum of 80% for Years 7-9 and 85% for Years 10-12.

Years 7 – 9:

Families can apply for extended leave for a maximum of 4 weeks. This leave will not affect the child's enrollment. Families must submit the Extended Leave Form prior to the holiday. If the planned stay exceeds 4 weeks, the college may terminate the enrollment based on the length of absence.

Years 10-12:

Parents must inform the College of any planned holidays as assessment tasks must be completed prior to travelling. Each case will be dealt with on its own merits, however, as a general rule, a maximum of 2 weeks absence per unit of study will be permitted for emergency travel and other type of leave. Students studying Units 3 & 4 are not recommended to travel during the term as the VCAA deadlines are not negotiable

Extension of Assessment Tasks

Students are required to complete all assessment tasks and submit them by the due date. If an extension is required due to a certain reason, the student must speak to the teacher before the assessment deadline. Year 7 - 10 students who submit their work late have a 3 day window to submit late work. This will also result in a deduction of 10% per day. Work will not be accepted after the 3rd day and students will receive a '0'.

Students who have been excused from an assessment task due to a legitimate reason will receive 'NA' for the assessment and as a result, the overall mark on the report will appear as 'NA'.

Plagiarism/Cheating

Please refer to the "Secondary Academic Integrity Policy"

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Right to Appeal

Students have the right to appeal their results. This should be done in a timely manner (within 2 weeks). Students/ parents will need to approach their subject teacher/HOTL/Vice-Principal and discuss the results awarded. Teachers may ask to have the tasks to be reassessed by the Domain Head/ colleague. If an inconsistency is found, the student receives the average result.

Special Provisions

The VCAA recognises that individual students may need special provisions in their learning program to achieve the learning outcomes, and in assessment to demonstrate their learning and achievement.

At the same time, students who have been granted Special Provision are not exempt from meeting the requirements for satisfactory completion of the VCE, or from being assessed against the outcomes for a study. They are still required to demonstrate their achievement fairly, in meeting the outcomes of the study design as well as completing School-based Assessments and VCE external assessments.

Managing Students with Special Provisions

VCE Students and students with additional needs must submit the following documents prior to submitting an application:

- ▶ a timely request to the Vice Principal/Additional Needs coordinator
- ▶ appropriate Independent Specialist documentation and evidence (VCE students to refer to VCAA requirements for evidence criteria)

Students may initially present evidence from a GP, but for the application to be processed, detailed independent specialist evidence is required.

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Managing School Assessments

Prior to Assessment

- ▶ Teachers must ensure that students are aware of the **Ilim College Assessment Rules** as stated in the Secondary Academic Integrity Policy.
- ▶ Teachers have the right to check any materials brought into the room.
- ▶ Teachers must ensure that students are seated apart (Excluding English) and no materials/books are permitted on the table.
- ▶ Teachers must check that any resources on the floor are face down.
- ▶ Teachers must read all instructions on the test paper out loud and ask students if they need any clarification.

During the Assessment

Teachers must actively supervise students. This involves walking around the room and being alert.

Conclusion of the Assessment

Students are to remain seated until all papers are collected by the teacher.

Consequences for breaking assessment rules are found in the Secondary Academic Integrity Policy.