Port Hacking High School

Assessment Policy

Rationale:

Teachers’ assessment of student learning is guided by our school’s beliefs. Relevant to teaching and learning are:
- Students learn in different ways and at different rates
- Students will learn to be responsible for their own learning
- All members of the school community have a responsibility to work together to achieve quality outcomes.

Assessment which assists students’ learning must:
- use strategies which are valid (assesses what has been taught) and reliable (produces results which can be replicated and verified);
- provide clear criteria so students know what is expected;
- employ feedback to help students reflect on their achievement and plan improvements in their learning;
- provide summative information at key points in students’ development which can be interpreted by parents and/or employers.

Setting clear criteria for assessment allows teachers to express their expectations of student achievement. Effective feedback encourages students to improve their future performance. Communication with parents regarding student learning will encourage them to support their child’s learning at home.

Teachers’ follow up to assessment should include recognising achievement and improvement. The school’s merit award system provides an effective way to recognize achievement.

Assessment should not dominate teaching programs, but rather assessment activities should be planned so that teachers can judge the extent to which students have achieved course outcomes at particular points in the course. Assessment programs in Years 10, 11 and 12 will conform to the requirements of the NSW Board of Studies. These are outlined in the assessment booklets issued to those years.

An assessment free period of one week will be scheduled before reports are due from teachers to ensure that all assessments are completed in a timely fashion.
Assessment in Years

Years 7, 8 & 9
Assessment strategies will vary in nature across the variety of courses in KLA’s. Parent teacher meetings will enable teachers to give direct feedback on student progress. A one week assessment free period will be scheduled in terms 2 and 4. All assessment for reports must be completed by the start of these periods. A school report will be issued each semester reporting on specific course criteria using grades A to E. The grade given for overall academic achievement must be consistent with the grades for individual outcomes. This grade is based on student work in the current semester only ie the final report for the year is derived from semester two course work.

Teachers will also grade each student in affective skills: working cooperatively and independently; bringing equipment to class; effective use of class time; completing set work.

Late Submission:
If students are away on the day of a test, or late in submitting assessments, they must fulfill requirements by the next lesson in that subject. Evidence of justified absence should be provided. Where no reason is provided, a zero mark will be recorded.

Year 10
For year 10, most assessment requires students to complete a number of tasks throughout the year, as outlined in the Year 10 assessment booklet. Each formal assessment task in each course must be accompanied by the standard pro forma which sets out task criteria and marking guidelines which describe different levels of achievement. This will make clear to students the essential learning to be assessed and should be used by teachers to provide quality feedback so students can plan improvements. In term 4, formal tests in English, Mathematics, Science, Australian Geography and History will occur. Other subjects may have formal tests in class time.

A school report will be issued each semester containing grades based on specific course criteria using grades A to E. The grade given for overall academic achievement must be consistent with the grades for individual outcomes. For Year 10, the half yearly report is based on the first semester alone. The final report for the year is based on the whole year’s work. The final report for Year 10 will contain each student’s course grades as they will appear on the Record of School Achievement. This will be issued by the Board of Studies for students who are leaving school. Teachers will also grade each student in affective skills: working cooperatively and independently; bringing equipment to class; effective use of class time; completing set work.
Years 11 and 12

Early in both the Preliminary HSC and the HSC years, teachers in each course will ensure that students are aware of:

- course outline from the syllabus;
- course outcomes from the syllabus;
- Board of Studies Glossary of Key Words (contained in the student diary).

In addition, each student will receive a booklet which sets out Board of Studies requirements, school rules and course assessment schedules for the year.

Standards Based Assessment

Each formal assessment task in each course must be accompanied by the standard pro forma which sets out task criteria and marking guidelines which describe different levels of achievement. This will make clear to students the essential learning to be assessed and should be used by teachers to provide quality feedback so students can plan improvements.

Year 11 Reports

An interim report containing only application grades and comments will be issued at early term 2.

The yearly report will be issued after the end of the Preliminary HSC. It will show an exam or task mark and rank from the final exams, and a cumulative assessment rank for each course. Affective skills and syllabus outcomes will also be graded.

Year 12 Reports

The half yearly report will contain an exam or task mark and rank for the half yearly exam, and a cumulative assessment rank for each course thus far. Affective skills and syllabus outcomes will also be graded.

The final Year 12 report will contain a mark and rank for the trial HSC exam, a cumulative and final assessment rank, and a grade for application. The cumulative assessment rank must be the same as the rank submitted to the Board of Studies. Rules governing malpractice, late and non-submission, non-completion and non-serious attempts are included in the Years 11 and 12 assessment booklets.

Assessment rankings: when two students achieve the same whole mark in final HSC assessment rankings, the principal retains the discretion to use decimal places in order to separate the two.

In special cases or exceptional circumstances, the principal retains the discretion to vary the assessment program to ensure that the requirements of the Board of Studies are met.

June 2013.