



LOCK AREA SCHOOL



# Assessment and Reporting Policy

**ASSESSMENT** is the process of identifying, gathering and interpreting information about progress in students' learning. The purposes of assessment are to:

- Improve student learning.
- Provide information about whether the learning goals of the teaching programme have been achieved.
- Help teachers and students make decisions about future learning.

At Lock Area School teachers will plan and prepare a programme of work for students for each subject that they take, in order to achieve the above purposes. Programmes will be aligned in accordance with the Australian Curriculum. Teachers will use their experience and knowledge of a student as a basis for planning and programming, assessment and reporting. A variety of assessment methods will be used to the benefit of students.

**REPORTING** is communicating the information gained from assessing student learning. The purposes of reporting are to:

- Support teaching and learning by providing information to students, parents and teachers about students' progress and achievement.
- Inform DECD, SSABSA, higher education institutions and employers about students' achievement and attitudes.
- Identify areas for change to meet the needs of all students.
- In accordance with ACARA (Australian Curriculum Assessment and Reporting Authority), grades from A-E will be given for all students from Years 1-10 in all subject areas.

Teachers at Lock Area School will report in a variety of ways.

Reporting methods include:

- **Parent/Teacher Interviews** will be offered at regular intervals throughout the year as explained below. They may be requested by parent and/or teacher at any time throughout the school year. Students may be invited to attend.
- **Reports** Written reports will be filled out by the teacher for each subject a student undertakes.

Term	R-3	4-7	8-10
1	Parent Acquaintance Meeting Diary/Communication book Parent/Teacher interviews	Parent Acquaintance Meeting Diary Parent/Teacher interviews	Parent Acquaintance Meeting Diary Parent/Teacher interviews
2	Diary/Communication book Written reports	Diary Written Reports	Diary Written Reports
3	Parent/Teacher Interviews Diary/Communication book	Parent/Teacher Interviews Diary	Parent/Teacher Interviews Diary
4	Diary/Communication book Written Reports	Diary Written Reports	Diary Written Reports

The following is based on SSABSA policy and refers to both Stage 1 and Stage 2 studies.

### **Assessment Plans**

Teachers will provide students with a plan detailing due dates for summative assessment tasks (including tests). Criteria for meeting specific objectives will be clearly stated.

When tasks are scheduled for completion over a long period it will be assumed that the teacher will provide check points to monitor progress and hence avoid deadline problem.

When modification to the original plan becomes necessary teachers will notify students in good time. Teachers will also ensure that students have adequate preparation time and through negotiation with other subject teachers endeavour to avoid clashes with major assessment tasks.

Deadlines for summative assessment tasks are therefore negotiated with students having regard to the requirements of the teaching programme and the demands placed upon students by other subjects.

### **Failure to Submit Summative Assessment Tasks**

In the absence of prior negotiation, failure to submit work for summative assessment by the set deadline will result in a zero or a grade of RNM (Requirements Not Met) for that task.

Discounting of grades for late submission is not permitted by SSABSA.

Work submitted late may still be marked, at the teacher's discretion, and an indication of performance given to the students as a part of their formative assessment. Work which is partially completed should be assessed pro-rata and credit given for that portion of the task completed.

### **Criteria for Negotiation of Extension**

In special circumstances students may be granted an extension to the set deadline. The grounds must represent a balance between compassion to an individual and fairness to the group of students involved.

Such grounds will be those used as the basis for application for Special Provision in Assessment, viz, injury, illness, compassionate grounds and misadventure.

Prolonged illness (substantiated by medical evidence) could be grounds for extension of task scheduled for completion over a long period.

The negotiation of extension must be completed at least two days prior to the due date.

Long term extension may require the setting of a different task or test.

Short term illness or injury preventing a student from completing a test or short term task on the set date could be grounds for negotiation. Communication by way of a telephone call or a letter from the care giver is required prior to or on the date of the summative test or task.

In the case where an extension has been granted to a student, the work submitted will be graded at face-value for summative purpose.

No discounting of grades will occur.

If acceptable evidence for legitimate absence is received and the student is able to return to school within two days the test should be completed in the first uncommitted lesson or the task submitted on return.

The graded work of the class group will not be returned until all work to be assessed has been received by the teacher.

If there is no acceptable evidence to satisfactorily explain an absence a zero or RNM will be awarded for the test/task.

### Special Circumstances

If a stage 1 student receives an RNM grade within the first 8 weeks of a unit and this grade may jeopardise success in the entire course, special negotiation may occur. The teacher must notify the subject coordinator and the SACE coordinator. It may be agreed that the student will be offered a substitute task during the last 4 weeks of the unit only if all other summative and course work has been submitted as required.

Unforeseen overload of tasks for submission - due to variation of planned due dates, can be grounds for extension with evidence of a genuine attempt of completion having been made.

### Student Responsibility

Clearly the onus is on the student to contact the school, and wherever possible the teacher, to indicate at the earliest possible stage problems relating to illness/compassionate reasons. Every effort must be made to deliver work by the deadline. Failure to do so will prejudice the students' chance of it being marked.

### **Cheating**

In all areas of cheating and plagiarism of any kind a zero assessment mark will be awarded for summative assessment.