



P – 12 ASSESSMENT & REPORTING POLICIES & PROCEDURES

2012





INTRODUCTION

Assessment is a continuous process integral to learning and teaching. It is how teachers gain knowledge of their students' learning requirements, abilities and achievements. Assessment enables planning and delivery of units and lessons to be more effective, thereby increasing opportunities for success for every student.

This policy provides direction for the College community on the development, administration and reporting of student assessment and outcomes at Upper Coomera State College. Adherence to this policy will ensure that students are treated consistently and equitably when preparing for and completing assessment tasks. Assessment procedures are designed to meet the accountabilities required by:

- The Australian Curriculum Assessment and Reporting Authority (ACARA), which is the statutory body responsible for curriculum from P to 10,
- The Queensland Studies Authority (QSA) which is responsible for some aspects of curriculum from P to 10 including the Queensland Curriculum and Assessment (QCAR) Framework applicable from Year 1 to Year 9, and all curriculum for Years 10, 11 and 12.

SECTION ONE – OVERVIEW OF SCHOOL-BASED ASSESSMENT

SENIOR SCHOOL

The Queensland Studies Authority (QSA) issues every student who completes Year 12 a Senior Statement. This is a summary of all studies undertaken by students during Years 11 and 12, and includes Vocational Education and Training (VET) achievements completed in Year 10. QSA also issues the Queensland Certificate of Education (QCE) to eligible students. Students must achieve set quantities of education at set standards to receive a QCE. Students with special education needs may elect to achieve the Queensland Certificate of Individual Achievement (QCIA).

All assessment that contributes towards the Senior Statement and QCE is delivered through QSA approved courses. These include QSA syllabi, Study Area Specifications or VET courses. In majority of cases students are taught and assessed by schools; however students may access VET courses through external providers such as TAFE or other private Registered Training Organisations. For studies completed at the College, all assessment is school-based; there are no external examinations. Assessment is continuous and incorporates consideration of a student's fullest and latest achievements.

The assessment system used by Queensland Secondary schools for QSA syllabi and Study Area Specifications is called criteria-based assessment. Quality control measures are in place to ensure that assessment used by schools meet minimum standards and are comparable across the State.

Vocational Education and Training (VET) qualifications offered by the College are assessed through competency-based assessment according to the Australian Quality Framework which is legislated in the National Vocational Education and Training Regulator Act 2011. Delivery of VET qualifications are nationally regulated by the Australian Skills Quality Authority (ASQA). The Queensland Studies Authority assists ASQA in monitoring the delivery of VET in schools.

Years 11 and 12 students who wish to receive an Overall Position (OP) score must also sit the Queensland Core Skills (QCS) test. Students wishing to receive a Select Rank score may choose to sit the test for bonus rank points. This test is administered under strict conditions by QSA. All Year 12 students in Queensland sit the same test. The QCS test consists of four test papers: writing task, short-response and two multiple-choice tests.



MIDDLE SCHOOL, STAGE B & STAGE A

Australian Curriculum

The Australian Curriculum Assessment and Reporting Authority (ACARA) is responsible for determining what curriculum schools will deliver from Prep to Year 12 from 2012. Syllabi are progressively being developed and if an Australian Curriculum syllabus exists in a learning area, schools must deliver the Australian Curriculum. Upper Coomera State College will be delivering Australian Curriculum from Prep to Year 10 for English, Mathematics, Science and History from 2012. Other areas will be adopted as they are endorsed by ACARA.

For the purposes of school-based assessment, ACARA has not pre-determined the methods of assessment to be used to assess student learning of the Australian Curriculum. There are however descriptions of achievement standards students in each year level are expected to be capable of achieving.

ACARA is responsible for developing and overseeing the National Assessment Program Literacy and Numeracy (NAPLAN) tests. Students complete NAPLAN testing early in Term 2 each year for Years 3, 5, 7 and 9.

Queensland Curriculum

The Queensland Curriculum Assessment and Reporting Framework (QCARF) aligns curriculum, assessment and reporting from Prep through to Year 9. QCARF is comprised of Essential Learnings, Standards and a Reporting Framework. The Essential Learnings describe what a student is expected to know at key junctures in their education (Years 3, 5, 7 and 9). Standards are expressed on a five-point scale that enable differences in the demonstration of student learning to be described.

Queensland Common Assessment Tasks (QCATs) are also completed by students in Years 4, 6 and 9. These tasks are designed by QSA and implemented by all Queensland Schools at same time each year. QCATs are designed to provide information about student learning in targeted Essential Learnings in English,

Mathematics and Science. QCATs are quality assured through moderation processes conducted within the College and across schools via district moderation.

PURPOSE OF ASSESSMENT

Assessment opportunities are a natural part of teaching and learning and are constantly taking place in the classroom in both informal and formal contexts.

The purposes of assessment at Upper Coomera State College are:

- To provide information to support progression in learning through planning
- To provide information for target setting for individuals, groups and cohorts
- To share learning goals with students
- To involve students in self-assessment
- To help students know and recognise the standards they are aiming for
- To improve student outcomes and success
- To identify students for intervention
- To inform students, teachers and parents of the student's progress
- To complete a critical self-evaluation of Faculties and the College



ASSESSMENT FOR LEARNING

It is essential that teachers know how well a student has progressed and that students understand how well they are doing and what they must learn to help them improve.

To achieve this at Upper Coomera State College we will:

- Evaluate student learning to identify those students with particular needs and use this information to inform future unit planning
- Adjust plans to meet the needs of the students, differentiating objectives where appropriate
- Ensure students are aware of learning intentions and outcomes and encourage them to evaluate their progress so they understand the next steps they need to make towards success
- Set individual, challenging targets on a regular basis and discuss these with students so they are involved in the process
- Regularly share these targets with parents to include them in supporting their student's learning
- Encourage students to evaluate their own work against criteria
- Mark work and provide constructive and informative feedback to students
- Incorporate both formative and summative assessment opportunities in short and long term planning

PRINCIPLES OF EFFECTIVE ASSESSMENT

At Upper Coomera State College assessment provides:

- A planned and ongoing process of gathering data about students' academic, social and emotional progress
- A range and balance of assessment tools and tasks appropriate to the students' developmental levels
- An integral tool for planning, teaching, learning and reporting
- Multiple opportunities for students to demonstrate what they know and can do in a variety of ways
- Clearly and explicitly elaborated goals with students so they are aware of how they are being assessed, the expectations of the assessment tasks and how they can best demonstrate the goals of the assessment task
- Involvement of both teachers and students reviewing and reflecting on data gathered through assessment opportunities
- A Moderation Process that ensures consistency of judgement (refer to P-12 Moderation Policy)
- Important school data that informs the school community of the effectiveness of school curriculum programs and pedagogy and satisfies systemic school data requirements
- The development of quality assessment tasks that encompass the QCAR Essential Learnings/Australian CurriculumC2C Unit assessment task.

MODES OF ASSESSMENT

Assessment is a systematic part of teaching and learning and will be used to track cohorts of students in the College. It is through an effective tracking system that the needs of every student can be met and assist the College to develop a clear understanding of how to improve students outcomes.



Assessment data collected and tracked at the College includes, but is not limited to:

- PATM
- PATR
- NAPLAN
- QCATs
- Year Two Diagnostic Net
- QCS
- Short and extended written tasks (in both exam and assignment formats)
- Competency-based assessment for achievement towards nationally recognised VET qualifications
- Practical skills tests
- Observations
- Consultations
- Focused analysis
- Peer and self-assessment
- Oral presentations
- Performances
- Transdisciplinary tasks
- Folios of student work
- One School reporting data
- Screeners

A more comprehensive list of assessment strategies and data collection techniques that may be used in the Junior School (P – Year 6) are listed in Appendix One.

REPORTING

Assessment provides much valuable information for a variety of internal and external audiences. These may be Students, Parents, Teachers, Team Leaders, Heads of Department, Heads of Curriculum, Line Managers, Deputy Principals and Principals.

Reporting to parents may include:

- Formal interim and semester progress reports to parents detailing the success a student has had
- Information provided to parents about standardised tests, including NAPLAN and QCS
- Discussion of progress at the request of a parent or staff member by appointment, including at scheduled parent-teacher interviews or education and career planning interviews.

Internal reporting includes:

- Semester, term and unit planning outlines created by subject coordinators in consultation with fellow teaching staff and published to Head of Department, fellow teaching and students in a timely manner
- Assessment task sheets, including marking criteria, using College approved templates
- Pre-assessment checklists and evaluation collated by subject coordinators when writing assessment tasks. This information may be reviewed by fellow teaching staff and the Head of Department to approve or improve assessment prior to them being issued to students
- Marking of student assessment and provision of constructive and informative feedback for students, including information on future improvements needed
- Collation of student results on assessment tasks by class, subject and cohort
- Assessment evaluation
- Moderation reports



- Student profiles
- Ladders of achievement by class, subject and cohort





SECTION TWO – PROCESS FOR DEVELOPMENT OF ASSESSMENT

1.1 Assessment Plans

Assessment plans are developed for all units of work in accordance with one or more of the following documents:

- QSA Authority Subject Syllabus
- Study Area Specification
- VET Training Package
- QSA Approved Work Program
- QSA Approved Study Plan
- VET Training and Assessment Strategy
- Australian Curriculum documents
- QCARF Essential Learnings and Standards

Assessment plans for each unit for each subject must be approved by the Head of Department/Head of Curriculum prior to delivery of the unit. The assessment plan may be incorporated into Unit Planning documentation.

Teachers are responsible for ensuring units delivered contain appropriate learning experiences to ensure students are able to successfully complete assessment. Teachers must also ensure assessment is carried out as per this policy.

1.2 Task/Criteria Sheet Requirements

The teacher responsible for preparing an assessment item must ensure the following information is included on assessment task sheets

- Clear and specific statement of task.
- Parameters for successful completion such as word length, time and method of presentation
- Details of time allocations for work completion in-class.
- Two monitoring dates for presentation of drafts and/or work completed to date.
- Due dates expressed in terms of “Due week beginning...”
- Common curriculum elements (Secondary School only)
- Guidelines for successful completion of task.
- Marking criteria
- Weighting and importance of different sections (if applicable) and the assignment’s contribution to the final grade.
- A disclaimer statement that students sign to indicate work is original.

Secondary School teachers must use the College template for assessment task sheets (see Appendix Two).

Junior School teachers must refer to Appendix Three for more information on assessment criteria sheets. The Stage B assessment task template is also included in Appendix Three.

The teacher must ensure they utilise and incorporate feedback from previous moderation reports about similar assessment items when preparing the new assessment task as per the College Moderation Policy and Procedures.



1.3 Pre-Assessment Validation

The teacher responsible for preparing an assessment item according to the assessment plan must ensure that this is done with sufficient time to apply pre-assessment validation checks. Pre-assessment validation checking process will ensure that assessment items:

- Are relevant and relate to curriculum being taught.
- Enable all students to demonstrate the required skills and knowledge.
- Are clear and accurately presented through appropriate choice of layout, cues, visual design, format and choice of words.
- State requirements explicitly and directly.
- Have clearly expressed criteria that determine how a result is awarded.
- Are valid, reliable, flexible, and fair.

Pre-assessment validation checklists are included in Appendix Four for Junior School and Appendix Five for Secondary School for criterion-based and competency-based assessment. The pre-assessment validation checks are completed by another teacher (i.e. not the teacher who wrote the assessment item). Assessment items may not be issued to students until the Head of Department / Head of Curriculum has sighted and approved the pre-assessment validation checking is complete.

2. Notification of Assessment

The type of assessment and submission dates are to be notified to students in class upon commencement of a new semester. Parents will be notified by the publication of a Semester Assessment Calendar which will be published in the College newsletter and placed on the College website.

Amendments to due dates are only to be made when approved by the relevant Head of Department/Head of Curriculum. Any change must be clearly conveyed to both students and parents.

In the Secondary School, at the end of each semester, a Deputy Principal will prepare a schedule for block exams for Years 11 and 12 subjects. Subjects with multiple classes or assessment that requires longer than 70 minutes will be eligible to be included in the block exam schedule. There will be no block exams for Years 7 – 10. Year 10 subjects may apply to be included in the block exam schedule, but only if an extended exam timeslot is necessary and must be approved by Administration. Students will receive written notification of the exam schedule at least 2 weeks prior to the block exam period beginning.

3. Class Time for Completion of Tasks

Sufficient in-class time under teacher supervision will be allocated to allow students the opportunity to understand, develop and complete a first draft of the task. When completing an assignment students must ensure:

- All work is their own (see Plagiarism below).
- Work required for sighting on monitoring dates is complete.
- Submission takes place on or before the due date.
- Correct procedures have been followed if an extension is required.



4. Monitoring and Due Dates

Each assessment item must be monitored on two occasions prior to its completion and submission. The first monitoring occurs during the early phase of the task to ensure that students have an understanding of the task so that they can continue. The second monitoring occurs closer to the due date to ensure successful completion. When a student fails to present the work required for monitoring teachers are required to:

- Contact the student's parent/guardian and provide information about the due date and work required for completion of the task.
- Record parent contact on One School.



SECTION THREE – DURING THE ASSESSMENT PROCESS – SECONDARY SCHOOL

1. Extensions

The Head of Department, in consultation with the Year Level Deputy Principal, may grant an extension where exceptional circumstances exist. These include but are not limited to:

- Extended absence due to illness which is supported by a medical certificate or documentation relating to an existing medical condition (recorded in One School or in published Special Consideration information)
- Absence due to a family bereavement or special circumstance supported by parental communication to the Head of Department, Deputy Principal or Principal
- A student physically unable to participate due to an injury
- A student has been suspended and the assessment is of a practical nature or in-class exam

1.1 Extension Process

Students seeking an extension must:

- Apply to the relevant Head of Department using the Application for Extension form (see Appendix Six) as soon as practicable or at least one week prior to the due date.
- Provide details or drafts of work completed up to the time of seeking the extension.

1.2 Computer/Equipment Failure

No special consideration will be given for computer failure or equipment malfunction. Students are required to submit their electronic files and hard copy drafts on the due date. When submitting tasks electronically students must ensure tasks are received by the class teacher by the due date.

NB It is at the discretion of the Head of Department and/or Deputy Principal as to whether an extension is granted.

2. Submission of Assignments

Assignments in all year levels must be submitted to the class teacher by the student on or before the due date by 2:45pm.

Assignments must have a cover page and have all pages securely attached, including the task/criteria sheet that contains the marking guide.

The piece of work submitted must be original and authentication must be produced if requested.

If a student is absent on the day an assignment is due the work must be delivered to the school if possible. Where this is not possible contact must be made with the College. This assignment must be submitted to the teacher and documentation must be provided on return to the College according to sections 7 and 8 of this policy



In the case of group assessment, all written documentation or media presentations relating to the task must be submitted on the due date. If one member of the group is absent they must follow the procedures as outlined in sections 7 and 8 of this policy. The remaining members of the group must continue with group assessment on the due date with "fill-in" group members taking the parts of the missing group member if possible. When the absent group member returns the group will re-do their assessment at the soonest possible time. Students who correctly follow the Assessment Policy will be assessed without penalty.

3. Student Absence for a Test

If a student fails to attend a test the following conditions apply:

- Where there is a valid excuse for the absence (documentation must be provided) the exam will be completed immediately on the student's return or at a time determined by the teacher or Head of Department.
- Where there is no valid reason for missing a test the student will still complete the test immediately on the student's return or at a time determined by the teacher or Head of Department. The completed test will be marked, but results will not contribute to the student's semester or exit result.

The student's profile will be annotated to reflect that the exam was sat late without a valid reason. For students in Years 11 or 12 this may result in a loss of credit for the subject towards their QCE, and Rank or OP score. Parent contact will be made via a phone call or standard letter signed by the teacher and the Head of Department. Parent contact must be recorded One School.

In exceptional circumstances the Deputy Principal or Principal, in consultation with the relevant Head of Department, may grant Special Consideration conditions allowing students extra time to complete assessment, or grant permission for formative assessment items already completed to contribute towards an exit result in place of a similar summative assessment item. For students in Years 7, 8, 9 or 10 students may have the assessment waived by Administration in extenuating circumstances.

In all instances, documentation is required if assessment is to contribute towards a semester or exit result.

Documentation for Years 11 and 12 students includes:

- A medical certificate from a doctor. A note or phone call from a parent is not sufficient.
- Special Consideration information provided by the Deputy Principal or Principal
- Written proof of selection in a Regional/State/National team

Documentation for Years 7, 8, 9 or 10 students includes:

- A medical certificate from a doctor
- Notification by a parent (note or phone call) on the day of absence if possible
- Written proof of selection in a Regional/State/National team
- Notification by Administration that an assessment item does not need to be completed

Parent contact will be made via a phone call or standard letter signed by the teacher and the Head of Department when a student fails to complete a test on the required date and no notification or documentation has been received by the College. Contact with the parent must be recorded on One School.



4. Late Assessment

4.1 Written Tasks or Assignments

As part of the assessment process students are given sufficient in-class time to complete an initial draft of the assignment. All assessment items have monitoring dates requiring students to submit draft responses.

Students who fail to submit a draft by the monitoring date will receive classroom-based strategies such as support time to ensure the student keeps to timelines and is able to submit the final assessment item on time.

Parent contact will be made via a phone call or standard letter signed by the teacher and Head of Department. Parent contact must be recorded in One School.

In cases where students do not submit a response to an assessment instrument by the due date, judgements will be made using evidence available on or before the due date. Drafts and class work will be marked against the assessment criteria and used as the student's result for that assessment item. When class work is used, the teacher will annotate the criteria sheet to describe the evidence being used to grade the student.

In cases of non-submission of student work, an "E" standard cannot be awarded where there is no evidence for it. In cases where students do not submit a task, have not attended class during the unit being studied, and only if there is absolutely no evidence of drafts or class work completed before the due date, a result of Not Rated (NR) will be recorded on the student's profile after consultation with the Head of Department and Year Level Deputy Principal. For students in Years 11 or 12 this may result in a loss of credit for the subject towards their QCE, and Rank or OP score.

Parent contact will be made via a phone call or standard letter signed by the teacher and the Head of Department when a student fails to submit a final response on by the due date and no notification or documentation has been received by the College. Parent contact must be recorded in One School.

4.2 Oral/Performance Tasks

If a student does not complete an oral/performance on the due date and there is a valid excuse for the absence the following applies:

- The student performs immediately on the student's return or at a time determined by the teacher or Head of Department.
- In cases of group work the group members present complete the task using a 'fill in' student. Upon return to school the student performs the original task or an alternative task of equal difficulty to the original.

In cases where students fail to complete an oral/performance, judgments will be made using evidence available on or before the due date. This may include rehearsals witnessed by the teacher prior to the due date or drafts of scripts submitted prior to the due date. In cases where students do not perform, have not attended class during the unit being studied, and only if there is absolutely no evidence of drafts or class work/rehearsals viewed before the due date, a result of Not Rated (NR) will be recorded on the student's profile after consultation with the Head of Department and Year Level Deputy Principal. For students in Years 11 or 12 this may result in a loss of credit for the subject towards their QCE, and Rank or OP score.

Parent contact will be made via a phone call or standard letter signed by the teacher and the Head of Department when a student fails to complete an oral/performance on by the due date and no notification or documentation has been received by the College. Parent contact must be recorded in One School.



5. Plagiarism

Where plagiarism is detected or suspected:

At Monitoring:

- The teacher will clearly indicate to students the section/s of suspected plagiarism and the need for the student to significantly amend the work.
- Record concerns and notify relevant Head of Department.
- Inform parent of plagiarism concerns and record contact in One School.

At submission:

- The student is to be interviewed and given the opportunity to prove ownership or authenticity of the work.
- If plagiarism is proven The Head of Department will make a judgement that either:
 - a result is awarded based on the original component of the task completed; or
 - a result is recorded but will not contribute to the student's semester or exit grade. The student profile will be annotated to reflect this. For students in Years 11 or 12 this may result in a loss of credit for the subject towards their QCE, and Rank or OP score.

Appendix Seven provides a succinct summary of teacher, Head of Department and Administration responsibility pertaining to the Assessment Policy.



SECTION FOUR – POST-ASSESSMENT PROCESSES

MARKING OF ASSESSMENT AND RECORDING OF STUDENT ACHIEVEMENT

From the date of submission of an assessment task, teachers must ensure the following tasks are completed in a timely manner (Moderation timelines must also be adhered to in relation to the following processes according to the Moderation Policy):

1. Mark the assessment item and include quality feedback to students on their achievement and recommendations for future improvements
2. Discuss results and provide feedback to students
3. Record results on individual student profiles and on the faculty master results document.
4. Complete the assessment evaluation sheet (also required as per the moderation process) and submit it to the subject coordinator.

At the end of every term teachers must submit a class achievement ladder to the subject coordinator or Head of Department/Head of Curriculum. Years 11 and 12 Authority subjects must use the 50 point scale ladder (e.g. R6 ladder, with each level of achievement broken into 10 bands, 1 being lowest end of the scale, 10 the top. See Appendix Eight). Prep – Year 10 subjects may choose to use either a 15 point scale ladder or a 50 point scale ladder as per directions from their Head of Department/Head of Curriculum.

Teachers of competency-based subjects must ensure they update the appropriate competency completion in One School to reflect student achievement towards the qualification.

The subject coordinator and/or Head of Department/Head of Curriculum will collate the cohort achievement ladder. Students that are not rated (NR) ranked on past performance as per the assessment policy or listed at the bottom if no evidence of student work has been submitted. The Head of Department/Head of Curriculum will discuss faculty performance with their line manager. The Head of Department will also provide a copy of the achievement ladders for Years 11 and 12 Authority subjects to the relevant Deputy Principal.

MODERATION OF ASSESSMENT

Upper Coomera State College has a strong focus on quality assurance and ensuring students are accurately awarded results for completed assessment. Please refer to the College P-12 Moderation Policy and Procedures document for information and processes which are followed to quality assure student results for assessment.



SECTION FIVE: REPORTING PROCESSES

At Upper Coomera State College reporting:

- Involves a whole school consistent approach
- Provides regular opportunities to receive and discuss information about students
- Informs students and carers about students' achievements regarding KLAs
- Contributes to student motivation in learning
- Promotes quality partnerships between parents and the school
- Enhances parent confidence in public education
- Provides data on the effectiveness of class and school programs

The College acknowledged that encouragement and support from parents and carers are important elements in the learning process. It is vital that these partners in education are well informed. Formal reporting to parents and carers occurs through:

1. Written Progress Reports

- All students in Years 1 to 12 receive a written Progress Report twice each year, at the conclusion of each semester in June and December. The Secondary School (Years 7-12) also issues Interim Reports at the end of Terms 1 and 3.
- The Progress Reports are computer generated and use the Education Queensland approved student reporting template.
- An Assessment Timeline is provided for the semester outlining key dates and tasks for the production of Progress Reports.
- Specialist Teachers in the Junior School (Class Music, Instrumental Music, LOTE) are responsible for providing the details required for their particular curriculum area on the reports to the classroom teacher.
- The Physical Education teacher in the Junior School will assess and report on the Physical Activity Essential Learnings. The PE teacher is responsible for contributing an achievement code, effort rating and comment for each individual student to the classroom teacher prior to student reports being completed.

Reporting on Students with Disabilities

Students who are engaging in the same curriculum content and assessment as their peers will receive a standard student report with IEP goals reported on in a separate section.

Students with heavily adjusted programs in the Junior School will receive the approved alternative Student Reporting Template for SWD's which will report on students' adjusted classroom program as well as their IEP goals. This will be decided in consultation with Advancement teachers.

Students with heavily adjusted programs in the Secondary School will be reported on according to the juncture they are working towards according to their IEP goals. Secondary teachers consult with Advancement Case Managers for reporting on these students.

Results Recorded on Written Progress Reports

The results of assessment will be aggregated to produce a level of achievement as per the subject work program and syllabus exit standards. Reporting in the Secondary School occurs twice in Semester 1 and twice in Semester 2. The Junior School reports twice per year only, once in Semester 1 and once in Semester 2. The table below outlines procedures for awarding levels of achievement for reporting purposes.



Year	Term 1	Semester 1	Term 3	Semester 2
Prep – Year 6	Not Applicable	End of Semester 1 result.	Not Applicable	End of Semester 2 result.
Years 7, 8, & 9	Progressive results as indicated on the student profile for Term 1.	Progressive result, as indicated on student profile for Semester 1.	Progressive result, as indicated on student profile. Latest and fullest information to be considered. Semester-based subject – progressive results for Term 3.	Progressive result, as indicated on student profile. Latest and fullest information to be considered. Semester-based subject – progressive results for Semester 2.
Year 10	Progressive results as indicated on the student profile for Term 1.	Progressive result, as indicated on student profile for Semester 1.	Progressive result, as indicated on student profile. Latest and fullest information to be considered.	Progressive result, as indicated on student profile. Latest and fullest information to be considered.
Year 11	Progressive results as indicated on the student profile for Term 1.	Progressive result, as indicated on student profile. Latest and fullest information to be considered. Based on exit criteria.	Progressive result, as indicated on student profile. Latest and fullest information to be considered. Based on exit criteria.	Progressive result, as indicated on student profile. Latest and fullest information to be considered. Based on exit criteria.
Year 12	Progressive result, as indicated on student profile. Latest and fullest information to be considered. Based on exit criteria.	Progressive result, as indicated on student profile. Latest and fullest information to be considered. Based on exit criteria.	Progressive result, as indicated on student profile. Latest and fullest information to be considered. Based on exit criteria.	No school report provided. Statement of Results issued by QSA. Results awarded using exit criteria.

The student report must include, for the subjects studied, an assessment against achievement levels or bands defined by the education authority or school, being levels or bands that:

- (i) must be labelled as A, B, C, D, E (or an equivalent); and
- (ii) should be clearly defined against specific learning standards.

The student report template includes:

- Learning Areas - each student's report will contain achievement information about each learning area studied. The report may also contain information about extracurricular activities.



- Achievement Codes - these codes describe the student's overall achievement for each learning area studied against what is expected at the time of reporting. To accommodate the developmental learning needs of young children, achievement in Years 1-3 will be assessed against a different five-point Achievement Code to older children:
 - In Years 1 to 3 the achievement ratings Very High, High, Sound, Developing, Support Required are used.
 - In Years 4 to 12 the achievement ratings of A, B, C, D, E are used.
- Effort and Behaviour are reported for each student against an A-E rating.
- Written comments outline what a student has achieved and provide advice on areas for improvement.
- Information is provided on the Year 2 Diagnostic Net reports, the Queensland Literacy and Numeracy and Science Tests for Years 3, 5, 7 and 9 reports, and a statement on the report advising parents that they may receive, on request, written information on the number of students in each of the achievement levels for their child's peer group at the school.
- Number of days absent and unexplained absences for each student.

The Achievement Codes describe a student's overall achievement by using a rating (e.g. 'Very High' for Years 1-3 or an 'A' for Years 4-12) and a descriptor (e.g. The student demonstrates a very high level of knowledge, skills and understanding and is able to apply them independently in a wide range of contexts) for each of the learning areas studied against what is expected at the time of reporting.

In Years 1-3, the student's overall achievement in each of the learning areas studied over the reporting period will be rated as:

Very High	The student consistently demonstrates a <i>very high</i> level of knowledge, skills and understanding and is able to apply them independently in a wide range of contexts.
High	The student demonstrates a <i>high</i> level of knowledge, skills and understanding and is able to apply them independently in most contexts.
Sound	The student demonstrates a <i>sound</i> level of knowledge, skills and understanding and is able to apply them in some contexts.
Developing	The student is <i>developing</i> knowledge, skills and understanding and is able to apply them, with support, in some contexts.
Support Required	The student <i>requires</i> significant <i>support</i> to develop knowledge, skills and understanding.



In Years 4-12, the student's overall achievement in each of the learning areas studied over the reporting period will be rated as:

A	The student consistently demonstrates a very high level of knowledge, skills and understanding and is able to apply them independently in a wide range of contexts.
B	The student demonstrates a high level of knowledge, skills and understanding and is able to apply them independently in most contexts.
C	The student demonstrates a sound level of knowledge, skills and understanding and is able to apply them, in some contexts.
D	The student demonstrates limited knowledge, skills and understanding and is able to apply them, with support, in some contexts.
E	The student demonstrates very limited knowledge, skills and understanding.

In addition to written comments the student's Effort and Behaviour are also reported using an A-E rating:

- A** Excellent
- B** Very good
- C** Satisfactory
- D** Needs attention
- E** Unacceptable

Other Reports Provided to Parents

NAPLAN Reports

Students in Years 3, 5, 7 and 9 participate in the national testing in aspects of Literacy and Numeracy each year. They are provided with an individual report following the testing.

2. PARENT TEACHER INTERVIEWS

Parent Teacher Interviews are conducted twice per year in both the Junior and Secondary Schools in Semester 1 and Semester 2.

The initial Parent-Teacher evening in Semester 1 allows teachers to communicate expectations, clear curriculum goals and assessment and reporting procedures to parents. Teachers will provide a formal face to face conference with parents and carers at:

- The end of term 1 in the Junior School
- Early in Term 2 in the Secondary School
- Junior School teachers will also offer an opportunity for parents to attend a face to face conference during Semester 2
- Secondary School conducts interviews in Term 3 in Semester 2

Teachers are encouraged to contact parents and carers and invite them to a meeting to discuss their child's progress (academic and social). This is also an opportunity to clarify aspects of the Progress Report for parents (if necessary) and to outline future goals and strategies that will be implemented to further the child's learning development.



Parents are encouraged to participate in these conferences. If a parent is unable to attend the meeting at the designated time, teachers are expected to provide other opportunities for conferencing, e.g. telephone interview, rescheduling the appointment.

It is expected that throughout the year, informal reporting will occur with parents and carers as the need or opportunity arises at mutually convenient times. This is to provide incidental feedback, strengthen school/community ties and to ensure that parents are well informed about their child's progress.



SECTION SIX: GLOSSARY

Key Term	Meaning
ACARA	Australian Curriculum and Reporting Authority
Assessment	The purposeful, systematic and ongoing collection of information as evidence for use in making judgments about student learning.
Exit Result	The final level of achievement allocated to a student at the end of the course when the student leaves the course.
Assignment	Any written piece or practical piece of work that is required to be completed by a set date.
Monitoring Date	Check of progress on assignments. No mark required.
Authority Subject	Senior subject derived from QSA syllabus which can count towards OP eligibility.
Authority-Registered Subject	Senior subject derived from a Subject Specification course. It does not count towards OP eligibility.
AQTF	Australian Qualifications Training Framework. The national guidelines on the delivery and assessment of vocational education qualifications.
Criteria-based assessment	Process by which a student's level of achievement is matched to a set of minimum standards as outlined in a QSA syllabus.
Competency-based assessment	Process by which a judgment is made on a student's level of competence in a vocational education module. Students are judged either competent, working towards competency or not yet competent.
Moderation	Process by which groups of expert teachers review school-based assessment items and student responses to ensure comparability across classes.
Overall Position (OP)	Indicates a student's rank order position compared to other students across the state based on overall achievement in Authority subjects. It is one piece of information recorded in the Student Education Profile (SEP) on the Tertiary Entrance Statement (TES).
OP Eligibility	Indicates that a student has completed a minimum of 20 semester units of Authority subjects and sat the QCS test. Students must complete at least 3 Authority subjects for 4 semesters each.
Senior Statement	Is the report issued by QSA at the end of Year 12 summarising all subjects studied in Years 11 and 12. It also includes any VET studies completed across Years 10 – 12.
Queensland Certificate of Education (QCE)	An achievement-based certificate that recognises a broad range of learning. Students must complete a significant amount of learning at or above the set standard, and have achieved set requirements in literacy and numeracy. It is issued to Year 12 students who have banked a minimum of 20 credits.
Subject Area Specification	Is an Authority-Registered subject syllabus which describes knowledge and skills achievable by students. It is used to prepare a study plan for Authority-Registered subjects.
Syllabus	A document that supplies a curriculum framework for a course.



APPENDIX ONE: Junior School Assessment Strategies & Data Collection

Teachers need to have a repertoire of assessment methods that can be used to assess as not all methods of assessment are capable of providing information about all learning outcomes. Assessment Strategies include: (This is not an exhaustive list.)

• Anecdotal records and observations	• Checklists
• Cloze Tests	• Concept Maps
• Exhibitions	• Written Responses
• Multiple Choice Tests	• Open-ended Tasks
• Projects	• Oral Presentations
• Self assessment	• Short answer tests
• True-False tests	• Drama presentations

A description of each of these strategies as well as their respective benefits, limitations and points to consider is available in the document, "Assessment - Guidelines for selecting assessment strategies", produced by The Assessment and New Basics Unit: Ed Qld.

TRANSDISCIPLINARY ASSESSMENT TASKS:

An integrated assessment task represents a culminating demonstration (performance, written piece, product) that has the following features:

1. Has real world application (problem based in a social context)
2. Involves intellectual rigour through identifying deep understandings and incorporating Learning to Learn Units.
3. Is transdisciplinary
4. Is multifaceted (involves students in a variety of activities)
5. Is clearly articulated to students and parents

ASSESSMENT DATA COLLECTION:

School Data: Information on student achievement (individual and cohort) is an ongoing process occurring formally and informally. Teachers assess student learning across all Key Learning Areas:

- English
- Mathematics
- Science
- SOSE
- Health and Physical Education
- Music
- The Arts
- LOTE

Screeners are also conducted at the beginning of each year as a data tool and tracking assessment tool.

Student Assessment Folios : An individual student folio containing current dated work samples (Reading Running Records, Writing Samples, Maths tasks and other relevant work samples) is maintained for each student. This folio is passed on each time the student moves to a new class and remains a record of the student's achievements in Literacy and Numeracy.

Other evidence of students' achievements will be recorded and retained by the class teachers until the end of the year when it will be returned to the students. Student progress in Reading, Writing and Number is mapped in Years 1, 2 and 3 using the Year Two Diagnostic Net Developmental Continua.



APPENDIX TWO: Secondary Assessment Task Sheet Template

STUDENT NAME:
PATHWAYS CLASS:
TEACHER:
Unit Number: Unit Name
Assessment Type Description: Description
Monitoring Date 1: xxxx
Monitoring Date 2: xxxx
DUE DATE: Week beginning: xxxx
Key Concepts: xxxxx
The Context xxxx
Task xxxx
Conditions <ul style="list-style-type: none"> • Xxx ▪ Xxxxx ▪ xxxx



YEAR XX
Subject Name

SEMESTER X, 20XX
Term X

Item Number
Task Name

CCEs addressed
xxx
xxx

Student Authenticity Statement

I declare that the assessment item I have submitted is all my own original work and ideas. If I have used ideas or quotes from other sources I have acknowledged these using the required format.

Student signature: _____ **Date:** _____

Students seeking an extension must refer to College Assessment, Moderation & Reporting Policy

Results subject to internal/external moderation

Moderating Teacher:
Date:



Marking Scheme



Criterion	Standard A	Standard B	Standard C	Standard D	Standard E
XXXX	The student: • xx • xx	The student: • xx • xx	The student: • xx • xx	The student: • xx • xx	The student: • xx • xx
XXXX	• xx • xx	• xx • xx	• xx • xx	• xx • xx	• xx • xx

Teacher Comments

Overall Grade: _____

Teacher Signature: _____

Date: _____



APPENDIX THREE: Junior School Assessment Criteria Sheet Information

Why Assessment Criteria sheets?

How do you use assessment criteria sheets within your planning, teaching, assessment and reporting process?

Are they integral to what is going on in your classroom or are they a *piece of paper* that you bring out at the end of a task or term?

Do students have to guess what's "in your head" or are criteria and standards made explicit for all to see? Do you use assessment criteria sheets to shape your explicit focused teaching?

Assessment criteria sheets are NOT just something "we HAVE to do", they are an example of good teaching practice and open assessment practices.

Assessment criteria sheets:

- Identify specific **criteria** that state what needs to be known and shown for a student to complete a particular task successfully
- Map those criteria against a variety of standards or levels of **achievement** (A-E or equivalent)
- Make what is to be assessed **CLEAR AND EXPLICIT** for both teachers and students (and parents)
- Identifies what is **important** within that particular task (knowledge and processes)
- Explain how and what students need to **do** to achieve an "A"
- When given to students at the beginning of a task they are a powerful way to guide explicit discussions about specific **expectations** for that task
- Need to be **revisited with students** throughout the term to reclarify specific points and to help students track their progress on a particular task
- Should guide explicit, **focused teaching**- they assume that what is being assessed has been explicitly taught
- Can shape **planning and teaching**- they assume that what students need to know, do and show has to be modelled, taught, reinforced and practised
- Need to be **revisited by teachers** during the term to track teaching of essential knowledge and skills
- Makes assessment more **consistent** and more **streamlined**
- Helps the teacher to remain objective and focus in on the **essential elements** of the task
- When they are generic, and are **developed collaboratively** with fellow educators they can greatly assist the moderation process
- Should be developed at the **beginning of the task** and made **public**- shared with students and parents
- Can be collaboratively developed/ modified with students



Understanding Assessment: Developing quality tasks, criteria and standard descriptors

When developing an assessment task it is important to remember the underlying **principles of assessment**.

For assessment to be effective, it should:

- focus on students' demonstrations of knowledge, skills and understandings
- directly reflect the intent of the curriculum
- be comprehensive
- be valid and reliable
- take account of individual learners
- reflect **equity** principles
- be an integral part of the learning and teaching process
- provide opportunities for students to take responsibility for their own learning and to monitor their own progress.

When you have developed an assessment task, it is important to establish the criteria that will be used to make a fair and equitable decision about the student's demonstration of knowledge, skills and understandings.

Assessment criteria should:

- Directly reflect syllabus/ curriculum **INTENT**
- Clearly articulate the specific **DEMANDS** of the assessment task
- Clearly articulate the knowledge, understandings, processes and skills that a student should be able to **DEMONSTRATE**
- Relate directly to content knowledge and skills (including higher-order thinking skills) that have been **EXPLICITLY TAUGHT**
- Articulate knowledge and processes that are **TANGIBLE**, **ACHIEVEABLE** and able to be **MEASURED** against clearly delineated standards
- Are based on **equitable** practices

The wording that **DESCRIBES** each achievement on the new student reports should provide a guide for us when we create standard descriptors across a five point scale:

It is important to note however, that while there is a clearly articulated description of the five levels of achievement, each Achievement Code applies to **overall achievement in each learning area**.

The knowledge, understanding and processing skills **will not necessarily be evidenced in every individual assessment task**. **Students should be given multiple opportunities to demonstrate their knowledge, skills and understandings in a variety of contexts**.

Although you have explicitly taught the knowledge and processes as part of your focused teaching we all know that students will achieve at different levels- that's why we map out the criteria across a number of standards. If you have clearly articulated assessment criteria and thoughtfully developed your standard descriptors, you can easily identify the knowledge, skills and understandings in student work samples and easily justify your decision during moderation and when reporting a student's achievement to parents.



Valid and reliable evidence

Assessment should provide valid, reliable evidence that relates directly to specific assessment criteria. It is essential that assessment tasks **assess what they are intended to assess** and that judgments about students' demonstrations of knowledge, skills and understandings are based on a broad range of evidence gathered and recorded over time.

Stage B Assessment Criteria Sheet Template

Upper Coomera State College Stage B Assessment Criteria Sheet	
Year level:	Unit Name:
Subject Area:	
Assessment Name:	
Assessment Intent:	
Knowledge and Understanding:	
Ways of Working:	
Deep Understandings:	
Task Outline:	
Key Dates:	
Descriptor	
A	Evidence in a student's work typically demonstrates a very high level of knowledge and understanding of concepts, facts and procedures, and application of processes.
B	Evidence in a student's work typically demonstrates a high level of knowledge and understanding of concepts, facts and procedures, and application of processes.
C	Evidence in a student's work typically demonstrates a sound level of knowledge and understanding of concepts, facts and procedures, and application of processes.
D	Evidence in a student's work typically demonstrates a limited level of knowledge and understanding of concepts, facts and procedures, and application of processes.
E	Evidence in a student's work typically demonstrates a very limited level of knowledge and understanding of concepts, facts and procedures, and application of processes.

N = There is inadequate evidence to evaluate or assess the student.



APPENDIX FOUR: CRITERION-BASED ASSESSMENT

**Junior Pre-Assessment Validation Checklist –
Quality assuring assessment instruments:**

<p>COGNITIVE AND AFFECTIVE EXPECTATIONS</p>	<p>Is the task intellectually challenging?</p>
<p>AUTHENTICITY</p>	<p>Is the task authentic?</p>
<p>CREDIBILITY</p>	<p>How trustworthy is the task for generating sound evidence about student performances?</p>
<p>ACCESSIBILITY</p>	<p>Does the task support all students in the production of a performance of best quality?</p>



APPENDIX FIVE: CRITERION-BASED ASSESSMENT

**Secondary Pre-Assessment Validation Checklist –
Quality assuring assessment instruments:**

This tool can be used to evaluate and refine the assessment instruments you develop to assess your students' achievements. When you have constructed an assessment instrument, other people should review or evaluate it before you implement it with your students. You should read the reviewers' comments and use their insights to refine the assessment instrument. The reviewers will need a copy of the syllabus, a copy of the assessment instrument, and a copy of the criteria sheet for that instrument.

Subject:
.....

Assessment instrument:
.....

Reviewer: **Date:**
.....

- | | |
|--|---------------------|
| <p>1. Has the College Assessment Template been used?
NO</p> | <p>YES /</p> |
| <p>2. Are all required items included on the task sheet?
NO</p> <ul style="list-style-type: none"> • Clear and specific statement of task • Parameters for successful completion (word length, time, method of presentation) • Details of time allocations for work completion in-class • Two monitoring dates for drafts • Due date • Guidelines for successful completion of task • Marking criteria • Weighting and importance of different sections • Assessment contribution to final grade • Disclaimer statement that students sign to indicate work is original | <p>YES /</p> |
| <p>3. Have the Common Curriculum Elements (CCEs) been identified for students?
NO</p> | <p>YES /</p> |



FACE VALIDITY	<p>4. Read the assessment instrument.</p> <p>5. If it is a test or exam, do the test or exam. If it is a project, assignment, essay, report, practical exercise or other type of instrument, record what the students will have to do and the evidence the students will produce.</p> <hr/> <hr/> <hr/> <p>6. Using the information established above, indicate the syllabus general objectives that you believe are being assessed by the instrument.</p> <hr/> <hr/> <hr/>
CONTENT VALIDITY	<p>7. Read the criteria sheet and the intention or purpose of the assessment instrument to determine the syllabus general objectives that were intended to be assessed by the instrument.</p> <hr/> <hr/> <hr/> <p>8. Make recommendations about the match or mismatch of Q6 with Q7.</p> <hr/> <hr/> <hr/> <p>9. Consider whether students will be able to exhibit the full range of syllabus standards in their responses. State below how the assessment instrument could be improved to allow students to exhibit the full range of syllabus standards.</p> <hr/> <hr/> <hr/>



LANGUAGE AND LAYOUT	<p>10. List technical terms students will be required to know and then list your comments as to whether students are likely to understand the terms or not.</p> <hr/> <hr/> <hr/>
	<p>11. Check the level of language required to interpret the assessment instrument. How easily will the students be able to understand what the assessment instrument requires them to do? List potential difficulties for the students.</p> <hr/> <hr/> <hr/>
	<p>12. Consider the clarity of instructions, cues, layout, diagrams, illustrations, and graphics. Comment on:</p> <ul style="list-style-type: none"> • How effective and relevant these are in assisting students' understanding of what they are to do • Whether they are irrelevant • Whether they detract from the students' understanding of what they are to do <hr/> <hr/> <hr/>
EQUITY	<p>13. List below any cultural, gender or social references. Is it culturally appropriate? Does it avoid stereotypes and unfair discrimination against certain groups of students?</p> <hr/> <hr/>
	<p>14. List aspects of the assessment instrument that might need adjusting for students with special needs/disabilities.</p> <hr/> <hr/>



COMPETENCY-BASED ASSESSMENT – Example 1

Trainer and Assessor Validation and Moderation of VET Assessment

Mapping document reference		Unit/s of competency	
Reviewer name		Organisation	
Position		Contact details	

Training package

RTOs must demonstrate that all components of the training package (or accredited course) are addressed when planning assessment and designing assessment tools. They include:

- assessment guidelines
- employability skills or key competencies
- units of competency, including:
 - elements
 - performance criteria
 - range statement
 - evidence guide

(AQTF Users' Guide to the Essential Conditions and Standards for Continuing Registration, p.33)

	The assessment:	Y/N	Comment
Training package	Meets the requirements of the training package or accredited course (including assessment guidelines)		
	Is at the appropriate AQF level with appropriate language		
	Is consistent with the training and assessment strategy		
	Utilises the assessment methods recommended by the unit/s		
	Focuses on the application of knowledge and skill to the standard of performance required in the workplace (including industry validation)		
	Confirms that workplace and regulatory requirements are met (if applicable)		



Principles of Assessment

Assessment processes and tools must satisfy the principles of assessment. To ensure quality outcomes, assessment should be fair, flexible, valid and reliable.

(AQTF Users' Guide to the Essential Conditions and Standards for Continuing Registration, p.33 & p. 74.)

Principles of Assessment	The assessment is VALID, e.g.	Y/N	
	Addresses the elements and performance criteria		
	Reflects the skills and knowledge described in the relevant units of competency		
	Maps the key competencies of the task to Units of Competency		
	Shows application in the context described in the range statement		
	Meets the critical aspects of assessment requirements		
	Demonstrates that performance, skills and knowledge are applied in real/simulated workplace situations		
	The assessment is RELIABLE, e.g.:	Y/N	Comment
	Provides clear instructions to students		
	Provides clear instructions to assessors regarding the assessment requirements and how to use the tool/s		
	Provides clear evidence criteria or decision-making rules		
	The assessment is FLEXIBLE, e.g.		
	Can be adapted to meet the needs of all students (including guidance to assessors regarding reasonable adjustment)		
	The assessment is FAIR, e.g.		
	Provides clear information for students about assessment requirements		
	Does not demand more than the qualification or course requires		
	Ensures students are provided with objective assessment feedback		
	Allows for recognition of existing competencies		



Rules of evidence

The rules of evidence are closely related to the principles of assessment and provide guidance on the collection of evidence to ensure that it is valid, sufficient, authentic and current. Providing comprehensive assessment tools, including clear information to the assessor and the candidate about the conditions under which assessment is conducted and recorded, helps to ensure that these rules are met.

(AQTF Users' Guide to the Essential Conditions and Standards for Continuing Registration, p.33 & p. 77)

Rules of Evidence	The assessment is VALID, e.g.	Y/N	
	Assessment evidence relates directly to the requirements of the unit/s of competency		
	Assessment decisions can be justified		
	The assessment is CURRENT, e.g.		
	Demonstrates the student's current skills and knowledge		
	Complies with the current standards		
	The assessment is SUFFICIENT, e.g.		
	Provides sufficient evidence for competency to be determined		
	Has the capacity to show and record consistent performance		
	The assessment is AUTHENTIC, e.g.		
	Clearly indicates that the work is that of the student		
	Systems are in place that ensure the evidence submitted by the student is their own work		

Additional comments or suggested improvements:



COMPETENCY-BASED ASSESSMENT – Example 2

Assessment Tool: Self Assessment (Assessor)

The following self-assessment is useful for the assessor when reviewing the administration, scoring, recording and reporting components of an assessment tool.

Check to see that the tool has the following information documented to enable another assessor to implement the tool in a consistent manner.

The Context	<input type="checkbox"/> The purpose of assessment (e.g., formative, summative) <input type="checkbox"/> Target group (including a description of any background characteristics that may impact on performance) <input type="checkbox"/> Unit(s) of Competency <input type="checkbox"/> Selected methods <input type="checkbox"/> Intended uses of the outcomes
Competency Mapping	<input type="checkbox"/> Mapping of key components of task to Unit(s) of Competency (see Template A.2)
Information to candidate	<input type="checkbox"/> The nature of the task to be performed (how). This component outlines the information to be provided to the candidate which may include: <ul style="list-style-type: none"> ▪ Standard instructions on what the assessor has to say or do to get the candidate to perform the task in a consistent manner (e.g., a listing of questions to be asked by the assessor). ▪ Required materials and equipment. ▪ Any reasonable adjustments allowed to the standard procedures ▪ Level of assistance permitted (if any) ▪ Ordering of the task(s)
Evidence from candidate	<input type="checkbox"/> Describe the response format – i.e., how will the candidate respond to the task (e.g., oral response, written response, creating a product and/or performance demonstration)
Decision making rules	<input type="checkbox"/> Instructions for making Competent/Not Yet Competent decisions (i.e., the evidence criteria) <input type="checkbox"/> Scoring rules if grades and/or marks are to be reported (if applicable) <input type="checkbox"/> Decision making rules for handling multiple sources of evidence across different methods and/or tasks <input type="checkbox"/> Decision making rules for determining authenticity, currency and sufficiency of evidence.
Range and conditions	<input type="checkbox"/> Location (where) <input type="checkbox"/> Time restrictions (when) <input type="checkbox"/> Any specific assessor qualifications and/or training required to administer the tool.
Materials/resources required	<input type="checkbox"/> Resources required by candidate <input type="checkbox"/> Resources required by the assessor to administer the tool
Assessor intervention	<input type="checkbox"/> Type and amount of intervention and/or support permitted
Reasonable adjustments	<input type="checkbox"/> Justification that the alternative procedures for collecting candidate evidence does not impact on the standard expected by the workplace, as expressed by the relevant Unit(s) of Competency.
Evidence of validity	<input type="checkbox"/> The assessment tasks are based on or reflect work-based contexts and situations (i.e., face validity) <input type="checkbox"/> The tool, as a whole, represents the full-range of skills and knowledge specified within the Unit(s) of Competency (i.e., content validity)



	<ul style="list-style-type: none"> <input type="checkbox"/> The tool has been designed to assess a variety of evidence over time and contexts (i.e., predictive validity) <input type="checkbox"/> The boundaries and limitations of the tool in accordance with the purpose and context for the assessment (i.e., consequential validity) <input type="checkbox"/> The tool has been designed to minimise the influence of extraneous factors (i.e., factors that are not related to the unit of competency) on candidate performance (i.e., construct validity) <input type="checkbox"/> The tool has been designed to adhere to the literacy and numeracy requirements of the Unit(s) of Competency (i.e., construct validity)
Evidence of reliability	<ul style="list-style-type: none"> <input type="checkbox"/> There is clear documentation of the required training, experience and/or qualifications of assessors to administer the tool (i.e., inter-rater reliability) <input type="checkbox"/> The tool provides model responses and/or examples of performance at varying levels (e.g., competent/not yet competent) to guide assessors in their decision making (i.e., inter and intra-rater reliability) <input type="checkbox"/> There is clear instructions on how to synthesis multiple sources of evidence to make overall judgement of performance (i.e., inter-rater reliability) <input type="checkbox"/> If marks or grades are to be reported, there are clear procedures for scoring performance (e.g., marking guidelines, scoring rules and/or grading criteria) (i.e., inter-rater reliability)
Recording Requirements	<ul style="list-style-type: none"> <input type="checkbox"/> The type of information to be recorded <input type="checkbox"/> How it is to be recorded and stored, including duration
Reporting requirements	<ul style="list-style-type: none"> <input type="checkbox"/> What will be reported and to whom? <input type="checkbox"/> What are the stakes and consequences of the assessment outcomes?
Supplementary information	<ul style="list-style-type: none"> <input type="checkbox"/> Any other information that will assist the assessor in administering and judging the performance of the candidate



APPENDIX SIX: Application for Extension of Assessment Item Due Date

APPLICATION FOR EXTENSION OF ASSESSMENT ITEM DUE DATE



Name:		Pathways Class:	
Subject:		Teacher:	
Assessment Due Date:		Time allowed for completion:	
Assessment Item/Topic:		In-class time provided: YES / NO	
Reason extension needed:			
Medical Certificate: YES / NO		Letter from Guardian: YES / NO	
Describe the work you have already completed. (Evidence to be shown to teacher)			
Student signature:		Parent/Caregiver signature:	
Teacher Comment:			
Teacher signature:		Date:	
HOD Comment and Recommendation:			
HOD Signature:		Date:	
Year Level Deputy Principal Comment:			
APPROVED: <input type="checkbox"/> YES <input type="checkbox"/> NO			
Deputy Principal signature:		Date:	
New Assessment Submission Date:			
<p>This form must be attached to the front of your assignment which must be lodged by the negotiated due date. If a student wishes to appeal the decision of the Deputy Principal, then this appeal must be lodged in writing to the appropriate Principal within 24 hours of receipt of this decision.</p>			



APPENDIX SEVEN: Secondary Assessment Policy – Processes for Staff

	ACTIONS	DOCUMENTATION
LEVEL 1 Classroom Teacher	<p>Development of assessment</p> <ul style="list-style-type: none"> Teacher in charge writes assessment item according to assessment plan for unit/semester already approved by HOD. A different teacher completes the pre-assessment validation HOD approves assessment item 	<ul style="list-style-type: none"> Work program/study plan/TAS/ Course outline Unit/Semester plan Assessment plan Pre-assessment validation checklist
	<p>Notification of assessment</p> <ul style="list-style-type: none"> Hand out task sheet and confirm monitoring date(s) and due date (Note - Due dates are to be week beginning). 	<ul style="list-style-type: none"> Task Sheet Secondary Assessment Policy
	<p>Monitoring</p> <ul style="list-style-type: none"> Student has not met monitoring/draft due date. 	<ul style="list-style-type: none"> Phone or complete letter (Failure to submit assessment) Record parent contact in One School
	<p>Extensions</p> <ul style="list-style-type: none"> Where a student has an exceptional circumstance and requires an extension they are to be referred to their relevant subject HOD. 	<ul style="list-style-type: none"> Form - Request for extension Student documentation to support extension
	<p>Assignment not submitted on time</p> <ul style="list-style-type: none"> Where a student doesn't provide a response to an assessment instrument by the due date, judgements will be made using evidence available on or before the due date (Drafts and annotated observations are sufficient for this purpose). Consequence issued to student by teacher and/or HOD– lunch or after-school detention 	<ul style="list-style-type: none"> Phone or complete letter (Failure to submit assessment) Record as an Incident in One School List of late submissions given to HOD At least 24 hours notice provided to parent if after-school detention issued (Phone or letter)
	<p>No assignment submitted</p> <ul style="list-style-type: none"> In cases of non-submission of student work, an "E" standard cannot be awarded where there is no evidence for it. Judgements will be made using evidence available on or before the due date (Drafts and annotated observations are sufficient for this purpose). Result of NR is only recorded on student profile if absolutely no class work has been sighted by teacher prior to due date (e.g. if student has not attended class at all during unit being studied). This is only used in extreme cases and must be approved by the HOD and Deputy Principal. Consequence issued to student by teacher and/or Head of Department – lunch or after-school detention where student will work on assessment not submitted 	<ul style="list-style-type: none"> Phone or complete letter (Failure to submit assessment) Record as an Incident in One School List of non-submits given to HOD At least 24 hours notice provided to parent if after-school detention issued (Phone or letter)
	<p>Exam not completed on set date</p> <ul style="list-style-type: none"> Teacher notifies parent/guardian of student absence on test date Student completes exam in next lesson they are present or at a time specified by the teacher Teacher requests student provides parent note/medical certificate to explain absences on exam date If no valid explanation for absence is produced by student, result is recorded but student profile annotated to indicate that result does not contribute to semester grade. 	<ul style="list-style-type: none"> Phone or complete letter (Failure to submit assessment) Record as incident in One School List of students who did not sit exam given to HOD At least 24 hours notice provided to parent if exam is to be completed after school (Phone or letter)
LEVEL 1 Classroom Teacher	<p>Student at risk of receiving a Not Rated (NR) for the semester and a loss of credit (Yrs 11 & 12 only for loss of credit)</p> <ul style="list-style-type: none"> Referral to Head of Department. Class teacher to provide a summary of actions taken to this point (Work It Outs, anecdotal records). Teacher notifies parent/guardian of inability to issue grade due to non-submission of assessment and informs of referral to Head of Department 	<ul style="list-style-type: none"> Profile Folio of work Anecdotal notes Incident records on One School



	ACTIONS	DOCUMENTATION
	<p>Student at risk of receiving a D or E grade for the term and/or semester</p> <ul style="list-style-type: none"> Teacher notifies parent/guardian that student is currently failing the subject. Recommend actions that need to be taken by student to improve results. Referral to Head of Department. Class teacher to provide a summary of actions taken to this point (Work It Outs, anecdotal records). 	<ul style="list-style-type: none"> Profile Folio of work Anecdotal notes Incident records on One School
	<p>Post Marking - Assessment Moderation Process</p> <ul style="list-style-type: none"> Teacher selects 5 student folios/assessment tasks Complete moderation sheet and assessment ladder sheet Complete assessment evaluation sheet Attend moderation meeting Subject coordinator issues moderation feedback and reports to HOD 	<ul style="list-style-type: none"> Marked assessment items Moderation sheet Assessment ladder sheet Assessment evaluation sheet Moderation meeting minutes & feedback Assessment Report
<p>LEVEL 2 Head of Department</p>	<ul style="list-style-type: none"> Review profile, folio of work and any other associated documentation. Meet with student and/or parent/guardian to discuss actions that need to be taken by student in future Liaise with teacher regarding reporting grade and comment. Notifies SDCS teacher aide to remove semester credit from student (for Years 11 & 12 only) Referral to Deputy Principal. Head of Department to develop a summary of actions taken to this point. 	<ul style="list-style-type: none"> Profile Folio of work Anecdotal notes Incident records on One School HOD summary
<p>LEVEL 3 Deputy Principal</p>	<p>Step 1</p> <ul style="list-style-type: none"> For students who are significantly disengaged, Deputy Principal works with student and the student's parents on the student's Individual Student Management Plan. Consultation with support staff may be required. 	<ul style="list-style-type: none"> Maintenance of Individual Student Management Plan Record parent contact in One School
	<p>Step 2</p> <ul style="list-style-type: none"> Referral to Principal. Deputy Principal to develop a summary of actions taken to this point. 	<ul style="list-style-type: none"> Individual Student Management Plan
<p>LEVEL 4 Principal</p>	<ul style="list-style-type: none"> Recommend cancellation of enrolment (Years 11 & 12 only) Cancellation of enrolment (Years 11 & 12 only) 	<ul style="list-style-type: none"> Maintenance of Individual Student Management Plan Records – One School Notification of non-compliance letter Show Cause letter Cancellation letter



APPENDIX EIGHT:

**Achievement Ladder
Years 11 & 12 Authority Subject**

VH10	
VH9	
VH8	
VH7	
VH6	
VH5	
VH4	
VH3	
VH2	
VH1	
H10	
H9	
H8	
H7	
H6	
H5	
H4	
H3	
H2	
H1	
S10	
S9	
S8	
S7	
S6	
S5	
S4	
S3	
S2	
S1	
L10	
L9	
L8	
L7	
L6	
L5	
L4	
L3	
L2	
L1	
VL10	
VL9	
VL8	
VL7	
VL6	
VL5	
VL4	
VL3	
VL2	
VL1	



Achievement Ladder
Years Prep – Year 10 Subject

A+	
A	
A-	
B+	
B	
B-	
C+	
C	
C-	
D+	
D	
D-	
E+	
E	
E-	