**Beverly Hills Girls High School**



Years 7 - 10

Assessment Policy

2023

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# Introduction to Assessment

# At Beverly Hills Girls High School (BHGHS) we undertake assessment to inform students’ learning. Assessment of student learning will be undertaken for all learners, including students whose learning is impacted by disability and students learning English as an Additional Language or Dialect. Ongoing assessment of student learning is important to enable teachers to provide feedback to students and guide their continuing provision of appropriate learning tasks. Adjustments to assessment tasks may be required for a student whose learning is impacted by disability and students learning English as an Additional Language. This should reflect the adjustments made to support the student’s learning.

# Schools plan assessment so that:

* students can demonstrate achievement of the outcomes for the relevant stage of learning,
* valid and reliable assessment strategies are used,
* the timing, frequency and nature of the assessment processes are time efficient and manageable for

teachers and students.

Teachers plan assessment strategies when developing teaching programs and will also make additional assessment judgements during teaching and learning. Teachers use a variety of appropriate assessments for monitoring student learning, providing feedback and judging student achievement.

Teachers collect and record assessment information to:

* guide ongoing teaching and learning,
* monitor and evaluate student progress,
* report achievement to parents and relevant authorities in accord with school requirements and department policy,
* provide opportunities for teachers to gather evidence about student achievement in relation to outcomes,
* enable students to demonstrate what they know and can do, clarifying student understanding of concepts and promoting deeper understanding,
* provides evidence that current understanding is a suitable basis for future learning.

Assessment enhances student engagement and motivation, particularly when it incorporates interaction with teachers, other students and a range of resources. School-based assessment tasks may include activities such as examination, tests, written or oral assignments, practical activities, fieldwork, performance and projects. The assessment requirements for each Board Developed Course are set out in the attachments to this document.

**The Common Grade Scale & Standards Referenced Assessment**

BHGHS use the following five-point achievement scale to report to parents/carers for students in Years 7 to 12. Achievement is judged in relation to syllabus standards. The achievement scale is to be used for reporting all Key Learning Areas or subjects.

|  |  |  |
| --- | --- | --- |
| Achievement level | Using this word | And/or this letter |
| The student has an extensive knowledge and understanding of the content and can readily apply this knowledge. In addition, the student has achieved a high level of competence in the processes and skills and can apply these skills to new situations. | Outstanding | A |
| The student has a thorough knowledge and understanding of the content and a high level of competence in the processes and skills. In addition, the student is able to apply this knowledge and these skills to most situations. | High | B |
| The student has a sound knowledge and understanding of the main areas of content and has achieved an adequate level of competence in the processes and skills. | Sound | C |
| The student has a basic knowledge and understanding of the content and has achieved a basic level of competence in the processes and skills. | Basic | D |
| The student has an elementary knowledge and understanding in few areas of the content and has achieved very limited competence in some of the processes and skills. | Limited | E |

**Expectations of students**

Students must attend all classes to satisfactorily complete courses. A minimum of 80% attendance is generally expected for students to achieve the outcomes of the course being studied. Unexplained absences, lateness and class attendance patterns will be reviewed regularly to ensure that the students are meeting the course completion criteria and the minimum attendance requirements.

Student responsibilities include:

* Arrive before 8:45am and being on time for all scheduled lessons.
* Remaining at school for the duration of the day unless they bring a signed request from their parent/guardian.
* Attending all lessons as per their published timetable. Truancy may incur consequences such as lunchtime or after-school detention, letters of concern sent home or parental interview.
* Attending classes on the day before and on the day an assessment task is due.
* Submitting their own work.
* Attempting all assessment tasks.
* Submitting work by the due date.
* Preparing for examinations/tests and make a serious attempt.
* Complete the syllabus including participation in class practical work, homework, oral presentations, assignments and examinations.
* Taking responsibility for their learning. When absent on any day the student is responsible for ascertaining if an assessment task has been set or issued.

On the day of the Assessment Task, the student must attend school and be marked present. Students need to submit the task on or before the designated date in accordance with the Assessment Notification – within the timetabled lesson. Students are NOT permitted to work on the Assessment Task during school time, besides Recess, Lunch or a designated study period on the day the task is due.

Where a student cannot meet a deadline or is absent for the submission or performance of a task the student must provide a valid reason. It is the responsibility of the student to provide a doctor’s certificate, where possible, and see their classroom teacher or Head Teacher to determine how to meet assessment requirements.

**Nature and Notification of Tasks**

Students will receive a minimum of 2 weeks’ notice for each assessment task.

Students may be required to sign for their assessment tasks on the notification register.

Notification of assessment tasks will be communicated to the student in writing using the standardised format and will include:

* The scope of each task e.g. Probability in Mathematics.
* The form the task will take e.g. 10 short answer questions.
* The proposed timing and duration of the task e.g. Tuesday 24 May, Period 1 , 60 minutes.
* Where applicable, the assessment weighting allocated to the task e.g. 15%.
* The outcomes being assessed.
* The marking guidelines .
* Any additional details (eg: students will require calculators). Students should consult with their teacher on a regular basis to confirm the scheduling of tasks and, if absent, whether Assessment information has been given out

*An example of the Notification of Assessment Task form can be found at the end of this document.*

**Submission of Tasks**

Tasks should be handed in to the classroom teacher at the time and method notified by the teacher. This may include electronic submission by Google Classroom or any other technologically based platforms. If the teacher is absent or unavailable, then the task is to be submitted to the Head Teacher of the faculty involved. All tasks should be submitted with the student’s name and the task heading clearly displayed.

**Malpractice**

It is expected that work submitted shall be the student’s own work. Examples of malpractice beyond this would include:

* Plagiarism – excessive use of other sources, not acknowledged.
* Copying – using the work of another person and submitting it as your own.
* Not own work – having someone else complete the task.
* Cheating during a test or exam.
* Misbehaving during a test or exam.

Where the teacher responsible for a task has reason to suspect malpractice, this should be brought to the attention of the Head Teacher as soon as possible. If the teacher and Head Teacher agree then the student shall be awarded a zero mark for the task and given a full explanation of the decision. A warning letter will be issued.

**Late submission of a task**

For all students in Years 7-10 a late submission may result in the loss of 10% of the awarded marks/grade for each day it is late. Note that weekends count as 2 days, long weekends as 3 days. The student needs to be encouraged to complete set work by the rescheduled due date and a ‘Causing Concern’ letter will be mailed home. On the semester report, the late submission will be reflected in the selection of the appropriate grade for Commitment to Quality Learning and optionally the Overall Achievement Grade.

**Extensions**

Students who are unable to submit an assessment task/assignment for valid reasons may apply to the teacher for an extension prior to the due date for submission of the task.

**Letter of Concern for students in Years 7- 10**

Students in Years 7 to 10, not working with ‘sustained diligence and effort’ may be issued a ‘Causing Concern’ for not meeting school/course requirements if:

* Class work is incomplete over a prolonged period of time.
* Homework is incomplete over a prolonged period of time.
* Assessments, assignments, practical work, major works, competencies are incomplete. Where possible, the student will be required to complete the task and make a late submission
* A ‘Zero Mark or Grade’ is awarded for any reason.
* Attendance is unsatisfactory, Beverly Hills Girls High School expects at least 85% attendance to be maintained in courses. The ‘Letter of Concern’ process aims to give the student time to complete the mandatory course requirements and rectify the problem and notifying the parent(s)/guardians(s) of the school’s concerns.
* Note that if the task is to used in the assessment of a Record of School Achievment (ROSA) grade, the official ROSA Warning Letter will be used.

**HSC Minimum Standards**

All students will need to meet minimum literacy and numeracy standards as part of their Higher School Certificate. The Minimum Standard is a nationally agreed standard of functional literacy and numeracy skills.

These are the skills required for everyday life, such as:

* Writing a job application,
* Reading a safety manual,
* Comparing mobile phone plans,
* Calculating the cost of weekly budget.

The Minimum Standard will help ensure that students have developed the essential literacy and numeracy skills needed for success in life after school. Students can meet the minimum standard by passing short online reading, writing and numeracy tests in Years 10, 11 or 12.

**Record of School Achievement**

The NSW Education Standards Authority (NESA) issues the Record of School Achievement (RoSA) to eligible students who leave school before completing the Higher School Certificate (HSC).

The RoSA is a cumulative credential, meaning it contains a student’s record of academic achievement up until the date they leave school. This could be between the end of Year 10 up until and including some results from Year 12.

The RoSA records completed Stage 5 (Year 10) and Preliminary Stage 6 (Year 11) courses and grades, HSC (Year 12) results, and where applicable participation in any uncompleted Preliminary Stage 6 courses or HSC courses.

The RoSA is useful to students leaving school prior to the HSC because they can show it to potential employers or places of further learning. The RoSA is also available to students who have not demonstrated the HSC minimum standard to receive their HSC.

To qualify for the RoSA students must satisfactorily complete mandatory courses including:

● Satisfactory completion will be determined by looking at your effort and results in class work, assignments and examinations.

● You will need to attend each lesson and complete all class work. The school may refuse to grant a RoSA to a student whose attendance or application at school has been unsatisfactory.

● A NSW RoSA can only be earned through ‘sustained diligence and effort’ from the student. Students are expected to attend classes and work to the best of your ability.

● Year 10 students that fail to submit a task or meet assessment requirements may be issued an ‘Academic Warning Letter’ as part of the RoSA procedures.

**RoSA Academic Warning Letters for Year 10 Students**

A NSW RoSA can only be earned through **‘sustained diligence and effort’** from the student. Year 10 students may be issued a ‘RoSA Academic Warning Letter’ for not meeting this requirement if:

● Class work is incomplete over a prolonged period of time.

● Homework is incomplete over a prolonged period of time.

● Assessments, assignments, practical work, major works, competencies are incomplete.

● A ‘Zero Mark’ is awarded for any reason.

● Attendance is unsatisfactory, BHGHS expects at least 85% attendance to be maintained in courses.

The ‘RoSA Academic Warning Letter’ serves the purpose of notifying the parent(s)/guardians(s) if it looks like a student may receive an ‘N’ Determination. This process aims to give the student time to complete the mandatory course requirements and rectify the problem. If a student receives an ‘N’ determination in a mandatory curriculum requirement course, they won’t be eligible for the RoSA.

If a student leaves school, they will receive a Transcript of Study that will list the mandatory course(s) that received an ‘N’ determination. If a student is given an ‘N’ determination in a non-mandatory course (elective or enrichment course), the course will not appear on their RoSA or Transcript of Study.

When a ‘RoSA Academic Warning Letter’ is required, the school will:

● Advise the student in writing with the Academic Warning Letters

● Ensure Academic Warning Letters are sent to parents informing them their child has missed an assessment task and informing them if attendance and performance have been unsatisfactory .

● Ensure that written acknowledgement from the student and her parent(s)/guardians(s) is requested.

● Ensure a copy of the warning letter is placed on the student’s central file.

● Provide a copy of the task or work for which the Academic Warning Letter refers to.

If a student receives Academic Warning Letters covering three separate assessment tasks in a course the student may be deemed to have not met requirements of the course. It is imperative that the student redeems herself of these warning letters by completing the work requested. If the outstanding work to be completed is an assessment task, while the ‘RoSA Academic Warning’ determination will be annulled, the assessment mark for that task will be Zero. Appeals of ‘RoSA Academic Warning Letters’ may be undertaken through a submission to the appropriate Head Teacher.

**Reporting on Outcomes for Years 7 to 10.**

Each semester, the report will outline the achievement of outcomes as outlined on the assessment schedule and/or assessment notification. The degree to which the outcomes have been achieved will be indicated on the 5 point scale against a Profile of Outcomes. The overall Achievement Record is assessed over the 5 point scale, A to E, as outlined above. Where necessary, Non-Applicable (NA) or Unable to Assess (U) may be used to report on the profile of outcomes and/or the Overall Achievement grade. When a student has not completed the assessable work or participated in the learning activities required to assess the learning outcome, the student will receive a U-(Unable to Assess) grade and a comment justifying the U grade and strategies to remedy the situation.

No marks are recorded and students are assessed against the outcomes, not other students. The Overall Achievement grade is an indication of the overall performance of each student, for the semester, based on the areas of assessment, course performance descriptors, and professional judgement. This grade may be an aggregate of the grades awarded for each outcome and may be different to the student’s final Record of School Achievement (RoSA) grade which is based on work from all units of study within each course in stage 5 (Years 9 & 10).

**Reporting on student Commitment to Quality Learning**

Based on the elements from the Quality Learning Framework each student in Years 7 – 10 will, in addition, be assessed on their ‘Commitment to Quality Learning. The three areas to be assessed include a student’s ability to:

* Make Connections
* Think Deeply
* Engage with Learning

Recording results here follows the same pattern as data entry in Outcomes. Selection of the achievement level will be based on the professional judgement of the classroom teacher. The Commitment to Quality Learning - achievement level is assessed over 5 point scale, A to E.

* Exemplary - A
* High- B
* Sound- C
* Working Towards- D
* Elementary- E

To report the achievement grade for **Quality Learning**, teachers will assess against the A- E, 5 point Quality Learning Scale. Selection of the achievement grade will be based on a student’s overall level of application and effort in consideration of their ability level. Using the Quality Learning Framework rubric will support the decision-making process. Student reports will include detailed information defining the Quality Learning Framework and how the grade scale has been applied.

The report comment is a succinct and coherent report with relevant information about the students’ progress during the semester. Links between the students’ achievements, areas for improvement and ways of how to improve at home or at school will also be included in the comment.

**Reporting on learning outcomes for students whose learning is impacted by disability**

Reports for students, whose learning program is based on syllabus outcomes that are the same as the age/stage of their peers, will follow the Common Grade Scale. Reports for students whose learning program is based on syllabus outcomes that are different from the age/stage of their peers, including Life Skills outcomes, will indicate achievement against a Personalised Learning Program. A process of collaborative curriculum planning determines the most appropriate curriculum options and adjustments.

**Reporting to parents – comparing student achievement with the child’s peer group at the school in each KLA or subject in Years 7 to 12**

In response to requests from a child’s parents/carers, BHGHS may provide information on how their child’s achievement compares with the performance of the student’s peer group. This information will take the form of the number of students in the school cohort group receiving each grade or achievement level. BHGHS will advise parents/carers on the written report how the information can be accessed. For EAL/D students who are new arrivals (four terms or less), the school is not required to provide information to parents/carers about how their child compares with the student’s cohort.

**Appendix**

1. Quality Learning Framework Rubric

2. Quality Learning Framework Description

3. Years 7-10 Assessment Schedule template

4. Years 7-10 Assessment Notification and Marking Guidelines template

**Attachment**

1.Aspire Assessment Schedule

**QUALITY LEARNING FRAMEWORK RUBRIC**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **COMPONENT** | **ELEMENTARY 0-30** | **WORKING TOWARDS 30-50** | **SOUND 50-70** | **HIGH 70-85** | **EXEMPLARY 85-100** |
| **Thinks Deeply** | * Demonstrates a basic level of numeracy, reading and writing skills | * Demonstrates a satisfactory level of numeracy, reading and writing skills | * Demonstrates a sound level of numeracy, reading and writing skills | * Demonstrates a high level of numeracy, reading and writing skills | * Demonstrates exemplary level of numeracy, reading and writing skills |
| **Engages with Learning** | * Demonstrates a basic level of commitment to learning | * Demonstrates a satisfactory commitment to learning | * Demonstrates a sound commitment to learning | * Demonstrates a high commitment to learning | * Demonstrates outstanding commitment to learning |
| **Makes Connections** | * Demonstrates a basic understanding in connection with learning and real life | * Demonstrates a satisfactory connection with learning and real life | * Demonstrates a sound connection with learning and real life | * Demonstrated a high connection with learning and real life | * Demonstrated a deep connection with learning and real life |

**QUALITY LEARNING FRAMEWORK**

|  |  |
| --- | --- |
| **COMPONENT** | **MEANING** |
| Thinks Deeply | * A student who strives to enhance their skills in numeracy, reading and writing skills * A student who completes all set work, homework and assignments * A student who takes the information and can apply it to other contexts |
| Engages with learning | * A student who attends every day, brings equipment and is ready for learning * A student who is respectful in the classroom and works well with others * A student who strives for excellence |
| Makes Connections | * A student who sees the significance of learning * A student who is responsible and takes action * A student who values diversity |

Years 7- 10 Assessment Schedule

**Unit Code - Unit name No of units\_\_\_\_\_\_\_\_\_**

Unit description

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Outcome** | **Areas of assessment** | Task no. | Task no. | Task no. |
| **Grade A-E or Mark Range** | Task type/title | Task type/title | Task type/title |
| **Approximate date:** | Term  Week | Term  Week | Term  Week |
| Code | Outcome Description | ✓ | ✓ | ✓ |
|  | Outcome Description |  | ✓ | ✓ |
|  | Outcome Description | ✓ |  | ✓ |
|  | Outcome Description |  | ✓ | ✓ |
|  | Outcome Description |  | ✓ | ✓ |

 Course Name Assessment Task

Task title

|  |  |
| --- | --- |
| Name : | Teacher Name/Class : |
| Issue Date: | Due Date: |
| Report Outcomes: | |
| Assessment Criteria: | |
| Task description and instruction: | |
| Instruction for Submission:   * On-line and/or hand in task. * Late submission penalty * Submission time if required. | |
| **Student Name**: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  **Plagiarism:** I declare that this assessment item is my own work.  **Signed:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Date**: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | |

|  |  |
| --- | --- |
| **Marking Guidelines** | **Grade** |
|  | **A**  **and/or**  Marks Awarded |
|  | **B**  **and/or**  Marks Awarded |
|  | **C**  **and/or**  Marks Awarded |
|  | **D**  **and/or**  Marks Awarded |
|  | **E**  **and/or**  Marks Awarded |

Teacher Feedback

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Student Feedback

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