



Stage 6

Assessment

Procedures

Assessment Procedures in Stage 6

Why does Kuyper Christian School assess?

The primary purpose of assessment is to accurately evaluate a student's learning of certain content or outcomes, provide feedback on that learning, and report this in a clear and appropriate manner to parents, students and NESA.

In addition to this primary purpose, assessment in Years 10-12 determines the RoSA grade as well as the School-based Assessment Mark, which appears on the Higher School Certificate Record of Achievement.

There are many vital aspects of school life that do not lend themselves to being assessed and their importance is not lessened by this e.g. wisdom, commitment, courage and character.

NSW syllabuses promote an integrated approach to teaching, learning and assessment. Schools use syllabuses, assessment and reporting materials and Assessment Certification and Examination (ACE) requirements to develop school-based assessment programs.

How does Kuyper Christian School view assessment?

We believe:

1. God judges the motivations of people, as well as their actions (i.e. their response to the Gospel in thought, word and action)
2. God's judgement is always just, fair and inclusive
3. Truth, kindness, humility and authenticity are out workings of Christ-likeness
4. Segments of life need to be contextualised in the multi-layered, integral contexts of real life
5. God creates and sustains as He sees fit, and hence, publically grading His creation can be degrading to students and dishonouring to Him
6. Christ's death is the highest price for every success and the deepest comfort in every failure
7. God is most glorified in us when we are most satisfied with Him

We recognise:

1. Children have a myriad of different abilities, disabilities, dispositions, cultural backgrounds, worldviews, expressions of sinfulness, learning styles and intelligences
2. Criterion-referenced assessment is more valuable, equitable and informative than norm-referenced assessment
3. External exams can often unhelpfully dictate learning
4. Assessment and feedback are vital aspects of the learning process

Therefore we will:

1. Anchor assessment in real contexts when at all possible
2. Activate assessment that is wise, fair, inclusive and equitable
3. Wisely assess movement towards Christian faith and action
4. Inspire a spirit of learning and assessing for their worthwhileness (i.e. growth in maturity, self-fulfilment, service of the Lord and others etc.) rather than for a test or a mark
5. View mistakes, failure and mishaps as an essential part of growth in Christ-likeness
6. Provide clear and swift feedback that leads to further individual and corporate learning
7. Promote a spirit of acceptance and support of one's own and others' idiosyncrasies
8. Encourage courageous, candid self-reflection and kind, forthright peer assessment
9. Protect the privacy of students and sensitively encourage students who might feel degraded by being graded

Type of Assessment Tasks

Staff must use the relevant NESAs HSC Syllabus guidelines and use the mandatory weightings.

Assessment tasks may include:

- formal examinations
- unit or class tests
- aural tests
- oral tasks / presentations
- research projects
- practical tasks
- field work
- essays
- reports

School-based assessment requirements

The [Stronger HSC Standards](#) reforms were designed to help motivate and challenge students to achieve at their highest possible level and reduce excessive stress.

The changes to school-based assessment requirements in each course include:

1. mandatory components and weightings for both Year 11 and Year 12 courses
2. capping the maximum number of formal assessment tasks to three in Year 11 and four in Year 12
3. capping the number of formal written examination tasks that mimic the HSC examination to one per course, with a maximum weighting of 30% for the Year 12 course.

Each subject has particular assessment requirements. Assessment and reporting documents and support material can be checked at:

<http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/Understanding-the-curriculum/syllabuses-a-z>

In addition to formal assessment tasks, students will be expected to complete other ongoing homework, assignments and coursework. This work is viewed as an integral part of the course, and therefore must be taken seriously and completed.

Assessment Schedules

Teachers will develop assessment schedules in each subject, adhering to any subject-specific requirements mandated by the NESA.

A summary assessment schedule indicating the dates of all tasks will be compiled early in the academic year and provided for parents. The assessment schedule will inform a student about all assessment tasks for the entire year. Teachers will work collaboratively on determining the final assessment schedule. Core teachers are responsible for maintaining the calendar and ensuring that it is updated each term.

Teachers will endeavour to ensure that assessment tasks are spread as evenly as possible over the entire Assessment period. There will however, be times where assessment requirements may be heavier. These are most likely to occur towards the end of courses, as many assessments can only be completed after the unit of work has been adequately covered.

Assessment schedules will contain the following information:

- due date of task
- percentage weighting of each task in relation to the total weighted mark for the course
- a very brief description of the task or type of task e.g. oral presentation, written report etc.
- any subject specific requirements set by NESAs. This may include the mandatory requirements for the practical components of such subjects as Visual Arts or Design and Technology, or any subject that has a specified number of assessment tasks set by NESAs. Set weightings for tasks will also be included.

Dates for assessment tasks will be adhered to as much as possible. There are occasions when it may be deemed necessary by the teacher to alter the date an assessment task is due. Such circumstances might include unexpected changes to the school calendar that clash with an assessment task, or such circumstances as deemed sufficient by the class teacher after discussion with the Secondary Coordinator. When this does occur, students will be given adequate notice of such a change both verbally and in writing. Teachers do understand that changing the date of one task might impact a student's overall study plan; therefore any changes will only occur when absolutely necessary and, where possible, in consultation with students.

Notification of Assessment

Students will be issued with a *Notification of Assessment Task* at least two weeks prior to the due date through the Google Classroom. It is the responsibility of the student to ensure that they regularly access Google Classroom and their email, and to report any account problems immediately. A copy of the actual assessment task will be included on the *Notification* sheet, except in the case of tests (either written or of a practical nature) or examinations. In such cases a *Notification of Assessment Task* sheet will include only the date and weighting of the task. Please note that these sheets will not necessarily be handed out for individual examinations that are conducted during the official school examination period.

It is the student's responsibility, when returning from absences, to check that they have not missed notification of any assessment tasks. Not being present will **not** be an excuse for not being aware of Task requirements. Students should check with each individual teacher. Further confirmation will come by referring to the Assessment Calendar.

Reuse of Assessment Tasks

A number of subjects include a requirement for the development of project work for either internal or external assessment – for example, Visual Arts, Drama, Design and Technology and others. Projects developed for assessment in one subject are **not** to be used either **in full or in part** for assessment in any other subject.

Submission of Assessment Tasks

Unless otherwise specified on the *Notification of Assessment Task*, each written assessment task must be completed and submitted by 9am on the due date in the drop-box provided at the Library and sign the provided 'Acknowledgement of Submission'. A member of staff (usually the teacher for that subject) will collect and verify that all tasks were submitted by 9am.

Students should hand in their own work. In the case where a parent or sibling is handing in work on a student's behalf (due to absence), he/she must inform a staff member of the situation. In this case, work should be accompanied by a note indicating the reason for a student's absence. In the case of absence, the task should be submitted at 9am on the due date.

All other tasks must be submitted in accordance with the instructions on the *Notification of Assessment Task*.

Failure to meet these requirements will result in a **zero** mark being allocated for this task. The subject teacher will then send an email to a student's parents or caregivers indicating a zero mark on an assessment task, within five school days of the due date.

Marking and Returning Tasks

Assessment tasks will be marked and returned within 2 weeks of the due date. When external marking is required (e.g. Major Design Project) this may take longer than 2 weeks.

Feedback

Providing students with meaningful information prior to an assessment task gives them every opportunity to present their best possible response to a given task. Teachers are their prime source of support. Students rely on their teachers to give them feedback about the things they are doing well and how they might improve in other areas.

The school assessment program provides a major source of information on how successfully students are performing in their courses. The information is valuable for both the student and the teacher. At Kuyper Christian School, feedback is expected to be specific, detailed and timely.

Feedback can provide students with information about strengths and weaknesses of responses, the outcomes achieved and students' performance in relation to standards and to other students. For students, effective feedback on responses to assessment tasks should include:

- what was expected from the task
- meaningful information about the quality of work
- clear statements about how to improve
- correction of misunderstandings
- reinforcement of what has been done well

For teachers, effective feedback enables them to evaluate:

- teaching and learning programs
- teaching strategies
- assessment strategies
- assessment task design
- marking guidelines

Some ways of providing feedback

Teachers can provide effective feedback in a variety of ways. Some of these include:

- annotating the student's work
- writing summative comments about strengths and weaknesses
- speaking to the class about the responses and the aspects that were well done and those that need further attention
- providing a written summary to the class of the responses with some examples
- with the permission of the student, providing the class with a copy of the best response
- annotating separate marking guidelines sheets for each response so that students can see their strengths and weaknesses against the criteria

The last dot point has a number of strengths. It provides explicit feedback in relation to the criteria, illustrates the best answer, leaves students in no doubt about how their mark was derived and indicates clearly strengths and weaknesses.

Late submission

Any late submissions will automatically receive a **zero** mark. See below for other circumstances. Nevertheless, the student must complete the assessment task.

Tasks not submitted on time due to computer technical problems (including printer problems, hard drive failures, virus problems, problems with emails, etc.) will be deemed as late. If an appeal is made and is unsuccessful, a zero mark will be awarded for that task and an 'N' Determination Warning letter will be issued.

Illness or Misadventure

If a student has missed an assessment task or was late handing in an assessment task due to illness or serious and unavoidable circumstances, or the student believes that he/she has been unfairly disadvantaged in an assessment task because he/she was ill during an in-school task, the student may apply to sit for or to submit this task at a later date.

In this case medical documentation or the equivalent will be required. The student should collect an *Illness or Misadventure* form (See Appendix 2) from the office or Secondary Coordinator and return the completed form to the Secondary Coordinator.

Application for Extension

If a student believes he/she has a legitimate reason for an extension in an assessment task, a student may complete an *Illness or Misadventure* form (See Appendix 2) and submit it to the Secondary Coordinator. An application will only be considered if it is submitted by **9am two school days before** the due date of the task. A student must attach appropriate documentation with the form. The course teacher and the Secondary Coordinator will together decide on the result of the application.

School Attendance

The Board does not set a minimum attendance for the satisfactory completion of a course, but a principal may determine that, due to absence, course completion criteria may not be met. However, it is expected that

students will make every effort to attend all classes for a Course to meet the requirements and outcomes of that Course.

A student who is at risk of not meeting the Course requirements may be required to produce a Medical Certificate for all absences. The student is responsible to request the work missed due to any absences and catch up the work missed, in a reasonable timeframe.

Students are not permitted to be out of scheduled classes to complete work on individual Assessment Tasks. Students who develop a pattern of absences on the day before an Assessment Task is due may be required to provide a Medical Certificate.

Suspicion of Cheating or other Malpractice

Cheating, or malpractice, is dishonest behaviour by a student that gives them an unfair advantage over others.

It includes:

- copying, buying, stealing or borrowing part or all of someone else's work and presenting it as their own
- using material directly from books, journals, CDs or the internet without acknowledging the source
- submitting work that contains a large and unacknowledged contribution from another person such as a parent, tutor, coach or author
- paying someone to write or prepare material that is associated with a task, such as process diaries, logs or journals

The above are examples of plagiarism.

If a teacher suspects malpractice of any kind, he or she will refer that to the Secondary Coordinator who, in most circumstances, will convene a Review Panel. The penalty for malpractice may include, but is not limited to, a zero mark for the task.

Process of Appeal

In the first case, a student should discuss the situation with the course teacher. If a student still believe the wrong decision has been made, a student may submit an appeal in writing to the Secondary Coordinator. In most circumstances, the Secondary Coordinator will convene a review panel to consider the appeal. If, after the review appeal has made its decision, a student remain convinced that an error has occurred, a student may appeal to the Appeals Committee of NESAs.

'N' Determinations

'N' determinations are issued to students who do not complete the requirements for a course.

- The teacher issues warning letters to students who are in danger of not meeting course completion criteria. This must be done promptly, giving the student time for the problem to be corrected.
- The teacher gives the letter to the Secondary Coordinator who, once satisfied, passes this to the principal for signing. The school secretary will copy and post the letter.
- The Secondary Coordinator will ensure that the school records have been updated.
- If a student has been given an 'N' determination in a mandatory course, they will not be eligible for the RoSA. If they leave school, they will receive a Transcript of Study that will list the mandatory course(s) for which an 'N' determination was given. The words 'Not completed' will appear next to each 'N' determined course.
- If a student is given an 'N' determination in a non-mandatory course, the course will not appear on their RoSA or Transcript of Study.

A principal with appropriate delegation by NESAs may determine that a student undertaking Stage 6 courses who was ineligible for the RoSA at the end of Year 10 because of failure to meet the requirements has subsequently met the requirements and is therefore eligible for the RoSA.

The principal is required to notify the Board of any such redemption and eligibility for the RoSA.

'N' determinations for compressed subjects

If a student who is studying a compressed subject receives an 'N' determination at the end of the preliminary course (Beginning of Term 2), in most circumstances, the Secondary Coordinator will convene a review panel to consider whether the student will be allowed to progress to the HSC course in that subject. Depending on the situation of the student, the school may, in consultation with staff, the student and parents/caregivers:

- Require the student to complete the assessment task in the mid-year break as a condition for progressing into the HSC course.
- Provide assistance to enable the student to catch up.
- Not allow the student to progress to the HSC course.
- Recommend alternatives, for example, the student may attend Richmond TAFE for a one semester (120 hour) course to ensure their 12 units are completed.

Helping students to prepare for assessment tasks

Teachers should encourage students to:

- be aware of due dates, keep an up-to-date diary of all their assessments, activities and commitments, and allocate their time effectively
- start tasks early so that they can seek clarification if needed
- break tasks into a series of smaller steps and set deadlines for the completion of each step
- save all drafts and support materials. Note sources as they are used so the bibliography does not become a major task at the end
- frequently save and backup all computer work. Technology failure is generally not an acceptable excuse for submitting work late.

Work Samples

The awarding of Stage 5 and Stage 6 (Preliminary) grades places significant value on teachers' professional judgements about student achievements.

- Schools award grades based on student achievement in the Stage 5 and Stage 6 Preliminary courses they complete. These grades are reported on students' credentials.
- To strengthen the consistency of teachers' professional judgements in relation to statewide standards, schools are asked to keep student work samples and corresponding assessment tasks for Years 10 and 11 students.
- Teachers will keep a minimum of three work samples representing the upper, middle and lower range of achievement of their Year 11 cohorts for the courses identified below. Each of these work samples should demonstrate performance towards the end of the year that is typical of the student(s) awarded a particular grade (A to E) by the school.

Preliminary courses 2020

English (Advanced)	Mathematics Extension 1	Design and Technology
Mathematics Advanced	Biology	Food Technology
Mathematics Standard	Ancient History	

HSC courses 2020

English (Standard)	Extension Science
Mathematics Advanced	Ancient History
Mathematics Standard	Design and Technology
Biology	Food Technology

(Course name)

A minimum of two course-specific warnings must be issued prior to a final 'N' (non-completions of course) determination being made for a course.

Course Completion Criteria

The satisfactory completion of a course requires principals to have sufficient evidence that the student has:

- a) **followed** the course developed or endorsed by NESAs; and
- b) **applied** themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and
- c) **achieved** some or all of the course outcomes.

Where it is determined that a student has not met the Course Completion Criteria, they place themselves at risk of receiving an 'N' determination. **Students who receive an 'N' determination in a mandatory course are not eligible for the award of the Record of Student Achievement.**

..... Course name	is	<input type="checkbox"/>	mandatory course	is	<input type="checkbox"/>	mandatory course
----------------------	----	--------------------------	------------------	----	--------------------------	------------------

To date, has not satisfactorily met of the
Student name (indicate a), b) or c)
 Course Completion Criteria.

The table overleaf lists those tasks, requirements or outcomes not yet completed or achieved, and/or which a genuine attempt has not been made. In order for to satisfy the Course Completion Criteria, the tasks, requirements or outcomes listed overleaf need to be satisfactorily completed and / or achieved.

Please discuss this matter with and contact the school if further
(Student name)
 information or clarification is needed.

Yours sincerely

.....
 Class Teacher
 / / 2020

.....
 Principal
 / / 2020

Appendix 1

To satisfy the Course Completion Criteria, the following task(s), requirements or outcomes need to be satisfactorily completed by
Student name

Task Names(s) Course Requirement(s) Course Outcome(s)	Original Due Date (if applicable)	Action required by student	Revised date to be completed by (if applicable)



Please detach this section and return to core teacher

Requirements for the Satisfactory Completion of a Record of Student Achievement Course

- I have received the letter dated indicating that
(student name)
- is in danger of not having satisfactorily completed
(course name)
- I am aware that this course may appear on his / her Record of Student Achievement with 'Not Completed' indicated.
- I am also aware that 'N' determination may make him / her ineligible for the award of the Statement of Achievement from the NSW Educational Standards Authority.

Parent / Guardian's signature: Date:

Student's Signature: Date:

Appendix 2

Application for Illness / Misadventure Appeal for Exams and Assessment Tasks

Kuyper Christian School acknowledges the messiness of a broken world with all its wonder and horror. Under God's grace, the school will work alongside students in situations that affect the proper appraisal of a student's performance.

Students may lodge an illness/misadventure appeal with the Secondary Coordinator if they believe that circumstances which occurred immediately before or during their school exam or assessment task, and which were beyond their control, diminished their performance.

The right to submit an illness/misadventure appeal and the responsibility for doing so rests with the student, except where it is impossible for the student to do so, such as in cases of severe illness. (In this case, parents or teachers may submit the appeal.)

Closing Date for Appeals is **forty-eight hours** after the examination or task. **Closing Date for Extensions** is **forty-eight hours** before the examination or task. This form constitutes an application for an extension, alternate task where applicable or a teacher based assessment. This is consistent with NESAs requirements.

Student Name: _____ **Year:** _____ **Date:** _____

Exam Date or Due Date of Task: _____ **Subject:** _____

Nature of Task: In Class Task Oral Presentation Written Submission Practical Submissions Examination Other:	What is the nature of this Appeal and/or request? (You may select more than one) Illness Absent Misadventure Extension
--	--

Explain briefly the nature of the Illness or Misadventure: *(Attach additional pages if required.)*

N.B. All independent supporting evidence for the appeal must be provided (e.g. Doctor's Certificate)

Yes No N/A Were you absent (fully or partially) from school the day prior to the due date?

Yes No N/A Were you absent (fully or partially) on the due date?

Yes No N/A Did you contact your Teacher or the Secondary Coordinator about your absence or misadventure?

Yes No N/A Did you submit or complete the task on the due date?

Yes No N/A Were you granted an extension for the Assessment?

Yes No N/A Were you granted any special provisions for the task?

I acknowledge that failure to submit or fully complete this form may result in the maximum mark penalty.

I declare that all the information I have supplied is true. I agree to work through this situation with openness, honesty and a positive spirit.

Student's signature: _____ **Date:** _____

Parent's / Carer's signature: _____ **Date:** _____

Outcome (to be completed by Secondary Coordinator): _____ **Date:** _____