

Assessment Policy Years 7-9



RTHS

**RESPECT
RESPONSIBILITY
COMMITMENT**



Assessment Policy and Procedure 7-9 (January 2025)

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ASSESSMENT REQUIREMENTS (YEARS 7, 8 and 9)

Assessment is the broad name for the collection and evaluation of evidence of a student's learning. It is integral to teaching and learning and has multiple purposes. Assessment can enhance student engagement and motivation, particularly when it incorporates interaction with teachers, other students and a range of resources.

Assessment:

- Provides opportunities for teachers to gather evidence about student achievement in relation to outcomes.
- Enables students to demonstrate what they know and can do.
- Clarifies student understanding of concepts and promotes deeper understanding.
- Provides evidence that current understanding is a suitable basis for future learning.

Assessment activities should:

- Be valid and be based on syllabus outcomes.
- Include criteria to clarify for students what aspects of learning are being assessed.
- Enable students to demonstrate their learning in a range of different contexts.
- Be reliable, be free from bias and provide evidence that accurately represents a student's knowledge, understanding and skills.
- Enable students and teachers to use feedback effectively and reflect on the learning process.
- Be inclusive of and accessible to all students.
- Be part of an ongoing process where progress is monitored over time. Teachers should consider the effect that assessment and feedback have on student motivation and self-esteem, and the importance of the active involvement of students in their own learning.

Adjustments for students with special education needs:

Teachers may need to make adjustments to teaching, learning and assessment practices for some students with special education needs so that they are able to demonstrate what they know and can do in relation to syllabus outcomes and content. The types of adjustments made will vary, based on the needs of individual students.

These may be:

- Adjustments to the assessment process, for example additional time, rest breaks, quieter conditions, or the use of a reader and/or scribe or specific technology.
- Adjustments to assessment activities, for example rephrasing questions or using simplified language, fewer questions or alternative formats for questions.
- Alternative formats for responses, for example written point form or notes, scaffolded structured responses, short objective questions or multimedia presentations.

ASSESSMENT NOTIFICATIONS

- Assessments must be in the school proforma and include outcomes being assessed, marking criteria, notification date, due date, task weighting and a clear description of the submission requirements.
- An individual task will not be less than 10% or more than 40% of the total mark for the year.
- One task may address several assessment components.
- Each task is a single event, not an aggregation of several smaller tasks.
- Assessment notifications must be handed out at least 2 weeks prior to assessment task. Class teachers need to go through the notification and explain the task and expectations of task completion. Students are encouraged to complete draft responses, where possible, and gain feedback prior to the task.
- Examinations will also have a notification 2 weeks prior to the examination but no further explanation is required.

SUBMITTING TASK

Assessment tasks will be scheduled to be completed and submitted to teachers for marking on or by specified dates and, at times specific periods, throughout the year (e.g. 12-07-15 Period 5). If a date only is given, the deadline for submission is either the class timetabled on the day or if the subject is not timetabled, by close of the school day 3.20pm.

NON – COMPLETION OF ASSESSMENT TASKS/COURSEWORK

Loss of Marks

A student will lose 10% of their mark for each day the task is late (including weekends).

Hand in on time 100%

1 day late the task is out of 90%

2 days late the task is out of 80%

3 days late the task is out of 70%

4 days late the student is awarded 0% and a Letter of Concern is sent home.

Illness / Misadventure

If a student has a valid reason for not completing the assessment task, they must provide a **reasonable explanation** and documentation (a note or call from a parent/carer will be sufficient).

If a student misses/does not attempt substantial amounts of coursework parents will be notified with a Letter of Concern outlining specific work that has been missed.

LETTERS OF CONCERN

Students are required to complete classwork, assignments, assessment tasks, homework and other tasks in class to satisfy the Course Completion Criteria in every subject they undertake. If a student is in danger of not completing expected work, then a Sentral Letter of Concern must be sent.

Letters of Concern are issued regularly where required and sent as early as possible so that action can be taken by the student and parents to overcome the situation. If work is not submitted as required, a follow up Letter of Concern is sent to inform that student is not completing the work that has been set. Students are required to complete the outlined work as a matter of priority.

Time frames and Teacher Responsibilities - Summative Assessment

A letter of Concern will be sent home after the 3 day period of decreasing marks has elapsed to communicate with parents about the non-completion of the task. Once a Letters of Concern has been generated it will be accompanied by a classroom teacher phone call home.

NON-SERIOUS ATTEMPTS

In the event of a student not attempting or not making what the teacher marking the assessment task considers a serious attempt at an assessment task, the classroom teacher will:

- Award zero for that task and record this in the assessment records.
- Inform the Head Teacher of the non-attempt.
- Inform parents/ carers via the Letter of Concern and a phone call home.

Note: If a student simply copies work or presents work that is not their own original work, the result for the task will be 0% and the student will be required to re-do the task to a standard that reflects the student's actual ability.

TECHNICAL FAILURES

Difficulties related to computing equipment **will not** constitute sufficient grounds for the granting of an extension. Students are expected to follow responsible practices in relation to the use of technologies, including the maintenance of reliable back-up copies, allowing sufficient time to deal with potential technical failures and the retention of printed drafts. In the event of printer failure, students may submit work via email attachment to the appropriate teacher. If this is not possible speak to the teacher before the due date for support to submit the task on time.

STUDENT PROCEDURES FOR RESOLVING TASKS/COURSE WORK

Students are consistently encouraged by school staff and parents to complete all outstanding summative assessment tasks/examinations or coursework. The onus rests with the student to do so and to seek support from their Classroom Teachers.

Students causing concern in any course will be interviewed by Classroom Teacher and/or Head Teacher on a needs basis as well as calls being made home, in addition to the Letters of Concern. Records of any such interviews will be recorded on Sentral.

It must be noted that because of poor attendance or refusal to participate in class, practical activities, excursions, experiments, whole class demonstrations and any other activity that related to the completion of an assessment or course work often cannot be easily re-presented or redone and will only occur if practical to do so. Missing critical experiences may impact on a student's mark or grade. In the event of students being unable to complete a task due to missing relevant educational experiences an alternate task that meets the same outcomes will be developed to clear the equivalent task.

Students who are catching up on any assessments or coursework need to:

- Seek assistance from their Class Teacher and ask what they need to do.
- Complete outstanding work at home.

If a Class Teacher is absent the student will seek support from the Faculty Head Teacher.