



## Assessment Policy – Middle School

### Purposes of Assessment:

- To give information to the student about strengths and weaknesses in different areas. **(Formative assessment).**
- To allow the teacher to review the progress of individuals and the whole class in particular tasks and at particular times of the year. **(Formative assessment).**
- To give students, parents and the school a summary of a student's achievements. **(Summative assessment).**
- To have a sound base for counselling students about further study in particular areas and future study paths. **(Summative assessment).**

### Formative and Summative Assessment

**Formative assessment** is information gained by a teacher about the current state of the learning of a student and is used to give feedback to the student during the learning process. It may be gained in many ways and in fact occurs informally during most classroom interactions. Much of the information and feedback interchange is oral, but some is non-verbal and some is written. This assessment is used to provide information for the teaching and learning activity.

**Summative assessments** are meant primarily to give a status record and provide

valid and reliable reports of achievement of what has been learned by the student. All summative tasks used for reporting has a particular weighting that is decided by the Faculty or external providers e.g. South Australian Certificate of Education or Australian Curriculum. Summative assessment is done most usually through:

- written test/s in closely supervised conditions
- assignments with specific task description, marking criteria and task weighting
- performance or presentation of work



## Types of Assessment:

Assessment from Year 7 – 12 is based on using performance standards. The performance standards describe five levels of achievement, A to E.

Each level of achievement describes the knowledge, skills, and understanding that teachers and assessors refer to in deciding, on the basis of the evidence provided, how well a student has demonstrated his or her learning.

Every summative assessment item is connected to the Australian Curriculum.

Students can also refer to the performance standards to identify the knowledge, skills, and understanding that they have demonstrated and those specific features that they still need to demonstrate to reach their highest possible level of achievement.

On the completion of a student's assessment, the teacher makes a decision about the quality of the student's learning by:

referring to the Australian Curriculum Achievement Standards

assigning a grade between A+ and E- for the assessment type.

Assessments may take various forms such as: short tests, essays under supervision, fieldwork, practical or laboratory activities, research or other assignments, oral presentations, folio work, investigations, visual studies, performances or group work.

Work to be handed in will have due dates clearly set and be available on the College Learning Management System. Work, even if incomplete, must be submitted on this date.

## Deadlines

Work must be submitted by the due date. Teachers are expected to negotiate assessment deadlines with students in Senior School subjects prior to the task being set. Reports of Concern must be sent when students do not meet deadlines.

Faculties use different modes of assessment for grading purposes and the following is used for non -submission of work:

- Students who have not submitted their work can be granted a DNS (Did Not Submit) in seqta. The non-submission of work means that the end of semester grade will reflect a 'best fit' that reflects assessment criteria across all tasks. This will be used in Faculty areas where the assessment criteria can spread across different tasks: for example, in English or Humanities. The DNS will usually only be given if the student, parent, Head of House, Head of Faculty have been adequately informed as part of the process using a Report of Concern.
- For non-drafted pieces and 'on the day' assessments such as timed responses and presentations, students' are expected to complete the assessment by/on the day set if an extension has not been requested. Any exemptions or further clarification is to come directly to the Head of Middle School.

**Grades will not be partly discounted for lateness.**



**Extensions of time** can only be granted under exceptional circumstances, with due regard to the balance between individual needs, fairness to the whole group of students involved and integrity of the curriculum. Situations where an extension may be considered appropriate are illness, impairment or personal circumstances. Extensions may also be considered for compulsory camps and excursions over a period greater than one day and representation at an elite level in co curricular pursuits.

To apply for an Extension to a Summative Assessment Deadline in Middle School, students must complete an **Application For Extension Middle School – Summative Assessment** form, available from the Middle School Office. This form must be completed and co-signed by a parent, before being submitted to the subject teacher. The subject teacher will make the decision to grant or reject an application for extension, following discussion with the student’s Mentor, Head of House or parent, if appropriate.

### Academic Honesty

Work must be a student's own original work. “Apart from appropriately incorporated quotations from other sources, no part of students’ work may be copied from another person’s work, or be based on an undue level of assistance from another person.” (SACE Board - *Redrafting, Reuse of Assessed Work, and Assessment Deadlines and Submission Dates Policy*)

A student may not submit another student’s work under his or her own name.

Verification of work using ICTs are essentially the same as those for other forms of development and presentation of work for assessment. No part of students’ work may be based on an undue level of assistance from other people or sources.

### Academic Dishonesty Process

- a) Subject teacher identifies the issue, either it’s a copy of other students work, not original work and can be sourced on web (Turnitin) or suspects the work is not the students.
- b) Subject teacher takes to Head of Faculty and recorded in SEQTA as a *Report of Concern*. **No communication with students**. Task cannot be returned to any student in class until the next stage complete.
- c) Heads of Faculty and the Head of Middle School after discussion with teacher calls in student/s for follow up. May or may not include teacher.
- d) Penalties if academic dishonesty has occurred will be letter to student and/or parent/guardian. Outcome may be warning, penalty applied zero or further sanction as determined by Head of Middle School.