



Assessment & Reporting Policy

Assessment

A primary purpose of assessment is to enhance learning and to enable the reporting of students' achievement. Assessment practices have a powerful impact on learning and teaching.

At LHS Assessment

- Is conducted in all courses studied throughout the year.
- Should provide valid information on the actual knowledge, skills and understandings expected of students.
- Should make a positive contribution to student learning.
- Should be demonstrably fair to all students and not discriminate on grounds that are irrelevant to the achievement of the outcome.
- Criteria should be explicit so that the basis for judgements is clear and
- Should be based on multiple kinds and sources of evidence.

The components of assessment in individual courses, their weightings and due dates are negotiated with students, and later confirmed through in the Course Outlines that are issued by the end of week two of each semester and posted on the cLc for each class. These assessment items may include, but are not limited to: tests (given to an individual class or to all classes studying the same course), written assignments, practical work, homework, group work, oral presentations, bookwork and participation in the classroom. For further information on homework see the Lyneham High School Homework Policy.

Along with assessment information, Course Outlines provide a short description of the course of study, the outcomes on which assessment will be conducted, materials required and a statement regarding homework expectations. Both parent and student signatures are sought on the documents to confirm and acknowledge the contents.

Where more than one class is studying the same subject at the same level, moderation procedures are used. This may be through administration of common tests, marking of selected items by a number of teachers or exchange of information between the teachers involved.

Other assessment commitments for ACT school students can include:

- National Assessment Program – Literacy and Numeracy (NAPLAN) in Years 7 & 9
- PISA international assessment (for 15 year olds)
- Trends in Mathematics and Science Study (TIMSS) international assessment (Year 8)
- National academic competitions (Science, Maths, Computing, Languages, French etc)

Reporting

Reporting can be both informal and formal. Informal reporting to parents might include: telephone calls, emails, student-led conferences, parent-teacher conferences, open days, assemblies and the use of journals and homework books. Formal reporting occurs twice a semester (four times a year) – at mid semester and end of semester.

Mid-Semester Reports

These are issued to all students towards the end of Terms 1 and 3, prior to Parent/Teacher evenings. Teachers report on each student's achievement and attitude/effort as satisfactory, borderline or unsatisfactory. If a teacher has a specific concern then they may indicate one or multiple concerns from the list shown below. It is important to note that teachers may have other concerns beyond those listed here.

1. Lack of positive involvement in classroom activities
2. Unsatisfactory completion of class work
3. Unsatisfactory completion of homework
4. Unsatisfactory completion of assignments
5. Unsatisfactory test performances
6. Unprepared for class work
7. Inappropriate behaviour
8. Frequent absences
9. Failure to submit practice charts (Band students only)

Teachers must ensure sufficient assessment has been completed to make a realistic judgement on a student's progress before mid semester reporting to parents occurs. Teachers are encouraged to phone parents where this is not possible.

Semester Reports

These are issued to every student at the end of Terms 2 and 4. A report is provided for each student and includes four aspects:

- Overall grade
- Level of achievement of learning outcomes
- Level of participation and organisation
- A written comment from the teacher

Grades for each subject studied are awarded for achievement through the descriptors provided by the ACT Education and Training Directorate policy *Reporting on Student Achievement and Progress to Students and Parents*. In Years 9 and 10 these grades are transferred to the Year 10 Certificate or to their High School Records if they leave the school during Years 9 & 10.

- A - Your child has demonstrated **outstanding achievement** of the knowledge, skills and understandings expected
- B - Your child has demonstrated **high achievement** of the knowledge, skills and understandings expected
- C - Your child has demonstrated **sound achievement** of the knowledge, skills and understandings expected
- D - Your child has demonstrated **limited achievement** of the knowledge, skills and understandings expected
- E - Your child has demonstrated **very limited achievement** of the knowledge, skills and understandings expected
- S - Awarded to students where unavoidable circumstances have prevented assessment for an A – E grade

Level of achievement of learning outcomes is reported on using a five point scale, similar to those listed in the grade descriptors. The level of achievement is rated as: outstanding, high, sound, limited or very limited. Students may also be rated as “Not assessed”. This may be due to a student being absent for a lengthy period of time or it may be that the assessment of that particular outcome was not completed before the end of the assessment period.

An assessment is made about each student regarding their participation and organisation. The items that are reported on are listed below:

- Is punctual to class
- Brings appropriate equipment to class
- Behaves appropriately
- Completes and submits set work on time
- Works cooperatively with peers
- Works independently

Each item is rated as: Always, Usually, Sometimes or Rarely.

The written comment is addressed to the parent and includes information as required by the ACT Education & Training Directorate (ETD) policy. Each comment is written individually to the student. The comment should; identify student strengths, areas for further development and strategies to support and/or extend learning. It should also provide information about each student’s attitude and commitment to learning.

The A – E Summary Report provides a summary of the grades achieved for each subject and the numbers of each grade awarded for the entire group of students who studied the same course. Parents can request in writing that their child does not receive the A – E Summary Report for each semester. In these cases, students continue to receive a graded report for each subject studied during the semester.

The related Lyneham High School and ETD policies that informed the development of this policy include:

- a. Reporting on Student Achievement and Progress to Students and parents policy
- b. Certification Year 10 Certificate and the Appeals Process
- c. Lyneham High School Excursion policy
- d. Lyneham High School Homework policy

Review and Appeal Processes

Students have the right to seek a review against grades and do so by following these procedures in the order listed.

1. Review of Results by Teachers

Discuss the problem informally with the class teacher as soon as possible after receiving the semester report. In most cases the problem is resolved at this level. It is possible for clerical errors to occur or for the student to overlook a factor such as assignments or other pieces of work not handed in. It is good to have evidence as to why a grade is appealed.

2. Review of Results by Executive Teachers

Discuss the problem with the Executive Teacher of the faculty, providing evidence why the problem has not been resolved.

3. Review of Results by Principal

If the matter is still unresolved, the Principal must be notified in writing of the student's intention to seek a review of results. This is normally expected on the day following the issue of reports or soon afterwards.

The Principal calls a meeting of the parties involved at which the student presents any further evidence. This is the highest level of review for students in Years 7 and 8.

4. Appeal to the Chief Executive

Students in Years 9 and 10 may subsequently request a System Level Appeal. Such an appeal may be made against particular assessments on the High School Record or against a decision not to award a Year 10 Certificate. Appeals against the non-award of a Year 10 Certificate should be made before the end of the school year. An ACT Department of Education & Training leaflet issued to all students gives information about appeals and is available at the school. Further information may be obtained from:

The Manager
Assessment & Reporting Section
ACT Education and Training Directorate
PO Box 1584
Tuggeranong ACT 2901
Phone: (02) 6207 5111

All appeals must be made by the student not a second party acting on their behalf.

Last review June 2011