



ASSESSMENT & REPORTING POLICY

Belief Statement

At Lyneham High School we believe that assessment should provide timely and useful information that can be used by teachers and students alike to improve how teachers teach and how and what students learn. It should be aligned with the Australian Curriculum Achievement Standards and are differentiated to meet the needs of individual students. Assessment should be authentic, relevant and purposeful; it should provide meaningful feedback on students' strengths, learning needs, achievement and future learning goals.

Assessment

At Lyneham High School (LHS) we use a variety of assessment strategies to determine a students level of knowledge, understanding and skills. This includes diagnostic, formative and summative assessments across each learning area.

Diagnostic assessment can help identify students' current knowledge of a subject, their skill sets and capabilities, and to clarify misconceptions before teaching takes place. Knowing students' strengths and weaknesses can help teachers plan what to teach and how to teach it. Examples include; pre test, self assessments & discussion boards. In addition to in class diagnostic assessment, students at Lyneham High School also may participate in National Standardised Testing and Assessments to determine a students current skill sets and capabilities to inform teaching and learning.

Summative assessment is a useful tool for reporting on student progress against the Australian Curriculum achievement standard sentences each semester. Grades are usually the outcome of summative assessment and indicate whether the student has an at standard level of knowledge or skill. Examples of summative assessment are; examinations, portfolios, projects, performances and in and out of class assessment tasks.

Formative assessment is an integral part of teaching, learning and assessment. It is useful to monitor student learning to provide ongoing feedback that can be used by

teachers to improve their teaching and for students to improve their learning. More specifically:

- Helps students and teachers to identify strengths and weaknesses and establish learning goals
- Help teachers identify what students know and to adapt pedagogies to suit individual needs of students.

Academic Integrity

Where a student's work is not consistent with the work that has been completed in class and there is evidence that a student has plagiarised, copied from another student, or used Artificial Intelligence (such as ChatGPT) when the assessment task does not require it, the sample of work may not be used as evidence of learning against the achievement standard. Please refer to the [Lyneham High School Academic Integrity policy](#).

Late Work

The development of self management and organisation skills, including the ability to meet deadlines and manage work demands are an important life skill, which can be measured in the Australian Curriculum: Personal and Social Capabilities. It is important that all required work be submitted on time and that class assessments be taken on time and on the scheduled day.

Where no extension exists and tasks are not completed/submitted within one week (7 consecutive days) of the stated due date, **submissions will not be used as evidence against the achievement standard/s**, however feedback will be provided to the student. This is to ensure that the process of providing timely feedback can occur and student learning goals can be established for all students.

In the instance that a student has not handed their task in on the stated due date, parents will be notified.

Extensions may be given due to extenuating circumstances that exist beyond a student's control and where prior negotiations have been made with the Classroom or Executive Teacher.

Moderation

Moderation to ensure consistency of teacher judgement is undertaken in a range of ways in each learning area, including within the local Network of schools and ACARA work samples. This could include common assessment items, teacher observations, Learning area discussions, clear assessment criteria, student feedback.

Grading

Grades are awarded through **on-balance** teacher judgement referencing all assessed achievement standards. On-balance judgments are professional decisions made by teachers about the overall quality of a student's work that best matches the achievement standard.

Teachers make on-balance judgments about the evidence in student work:

- Through individual assessments for diagnostic, formative or summative purposes; and are,
- based on a collection of evidence that is used to determine student achievement in relation to the relevant curriculum content and achievement standards.

An on-balance judgement does not involve averaging a grade across different assessments.

When reporting, teachers use the collection of evidence of student work to make an on-balance judgement about how well the evidence in student responses. best match the valued features of a learning area described in the achievement standards. **The on-balance judgement represents the student's achievement at the time of reporting.**

Reporting

Reporting can be both informal and formal. Informal reporting to parents might include:

- telephone calls,
- emails,
- student-led conferences,
- parent-teacher interviews, and
- exhibitions of learnings

Formal reporting occurs twice a semester (four times a year) through Progress Reports (Terms 1 and 3) and Semester Reports (Terms 2 and 4).

Progress Reports

Progress Reports are issued to parents and carers towards the end of Terms 1 and 3, prior to Parent/Teacher interviews. Teachers report on student achievement and

attitude/effort in class. 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. Is organised and prepared for learning
2. Engages with tasks and uses class time effectively
3. Completes set tasks
4. Strives to improve skills and understanding
5. Behaves appropriately displaying school values
6. Uses devices appropriately
7. Meets attendance requirements

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

Semester Reports are issued to parents and carers at the end of Terms 2 and 4. A report is provided for each student and includes three aspects:

- Overall grade
- Level of achievement against sentences of the achievement standard
- Level of participation and organisation

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 at standard achievement of the knowledge, skills and understandings expected
D	Your child has demonstrated partial achievement of the knowledge, skills and understandings expected

E	Your child has demonstrated 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, at standard, partial or 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:

- Effort in Learning Area
- Is punctual to class
- Works cooperatively
- Completes and submits work on time
- Respects others’ right to learn
- Is appropriately prepared for lessons
- Works independently

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

The A – E Summary Report at the end of the Semester 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:

- [Reporting on Student Achievement and Progress to Students and parents policy](#)
- [Certification Year 10 Certificate and the Appeals Process](#)

Review and Appeals Process

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

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.

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.

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.

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:

Educational Performance and Reporting Section
Department of Education and Training
GPO Box 158
Canberra ACT 2601

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

References

"Teachers Guide to Assessment 2016"

ACT Cross Sectoral Assessment Working Party

https://www.education.act.gov.au/_data/assets/pdf_file/0011/297182/Teachers-Guide-To-Assessment.pdf

"Implications for Teaching, Assessing and Reporting 2024"

Australian Curriculum, Assessment and Reporting Authority (ACARA)

<https://www.australiancurriculum.edu.au/f-10-curriculum/implications-for-teaching-assessing-and-reporting/>