



MAMRE ANGLICAN SCHOOL

ASSESSMENT POLICY & PROCEDURES

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1. The purpose of assessment

The main purpose of assessment is to assist students in their learning by giving feedback to students, parents and teachers, about how individual students' learning is progressing. There are three broad types of assessment:

- **Assessment for learning** involves teachers using evidence about students' knowledge, understanding and skills to inform their teaching in order to help students learn.
- **Assessment as learning** occurs when students monitor their own learning, ask questions and use a range of strategies to decide what they know and can do.
- **Assessment of learning** takes place in each subject at a number of key points during the year, including end of year examinations for most subjects in Years 7 to 11. These assessment tasks are more formal than the other forms of assessment and have particular rules that are outlined in the school's Assessment Procedures. As well as giving feedback on students' learning, these tasks measure student achievement in the knowledge and skills components of each subject. Academic achievement grades for the end of semester reports are mainly based on these tasks.

Mamre Anglican School is committed to a system of ongoing assessment of student achievement that helps develop student learning, which includes:

- formative (assessment for learning) tasks;
- reflective (assessment as learning) tasks;
- summative (assessment of learning) tasks;
- high quality feedback to students by teachers;
- regular informal reporting of student progress to parents; and
- formal end of semester reports.

Our assessment procedures are designed to both assist students learn and to develop the good scholarship habits that are expected of responsible learners. Mamre Anglican School aims to conduct the assessment program in an open and equitable manner.

2. Outcome based assessment

All assessment is based on the syllabus outcomes for each subject. All formal assessment tasks will define clearly which outcomes are being assessed.

3. Assessment for ROSA and the Higher School Certificate

All assessment procedures used for the awarding of grades for the Record of School Achievement (ROSA) and the awarding of school assessment marks and ranks for the Higher School Certificate (HSC) must be in accordance with NESA's Assessment, Certification and Examination website:

<http://ace.nesa.nsw.edu.au>

4. Allocation of Grades for ROSA in Year 10 and 11

Mamre Anglican School uses NESA "Method 2" when allocating ROSA grade for students at the completion of Year 10 and Year 11:

1. Establish an assessment program that consists of a number of assessment activities.
2. Ensure that the assessment activities cover the full range of outcomes.
3. Determine the weightings or relative importance of each activity.
4. Award marks for each completed activity.
5. Combine the marks awarded in each activity to obtain a total mark for each student.

6. On the basis of these marks, determine the order of merit for the group.
7. Refer to the course performance descriptors to relate the order of merit to grades awarded.
8. Review the grade awarded to each student to make sure that no anomaly has occurred. The order of merit obtained by the summation of marks may require adjustment after consideration of students' achievement at or near each grade cut-off.

NESA's Course Performance Descriptors are used by teachers to make on-balance professional judgements concerning students' achievement at or near grade boundaries.

Where a student has studied different elective courses in Year 9 and Year 10, the grade for the Year 9 elective course(s) will be based on the student's achievement in that course in Year 9, providing a minimum of 100 hours study was completed.

5. Disability provisions and differentiation of assessment tasks

Mamre Anglican School is committed to providing an equitable education to all students. Modification of assessment tasks, and the conditions under which they are conducted, is to be undertaken where this is considered necessary to enable students to have equitable access to the school's learning and assessment activities. Specifically:

- students with Individual Education Plans (IEPs) or Learning Profiles may access special provisions for all school based assessment tasks, as determined by the Academic Learning Coordinator. e.g. extra time, reader, writer, separate supervision, rest breaks, enlarged print, computer access, etc.
- students with Individual Education Plans (IEPs) or Learning Profiles may have the nature, content and duration of assessment tasks modified to enable them to have equitable access to the task, e.g. oral response instead of written, scaffolded tasks, reduced content, etc. Any modifications are designed to enable the student to demonstrate the outcomes being assessed and are to be determined by the class teacher in consultation with the Stage Leader (Junior School) or Head of Faculty (Senior School).
- students in Year 12 may apply to NESA for disability provisions in the HSC examinations if they have a disability that would, in a normal exam situation, prevent them from:
 - reading the exam questions
 - communicating responses.

These applications must be in accordance with the rules published by NESA and submitted by the due date, usually during Term 1 of Year 12.

6. Scheduling of formal assessment tasks

Junior School (K-Yr6):

- formal assessment tasks are to be scheduled by class teachers in consultation with the relevant Stage Leader.

Senior School (Yr7-12):

- formal assessment tasks are to be scheduled by Heads of Faculty in consultation with the Director of Teaching and Learning.
- Assessment Schedules for each course will be provided to students in Term 1 (Term 4 for Year 12) each year as part of the relevant Learning and Assessment Student Handbook).
- The number of formal assessment tasks to be undertaken each year in each course will be determined by the Director of Teaching and Learning.

7. Recording of assessment marks

Junior School (K-Yr6):

- marks for other assessment tasks are recorded by teachers either electronically in spreadsheets or in hard copy using a daybook or mark book.

Senior School (Yr7-12):

- marks for formal assessment tasks that form part of published assessment schedules are recorded by teachers in the school's learning management database, Edumate. These results can be accessed by the parents/carers of individual students via the Edumate Parent Portal.
- marks for other assessment tasks are recorded by teachers either electronically in spreadsheets or in hard copy using a daybook or mark book.

8. Procedures for assessment in Years 7 to 12

The procedures for assessment in each year group are published each year in six publications:

- Learning & Assessment: Year 7 Handbook
- Learning & Assessment: Year 8 Handbook
- Learning & Assessment: Year 9 Handbook
- Learning & Assessment: Year 10 Handbook
- Learning & Assessment: Year 11 Handbook
- Learning & Assessment: Year 12 Handbook

These publications are considered to be part of this Policy.