



ST MARY'S
CATHOLIC COLLEGE
GATESHEAD

St Mary's Catholic College

Gateshead

Stage 4 – Year 7 2020

Assessment Handbook

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1. INTRODUCTION

Assessment is a complex and important matter. In a school which strives for excellence for all students, it is essential that procedures and rules relating to assessment and awards are clearly stated and accessible to everyone.

This handbook is intended for the guidance of students, staff and parents/carers. It attempts to make clear the **separate responsibilities of the school and the student** around assessment.

In Stage 4 a student undertakes regular and rigorous assessment as a mandatory requirement to qualify for the Record of School Achievement (ROSA) from NESA.

Students are encouraged to speak with their course teachers or Leaders of Learning at any time about curriculum or assessment matters. The list below provides the names of the Leaders of Learning responsible for the various subjects.

- | | |
|---------------------------------------------|-----------------|
| • Principal | Mr L Keating |
| • Assistant Principal Learning and Teaching | Mrs C O’Gorman |
| • Assistant Principal Wellbeing | Mr B Frize |
| • Administration | Miss C Bush |
| • Ministry | Mrs D Addicoat |
| • Creative Arts / Languages | Mr S Walter |
| • English | Mrs T Carpenter |
| • HSIE | Ms N Convery |
| • Mathematics | Mrs K Baguley |
| • PDHPE | Mr S Burns |
| • Religion | Mrs E Quinlan |
| • Science | Mrs M Wright |
| • TAS | Mr S Asimus |
| • Learning Support | Mr T O’Neill |
| • Learning Technology | Mr S Abell |

“Tests are primarily to help teachers to gather formative information about their impact. With this mind frame, the students reap the dividends.”

John Hattie

2. ASSESSMENT

2.1 Rationale

Assessment is “the process of identifying, gathering and interpreting information about students’ learning.” The central purpose of assessment is to provide information on student achievement and progress, to measure the outcomes of learning at particular key stages and to set the direction for ongoing teaching and learning. Assessment can be **formal, informal, formative or summative**.

Formal Assessment – Evaluating student performance through a structured (often written) assessment.

Formative Assessment – Evaluating student learning to provide feedback to students and devise/change teaching and learning programs.

Informal Assessment – Evaluating student performance through techniques such as observation and anecdotal records.

Summative Assessment – Evaluating student achievement of learning goals at a point in time. (*Australian Professional Standards for Teachers*)

Hence assessment processes and practices in Catholic schools should:

- Emphasise student achievement and improvement
- Encourage students to strive for excellence
- Support the school’s pastoral care policy by developing all students according to their diverse needs
- Set the direction for ongoing teaching and learning

2.2 Pattern of Study

Since 2012, eligible students who leave school before attaining their Higher School Certificate (HSC), receive the NSW Record of School Achievement (RoSA). The RoSA is a **cumulative credential** in that it allows students to accumulate their academic results until they leave school. The RoSA records all mandatory Year 7-10 courses, completed Stage 5 and Year 11 courses and grades. It also records participation in any uncompleted Year 11 courses.

NESA mandatory curriculum requirements for the award of a RoSA are listed below. This core curriculum is mandatory for all government schools, accredited non-government schools, schools outside NSW recognised by NESA and for all students who are candidates for a RoSA.

All time allocations are indicative. Indicative time is the time expected for a typical student to achieve the objectives and outcomes of the course. The indicative time for a course is therefore directly related to that course’s objectives and outcomes. The school-based assessment programs are designed to assess course objectives and outcomes each year. Students undertaking Life Skills outcomes and content in one or more courses must meet

mandatory curriculum requirements in each key learning area. Reference to Years 7–10 in the following table in no way precludes students from accelerated study programs.

English	The NESA developed syllabus to be studied substantially throughout each of Years 7–10. 400 hours to be completed by the end of Year 10.
Mathematics	The NESA developed syllabus to be studied substantially throughout each of Years 7–10. 400 hours to be completed by the end of Year 10.
Science	The NESA developed syllabus to be studied substantially throughout each of Years 7–10. 400 hours to be completed by the end of Year 10.
Human Society and Its Environment	Will be studied substantially throughout each of Years 7–10. 400 hours are to be completed by the end of Year 10 and must include 100 hours of each of History and Geography in Stage 4 and 100 hours of each of Australian History and Australian Geography in Stage 5.
Languages	100 hours to be completed in one language over one continuous 12 month period between Years 7–10 but preferably in Years 7–8.
Technological and Applied Studies	NESA’s Technology (Mandatory) Years 7-8 syllabus to be studied for 200 hours.
Creative Arts	200 hours to be completed consisting of NESA’s 100-hour mandatory courses in each of Visual Arts and Music.
Personal Development, Health and Physical Education	NESA’s mandatory 300-hour integrated course in Personal Development, Health and Physical Education. This integrated course is to be studied in Years 7-10.

2.3 Purpose of Assessment

Assessment is the process of gathering information and making judgements about student achievement. It provides an indication of a student’s achievement in a wider range of syllabus objectives than can be measured by formal examination alone. Assessments allow due weight to be given during a course to student achievement which, although evident to the class teacher, may not be adequately assessed in an external examination alone. Therefore, assessment covers both examination and non-examination objectives.

A student’s achievement is measured against specified standards of performance. It is intended to provide an indication of a student’s attainment based on:

- measurements obtained throughout the course rather than a single examination;

- assessment of the student's knowledge of the course and skills outcomes, including those which require a specific setting e.g. fieldwork, practical skills, research, oral skills;
- multiple measures to increase the accuracy of the final assessment of the student's achievement.

More specifically, school assessment is intended to:

- evaluate the extent to which students have met the stated outcomes of the course;
- provide a basis of reporting to parents /carers;
- provide students with honest and reliable information about their strengths and weaknesses and so provide students with direction for future learning;
- affirm students and provide encouragement and life skills such as setting goals, negotiating contracts, meeting deadlines, determining priorities, independent learning and self-sufficiency;

2.4 Assessment in a Standards Referenced Framework

Quality assessment tasks in a standards referenced context involve tasks:

- designed to focus on specific syllabus outcomes;
- clearly reflecting the outcomes being assessed;
- where students know the assessment criteria before undertaking the task;
- where students are given the opportunity to demonstrate their level of achievement of the outcomes in a range of different task types;
- which include marking schemes that are linked to standards. These marking schemes use the language of syllabus outcomes and performance bands;
- where students obtain **meaningful feedback** about what they are able to do and how to improve performance.

St Mary's Catholic College requires Leaders of Learning to keep the number of formal assessment tasks to a minimum so that they do not interfere with the normal processes of teaching and learning more than is necessary.

2.5 Satisfactory Completion of a Course

NESA states that a student will be considered to have satisfactorily completed a course if, in the principal's view, there is sufficient evidence that the student has:

- Followed** the course developed or endorsed by NESA; and
- Applied** themselves with **diligence and sustained effort** to the set tasks and experiences provided in the course by the school; and
- Achieved** some or all of the course outcomes.

NESA gives schools authority to determine their own definition of diligence and sustained effort. At St Mary's Catholic College students are expected to make a serious attempt at all assessment tasks, class work and examinations.

Failure to meet these guidelines may result in the Principal certifying that the course has not been satisfactorily studied. In such cases an 'N determination' may be issued for that course.

2.6 School Assessment

In Stage 4, school assessment comprises a range of tasks, undertaken throughout the course, to determine how successfully a student has performed in relation to a set of course outcomes.

Marks achieved in formal assessment throughout the course (as detailed in the assessment schedules) will guide the determination of grades. **However, all grades will ultimately be determined by the professional judgement of the classroom teacher, who will consider individual student performance across both formal and informal tasks, through the lens of the standards descriptors.** This professional judgement will be exercised in consultation with the Leader of Learning.

This Assessment Handbook provides students with an overview of the assessment schedule for each course. It contains general information on the nature and timing of formal assessment tasks in each course. **It is possible to have up to two tasks in any one day.**

Students will be given more detailed information on each task with adequate notice (**minimum of two school weeks**) prior to the due date for each task. Students will be informed, in writing, of:

- the nature of the task;
- outcomes to be assessed
- the individual components of the tasks;
- the due date and time of the task;
- the procedure for collection of the task; and
- marking criteria.

Students will be required to sign and date an Assessment Notification Record Sheet which acts as an official record for the school that each student received a 'paper copy' of the assessment task. Tasks will also be made available to all students in a course via the student portal. It is the responsibility of students to ensure that they continually monitor the portal for such information, particularly in the case of absence. Students returning after absence must check with each course teacher whether any information regarding assessment dates and tasks had been issued in their absence and must sign and date the Assessment Notification Record Sheet.

In very exceptional circumstances there may be a need to alter an assessment task or a component, change the nature of a task or the due date of a task. Students will be informed, in writing, of the changes as soon as possible after the decision is made, for which they will also sign a new Assessment Notification Record Sheet. The determination of the circumstances being exceptional will be the responsibility of the Assistant Principal Learning and Teaching in consultation with the Leader of Learning.

The key principles in this procedure will be:

- the date will not generally be made earlier than that originally advised
- every consideration will be given to ensure that students do not suffer disadvantage.

3. ASSESSMENT PROCEDURES

3.1 Submission of Hand-in Assessment Tasks by a Due Date

All assessment tasks must be completed by the due date. For those tasks requiring work to be submitted by a due date, it is the **responsibility of the student** to ensure the following:

- in general, hand-in tasks are to be submitted at the time and in the manner indicated on the Assessment Task Notification under the direction of the Leader of Learning.
- There will be an Assessment Submission box at Student Services in the School Administration area where students will be able to submit written tasks for date-stamping and distribution to relevant Leaders of Learning. The deadline for tasks being submitted via the Assessment Submission box is 9:30am, when the box will be cleared.
- Where possible, students are advised to submit the task before the due date if they know that they will be absent from school on the day by which a task is to be submitted.

3.2 Extension of Time – For Hand-in Assessment Tasks

The **Leaders of Learning** will consider all applications for extensions of time. Students should recognise that they are notified of assessment details well in advance and extensions will, therefore, not be granted without serious cause or exceptional circumstances. The school does recognise and understand, however, absence due to illness, family crisis or tragedy and events beyond the control of the student. Extensions will be granted at the discretion of the **Leader of Learning**. If students **foresee** a problem with completing a task by a due date they must complete the following procedures:

Year 7 students must present a parent/carer written request for **an extension of time** to the relevant Leader of Learning **at least three days prior** to the due date of the task. Students should follow up the request with the relevant Leader of Learning.

When an assessment task or examination clashes with **other official school activities**, such as **excursions or sporting representations at a School, State or Diocesan level**, it is **the responsibility of the student** to follow the above procedures if they intend to request an extension of time. Approved adjustments to the assessment schedule can then be formally documented for those students.

In the case of leave of absence which has been **approved by the Principal** it is also **the responsibility of the student** to follow the above procedures.

Absence for recreational reasons is not considered grounds for an extension of time for an assessment task.

Students can seek an ***extension of time*** for assessment tasks that require them to **submit work by a due date**:

- If significant illness has impacted on the student's ability to complete the task by the due date
- If significant family or other circumstances have impacted on the student's ability to complete the task by the due date

Leaders of Learning will be **unlikely to grant an extension** in the case of:

- technical difficulties. Students are expected to follow responsible practices in relation to the use of technologies, including the maintenance of reliable and up to date backup copies, allowing sufficient time to deal with potential technical failures and the retention of printed draft copies.
- misplaced work assignments
- loss of time due to travel commitments
- difficulties with research which should have been addressed by early commencement of research
- brief periods of illness or misadventure
- external commitments that are not approved by the school
- school workload
- organisational problems experienced in the days leading up to a deadline

Failure to hand in a stage of a long term project will result in a zero mark for that stage if the necessary documentation is not submitted. Failure to complete one component does not necessarily mean a zero mark for the whole task. However, continued failure to submit stages of a long-term project may result in a zero mark for the whole task.

Where tasks are mandatory for a course completion, students will be required to submit a task to a satisfactory standard even if through late submission they will receive a zero mark. Failure to do this will result in an 'N' determination for that course of study.

3.3 Unforeseen Absence on the Due Date of a Hand-in Assessment Task

Absence on the day of a hand-in assessment task is not accepted as a valid reason for non-submission unless a request for an *Extension* has already been approved by the Leader of Learning. Students should make every effort to submit a task by having a relative or friend submit the task on their behalf or through the use of technology. **Should this not be possible and a student has an unforeseen absence on the day or part of the day that a task is to be submitted, the following procedure must be followed:**

On the morning of the task, the student or parent/carer must contact the school office and leave a message for the specific Leader of Learning and Course Teacher notifying them of the absence. The name of the student, the task, the subject and the reason(s) for the absence should be identified.

Year 7 students should provide a written explanation from their parent/carer for the absence. Leaders of Learning will then review whether there are grounds for consideration based upon exceptional circumstance.

All students, on their **FIRST DAY BACK AT SCHOOL AFTER THEIR PERIOD OF ABSENCE**, must submit the task as per the instructions on the Assessment Task Notification and submit their written explanation for absence to their Roll Call teacher.

NOTE: If the notification instructs students to submit the task to the Leader of Learning and that person is not available on the first day back at school, the task must be submitted to the class teacher.

Failure to follow the above procedures for submission of hand-in assessment tasks will incur the following penalties:

One day late: 30% of the total mark available deducted.

Two days late: 60% of the total mark available deducted.

Three or more days late: A Zero mark will be recorded. This may also result in an “N Determination” being entered for that subject.

Students are advised that it is preferable to submit a task regardless of the state of completion as partially complete tasks will receive some marks if submitted by the due date. Even if a **mark of zero** is given due to non-submission by the due date, the student will **still be expected to submit the task** in order to satisfy the course completion criteria and to obtain important feedback from the marker.

The security of the task, prior to handing it in, **is the responsibility of the student**. Students should make and retain a copy of their work where feasible (for example, a photocopy, photograph or back up in the appropriate media).

3.4 Completion of In-Class Assessment Tasks/Examinations

It is the responsibility of the student to be prompt to the classroom or assessment/examination venue. Students are to leave all bags outside or at the front of the room, as per the teacher’s instructions. Students are permitted to bring only a clear plastic sleeve containing all writing implements, approved calculators and other specified equipment into the room.

Students must follow the teacher’s directions before, during and at the completion of the task and maintain SILENCE during the assessment or examination.

Mobile Phones **MUST NOT** be brought into the room.

3.5 Request for Change of Date – For In-Class Assessment Tasks/Examinations

The school recognises and understands absence due to illness, family crisis or tragedy and events beyond the control of the student. Variations to the assessment schedule, however, would only be approved under exceptional circumstances. When a clash with an in-class

assessment task or examination can be **foreseen** under these circumstances the following procedures must be followed:

Year 7 students must present a parent/carer written request for a change of assessment date along with an appropriate explanation to the relevant Leader of Learning **at least three days prior** to the due date of the task. Students should not assume approval will be granted for a change of date for an assessment task, and should follow up the request with the relevant Leader of Learning.

When an assessment task or examination clashes with **other official school activities**, such as **excursions or sporting representations at a School, State or Diocesan level**, it is **the responsibility of the student** to follow the above procedures if they intend to request a change of date. Approved adjustments to the assessment schedule can then be formally documented for those students.

In case of leave of absence which has been **approved by the Principal** it is also **the responsibility of the student** to follow the above procedures.

Absence from a formal assessment task or examination for recreational reasons is not considered grounds for a Change of Date request.

3.6 Unforeseen Absence on the Date of an In-Class Assessment Task

Absence on the day of an in-class task or examination is not accepted as a valid reason for non-completion unless a *Change of Assessment Date Request* has already been submitted to, and approved by, the Leader of Learning. Should this not be possible and a student has an unforeseen absence on the day or part of the day that an in-class task/examination is to be completed, the following procedure must be followed:

On the morning of the task, the student or parent/carer must phone the school General Office on 4944 4800 and leave a message for the specific Leader of Learning or Subject Teacher notifying them of the absence. The student must mention her/his name, the task, the subject and the reason(s) for the absence.

Year 7 Students must present a parent/carer explanation for their absence to their Roll Call teacher immediately upon their return to school. Students should follow up with the Leader of Learning on their first day back at school in order to complete the task. Students should be prepared to undertake the task immediately upon their return to school.

NOTE: If the Leader of Learning is not available, the student must see their class teacher to organise a time to complete the assessment task or examination.

Failure to follow the above procedures for in-class assessment tasks will incur the following penalties:

One day missed: 30% of the total mark available deducted.

Two days missed: 60% of the total mark available deducted.

Three or more days missed: A Zero mark will be recorded.

This may also result in an "N Determination" being entered for that subject.

3.7 Illness/Misadventure during an Assessment Task

Students who are unwell or experience a misadventure during an assessment task or examination should immediately notify the supervisor of the task, so that documentation can be provided for any subsequent illness/misadventure appeal.

Year 7 students must submit a parent/carer explanatory note to the relevant Leader of Learning on their next school day and indicate on the form that they wish to apply for **Special Consideration due to Illness/Misadventure during an assessment task**.

Where a student has attended an assessment task while ill or subject to the effects of other misadventure, and his/her appeal is upheld, the following procedure will be followed:

- The task will be marked along with all others.
- The Leader of Learning will then examine the marks awarded in relation to other assessment data and other relevant evidence of the student's level of achievement.
- If the mark achieved is commensurate with or better than expectations based on the other evidence, no further action will be taken.
- If the mark is significantly below expectations, it may be set aside, and the student required to undertake a substitute task.
- An estimate may be determined by the Leader of Learning in exceptional circumstances. The estimate will be based on the student's performance on tasks in that subject which are similar in nature. The estimate may be determined at the end of the course before a final rank is determined.

3.8 Illness/Misadventure/Variations Information

Year 7 students must provide a written note of explanation from their parent/carer. These notes are to be submitted to the relevant Roll Call teacher and will also be accepted as explanations of absence.

Where a student fails to complete an assessment task without satisfactory explanation, according to the penalties, a mark of zero will be recorded for the task.

Illness/Misadventure applications must relate to illness or misadventure suffered **immediately before or during** the task(s) that has affected the student's performance. Applications may be in respect of:

Absence due to valid unforeseen circumstances (eg sudden illness, funeral, accident, family emergency)

Failure to perform at the student's usual standard due to valid illness or misadventure.

Please note: Taking holidays in school terms without receiving Principal Approved Leave is not accepted as valid grounds for an extension or special consideration of a summative assessment task.

In **Year 7** the outcomes of assessment appeals will be determined by the Leader of Learning in conjunction with the relevant classroom teacher.

Students who are deemed to have a valid reason for not attending/submitting an assessment task by the due date, due to illness, misadventure or special circumstances, may be required to:

- submit the task without penalty; or
- be given the same task at a different time; or
- be given a task of a similar nature. If a student is required to complete a substitute task it will be held as soon as practical on his or her return to school.

In circumstances where the completion of a task is not feasible or is unreasonable, or where conditions of the missed task are difficult to duplicate, the Assistant Principal Learning and Teaching, under advice from the Leader of Learning, may authorise the use of a computer generated estimate based on other appropriate evidence.

3.9 Partial Absence on the Day of an Assessment Task

Where an assessment task is to be completed or submitted after the first period of the day, it is expected that students be in attendance for their normal school day as per their timetabled lessons. Students who arrive late to school on the day either to complete or submit an assessment task, will be permitted to complete or submit the task but incur a late submission penalty, as specified in the policy, unless appropriate documentary evidence is provided to explain the partial absence.

3.10 Oral/In-Class Assessment Tasks over a Period of Time

The appropriate procedure (as outlined earlier) must apply to **each and every day** that the orals/in-class tasks are assessed. The student has the responsibility to continue to apply the appropriate procedure until he/she has completed the assessment task.

All students will be expected to submit a paper copy of their oral task to their teacher by the **first day** of the presentation of orals, as specified on their Assessment Task Notification. On the day each student presents their oral task, they must have their own copy of the speech which must have no significant differences from that previously submitted. After allowing for volunteers on the first day, names will be chosen randomly to determine the order of presentations for proceeding days.

Students who believe they have a legitimate/medically documented reason for not presenting an oral task in front of their class or the audience specified on the Assessment Task Notification, must **provide relevant documentation and a letter from their parent/carer** for consideration by the Leader of Learning **at least three days prior to the commencement of the oral tasks**. If the Leader of Learning replies to this appeal in the affirmative the student must negotiate an alternative time/manner to deliver their oral task with their class teacher. Nerves will not be accepted as a legitimate reason for rescheduling an oral task. When a student's name is called to present their oral task and they refuse, having failed to follow this procedure, normal processes will apply regarding penalties for the oral component of the task.

If a student has a legitimate absence from school that coincides with the period of time set aside to assess oral tasks, they may be given the opportunity to record their oral task at home and submit via email to their class teacher or Leader of Learning. This will be at the discretion of the Leader of Learning.

3.11 Managing Long Term Assessment Tasks

Long term assessment tasks are characterised by one or more of the following:

- extended preparation time (usually at least 4 weeks)
- submission of work in stages over a sequence of deadlines
- substantial weighting and task size

Stages of long term assessment tasks must be submitted by the due date.

Students should not necessarily expect that deadlines will be extended as a result of periods of illness or misadventure incurred during the time of the project.

3.12 Examination Blocks

All assessment procedures, previously stated, apply also to tasks scheduled in the school calendar assessment blocks such as semester examinations.

In the case of absence during an examination block, a carer must email or phone the school on 4944 4800 and leave a message for the appropriate Leader of Learning outlining the reason for absence and expected duration of absence. **Year 7** students will be required to provide a written absence explanation to their Roll Call teacher. All students must see the Leader of Learning upon return to school to organise alternate assessment task/examinations at an agreed time and date, within the examination block if possible. **Students should be prepared to complete any task missed due to absence on their first day of return to school.** If an exam needs to be completed after the scheduled time, due to absence, they will be done on the first day of the student's return in order of exam roster. They may also be requested to complete 2 exams in one day if the student has missed more than one exam.

Students who do not follow the correct procedure for a missed assessment task/examination will incur a late penalty as specified in the assessment policy. In circumstances where the completion of a substitute task or multiple missed tasks is not feasible or is unreasonable during the examination block, the Assistant Principal Learning and Teaching may authorise the use of an estimate based on other appropriate evidence on the advice of the Leader of Learning.

3.13 Use of Technology and Electronic Submissions of Assessment Tasks

In certain circumstances, with prior approval of the Leader of Learning, assessment tasks may be submitted electronically. The following conditions will apply:

- The assessment task should be readily identifiable. This may involve storing files in the student's 'My Documents' drive in a specific location as nominated by the

teacher or it may involve submission on portable storage devices or by email if nominated by the teacher.

- It is the responsibility of the student to ensure files are readable, usable and virus free.
- It is the responsibility of the student to ensure that technology such as home printers and home internet connections are in working order before the due date of the assessment task. Technical computer failure is not acceptable as a reason for late submission. In any case the date on which the file was last modified will be tracked by the teacher.
- The school will only accept assessment tasks which are created in software applications installed on the school network, and in a format which can be read by school computers.

If students use audio-visual equipment or computer technology to present an assessment task the proper functioning of the software and associated equipment is **the responsibility of the student**.

Students who fail to submit assessment tasks because they were unable to retrieve the task from a computer for any reason, e.g. document lost or printer malfunctions, will not be eligible for misadventure appeals. This also applies to audio media, video media and other electronic devices.

Students are advised to keep all rough notes and resource work in case of equipment failure or loss. A back up disk of drafts and paper copies of work should be made during the preparation of a task as these may be required to ensure against penalties being incurred. It is advised that regular printouts of draft material be made in case of technology malfunction.

3.14 Malpractice

All assessment tasks must be the original work of the student. **Malpractice** includes any form of plagiarism or cheating.

Plagiarism includes copying any form of print, electronic media, or another person's work to present as one's own. It occurs when the original work is directly copied or paraphrased without acknowledgment or when the task is completed by another person. If it is found that a student has plagiarised, then a **mark of zero** will be recorded for that section of the task. An assessment task can be considered plagiarised if:

- There is a total lack of referencing
- There is deliberate deception by inventing references or not acknowledging passages that are either direct quotes from another author or substantially the work of another person
- Ideas and information are paraphrased but are not referenced
- Part or all of another student's work is copied
- A significant portion of a written response is not the student's original work even though it has been well referenced.

The marker is not required to locate the source of the copied material to prove non-authenticity. An experienced marker can easily identify non-authenticity from textual evidence. Any other student who is determined to have assisted with the action of copying/plagiarism will have a mark of zero recorded for that section of the task.

Cheating refers to circumstances in which a student attempts to gain unfair advantage in an assessment task. Some common examples include:

- unauthorised reference to materials other than those specified by the task
- concealed notes or writing taken into the assessment task or examination room
- use of mobile phones or non-approved calculators
- communicating with other students or copying other students' responses in assessment task conditions.
- submitting work to which another person such as a parent, coach or subject expert has contributed substantially
- paying someone to write or prepare material
- using non-approved aides during assessment tasks/exams
- contriving false explanations to explain work not handed in by the due date
- assisting another student to engage in malpractice, for example lending your work to another

It is not acceptable to cheat in an assessment task and it is not acceptable to know that cheating is occurring and do nothing about it. If it is found that a student has cheated or attempted to cheat or is determined to have assisted with the action of copying/cheating in an assessment task to gain unfair advantage, then a **mark of zero** will be recorded for the section or sections of the task in which the cheating has occurred.

Students must not use a mobile phone during a task or access any other source of information unless instruction or permission is specifically given by the teacher. Zero marks will be awarded for a breach of this requirement.

Advanced digital devices may not be taken into examination rooms. (Examples include mobile phones, tablet/note devices, Apple watch or similar, fitness device with internet connectivity and so on.) Parent-condoned absences from school to complete or prepare for an assessment task are not acceptable.

A brief outline for referencing is included later in this document and a more comprehensive guide may be found on the School Portal.

3.15 Non-Serious Attempt

NESA defines a non-serious attempt as any task which contains frivolous or objectionable material. If students are judged to have made a non-serious attempt in their assessment tasks they may render themselves ineligible for their ROSA. An assessment task considered to be a non-serious attempt will be referred to the Assessment Review Committee for a ruling. Students will have to re-sit or resubmit an assessment task if their original attempt or submission is deemed to be a non-serious attempt.

3.16 Marking and Feedback

An essential component of assessment is to provide meaningful feedback to each student. Teachers will endeavour to mark and return assessment tasks promptly. Feedback, either written or verbal, will be provided to each student using the marking criteria for the task. Annotation of student work will indicate what the student did well and how they can improve.

Elements of meaningful feedback **could** include:

- Providing marks which have meaning because they are linked to specific criteria.
- Providing their grade for the task.
- Allowing students to self-assess their work relative to the marking criteria.
- Allowing peers to assess their work relative to the marking criteria.
- Providing opportunity for teachers to discuss with students (one on one/small group/whole group) the assessment of their performance, which may include their study preparation, their exam technique, their time management, their attitude and application, their commitment to class and home study, etc.
- Written comments which benefit future student performance, affirm their performance, suggest methods of improvement, areas for development, etc.
- Providing a link to their future learning in the course.

3.17 Multiple Classes from the One Course

In Stage 4 multiple classes will undertake some courses. When this is the case, common formal assessment tasks will be set and marked as one group. Task design will be a collaborative activity, involving all teachers who will take part in the administration of the task. Prior to the marking of assessment tasks, where more than one teacher is involved in the marking, teachers will discuss and clarify the marking criteria and engage in pilot/peer marking to ensure consistency of judgement and awarding of marks takes place. Faculties may employ a range of strategies to ensure consistency of marking across the cohort such as common markers, team marking, check marking, benchmark setting, and statistical moderation. The school will make every effort to see that all students perform formal assessment tasks under the same conditions.

4. N-DETERMINATIONS

NESA has delegated to Principals the authority to determine if students seeking a RoSA, at their school have satisfactorily completed each course in which they are enrolled, with diligence and sustained effort, in accordance with the requirements issued by NESA. Where a student is at risk of not meeting the requirements of a course, the school will inform the student and the parents/carers in writing. An N-Determination warning letter will be sent, specifying the nature of the concern and the steps the student can take to rectify the situation. This document will need to be sighted, signed and returned to the school. The N-Determination warning will contain information concerning the date that the task must be redeemed by, so that its status can be changed from a Non-Attempt to a Late Attempt. Copies of N-Determination letters will be kept on the student file and recorded in Compass.

5. STUDENT APPEALS

Summative Assessment Tasks

A student has the right to appeal a mark in a summative assessment task within three days of the task being returned. The **classroom teacher** of the student is required to discuss the marking criteria or rubric with the student. If the student does not accept the mark after this process, the student has the right to appeal to the **Leader of Learning** who will respond to the concerns of the student.

If the concern remains unresolved, the student and/or the Leader of Learning may then ask the **Assessment Review Committee** to determine if the task has been fairly marked. The student will be notified of this decision via a meeting (marker/coordinator and student).

If the student remains concerned with the outcome, there is a right of appeal to the **Principal**. The grounds for the appeal must be clearly outlined. A meeting will then be arranged between all stakeholders. The matter will be resolved at this meeting.

6. RIGHTS AND RESPONSIBILITIES

6.1 Student Responsibilities

Each student has the responsibility to:

- Understand NESAs course requirements and procedures for each course of study.
- Be familiar with, and fulfil the requirements of, the School Assessment Policy.
- Be aware of the various types of assessment tasks (essays, presentations etc). This will involve being familiar with the Assessment Policy and Course Handbook, and managing their own schedule.
- Read the Assessment Notifications carefully so they are fully aware of the task requirements.
- Ensure that all work is submitted by the due date. Failure to submit required work must be accompanied by an **ACCEPTABLE** reason and be submitted in writing as specified in this handbook. Poor organisation of time and/or social events is **NOT** considered acceptable. Technology problems, such as printers running out of ink or email failures will not be accepted as an excuse. Students are **required to back up all work so that work can be printed, if necessary, at school.**
- Notify Leaders of Learning in writing as specified in this handbook if other college commitments, such as sport, debating, representative duties etc., clash with assessable dates.
- Be in attendance to do all in-school assessment tasks.
- If absent on the day an assessment task notification is given, ensure he/she collects a copy of the task from the appropriate teacher on return. **Students cannot assume an automatic extension – application must be made using the appropriate method.**

- If absent on the final submission date of a hand-in assessment task or on the day an in-class assessment task is occurring, ensure that their parent/carer rings the school to notify of the absence, and submit the appropriate documentation upon return to school.
- Plan a study timetable that gives careful consideration to the requirements of assessment tasks in their overall pattern of study.
- Discuss with the Leader of Learning about due dates for assessment tasks if workloads seem unmanageable. Such conversations must occur at least three days prior to any task dates.
- Discuss with classroom teachers if unclear about any aspect of a task.
- Be on time for all assessment tasks.
- Present work in the form specified, follow directions of a task and ensure that all the work is of an acceptable standard.
- Keep a personal record of the results of assessment tasks.
- Apply themselves to the best of their ability to all coursework whether an assessment task, class work or homework.
- Check their school email inbox on a daily basis, and particularly on days of absence from school.
- Use feedback from teachers as the basis for improvement; this may mean that a student needs to discuss their progress individually with their teacher.

6.2 Student Expectations

Each student should expect to:

- Be fully informed of the purpose of assessment.
- Have access to accurate and detailed information about NESA and School Policies regarding assessment for each course.
- Receive an overview of the formal assessment program for each course, detailing: the number of tasks, the form of tasks, and the components of the course being assessed by the task.
- Receive a detailed outline of the requirements of each assessment task at least two school weeks prior to the due date including specific task requirements, outcomes, length, due date, submission details.
- Consult with teachers or Studies Coordinators if clarification is needed about marks, comments or grades awarded for tasks at the time that the task is returned.
- Be aware of the process followed when an estimate is to be used to determine a mark for a task.
- Have access to meaningful feedback from teachers about performance in assessment tasks and class work.
- Be listened to and be provided with well-informed advice when difficulties are experienced in achieving learning or assessment goals.
- Expect privacy of results. Individual order of merit should be given only to the student concerned. When order of merit or scatter sheets are made public, only marks or ranks will be given, with no student names. Assessment tasks will be returned to the student concerned and not to others to pass on to them.

6.3 School's Responsibilities

It is the responsibility of the school to:

- Conduct sound assessment programs that allow students to demonstrate the breadth and depth of their knowledge, skills and understanding.
- Develop a formal assessment schedule for each course and inform students of the types of tasks and their timing.
- Develop quality assessment tasks which monitor student performance in each part of the course.
- Develop well-structured marking guidelines that inform students of the specific skills and knowledge required for each task.
- Schedule the various assessment tasks throughout the course and ensure that such tasks cover the range of components specified by NESAs.
- Provide effective and timely feedback to students in relation to their strengths and weaknesses and areas for improvement. This can be in the form of verbal or written feedback, and includes feedback from formal and informal tasks, mid-course and yearly reports, N-Determination Warnings and three-way parent/student/teacher interviews.
- Collate such information as is necessary to provide a comprehensive guide for students of the school's requirements for assessment in each subject.
- Maintain records of student performance and provide information to students regarding progress.

7. REPORTING

Students will receive meaningful feedback on their performance in each assessment task. Parents/carers will receive a mid-year and end of year report on their child's progress.

8. PRINCIPAL'S DISCRETION

All of the above procedure and policies may be varied in some way at the discretion of the Principal.

9. DISABILITY PROVISIONS

All students in Stage 4 with a disability or learning difficulty are entitled to apply through the Learning Support Coordinator for access to Disability Provisions for assessments and exams.

Further information may be found in the school's Disability Provisions Policy.

10. PUTTING ASSESSMENT INTO PERSPECTIVE

Education is about more than assessment. Examinations and the Assessment Program are simply measures of student achievement at various stages of development.

Syllabi in all courses are designed to foster development across a variety of learning outcomes. All tasks whether a part of the formal assessment program or not, contribute to the educational development of the student. Those students who complete all work in each course to the best of their ability will receive the maximum benefit from their schooling.

It should be noted that final grades awarded to students will be determined by the on-balance professional judgement of the classroom teacher, who will consider individual student performance across both formal and informal tasks, through the lens of the A-E standards descriptors. For this reason, the formal assessments outlined in the remaining pages of this handbook will only be one aspect of the final grade determination in each course.

11. REFERENCING GUIDE

A comprehensive referencing guide based on the Harvard system is available in the Assessment Policy, however, the following advice will be useful in most circumstances.

There are two main types of citations:

1. **Reference Lists** are located at the end of the work and display full citations for sources used in the assignment.

Here is an example of a full citation for a book found in a Harvard Reference list:
Fitzgerald, F. (2004). *The Great Gatsby*. New York: Scribner.

2. **In-text citations** are used when directly quoting or paraphrasing a source. They are located in the body of the work and contain a fragment of the full citation. Depending on the source type, some Harvard Reference in-text citations may look something like this:

"After that I lived like a young rajah in all the capitals of Europe..." (*Fitzgerald, 2004*)

Harvard Reference List Overview

Reference lists are created to allow readers to locate original sources themselves. Each citation in a reference list includes various pieces of information including the:

1. Name of the author(s)
2. Year published
3. Title
4. City published
5. Publisher
6. Pages used

Generally, Harvard Reference List citations follow this format:

- Last name, First Initial. (Year published). *Title*. City: Publisher, Page(s).

Citations are listed in alphabetical order by the author's last name.

If there are multiple sources by the same author, then citations are listed in order by the date of publication.

Harvard Reference List Citations for Books

The structure for a Harvard Reference List citation for books with one author includes the following:

Last name, First initial. (Year published). *Title*. Edition. (Only include the edition if it is not the first edition) City published: Publisher, Page(s).

If the edition is **not** listed, it is safe to assume that it is the first addition and does not need to be included in the citation.

Example: One author AND first edition

Patterson, J. (2005). *Maximum ride*. New York: Little, Brown.

Example: One author AND NOT the first edition Dahl, R. (2004). *Charlie and the Chocolate Factory*. 6th ed. New York: Knopf

Harvard Reference List Citations for Print Newspaper Articles

When citing a newspaper, use the following structure:

Last name, First initial. (Year published). Article title. *Newspaper*, Page(s).

Example:

Weisman, J. (2015). Deal Reached on Fast-Track Authority for Obama on Trade Accord. *The New York Times*, p.A1.

Harvard Reference List Citations for Newspaper Articles Found on a Database or a Website

To cite a newspaper found either on a database or a website, use the following structure:

Last name, First initial. (Year published). Article title. *Newspaper*, [online] pages. Available at: url [Accessed Day Mo. Year].

Example:

Harris, E. (2015). For Special-Needs Students, Custom Furniture Out of Schoolhouse Scraps. *New York Times*, [online] p.A20. Available at: <http://go.galegroup.com> [Accessed 17 Apr. 2015]

Harvard Reference List Citations for Websites

When citing a website, use the following structure:

- Last name, First initial (Year published). Page title. [online] Website name. Available at: URL [Accessed Day Mo. Year].

When no author is listed, use the following structure:

- Website name, (Year published). *Page title*. [online] Available at: URL [Accessed Day Mo. Year]

Example:

- Messer, L. (2015). 'Fancy Nancy' Optioned by Disney Junior. [online] ABC News. Available at: <http://abcnews.go.com/Entertainment/fancy-nancy-optioned-disney-junior-2017/story?id=29942496#.VRWbWJwmbS0.twitter> [Accessed 31 Mar. 2015].
- Mms.com, (2015). *M&M'S Official Website*. [online] Available at: <http://www.mms.com/> [Accessed 20 Apr. 2015]

Harvard Reference List Citations for DVD, Video, and Film

When citing a DVD, Video, or Film, use the following format:

- Film title (Year published). [Format] Place of origin: Film maker.

- The place of origin refers to the place where the DVD, film or video was made, eg Hollywood
- The film maker can be the director, studio or main producer

Example:

- Girls Just Want To Have Fun. (1985). [film] Chicago: Alan Metter

Harvard Reference List Citations for Religious Texts

To cite any type of religious text, such as the Bible, Torah, Quran, use the following format:

- Title (Year published). City published: Publisher, pages used.

Example:

- New American Standard Bible, (1998). Anaheim: Foundation Publications, Inc, pp.332-340.

Harvard In-Text Citations Overview

Students use in-text citations to indicate the specific parts of their paper that were paraphrased or quoted directly from a source. Each in-text citation generally displays the last name of the author and the year the source was published. The in-text citation is usually located at the end of the quoted or paraphrased sentence.

In-Text Citations

The author's last name and the year that the source was published are placed in the parentheses.

Example:

- Gatsby's infatuation with Daisy is often revealed in the story, often in simple phrases such as, "... he turned toward her with a rush of emotion" (Fitzgerald, 2004)

If the author's name is already used in the body of the text, then students should exclude it from the in-text citation.

Example:

- Fitzgerald's use of "old sport" throughout the novel suggests that Gatsby considered Nick Carraway a close friend (2004).

St Mary's Catholic College, Gateshead

Year 7 Assessment Program 2020

Course: Religious Studies

Task	Task type	Date Due
1	Faith Story Witness	Diocesan Exam Term 1 Week 10
2	Digital/Oral Presentation – Knowing Jesus	Term 2 Week 8
3	Research UDL – The Hebrew Scriptures	Term 4 Week 2

Course: English

Ongoing Assessment
<p>Year Seven achievement in English will be measured in an ongoing way throughout the year. We have structured a new process of assessing student achievement of Learning Outcomes that has shifted away from a system of specified 'end point' assessments, instead, allowing everyday classroom activities to provide a clear indication of student progress and areas for learning growth.</p> <p>Final grades will be awarded to students based upon the professional judgement of the classroom teacher, who will consider student performance across a number of learning tasks, through the lenses of the A-E descriptors.</p> <p>Classroom tasks will be clearly led by a focus on success criteria that guide the development of core skills and knowledge in literacy, reading comprehension, control of language, understanding of English concepts and critical and creative thinking. This process also concentrates on providing students with regular feedback to refine their own understanding of how they can strengthen their learning processes and achievement in English.</p> <p>This change in practice is in response to current educational research, particularly the work of John Hattie and Lyn Sharratt who espouse the need for assessment to be more embedded within a continuum of learning.</p>

St Mary's Catholic College, Gateshead

Year 7 Assessment Program 2020

Course: Mathematics

Task	Task Type	Date Due
1	Learning Logs (Final Versions)	Term 4 Week 6
2	Examination: Mathematics	Term 4 Week 5

Course: Science

Task Number	Task Type	Due Date
1	Practical Task Working Scientifically Skills	Term 2 Week 4
2	Examination: Living Things and Chemical Substances	Term 3 Week 8
3	Practical Skills Task: Technology in Space	Term 4 Week 3

St Mary's Catholic College, Gateshead

Year 7 Assessment Program 2020

Course: History

Task	Task Type	Date Due
1	Historical Investigation: Source Analysis	Term 2 Week 2
2	Historical Research: History Project	Term 3 Week 3
3	Examination: History	Term 4 Week 5

Course: PDHPE

Task	Task Type	Date Due
1	Physical Activity: Practical	Terms 1-4 ongoing
2	Eat Right, Live Strong Assessment	Term 1 Week 9
3	Changes in Me Task	Term 3 Week 6

St Mary's Catholic College, Gateshead

Year 7 Assessment Program 2020

Course: Technology (Mandatory) – Materials Technologies Semester One

Task	Task type	Date Due
1	Practical Project and Production Folio: Storage Crate	Term 2 Week 4

Semester Two

Task	Task type	Date Due
1	Practical Project and Production Folio: Storage Crate	Term 4 Week 4

Course: Technology (Mandatory) – Agriculture and Food Semester One

Task	Task type	Date Due
1	Practical Task and Production Folio	Term 2 Week 4

Semester Two

Task	Task type	Date Due
1	Practical Task and Production Folio	Term 4 Week 4

St Mary's Catholic College, Gateshead

Year 7 Assessment Program 2020

Course: Technology (Mandatory) – Engineering

Semester One

Task	Task type	Date Due
1	Practical Task and Production Folios	Term 2 Week 4

Semester Two

Task	Task Types	Due Date
1	Practical Task and Production Folios	Term 4 Week 4

Course: Technology (Mandatory) – Digital

Semester One

Task	Task type	Date Due
1	Practical Task: Crack the Code Task	Term 2 Week 4

Semester Two

Task	Task type	Date Due
1	Practical Task: Crack the Code Task	Term 4 Week 4

St Mary's Catholic College, Gateshead

Year 7 Assessment Program 2020

Course: Music

Task	Task Type	Date Due
1	Listening Test	Term 2 Week 5
2	Performance	Term 3 Week 7
3	Composition Assignment	Term 4 Week 4

Course: Visual Arts

Task	Task type	Date Due
1	Portfolio of Works and VAPD	Term 2 Week 5
2	Artist Study: "In Class" written response	Term 3 Week 9
3	Portfolio of Works and VAPD	Term 4 Week 6

ST MARY'S CATHOLIC COLLEGE

YEAR 7 ASSESSMENTS

TERM 1

Week 1	
Week 2	
Week 3	
Week 4	
Week 5	
Week 6	
Week 7	
Week 8	
Week 9	PDHPE
Week 10	Diocesan Religious Literacy Examination
Week 11	

TERM 2

Week 1	
Week 2	History
Week 3	
Week 4	Science, Technology
Week 5	Music, Visual Arts
Week 6	
Week 7	
Week 8	Religious Studies
Week 9	
Week 10	

ST MARY'S CATHOLIC COLLEGE

YEAR 7 ASSESSMENTS

TERM 3

Week 1	
Week 2	
Week 3	History
Week 4	
Week 5	
Week 6	PDHPE
Week 7	Music
Week 8	Science
Week 9	Visual Arts
Week 10	

TERM 4

Week 1	
Week 2	Religious Studies
Week 3	Science
Week 4	Technology, Music
Week 5	EXAMS
Week 6	Maths, Visual Arts
Week 7	
Week 8	
Week 9	
Week 10	
Week 11	



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