



Assessment, Programming & Reporting Policy

Standards-Referenced Approach – Feedback/Feed forward – Personal Best

At Queanbeyan High School all assessment is purposeful to inform T&L and/or to determine student progress **for/as/of** learning as a process for staff to feed forward advice, instruction and opportunity to sustain student growth in learning. It is a strength-based approach to acknowledge and report through merit what students can do and know. It is important that students see assessment tasks as part of on-going learning and seize opportunities to submit all work and use feedback to refine their knowledge, skills and understanding. A culture of high-expectations is promoted across all KLA's and the wider community. What we assess is reflected in our teaching programs and there is a positive correlation between assessment tasks and reports to parents.

Programs

- Start with assessment and backward map program development
- Embed whole school strategies to support student growth
- Explicit link in program and assessment articulated to students frequently
- Reflect literacy and numeracy continuum against content
- Include feedback loops
- Linked to cohort registers and class rolls

Reports

- Report grades A-E against outcomes of course as per syllabus
- Provide an overall grade A-E for course progress based on outcomes demonstrated
- Provide proportions of cohort for achievement of each overall grade A-E for comparison purposes
- Provide marks and ranks for Year 11 and 12 only
- Teacher comment provides motivational feedback that gives recognition for strengths and inspirational advice to encourage specific improvement and growth in learning. Reference to work taught in class is evident.
- Student advisors (SA) comment reflects social development, organizational skills as related to the year group and makes references to student participation in extra-curricular activities. SA comment complements teacher comments
- State whole school attendance
- List extra-curricular activities

Standards-Referenced Approach

- Assessment is designed to focus on learning outcomes taught in class that align with semester reports
- Learning outcomes reflect syllabus of course
- The type of task is reliable and appropriate for the outcomes being assessed
- Students are given opportunities to show their knowledge, skills and understanding through a variety of tasks
- Inclusive and differentiated tasks to allow all students access to stage appropriate work to show critical and Higher Order Thinking
- Tasks reflect the weightings and components specified in the relevant syllabi (11-12 only)
- Tasks reflect the components specified in the relevant syllabi (7-10)
- Task instructions are clear and understood by students
- Students understand marking guidelines and explicit quality criteria that are aligned to Grades A-E before they begin the task
- Staff use criteria based rubrics to mark 7-10 assessment that is reflected in faculty mark book and report grades only with comprehensive feedback
- Staff use explicit rubrics to mark weighted 11-12 assessment that is reflected in mark book and report grades, marks and comprehensive feedback
- Staff demonstrate exemplar tasks to students as models during process of learning
- Common pro-forma used across the school for all tasks
- Feedback loops are built into the process of learning during tasks
- Feedback provided no later than two weeks after submission of task
- Appropriate number of tasks – this is a guide for formal assessment tasks across the cohort and/or course. Individual classes may have other tasks that provide opportunity for teacher feedback in preparation of formal tasks.

Stage	Maximum number of tasks per semester	Late/nil /non-serious submission of task
4	2	Letter sent – do task at recess/lunch Report comment reflects application to task Refer to activate/ LST if necessary
5	3	Year 9: letter home (do at lunch) Year 10: N-DW (refer to activate/LST if necessary) Report comment reflects application to task
6	2	As per BOSTES Rules Zero if late but must complete in order to satisfy course requirements to continue N-DW letter sent home

Year 7-10 Personal Best Assessment Tasks – correctional task

- **Focus on quality.** Teachers expect mastery of concepts and encourage students to re-take tests and continue to work on assignments until they have demonstrated competence or quality.
- Alternate tasks offered up to 3 weeks after original award of outcome grade and feedback
- Task type and time negotiated and set by teacher
- One PB task per original assessment
- Best grade supersedes all other grades and is reported to parents
- Report comment should reflect process of merit of grade

N-Determination Process

Applied to year 10-12 only for **not** meeting one or more of the following requirements

1. Followed the course developed or endorsed by BOSTES
2. Applied yourself with diligence and sustained effort to the set tasks and experiences provided in the course by the school
3. Achieved some or all of the course outcomes. For year 12 courses where school assessment marks are submitted, students must make a genuine attempt at assessment tasks that total more than 50% of the available school assessment marks for that course.

In general, a student may receive 3 warnings before the Principal recommends a N-Determination for that course.

First Warning – Letter sent. Student interviewed by teacher and given opportunity to self-correct. Parent may want an interview with the teacher.

Second Warning – Letter sent. Head Teacher interviews student. Parents may request a meeting with Head Teacher. Student given opportunity to self-correct.

Third Warning – Letter sent. Principal/DP interview student with parent. Student needs to act immediately to correct situation.

In the interest of ensuring all our students are successful and eligible to proceed from Preliminary course to HSC course – each task can have up to three letters sent out.

Misadventure & Appeals

- All years eligible to apply for misadventure subject to approval
- Misadventure forms to be collected from DP and submitted to relevant HT in the first instance
- Dr. Certificate or Statutory Declaration must be submitted to teacher on first day of return and sit for task in the earliest time slot or submit assignment on first day of return
- All assignments should be sent by email to the school that logs time if attendance at school is not possible
- Appeals must be submitted as early as possible but no later than 3 days attendance at school AND before results are published to students
- Approved appeals will do an alternative task determined by the teacher
- Students continue attendance and course application during an appeal process

Feedback

- Students are to complete a self-evaluation on each task they complete to encourage future improvement
- Teachers will provide feedback on strengths that are to be maintained and strengthened for future growth
- Teacher will feed forward advice on areas that require improvement for the purpose of student growth and achievement.



Queanbeyan High School

Year 7-10 Subject Assessment Task Title

Student Name:	Due Date:
Special Instructions:	
Outcomes to be assessed:	

Assessment Criteria

Grade	Description of work required
A	
B	
C	
D	
E	

Feedback Report

Student complete self-evaluation:

Did you submit this task on time as instructed?	Yes/No	Did you understand what was expected from you, before you started this task?	Yes/No
Did you seek clarity or feedback from the teacher before the task was due?	Yes/No	Is this your best work?	Yes/No
When did you start this task?			
How long did you work on this task? Explain.			
Is there anything that hindered your progress?			
What was your strength in this task?			
What do you need to improve to do better next time?			

Teacher Report:

Overall GRADE achieved

Grade – class distribution

Grade	A Outstanding Achievement	B High Achievement	C Sound Achievement	D Basic Achievement	E Limited Achievement
Number of students achieved					

Feed-forward advice:

Non-serious attempt

A tick in this box indicates that the teacher has determined that the student has made a non-serious attempt at this task.

The parent will be informed by telephone or mail and the student will be provided an opportunity to re-sit the task at recess and/or lunch.



Queanbeyan High School
**Year 11-12 Subject
Assessment Task Title**

Student Name:	Due Date:
Special Instructions:	
Outcomes to be assessed:	

Assessment Criteria

Grade	Mark Range	Description of work required
A		
B		
C		
D		
E		

Feedback Report

Student complete self-evaluation:

Did you submit this task on time as instructed?	Yes/No	Did you understand what was expected from you, before you started this task?	Yes/No
Did you seek clarity or feedback from the teacher before the task was due?	Yes/No	Is this your best work?	Yes/No
When did you start this task?			
How long did you work on this task? Explain.			
Is there anything that hindered your progress?			
What was your strength in this task?			
What do you need to improve to do better next time?			

Teacher Report:

GRADE	MARK	RANK

Grade – class distribution

Grade	A Outstanding Achievement	B High Achievement	C Sound Achievement	D Basic Achievement	E Limited Achievement
Number of students achieved					

Feed-forward advice:

Non-serious attempt

A tick in this box indicates that the teacher has determined that the student has made a non-serious attempt at this task.

The student will receive a N-Determination Warning letter and be provided an opportunity to complete the work.

FAQ

My child is sick at home and has an assessment scheduled on that day. What is expected?

It is mandatory for a student in Year 11 and 12 to have a Dr. Certificate to be eligible for marks allocated for the task. However a statutory declaration from a parent for students in Year 7-10 is advised. A note from a parent is sufficient for students in Year 7-9. The Head Teacher of the faculty will approve no penalty if sufficient evidence is provided.

Will my child be expected to do assessment tasks in the school holidays?

No. Assessment tasks will be done during school terms so that they can access feedback if required. However, the teacher may set a task to do in the short breaks to consolidate learning that may lead up to an assessment task on return to school.

Will my child be expected to submit tasks before school or outside school hours?

The teacher will give special instructions if this is a requirement. It is advisable that students email their work to the teacher or school to log a submission time if this is simpler or the student needs to be prepared to submit the work the day before.