

Assessment Philosophy

Engadine High School recognises that effective assessment practice underpins quality teaching and learning. In line with the NSW Department of Education's *Curriculum planning and programming, assessing and reporting to parents K-12* policy (2006), together with NSW Education Standards Authority's (NESA) *Assessment Principles*, Engadine High School endeavours to design and implement assessment as an opportunity for students to demonstrate learning and achievement. We strive to implement assessment in order to "create connected tasks that assess creativity, critical reflection, collaboration and communications as well as knowledge, wisdom and new understanding" (Jefferson & Anderson, 2017, p. 175). Engadine High School makes an ongoing commitment to consistently reviewing and innovating with assessment practice in order to ensure that every student is being provided with opportunities to learn, grow and achieve their educational best.

Assessment Principles

Engadine High School seeks to implement assessment as both a measure of achievement and a means of learning. The following assessment principles underpin our approach to teaching and learning:

1. Assessment is understood and implemented as an ongoing and diverse aspect of teaching and learning that comprises:
 - **Assessment for learning**
At Engadine High School, assessment for learning, which is also referred to as formative assessment, is practised as a means of shaping the teaching process (William, 2011). Formative assessment engages teachers and students in an exchange of feedback in order to enrich the learning process
 - **Assessment of learning**
Often referred to as 'summative assessment', this mode of assessment is understood as an important measure of student achievement whereby students formally demonstrate outcomes
2. Assessment is valued and implemented as a means of empowering all students to grow and achieve their educational best over time, not just as a means of testing students in ways that emphasise grades
3. Assessment is practised and collectively embraced by teachers and students as an ongoing aspect of teaching and learning that requires both formal and informal tasks, both successes and failures, and a "growth mindset" (Dweck, 2012)

Assessment Practices

Assessment is a tool for teaching and learning, not solely a process of testing and accountability. NESA recommends that "fewer and more targeted assessment tasks are more effective in giving feedback to teachers about their students' strengths and weaknesses". Engadine High School commits to the following assessment practices as a means of enacting the school's assessment principles and prioritising the achievements and growth of students through assessment:

- Across all Stages, a combination of summative and formative assessment will be implemented in order to normalise assessment as an ongoing learning process, rather than a test or singular indication of success
- In Years 7-9, students will complete no more than two summative or formal assessments per year—one per semester. In Year 10, students will complete no more than three summative or formal assessments

- In Years 7-10, teachers will regularly use formative assessment to measure student achievements and provide rich learning opportunities
- In Years 7-10, class placements will be informed by summative assessment results (marks in mark book) as well as semesterised formative assessment grades (Tracking sheet). These grades will be based on teachers' expert judgements about student growth and achievements
- The timing and frequency of summative assessment tasks will be considered at a whole-school level in order to ensure that summative assessment is manageable and effectively integrated for both teachers and students
- Summative assessment tasks will be placed on the school Sentral Calendar and will be made available to parents through the parent portal at the beginning of the year

Distinguishing Between Summative & Formative Assessment

Years 7-9 Assessment	Summative	Formative
Compulsory Notification	✓	X
Sentral Calendar Entry	✓	X
Teacher Feedback	✓	✓
Formal Grade Returned to Student	✓	X
Mark in Markbook	✓	✓
Reporting	✓	✓

Formative Assessment

Jefferson and Anderson (2017) define formative assessment as the use of evidence and feedback to “continually improve student learning”, whereas summative assessment involves diagnosing “what learning needs to be improved in students” (p. 61). Engadine High School upholds a belief in formative assessment as crucial to the learning process and students' empowerment over their own growth. We endeavour to use summative assessment as a tool for empowering teachers to diagnose student learning and differentiate teaching practice in response. We also recognise the importance of “acknowledging the professional judgement of teachers” in schools (NSW Teachers Federation, 2019).

Faculties and staff at Engadine High School commit to gathering evidence (marks, grades, qualitative observations, work samples, tracking sheets, homework records, etc.) on student learning and progress that is used to inform the allocation of formative assessment grades. This grade's purpose is to generate a broader overall picture of each student's learning and achievements, and to allow all students at Engadine High School to demonstrate outcomes in a variety of ways, over time.

Administrative Procedures for Summative Assessment Tasks

The Faculty Head Teacher and/or Year Group Assessment Coordinator will ensure that each task meets the following criteria of processes:

Setting the Task:

- Due date and period – 2 weeks *minimum* notification (more notice is encouraged)
- Task due date placed on the Engadine High School Sentral calendar by the Deputy Principal / HT T&L in consultation with KLA HT's at the start of the year
- Adhere to assessment dates in calendar - Notify DP / HT T&L if dates have changed
- Use of the Engadine High School Assessment Notification Proforma
- Determinations of the outcomes being assessed
- Consideration of whether the task can include formative assessment components
- Weighting of task, including specific parts of questions (each summative task is worth 50% in Years 7-9, and summative tasks cannot exceed 40% in Year 10)
- Are instructions explicit and 'student-friendly'?
- Inclusion of the assessment criteria with the task notification—is the criteria 'student-friendly'?
- Head Teacher feedback on and approval of the final task notification and specifications

Administering the Assessment:

- Collect/Administer the task – mark roll as students submit/complete task
- Check absentee sheet for absent students and follow up with these students on their return to school
- Report any non-submissions, incomplete or non-serious attempts to Head Teacher
- Store tasks in a safe place prior to marking
- Contact parents or caregivers of students who have failed to submit assessment task by the due date. Ensure faculty process is clear for managing these students (E.g. interview with classroom teacher or Head Teacher, lunch detention/s spent completing the task, etc.)

Marking/Returning the Task:

- Allow at least 10 working days to complete the marking process
- Agree on a faculty process for marking the task (E.g. Double-marked, sample marking, ribbon marking, team standards-setting)
- Ensure that the Plagiarism Policy is implemented as required
- Provide students with meaningful feedback. Always ask: 'Is this feedback going to allow the student to recognise their strengths and weaknesses, and to grow?'
- Record marks in Sentral Markbook / student will receive a grade on their task
- File hard copy of results with Head Teacher or via an agreed-upon faculty process

- Consider incorporating a self/peer-assessment process when returning the task, and/or a reflection process that involves re-attempting parts in order to demonstrate application of feedback through the learning process

Procedures for Summative Assessment

- **Assessment Proforma:** All assessment tasks must be written on the updated Engadine High School assessment proforma. This is located in the EHS Assessment Google Drive. Students must be issued with a hard copy of the assessment notification and a digital copy should be available on any digital platform accessed by the class/cohort.
- **Head Teacher Approval:** All summative tasks must be approved by the relevant Head Teacher. Head teachers will work with staff to ensure assessment validity, quality of assessment, type of assessment, marking criteria, assessment outcomes and assessment scheduling.
- **Calendar:** All summative assessment tasks must be placed on the Engadine High School Year Group Sentral Calendar. This should be accessible to parents and caregivers. A reasonable attempt to avoid clashes with other summative assessment tasks will be made.
- **2-Week Notification:** Students must be given a minimum of two weeks notification for all summative assessment tasks. Where possible, this timeline should be extended.
- **Distributing Assessment Tasks:** Assessments should be handed out in scheduled class time. Teachers should mark their rolls on PxP in order to indicate students' receipt of the task. If a student is absent on the day an assessment task is handed out, it is their responsibility to ensure that they see the class teacher, or the relevant Head Teacher on the day of their return to get their copy of the task. Staff are to follow up with absent students in subsequent lessons. Student absence on the day a task is handed out is **NOT** necessarily grounds for an extension.
- **Changing Due Dates:** Where the day for an assessment has to change from its published date, usually in exceptional or unforeseen circumstances, students will be given written notification outlining these changes. The DP / HT T&L must be notified of these changes and the Sentral Calendars adjusted accordingly
- **Differentiation and Adjustments:** Students with diagnosed or documented learning needs must be provided with relevant adjustments. These adjustments will be made in alignment with current Learning Support documentation and procedures, which can be found in "Student Profiles" on Sentral. Differentiation of summative assessment tasks is encouraged so every student can achieve course outcomes. Differentiation of summative assessment tasks must be done in consultation with relevant Head Teachers and when possible the LAST, and clearly noted in teaching registers or other relevant documentation.
- **Drafting and Scaffolding:** Drafting and scaffolding are processes that are task specific, and will vary from one subject to the next. We acknowledge the learning benefits of these processes where possible and applicable to a task. Scaffolding is a key feature of quality teaching, and drafting is crucial to effectively learning and achieving. These processes provide the opportunity for meaningful feedback to be part of the ongoing learning process.
- **Submitting Assessment Tasks:** When submitting an assessment task, students must also complete an Assessment Cover Sheet. These can be found in the Assessment folder on the Google Drive. Alternatively, a hard copy is available in the school Library. If a teacher is absent on the day an assessment task is due, Head Teachers will ensure that assessment tasks are collected, and that a roll is taken as a record of submission.
- **Feedback:** Feedback will always be provided to students for summative tasks. This feedback will comprise a marking criteria and checklists or comments from the marker/s of the task. It is

crucial that students be provided with the opportunity and skills to *understand and use* the feedback that they receive after an assessment task is handed back.

- **Extensions:** All applications for an extension **MUST** be submitted by completing the Extension Form, which students collect from the Head Teachers Teaching & Learning. This form must be completed with appropriate documentation supporting the application. It is then given to the relevant Head Teacher at least two days prior to the due date. The awarding of an extension will be at the Head Teacher's discretion. Where less than two days' notice is provided, the Head Teacher will still consider the request and determine if an extension will be granted and the form that the extension will take. Technology breakdowns may **NOT** be considered a legitimate reason for late submission. School business in Years 7-9 is recognised as a legitimate and acceptable reason for extensions.
- **Late Submission:** Hand-in tasks that are submitted late by students should be logged on Sentral and a Learning Support referral should be considered. The Head Teacher should be informed and a parent/caregiver should be contacted. In years 7-9, 10% of students' overall mark will be deducted for each day of lateness. In Year 10, a mark of ZERO will be awarded for lateness, with an N Warning issued.
- **Plagiarism:** Plagiarism is when a student pretends that they have written, created or developed a piece of work that someone else created. It is cheating and considered malpractice. Detected malpractice will result in zero marks being allocated for part or all of the assessment task.
- **Marking and Grading:** Where possible, teachers will provide students with a grade and not a mark. This spectrum of grades includes only A, B, C, D and E (a + or – will not be added to this grade). The descriptors for these grades and teacher feedback should clearly indicate which grade a student has received, and it should reflect the student's abilities to demonstrate the outcome. Teachers will then add a mark for the task in their faculty mark book, this mark is not for students.
- **Markbook:** All Faculty Markbooks are to be administrated by the faculty Head Teacher and should consist of four columns—one for each of the summative tasks and one for each Semester of formative assessment grades. (See the Assessment Policy details regarding weightings for these tasks.) All other information teachers wish to record should be kept in a teacher's personal markbook. A final column should be created and the completion of the course with a final mark out of 100 for the students total summative result.
- **Reporting:** Students' Half-yearly and Yearly Reports should not be expected to directly correlate with results from summative assessments only. Teachers are making evidence-informed judgments about how a student has demonstrated the outcomes listed on Reports. Summative tasks are an important indication of students' achievement of outcomes; however, staff are encouraged to also include a variety of formative assessment tasks in their judgement making, in order to measure the full range of a student's achievements. It is imperative that there is not an over-reliance on summative assessment in reporting, and parents need to be provided with a holistic picture of ongoing student learning.
- **Assessment Appeals:** Students are encouraged to make initial contact with the class teacher to inquire into the appeal process. If the matter remains unresolved, the student is to contact the Head Teacher responsible. Students will have the option to lodge an appeal in writing that will be addressed and ruled upon by an Assessment Appeals Panel made up of a Deputy Principal (who will act as chairperson) and two Head Teachers from faculties other than the one involved in the appeal. The ruling of the committee will be binding and final. Students may **NOT** dispute the type of assessment tasks nor the teacher's professional judgement relating to the allocation of marks for tasks, only the process surrounding the assessment task.