



Assessment Policy - Years 7 to 9

Purpose

To inform parents, students and teachers about student progress. The process of assessment will be used to enable teachers to provide effective learning programmes and to evaluate future curriculum needs.

Policy Statement

The School aims to regularly keep parents informed of their daughter's progress throughout the school year. This is achieved by making available all assessment tasks and reports, as well as providing opportunities for parent-teacher-student interviews.

Scope and Application

This policy applies to all teachers of Years 7 to 9 at Presbyterian Ladies' College.

Rationale

1. To deliver best practice assessment to comply with Western Australian Curriculum documentation.

Practices

1. Students are assessed against common and age appropriate assessment standards, rather than against other individuals in the class. This is a criterion-related approach to assessment. Assessment standards are derived from the *SCSA 7-10 Judging Standards*.
2. Assessment is both formative (to enhance learning) and summative (to assess their current achievement).
3. School term assessment schedules, inclusive of all summative assessment tasks, are made available to students and parents. It is expected that students attend in-class assessments and that personal appointments are not made during this time.

Any amendments or additions to the assessment schedules must be approved by the Year-level Learning Coordinator, who shall take into consideration:

- The importance of the assessment task in providing valid and reliable reporting data to students and parents
- Whether or not it would be more suitable for the assessment task to take place in a different time or context

4. Assessment blackout periods apply for all formal examination periods in Year 10. These blackout periods will be identified in the assessment schedule by the Learning Coordinator and will generally appear as a one-week period before the beginning of the examination session. No assessments may be assigned during the blackout period.
5. Students and parents/guardians are provided with an assessment outline at least one week prior to starting a summative assessment task that covers all objectives and outcomes to be assessed.
6. Students are required to complete a written reflection on summative assessment tasks.
7. Students should engage regularly with a variety of reflective and self-monitoring practices, including self-assessment, peer assessment and practice assessment.
8. Written feedback is provided through Connect (Parent and Student). The information is live and added to by subject teachers with each successive assessment task.
9. Assessments are marked and returned with feedback within 10 working days.
10. Students are provided with a variety of tasks to enable them to demonstrate achievement of the success criteria in a variety of contexts.
11. Tasks are differentiated to support a variety of levels of achievement to enable students to demonstrate their achievement.
12. Assessments are due at 4pm on the due date. Students who fail to submit their assessment by the due date, without prior arrangement with the Head of Department, will be as follows:

Years 7 and 8

Parents will be informed by the teacher with the Learning Coordinator and Year Coordinator copied into the email. Students will be provided with a maximum of 3 additional days to submit the assessment.

Year 9

Parents will be informed by the teacher. Submission of late assessments result in 10% off the first day, 20% off the second day to a maximum of 30% loss after which the assignment will not be accepted. A weekend will count as 2 days.

13. If a student has a valid reason for absence, she will undertake the assessment in the Study Centre either:
- on the day of her return during the first available lesson in that subject;
OR
 - if that subject is not timetabled for that day, within 2 days of the scheduled assessment date.
 - students are expected to communicate with their teachers via email for absences during assessments
14. Any extensions for assessments will only be given where the request is made well before the due date and with the approval of the Head of Department.
15. If a student returns from an extended approved absence and the assessment cannot be administered, the student will be awarded an estimated level based on past performance and class contribution.
16. When a student's absence is not approved, the student may be awarded a "0". Where the absence is ongoing and is having a significant impact on their progress with the learning programme, the School will meet with the parents and student to discuss the situation as to how best the family and the School can support the student with re-engagement. An Individual Education Plan (IEP) may be developed and discussed with the family and every effort will be made to support the student's re-engagement to School.
17. Parent-Teacher-Student Evenings provide opportunities to discuss progress and are provided annually.
18. Parents may discuss their daughter's progress with their class teacher, Year Coordinator or Learning Coordinator if needed.

Related Policies

Assessment and Reporting Policy - Pre-Kindergarten to Kindergarten

Assessment and Reporting Policy - Pre-Primary to Year 6

Assessment and Reporting Policy - Years 11 and 12