Assessment & Reporting

**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 and set the direction for ongoing teaching and learning.

**Reporting** is the process of communicating information about student achievement and progress gained from the assessment process. The purpose of reporting is to support teaching and learning by providing feedback to students and parents.

Student achievement can be reported by comparing:

- the student’s work against a standards framework of syllabus outcomes
- the student’s prior and current learning achievements
- the student’s achievements with those of other students.

Reporting can involve a combination of these methods.

Teachers at Brigidine College, using outcomes approach to teaching and learning, have embraced a wide range of assessment and reporting practices.

The highly competitive and changing world that confronts young people has increased the demand for schools to develop competent citizens, capable of flexible thinking and independent learning. To meet these demands schools must have an ongoing commitment to an appropriate and relevant curriculum, with quality teaching and learning informed by good practice in assessment and reporting. Students must be given continual support as they strive to reach their highest possible standards of achievement.

Students at Brigidine College are being assessed on what they understand, know and can do.

**Grading System**

The grades that a student receives for Years 7 & 8 will be based on the work they have completed in the Semester being reported. For Years 9 & 10 grades are based on the full years work.
In awarding grades to students, teachers use a set of Course Performance Descriptors (CPD) and a series of statements which summarise observable and measurable features of student achievement. The descriptors describe the main features of a typical student's performance at each grade measured against the syllabus objectives and outcomes for the course. The Course Performance Descriptors can be found on the Board of Studies Website.

Course performance descriptors have been developed for each Stage 4 & 5 Board Developed course. For Board Endorsed School Developed Courses and Content Endorsed Courses, such as Physical Activity & Sports Studies, the Common Grade Scale will be used.

The descriptors describe the main features of a typical student's performance at each grade measured against the syllabus objectives and outcomes for the course. These statements assist teachers to award grades to students based on descriptions of typical achievement from elementary to extensive.

In applying these descriptors, teachers interpret them in terms of standards that can be achieved by students within the bounds of the course. It is not intended that the course performance descriptors represent a checklist, or provide a comprehensive description of student performance at each grade level. The descriptor that provides the best overall description of the student's achievement will determine the grade awarded.

As an assessment and reporting tool, Course Performance Descriptors assist teachers across the state to make sound and consistent judgements about overall student achievement at the end of a course.

**General Performance Descriptors use grades as follows:**

The general performance descriptors describe performance at each of five grade levels:

A. The student has an extensive knowledge and understanding of the content and can readily apply this knowledge. In addition, the student has achieved a very high level of competence in the processes and skills and can apply these skills to new situations.

B. The student has a thorough knowledge and understanding of the content and a high level of competence in the processes and skills. In addition, the student is able to apply this knowledge and these skills to most situations.

C. The student has a sound knowledge and understanding of the main areas of content and has achieved an adequate level of competence in the processes and skills.

D. The student has a basic knowledge and understanding of the content and has achieved a limited level of competence in the processes and skills.
E. The student has an elementary knowledge and understanding in few areas of the content and has achieved very limited competence in some of the processes and skills.

**Student Expectations**

At Brigidine College we require students to:

- Actively listen to, and be involved in classroom discussion
- Actively take notes during class
- Follow teacher instructions in class
- Complete class work, class essays and class homework
- Complete assessment tasks and meet all assessment requirements
- Attend school regularly and be on time for lessons
- Perform at an adequate level in tasks dependent on the individual student’s ability

**Procedures for Submitting Tasks**

Students are to hand in work on the day that a task is due. If a student requires an extension of time to complete a task they should apply to the KLA / Subject Coordinator for an extension. These are granted, or not, on a case by case basis.

If a student does not have the work completed on the set date, she should hand in the work that has been completed by that set date. The proportion of the task which has been completed at that stage will be marked.

If a student has not submitted her assignment on the first day, without an approved extension, she will lose 25%.

On the second say she will also receive a further penalty of 25%.

The student is expected to bring her work to school the next day and personally hand it to her subject teacher, or the KLA / Subject Coordinator, regardless of whether she has that subject on that day or not.
After three days, the student will receive a zero for the assignment and a letter will be sent home informing parents of the school’s decision.

Students may also receive a penalty, such as some form of detention, for not completing the task which has been set as part of the requirement of the particular course.

**Plagiarism**

Plagiarism involves using the work of another person and presenting it as one’s own. Any of the following acts constitutes plagiarism unless the source of each quotation or piece of borrowed material is clearly acknowledged:

- Copying out in full, or in part, any document or audio visual material (including computer based material).
- Using or extracting another person’s concepts, experimental results, or conclusions.
- Summarising another person’s work
- Submitting substantially the same final version of any material as another student even when there has been collaborative preparatory work.

Encouraging or assisting another person to commit plagiarism is a form of collusion and may attract the same penalties.

**Study and Homework**

*Study* can be described as a general time devoted to homework, revision, research or assessment preparation at home or at another suitable venue OR a program of preparation for written assessment.
**Homework** can be described as the work teachers ask students to do or complete at home.

Regardless of the description used these are important aspects of student learning and progress at school. Homework and study are important parts of a students learning program. Homework and study are most effective in enhancing students’ learning.

Students should

- be alert and not too tired
- choose a location where distractions are minimised
- allocate a regular study time each day
- undertake a combination or homework, research and revision
- use a study planner – organization is important
- read widely including books, web sites, newspapers, novels, journals

As a guide only, study/homework time for students in

- Years 7 & 8 usually means an average of 1-2 hours per school day
- Years 9 & 10 usually means an average of 2 hours per course per week, i.e. 1.5 – 2.5 hours per school day
- Years 11 & 12 usually means at least of 2 hours of study 6 times each week

Study/homework enables

- reinforcement of concepts learnt in the classroom
- completion of work begun in class
- revision of work completed or attempted in class
- development of student research, analysis, summary, and note taking skills among others
- development of a regular pattern of work
- development and honing of time management and planning skills
Conduct During Examinations

Failure to observe the following rules may result in either zero marks being awarded for the examination or a substantial penalty as determined by the College’s Assessment Committee.

You must follow the supervising teacher’s instructions:

- When assembling for the examination
- During the examination
- After the examination until all students have left the examination area.

You must behave in a polite and courteous manner towards the supervising teacher and other students.

You must stop writing immediately when told to do so by the supervising teacher.

You must bring with you all the equipment that will be needed to complete the examination. This includes bringing a stapler.

You must not:

- Begin writing until instructed to do so by the supervising teacher
- Speak to any person other than the supervising teacher during the examination or in the examination room
- Behave in a way likely to disturb the work of any other student or upset the conduct of the examination
- Take into the examination room, or refer to during the examination, any books or notes, any paper or any unauthorised equipment not required to complete the examination
- Take a mobile phone or programmable device into the examination room not required to complete the examination
- Take any electronic device including a digital media player into the examination room not required to complete the examination
- Eat in the examination room except as approved by the supervising teacher, e.g. diabetic students
- Leave the examination room without permission from the supervising teacher
- If you do not follow these rules, or if you attempt to gain unfair advantage in the examination in any way, you may be asked to leave the examination room.
- If you do not make a serious attempt at an examination you may receive a zero mark for the paper and may jeopardise the completion of the course you are undertaking. This may require you completing the examination at another time.
The Use Of Information Technology In Assessment Tasks

As with all assessment work, students are advised to begin preparation early and to avoid leaving work until it is almost due. This provides students with better opportunities to consult with teachers and to overcome any equipment problems.

Students using technology to complete assessment work must back up work on every occasion that they work on the material. Students should print out a hard copy of their most up to date draft of their Assessment Task on every occasion that they add or amend material.

In the event of equipment failure a student must produce, on the day the task is due:

1. The backup copy and/or
2. The last draft print out of the task.

As part of the backup, students must include the assessment item itself and essential notes, statistics, material etc, that she requires to complete the task. These items are to be produced irrespective of the computer platform the student uses at home. Failure to produce both of these items on the day will result in a zero mark or penalty. Students must produce proof of the equipment failure as soon as it is available e.g. quote for repairs, repair invoice specifying the problem.

Problems such as running out of disk space, printer cartridges and computer paper are not accepted as equipment failures - they are normal maintenance procedures. Students experiencing difficulties with their computer equipment while working on an Assessment Task are advised to consult with their class teacher as soon as the problem is noticed. The student may be advised not to use her computer for assessment work until the problem is solved.

Before a task is due the student needs to check with her teacher on the format required. In some tasks, design, decoration, title pages, shading etc. will be part of the work, in others such features will be regarded as unsuitable.

Unless the teacher indicates otherwise, material is to be handed in the form of a print copy. If a teacher allows a task to be submitted via an electronic method the student
should ensure that it is received by the deadline and check with the teacher to make sure that it has arrived.