

## Assessment and Reporting Policy Years 10 - 12

**School:** Melba Copland Secondary School

**Publication Date:** January 2024

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### RELATED POLICIES, PROCEDURES, DOCUMENTATION:

ACT Board of Senior Secondary Studies (BSSS) Policy and Procedures manual 2024

The *ACT Senior Secondary Curriculum* can be viewed online: <https://www.bsbs.act.edu.au>

ACARA: Australian Curriculum Assessment and Reporting Authority

The *Australian Curriculum* can be viewed online: <http://www.australiancurriculum.edu.au>

Australian Framework for Generative Artificial Intelligence in Schools

Curriculum and Academic Reporting Procedures for ACT Public Schools (Policy Identifier 0025; Published August 2023)

### 1. Rationale

1.1 At Melba Copland Secondary School we value safety, respect, and learning. Our mission is to work together for the learning and wellbeing of students, staff, and our community. Our vision is that Melba Copland Secondary School is a happy, healthy, and successful learning community.

### 2. Assessment Philosophy and Practices

2.1 The overarching goal of assessment at MCSS is to support and encourage student learning. Consistent with our inclusive philosophy, MCSS has a policy of continuous assessment of students through diagnostic, formative and summative activities to build a holistic picture of a student's achievement. Teachers apply professional judgment in accordance with the BSSS course frameworks and the Australian Curriculum Achievement Standards. To meet students' diverse needs and possible futures, teachers are encouraged to develop rich authentic assessment tasks that promote critical and creative thinking and challenge students to develop a deep understanding of subject areas.

At MCSS we have a diverse student population with a wide range of educational needs. Assessment and reporting practices support student motivation and commitment to learning through timely and constructive feedback; providing information about student achievement and progress and indicating areas for further development.

## **2.2 Melba Copland Secondary School has developed assessment and reporting procedures which:**

- 2.2.1 Reflect the integrated nature of teaching, assessment, and reporting.
- 2.2.2 Supports student progress through constructive feedback on learning progress.
- 2.2.3 Accounts for a variety of learning needs.
- 2.2.4 Differentiates for diverse learner backgrounds and provides reasonable accommodations for students with additional learning needs.
- 2.2.5 Provides a variety of assessment opportunities.
- 2.2.6 Utilises diagnostic and formative assessment to check for student understanding, plan for differentiation and gather a variety of evidence to support student learning.
- 2.2.7 Provides regular summative information about student achievement in relation to the curriculum and the development of personal attributes and approaches to learning.
- 2.2.8 Embeds opportunities for students to reflect on their own learning.
- 2.2.9 Engages students to engage with broader issues and contexts through engaging with the Cross Curriculum Priorities and General Capabilities
- 2.2.10 Enables effective and collaborative partnerships between the school and parents.
- 2.2.11 Ensures consistency of practice through a range of moderation processes within and between year levels.
- 2.2.12 Fulfills the requirements of the Australian Curriculum and Reporting Authority (ACARA) in assessing student progress against the Australian Curriculum Achievement Standards.

## **3 ASSESSMENT PROCEDURES**

### **3.1 Unit Outlines**

Unit Outlines will be placed on the Google Classroom page of each class and are available on the BSSS online student profiles. Unit Outlines document the assessment task, assessment criteria and due date of each task.

### **3.2 Types of Assessment**

Students at MCSS have multiple and various opportunities to demonstrate their knowledge, skills and understanding. Types of assessment activities may include tests, written or oral responses, essays and reports, research reports, portfolios, reflective responses, practical work, exhibitions, and performances.

Teachers scaffold tasks, differentiate activities, and provide options to ensure all students have access to the curriculum and are able to demonstrate their achievement and understanding.

### **3.3 Assessment Tasks**

Assessment will provide equitable access to quality, valid, reliable, relevant, and learning-focused tasks that engage and motivate students, enabling them to show what they know and can do. Subject assessments encourage students to develop research and inquiry skills, become independent reflective learners, work effectively in groups, and build personal organisational skills. They also align to meet the Unit's assessment criteria as set out in Unit Outlines.

Students should be advised which assessment criteria will be used for any assessment task and what is needed to meet these standards. Rubrics are used for summative tasks to provide clarity of expectations and clear evidence of learning.

Student work should be placed where the majority of descriptors describe their work. In some cases, teachers may need to exercise their professional judgment to determine the most appropriate category for the work.

### 3.4 Late Work and Extensions

Adequate time is provided for the completion of assessable work. Students are expected to adhere to deadlines for specific assessment tasks as part of managing their learning.

The following is to ensure equity for all students:

All assessment tasks are expected to be submitted by the specified due time and date. Unless otherwise stipulated, the due time is 4.00pm for the physical submission of assessment and 11:59pm for the digital submission of assessment, on the due date.

Submission on weekends or public holidays may not be acceptable if a physical submission is required. This should be clearly stipulated to students.

- Unless there are exceptional circumstances, students must apply for an extension at least two days prior to the specified due date, providing due cause and adequate documentary evidence for late submission.
- For College students, the penalty for late submission is 5% of possible marks per calendar day late or part thereof, including weekends and public holidays, until a penalty of 35% or the notional zero is reached. *If an item is more than 7 days late, it receives the notional zero score.*

When an extension is granted, the penalties for late submission will apply from the new due date.

- While grades are determined using the achievement standards, in the interest of fairness and the consideration of assessment that has been submitted on time, the grades of items submitted late will also be subject to penalty. The teacher will determine the grade the item would have received had it been submitted on time, then determine the adjusted grade by based on the grade range within which the adjusted mark for that item falls following the application of the mark penalty. The student should be informed of both the original grade and the adjusted grade for the item. An item submitted more than seven days late and deemed a valid attempt will be subject to a minimum two grade penalty unless an E grade is reached.
- It may not be possible to grade or score work submitted late after marked work in a unit has been returned to other students. Work not submitted by the time marked work is returned to other students may be declared as 'Not submitted'. Students should be made aware in writing if this will be less than 7 days after the due date and any granted extensions.

### 3.5 Feedback and Return of Student Work

Teachers are requested to assess and return student work in a timely manner. Feedback should be clear and constructive, and could be in the form of rubrics, dialogue, written or oral reflection, anecdotal records, and narratives, as well as formal numerical assessments. Students are generally provided with feedback prior to submitting their next assessment task.

A **three-week turnaround** is a reasonable timeframe, which allows for internal moderation of common tasks and uploading of results in markbooks.

### 3.6 Record Keeping

Teachers are expected to keep clear and accurate records of all assessment activities. Teachers are required to enter all college unit assessment grades and scores into common markbooks located on the ACT Certification System (ACS). Faculties use common markbooks for record-keeping and accountability of grades and scores for Year 10 Unit assessment tasks.

### **3.7 Moderation and Standardisation**

Internal moderation procedures must be in place for all units and courses to ensure consistency of individual assessment judgements and unit grade decisions in accordance with the relevant Frameworks and achievement standards. To support this process common assessment tasks and marking rubrics are devised in conjunction with teachers exchanging student work for comparative marking.

College moderation and meshing procedures for each scaling group are required to be formalised by week 2 of each semester and submitted to the Executive office – Certification and Assessment at the BSSS.

### **3.8 Equitable Assessment and Special Consideration**

The following principles of equitable assessment and special provisions are in place to support students in Years 10-12 at Melba Copland Secondary School.

- All students must have reasonable opportunity to demonstrate their knowledge, skill and learning outcomes when faced with adversity outside of their control, such as disability, illness or misadventure.
- Protocols for the selection of special provisions should be documented and consistently and equitably applied. They should consider student needs, unit requirements and school constraints.
- The long term learning outcomes of the student should be a central consideration.
- Special provisions must maintain assessment against the achievement standards, unit goals and unit content descriptions and not reduce validity and reliability of the assessment.
- Special provisions should not give one candidate an unfair advantage over another.
- A student's assessment results should reflect performance, not potential.
- Assessment practices should be consistent with the Disability Discrimination Act 1992 and the ACT BSSS Policy and Procedures Manual 2024 47 Disability Standards for Education 2005.
- Students may choose to study towards their Senior Secondary Certificate over an extended timeframe as required.
- There should be alignment between students receiving special provisions in the AST and school-based assessment.

#### **3.8.1 Eligibility:**

##### **Disability**

A student is eligible for special provisions if they are considered to be disadvantaged by a functional disability. This may be for some or all assessment tasks.

Formal diagnosis by a medical practitioner, psychologist or relevant consultant is not necessarily required and can be imputed.

##### **Illness**

A student is eligible for special provisions if they are considered to be disadvantaged by an illness during or immediately prior to an assessment.

Students should provide appropriate medical evidence, such as a medical certificate, to the school.

##### **Misadventure**

A student is eligible for special provisions if they are considered to be disadvantaged by an unforeseen mishap, calamity or disaster.

Students should provide appropriate documentary evidence to the school as soon as practical

##### **Other**

Special provisions for situations other than illness and misadventure, such as state/national sports representation or work placements, may be approved by the principal. Estimates are generally not suitable in these circumstances.

Equitable assessment and special consideration can take different forms depending on the student, situation, and assessment requirements. These could be condition or task modifications, deferring assessment or exemption (Estimate).

Special consideration may be sought by the students through their year coordinator. All applications will be reviewed by a panel composed of wellbeing staff, school psychologist and the Deputy Principal (Certification, Assessment and Reporting). Students will be notified in writing of the outcome of their application within 48hrs of the panel's determination.

### **3.9 Reasonable Adjustments to Learning and Access to the Curriculum**

Individual Learning Plans (ILPs) are developed by teachers in collaboration with parents, carers and appropriate stakeholders. ILPs are designed for identified students who require reasonable adjustments and a range of additional supports to enable the student or students to access the curriculum and their learning. Teachers and staff use these student plans to assist in planning, making adjustments to the delivery of lesson content, and assessment, assisting in developing other support plans as required and Social and Emotional Learning goals to support their development of general capabilities.

Students on ILPs may have assessments modified by a reduction in the number or length of assessment tasks, accessibility, and medium such as electronic and incorporation of augmentative and alternative communication (AAC), the provision of extra time to complete work or the provision of individualized tailored assessments.

Students on ILPs receive the full range of reports provided to other students, and meetings are held periodically (upon early request) to evaluate their progress and programs.

**Please note** - ILPs are required for students receiving support from the ACT Education Disability Education funded programs, students in care, and recommended for students involved in Melba Copland case management.

## **4. ACADEMIC INTEGRITY**

Any cheating, plagiarism, dishonesty, alteration of results or improper practice in relation to assessment constitutes a breach of discipline. Assessment tasks are designed to uphold academic integrity.

Plagiarism is the copying, paraphrasing or summarising of work, in any form, without acknowledgement of sources, and presenting this as a student's own work.

In designing assessment tasks, teachers should ensure that the tasks lend themselves to uphold academic integrity.

In supporting students in undertaking tasks, teachers must ensure students follow the BSSS Ethical Research Principles and Guidelines as a key element of Academic Integrity. Ethical research in Senior Secondary classes is research that is honest, genuine and protects the participant and the researcher from more than negligible risk of harm.

## **4.1 Plagiarism**

Plagiarism is the copying, paraphrasing, or summarising of work, in any form, without acknowledgement of sources, and presenting this as a student's own work. Employing Generative AI to create or modify your work to the extent that it no longer represents your original effort also constitutes a form of plagiarism

Students who unintentionally plagiarise must be given appropriate counselling and guidance so that they do not repeat the offence.

Any work that is found to be plagiarised will incur a penalty ranging from a counselling and warning, in writing, through to the cancellation of all assessment results for Year 10 or Years 11 and 12.

Procedures for situations involving plagiarism:

- Any suspected case of plagiarism will be investigated, applying the principles of natural justice at all stages in the process.
- Any student suspected of plagiarising work will be given a fair hearing and the opportunity to provide evidence of authorship.
- If there is evidence of plagiarism the student will be interviewed by the teacher and the head of faculty and given the opportunity to explain their case before a penalty is determined.
- All breaches of academic integrity are required to be recorded formally on the AI register, with copies of the written notification placed on students file.

### **4.1.1 Penalties**

One or more of the following actions could be taken for a breach of discipline in relation to assessment:

- a. counselling of the candidate, except in cases where the candidate would have derived benefit from such breaches
- b. the making of alternative arrangements for the assessment (e.g. through a reassessment)
- c. the assessment marked without the material subject to the breach being considered
- d. imposition of a mark penalty appropriate to the extent of the breach
- e. cancellation of the result in the particular component of the school assessment concerned
- f. cancellation of the total school assessment result in the unit/course concerned
- g. cancellation of all the candidate's results for years 11 and 12 in assessments conducted.

These penalties apply irrespective of the unit/subject/course in which the incident(s) occur.

## **4.2 AI and Learning**

AI tools can offer valuable support for student learning by assisting with various tasks. For instance, they can help answer simple questions, develop bibliographies, initiate creative prompts to support original work, provide diverse explanations to enhance understanding, create personalised study schedules, test knowledge through practice questions, support research, foster critical thinking skills, and explore the effects of emerging technology.

The integration of AI in education may vary across different grade levels, with the decision on its use determined by teachers and the school.

### **4.3 REPORTING**

Reporting is multifaceted, including written reports, parent-teacher interviews, telephone conversations, Google Guardian Summaries, informal notes, awards and graduation ceremonies. All subject areas are reported on.

#### **4.3.1 Semester Grades and Australian Curriculum Achievement Standards – Year10**

In accordance with ACT and Federal Government requirements The *Australian Curriculum (AC)* provides the content requirements of the school's curriculum. Local and national government policies also require a summative 5-point A-E grade each semester.

In ACT Public Schools the Australian Curriculum Achievement 'At Standard' is aligned with a 'C' grade. The 'C' grade indicates the student has demonstrated a satisfactory level of knowledge, understanding and skill in relation to the Standard.

The AC Achievement Standards are published every semester on the Unit Outlines for each subject in each year level.

#### **4.6.1.1 Semester Grades, Scores and BSSS Course Frameworks Achievement Standards – College**

Frameworks are system documents for years 11 and 12 which provide a common basis for assessment, moderation and reporting of student outcomes in courses. Frameworks articulate with Australian Curriculum F-10 and Every Chance to Learn: Curriculum Framework for ACT Schools P-10 Schools are required to use Frameworks and unit achievement standards as the basis for assessment and reporting of units.

Achievement standards are developed for Year 11 and Year 12. Year 11 and 12 achievement standards reflect teachers' different expectations of each year group and are reflected in the semester reporting processes.

The premises for reporting unit scores are that:

- unit scores should be comparable from unit to unit throughout the course
- unit scores should be comparable across courses/subjects in a particular half semester/semester
- unit scores are to be reported on a scale which will result in course scores with a mean of seventy (70) and a standard deviation of twelve (12) for the system

At the end of each assessment period, student unit scores and scaling group information will be available in Profiles Online, accessible through the BSSS website.

A student's achievement in A, T, and M courses is reported on the Senior Secondary Certificate using a five-point A to E scale, relative to the unit goals and against Framework achievement standards. (Refer to 8.3.1 Generic Achievement standards BSSS policy & procedure manual)

Grades are awarded on the proviso that the learning goals of the unit, and the requirements details in BSSS policy & procedure manual 4.3.8 Attendance/Participation and 4.3.9 Completion of Assessment Items have been met.

At least 50% of assessment by weight must be completed and submitted for a unit to be awarded an A-E grade.

Teachers will consider, when allocating grades, the degree to which students have demonstrated their ability to complete and submit tasks within a specified time frame.

In an R or W unit, the grade P is awarded if the student has satisfied the requirements for the unit, otherwise a V grade is awarded.

In an E unit, a student's achievement will be shown as a Pass for each unit awarded.

#### **4.3.2 Reporting Timeline**

The reporting timeline link for each term can be found below:

<https://sites.google.com/ed.act.edu.au/mcss-handbook/assessment-reporting/year-11-12>

### **4.3.3 Mid-Semester Reports**

Mid Semester Progress Reports are issued through email towards the end of terms one and three followed by parent-teacher interviews.

### **4.3.4 Parent/Teacher Interviews**

An important feature of the reporting system is that parent/teacher meetings closely follow the progress reports. Parent / Teacher evenings are held at the end of term 1 and term 3 each year. Interviews are conducted by appointment to maximise the number of parents interviewed and to use time efficiently. An online booking system is opened to parents and guardians a week prior to parent / teacher evening for appointments to be made.

Interviews are seven minutes long. If more time is required, both parties can arrange a mutually convenient time. Precise dates for parent-teacher interviews are advertised in the school's newsletter and website close to the time of these meetings.

While it may be difficult for some parents to attend interviews, the effectiveness of classroom learning is enhanced if teachers and families work together. The school urges all parents to attend meetings, particularly where teachers have requested interviews in the progress reports. Parents who are unable to attend and who would like to make alternative arrangements, should contact the appropriate teacher faculty executive or year coordinator.

### **4.3.5 Notification of Attendance, Assessment, Achievement Concern (AAA-Alert)**

If a student is at risk of a final E grade or V grade (Voiding the unit), parents must be advised in sufficient time to give the student the opportunity to change their approach to learning and improve their performance. This advice should be by way of a AAA-Alert that teachers can issue fortnightly by completing the online form [AAA-Alert form](#).

### **4.3.6 End of Semester Reports – Year 10**

Semester Reports are issued in July and December following the completion of each semester. The July report is considered a progress report against the Achievement Standards for Australian Curriculum learning areas. The December Report is considered a summative Report for the year against the Achievement Standards for Australian Curriculum learning areas. Each semester report contains AC grades, learning descriptors for each subject, and the student's attitude and commitment to learning.

**4.3.7** Accompanying each semester report is the nationally mandated summary report, which provides a snapshot of a student's performance in relation to the cohort. This summary report indicates the number of students in a child's cohort (all children in a learning area/subject/unit in the same year level) attaining each of the identified A – E grades. To ensure information provided does not breach the Privacy Act 1988, the number of students receiving each grade will not be reported for a cohort of less than ten.

#### 4.3.8 The National A-E grade descriptors are set out below:

Grade	Descriptor
A	Excellent achievement of the standard expected
B	High achievement of the standard expected
C	Achievement of the standard expected
D	Partial achievement of the standard expected
E	Limited achievement of the standard expected
S	Status

#### 5 Personalised Programs (P) Grade – Year 10

The Australian Curriculum 'P' grade may be used for some students requiring significant adjustments as directed by the learning needs outlined in the student ILPs. The school will notify and work collaboratively with parents/carers formally if this is the case. Students within the school who have an ILP are identified as needing a P program, who need learning support, have learned English as an Additional Language or Dialect, or are in modified classes receive a 'P' on their reports which conveys that the unit of study and the nature and number of assessment tasks has been modified to a Personalised Program. Unit Outlines will indicate if they have been modified. These students are not ranked against the cohort in the Summative A- E report.

#### 5.1 Status (S) Grade – Year 10

Status may be awarded to a Year 10 student when the school determines that there is insufficient evidence to provide a final unit grade for the semester e.g due to recent enrolment or prolonged absences from school. Applicants for Status are required to provide a legitimate reason and supporting evidence (e.g. doctor's certificate). If enough assessable work has been completed to justify an A-E grade, Special Consideration should be preferred, and a pro-rata grade can be awarded. The decision to award a Status grade is determined by the Deputy Principal – Learning & Teaching in consultation with the Student Wellbeing team(s).

#### 5.1.1 Status (S) Grade - College

Status (S) may awarded when a student is unable to complete sufficient assessment in a unit because of illness or misadventure. (Refer to 4.4 Equitable Assessment and Special Provisions BSSS policy & procedure manual).

The award of an S grade must be seen as a last and sparingly used option and only awarded if **a student has satisfied the learning goals of the unit but has not been able to complete 50% of assessment by weight in a unit.** An S grade cannot be given for any other reason.

Status (S) will only be awarded when sufficient supporting evidence (legal documentation) has been supplied to the school in advance for the final assessment date.

In situations where a student is suffering from long term illness, schools should develop a long term strategy which provides access to courses of study that can be graded A-E and scored (when T units). These situations will be individually case managed by the Deputy Principal of Learning & Teaching in consultation with the Principal, Student and their family.

## **5.2 Appeals**

A student can appeal against an assessment if they feel that the result obtained is not fair. Any concerns about assessment should be raised as soon as possible. Appeals against assessment should be lodged within five working days of the assessment outcome being available to the student. In Semester 2 of year 12, appeals against an assessment task, unit grade/score or breach of discipline should be lodged within two working days of the results being published. Appeals against a course score should be lodged within one working day of the results being published.

Students are required to follow the following process if seeking an appeal.

1. Student seeks review from the teacher regarding assessment task mark/grade, unit score, unit grade, course score.
2. Student seeks review from the Faculty School Leader, if required following review by teacher
3. Student appeals formally in writing to the Deputy Principal - Learning & Teaching for a review of assessment relating to assessment task grade/mark, unit grade, unit score, course score, penalty imposed for breach of discipline in relation to assessment.
4. A College student, who has been through the college appeal process, may appeal to the BSSS against the college procedures by which the appeal decision was reached. Unless there are exceptional circumstances, a BSSS Appeal will only be accepted if an appeal has first been heard by the college.

A year 10 student who has been through the school's appeal process, may subsequently lodge a system level appeal.

### **5.2.1 System Level Appeals (Year 9)**

A student who is dissatisfied with the result of the high school review process may appeal to the Director General of the Education and Training Directorate. An appeal may also be made against a Principal's decision not to award an ACT Year 10 Certificate. Appeals should be made in writing as soon as possible after notification of the school's review decision. An ACT Education and Training brochure, certification: Year 10 Certificate and the Appeals Process, which gives information about appeals, is distributed to all Year 9 and 10 students. Further information can be accessed via the link: [Year 10 - Certification and Applications - Education](#).