Assessment

Introduction

These procedures are based on the *DoE* Curriculum planning and programming, assessing and reporting to parents K-12 policy.

[DoE Curriculum planning and programming, assessing and reporting to parents K-12](#)

[NESA ACE 9022 – Honesty in HSC Assessment – the Standard](#)

[NESA ACE 9023 – Honesty in HSC Assessment: what constitutes malpractice](#)

Assessment General

Bungendore High School teachers plan, conduct, record, analyse and report on a range of assessment items throughout the year, including formal items and non-formal items, to guide ongoing teaching and learning, monitor and evaluate student progress and report achievement to parents and relevant authorities.

At Bungendore High School, each course will have a mixture of formal and non-formal assessments that will be used to assemble a student portfolio of learning and guide teaching and learning while being used for reporting. Reporting will be provided in alignment with DoE requirements, with each student and their parents provided with an A-E and word equivalent grade and course-specific comment.

The maximum number of formal assessments per course is listed below for Years 7-10, and in Years 11 and 12, it is determined by the current NESA regulations.

Years	Maximum Number
7-8	3
9-10	4
11	3
12	4

Assessments are designed to provide insights to progress and chart the course for the next step for teaching and learning for students and staff. The pattern of assessment should ensure the appropriate spread and balance of tasks.

Place of Assessment in Curriculum and Assessment Booklet

All assessments are planned in Assessment Schedules and the Assessment calendar in the previous year and then published for the current year. (For example, planned for at the end of 2022 for publication and use in 2023). No more than one assessment per day does not apply in formal exam periods.

Year	Maximum Number Due per Week
7-10	2
11-12	3

Assessment Design Process

1. Educational purpose of assessment determined (outcomes being targetted and assessed, content area and key skills being cultivated)
2. Ensure that Assessment due dates align with the published Assessment Calendar
3. Assessment designed based on best practice and in consultation with KLA staff
4. Assessment assembled within Pro Forma fulfilling all requirements
5. Assessment submitted to HT for Approval, then publication

Assessment Issuing

1. Assessment to be placed on the digital platform
2. Assessment to be issued in class (minimum 14 days before due)
3. The task is explained in detail by Classroom Teacher with a step-through of each aspect, including marking rubric guidelines, instructions etc
4. Student supported in recording and planning for Due Dates
5. In Compass class news feed for that lesson assessment is issued as an announcement with a link to a copy of the Assessment and any further instructions and/or scaffolding

Assessment Task elements

1. **Title** (that aligns with the published Assessment Schedule)
2. **Outcomes Listed**
3. **Instructions**
   a. Concise procedural-based list of tasks
   b. including an explanation of drafting, study notes expectations and/or resubmit options
   c. Formative Feedback mechanism noted within instructions (e.g. paper submission with commenting, digital feedback via Microsoft OneNote)
4. **Marking Rubric and Guidelines**
   Marking Rubric and Guidelines provide specific outlines of what is expected for success and and allocates a range of marks for each component/s with mapped outcomes – can be presented in Holistic or item by item with different achievement descriptors.
5. **Learning Scaffolding** as appropriate (a reference to the location of scaffolding, e.g. Canvas)
6. **Submission instructions**

Assessment Due Date Modification

From time to time, the nature of assessment/s, particularly due dates, may need to change due to operational changes in the school. For any change to the whole course due dates, the following needs to occur:

- Head Teacher of the course that requires a change is to consult with Head Teacher Administration (coordination and publishing).
- Head Teacher of the course to lodge on the next Executive Meeting Agenda to discuss any implications and ratify the change.
- Once approved by the Executive, the change is to be updated in the Assessment Booklet (republished – HT Administration) and students informed via Class Newsfeed announcement and in class (Classroom Teacher/s).

Note: for individual student changes due to changing circumstances (sickness, leave etc) for Years 7 and 8, the Head Teacher of the course, is to approve on a case-by-case basis with a letter from home.

Assessment Submission

1. At submission, students complete a reflection task as appropriate and predict achievement against the rubric and marking guidelines as needed.
2. Students receive feedback (that may be provided in a structure of **Success** {what they did well}, **Growth** {areas for improvement}). After this, teachers and students work together to develop the **Next Steps** (a set of dot points that charts the strategies for achieving **Growth**).
3. After student has completed **Next Steps,** students then complete the Assessment Feedback Reflection and results are recorded in Compass using learning tasks for the individual courses.
4. Results are communicated no earlier than three days after steps 1-3 are completed by the student and teacher. Communication of results can be via digital platform and possibly automated.

Importance of organisation for success

The on-time completion then submission of tasks and projects is a crucial life skill and important for the efficient operation of schools, particularly for cultivating growth through effective summative feedback. To this end, Bungendore High School uses a range of supports and structures to empower students to plan and manage their learning objectives and requirements.

Assessment Late Submission

A range of requirements and penalties exist for formal assessment.

Year 7-8

Submission of assessment as required according to the Formal Assessment Task Notification; otherwise:

- Submit a letter from the parent explaining the reason for absence on the due date and have the absence listed as justified in the school system, then request a new due date that is approved by Head Teacher of the subject.
- Failing to have an explained absence for day of submission, student will be deducted a percentage of allocated marks on the following scale.

Day Count (only school days counted)	Percentage Penalty of awarded marks
1	10%
2	25%
3	50%
4 or more	students will be issued with feedback on performance and zero marks.

Note: All late submission students' parents are to be contacted, and the student is to be is placed on Assessment Support Hub list (Compass) and attend until the task has been addressed, along with further action as required.

Year 9-10

Submission of assessment as required according to the Formal Assessment Task Notification; otherwise:

- Students who fail to submit formal assessment at due dates without an explanation or completing the following processing will be issued with zeros marks and only feedback for anything that is submitted.
- Complete an **Extension or Misadventure Form** and submit it to the subject Head Teacher and approved by the Deputy Principal. Reasons for using this form, preferably ahead of the due date, may include unexpected circumstances and/or sickness. The form can be found at the School Office or Bungendore High School Website.

Year 11-12

As per DoE and NESA requirements outlined in the Year 11 and Year 12 Assessment Handbooks issued to students at the commencement of the year.

Malpractice and Plagiarism

 All work presented in assessment tasks and external examinations (including submitted works and practical examinations) must be a student's own work or must be acknowledged appropriately. Malpractice, including plagiarism, could lead to students receiving zero marks and will jeopardise their Higher School Certificate results.

Malpractice is any activity that allows students to gain an unfair advantage over other students. It includes, but is not limited to:

- copying someone else's work in part or in whole and presenting it as their own
- building on the ideas of another person without reference to the source
- using material directly from books, journals, CDs or the internet without reference to the source
- buying, stealing or borrowing another person's work and presenting it as their own
- contriving false explanations to explain work not handed in by the due date
- using non-approved aids during an assessment task, such as artificial intelligence (e.g. ChatGPT)

In the case of suspected plagiarism, students will be required to provide evidence that all unacknowledged work is entirely their own. Such evidence might include but is not limited to the student:

- providing evidence of and explaining the process of their work, which might include diaries, journals or notes, working plans or sketches, and progressive drafts to show the development of their ideas.
- demonstrating their knowledge, understanding and skills by answering questions regarding the assessment task, examination or submitted work under investigation.

Assessment Notification Pro Forma

Teachers are to use Assessment Pro Forma and attach a feedback system, and have approval by HT before issuing.

Assessment Task Pro Forma

(Located in BHS Staff Team/Induction, Policies, Procedures, Processes/3.Teaching and Learning/ 4. Assessment and Pro Formas Channel Files)

Bungendore High School

Assessment Task

Assessment:	*Title of Assessment as Per Assessment Schedule*
Task Weight:	*Weighting as per assessment Schedule*
Task Date:	*Due Date as Per Assessment Schedule*
Date of Issue:	
Outcomes:	Listed As Per Assessment Schedule
Task description:	Should Include: • Concise procedural based list of tasks • including explanation of drafting and study notes expectations • Formative Feedback mechanism noted within instructions (e.g., paper submission with commenting, digital feedback via Microsoft Class OneNote attached to Canvas Course)
Learning Scaffolding as appropriate	Reference to location of scaffolding etc e.g. Canvas
Submission	How task is to be submitted
Task Feedback	To state how the feedback will be provided and the system being used

Student will be provided with teacher feedback for their tasks and after Feedback Reflection has been completed by students results will not be communicated at that time.

Refer to the Assessment Booklet for policies for late submission, plagiarism and related

Marking Rubric and Guidelines

Descriptor	A – Extensive 18-20	B – Thorough 17-14	C – Sound 13-9	D – Basic 8-5	E – Limited 1-4
Community Description – An informative and relevant description of the area and its community in 1 paragraph including an accurate BOLTSS Map for the region and its city (GE4-5)	• An excellent description of the community including important details such as population size, development and physical geographical location • A clear insightful map with ALL BOLTSS features for the community.	• A thorough description of the community including important details such as population size, development and physical geographical location • A clear map with ALL BOLTSS features for the community	• A sound description of the community including some details such as population size, development and/or physical geographical location • A map with most BOLTSS features for the community	• A basic description of the community with some details possibly as population size, development and/or physical geographical location • A map with for the community	• A limited description of the community with some details possibly as population size, development and/or physical geographical location • May include a map

Bungendore High School

Feedback Systems

Default Feedback system

Task Feedback
Success (Done Well)
Growth (Area for Growth)
Next Step A conversation in class

Student Reflection on Feedback
What was I comfortable doing?
What did I struggle with?
How will I improve?