

## ASSESSMENT AND REPORTING PROCEDURES

This procedure must be read in conjunction with:

[Reporting on Student Achievement \(Preschool-Year12\) Policy](#)

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#### 1. Overview

1.1. This procedure covers assessment and reporting at Melrose High School. It has been written in conjunction with the Education Directorate's Reporting on Student Achievement (Preschool-Year 12) Policy. It is based on the guidelines provided by ACARA in the Australian Curriculum and the ACT Education and Training Directorate.

#### 2. Rationale

2.1. Assessment at Melrose High School is an ongoing process of both formative and summative feedback to support student learning.

2.2. Assessment at Melrose High School is used to improve and describe student progress, and to inform teaching and learning.

2.3. Assessment at Melrose High School is used to provide timely, meaningful and comprehensive feedback to parents, carers, students and teachers.

2.4. Grades are awarded through on-balance teacher judgement referencing all learning outcomes. This judgement is up-to-date and is supported by a range of evidence.

#### 3. Procedures

3.1. Based on the Directorate of Education's Curriculum Advice paperwork, the following descriptors are used to award student grades:

- **A** - demonstrating **excellent** achievement of what is expected
- **B** - demonstrating a **high** achievement of what is expected
- **C** - demonstrating **at standard** achievement of what is expected
- **D** - demonstrating **partial** achievement of what is expected
- **E** - demonstrating **limited** achievement of what is expected

3.2. In some circumstances, students may be awarded a Status Grade, due to inability to complete the coursework required. This grade is only awarded with instructions from the student

services team in the Adjustments to Learning list (which is updated and circulated during each reporting period). It may also be awarded to students joining a course towards the end of the assessment period.

3.3. Outcomes assessed are the Australian Curriculum Achievement Standards. They only include content and skills required in the Australian Curriculum and do not reflect student effort, participation or behaviour.

3.4. All faculties engage in (at least) annual moderation practices for each year group. Student work is moderated with peers at Melrose, as well as against ACARA work samples (where available).

3.5. Students are required to submit work within a reasonable timeframe. If a student has reached two weeks post an assessment deadline, submission is at the teacher's discretion, work submitted after this time may not count as evidence towards their achievement. The student is then responsible to negotiate with the teacher new evidence to show their learning in this area of the achievement standard within the same assessment period.

3.6. While missing deadlines is reflected within the *Work Habits* in the report, it cannot be used to influence a student's final grade. Students are given support and advice in class on how to prepare for major tasks and meet deadlines. Teachers manage late submission of work as they do other classroom management issues, with detentions, consequences and consultation with parents/carers.

3.7. If a student is unable to complete a task by the deadline, it is their (and/or the parents'/carers') responsibility to negotiate an extension with the teacher. This must be done prior to the deadline. The teacher will consider the circumstances and, where appropriate, negotiate a reasonable deadline for submission.

3.8. If students submit work which is plagiarised (either from another student or from another source), or is AI generated work, a teacher will notify the student and their parent/carers of this occurrence. Students are given one week to re-submit the task, so it can be considered as evidence towards their achievement. Where there is uncertainty regarding the authorship of the work (such as two students submitting the same piece of work, each claiming it to be their own, or work which seems to be heavily influenced by a tutor, parent/carer, or AI generator), teachers seek case-by-case guidance for this from their SLC. Teachers guide students through the drafting and editing process, teach effective note-taking practices, and provide literacy scaffolds and supports to help students to develop their own work.

3.9. Teachers are expected to give students feedback on their work and an indication of how it has met the achievement standards within two weeks of submission. Rubrics are used to support this process. Where a student has not demonstrated the achievement standard and has since improved in their content knowledge or skills, a teacher should assess the new evidence of this achievement to show their understanding of the achievement standard.

3.10. If a student believes their work has not been fairly assessed, they need to check the feedback on the rubric and ensure they have a clear understanding of the marking, then discuss the grading of the work with the teacher. If they are still not satisfied with the grade, they can provide a copy of the task and the rubric to the SLC of the subject for review. The SLC will moderate the work sample and make a judgement on the grading. In the case where the SLC is the classroom teacher, students are encouraged to seek support from the deputy principal.

3.11. Students are to be given multiple opportunities to demonstrate their achievement of the standard within the assessment period. This means that if they do not address it in an assessment task, they have an opportunity to improve and be reassessed on this skill or content knowledge within the same assessment period. This does not always have to be formal assessment, it may be work completed or demonstrated in class. The assessment period is defined as the term in which the unit was taught.

3.12. All teachers are expected to differentiate in all classes to support students at all levels of current achievement. Teachers must make reasonable adjustments as per ILPs and the adjustments to learning instructions to support students with identified needs, including EAL/D students, to demonstrate the achievement standards.

3.13. A 'P' indicates that the student has been assessed against an adjusted curriculum based on their learning needs. Their learning sits outside the learning described in their equivalent year level achievement standards.

#### **4. Contact**

4.1. The Executive teacher of Language at Melrose High School is responsible for this procedure.

4.2. For support, contact our admin team on (02) 6142 0700 or via email at [admin@melrosehs.act.edu.au](mailto:admin@melrosehs.act.edu.au)

#### **5. Complaints**

5.1. Any concerns about the application of this procedure, or the procedure itself, should be raised with:

- the school principal in the first instance;
- the Directorate's Liaison Unit on (02) 6205 5429;
- online at [http://www.det.act.gov.au/contact\\_us](http://www.det.act.gov.au/contact_us);
- see also the *Complaints Policy* on the Directorate's website.

#### **6. References**

##### **6.1. Definitions**

- Example: set out relevant definitions here in alphabetical listing.

##### **6.2. Related Policies and Documents** - Link to related policies or other documents.

- Example: set out related policies or other documents in alphabetical listing.