

# ***POLICY: Assessment & Evaluation***

## **1. Rationale**

Assessment is the process of collecting, organising, interpreting, recording and using a variety of information and data gained from students so that informed judgements can be made about their performances, achievements and needs according to curriculum outcomes. Based on this principle, St Philomena's school has developed a policy to enable educators to set direction for ongoing teaching and learning.

## **2. Aims**

To provide a mechanism for the collection of relevant data in relation to student achievement of curriculum outcomes in terms of knowledge, skills attitudes, values and concepts.

To engage in a range of assessment strategies, which are responsive to different learning styles.

To demonstrate what students can do in different ways, therefore encouraging students to reach achievable goals.

Report effectively to students, parents/caregivers, school administrators and the wider community on the achievement of outcomes therefore making the teaching profession more accountable for its work.

To use assessment data to evaluate student learning, teaching programs, methods and resources for the purpose of forward planning.

This policy provides a formal framework from which programming and reporting can be developed.

To use activities that are valid and reliable, in terms of the outcomes related to each particular key learning area.

## **3. Implementation –**

### **Secondary**

3.1 The Assistant Principal and the Curriculum Coordinator are responsible for ensuring that assessment procedures undertaken by teaching staff are in accordance with the Assessment Policy.

3.2 Effective implementation of the assessment policy will be in accordance with procedures outlined in the appendix, based on the Board of Studies and Catholic Schools Office requirements.

3.3 Assessment is an ongoing procedure throughout the year, which is divided into semester length assessment periods. Each Semester has a weighting of 50% in Years 7 to 9. In Year 10, 100% is the weighting for the year. This will not necessarily equate to 50% in Semester 1 and 50% in Semester 2. The weighting for each Semester may vary.

3.4 Ensure that all relevant personnel are appropriately informed of the assessment policy requirements, through internal and external professional development.

3.5 Teachers will engage in a variety of formal and informal assessment procedures throughout the year to formulate a record of student's ongoing academic and personal development. (Appendix I)

3.6 Staff will be expected to notify the Curriculum Coordinator of the assessment tasks they intend to use for each term. This notification of assessment/s will be due to the Curriculum Coordinator by the specified dates (see below) so that adequate time is available for the Curriculum Coordinator to prepare the Assessment Calendar for Years 7-10 and distribute these calendars to the student body by the beginning of Week 2 of each term.

The due dates for notification of assessment tasks for each term are :

- Term 1 – Friday Week 1
- Term 2 – Friday of Term 1, Week 8
- Term 3 – Friday of Term 2, Week 9
- Term 4 – Friday of Term 3, Week 8

(See Appendix 2 for the 'Assessment Nomination Form.')

The Assessment Calendars will contain information about:

- the nature of the assessment task (e.g. topic test, research assignment, speech)
- whether completion of the assessment task is to take place after school hours (i.e. at home) or during lesson time
- the due date for the assessment task
- the weighting of the assessment task towards the Semester Grade

All assessment needs to be completed by the end of the formal assessment period for each Semester so as to allow enough time for the collation of results and preparation of comments for the Semester reporting to parents. The end of the formal assessment period for each Semester is outlined below:

- **Years 7-9:**
  - Week 6 of Term 2 for Semester 1
  - Week 6 of Term 4 for Semester 2
- **Year 10:**
  - Week 6 of Term 2 for Semester 1

- o Week 2 of Term 4 for Semester 2 (to allow enough time for the Curriculum Coordinator to enter the Course Performance Descriptors onto the Board of Studies web site for preparation of the School Certificate Record of Achievement by the Board of Studies)

In Years 7 to 9 there is a maximum of 3 assessment tasks (at least one being an exam) for each semester. In Year 10 there is a maximum of 5 assessment tasks for the year. Where a maximum of 40% is to be allocated to exams/tests.

Each student will be given at least two weeks notice for each assessment task. Assessment tasks will have the required cover sheet and criteria sheet for marking or a marking rubric (Appendix III & IV)

Upon failure to submit an assessment task, first notification of failure to submit needs to occur within 24 hours via a phone call to the parent/guardian. During the phone call the parent/guardian will be informed that their child will need to complete the assessment task immediately. This can be achieved by delivering the completed assessment task to the appropriate teacher at the beginning of the next school day after the phone call.

If this requirement is not met, then a 'First Notification of Failure to Submit' (see Appendix V) needs to be sent home with the student. Additionally, a copy needs to be distributed to the Curriculum Coordinator and a copy needs to be placed in the student's file. The student will then be expected to complete the assessment task to an acceptable standard during lunchtime detentions and/or an afternoon detention. Which detention is enforced will depend on the day of the week that is available to conduct an afternoon detention. For example, staff need to attend meetings on Monday and Tuesday afternoons and it is not always appropriate to have students present on these days.

Students will have 10% deducted from their mark for each day it is late. After 3 days students will receive 0%. The student MUST complete the task to an acceptable standard, regardless of whether or not they will receive no marks for this.

The Second and Final Notification of Failure to Submit (see appendix VI) will occur when student does not submit the completed assessment task within 3 days. The student will be automatically put onto after school detention on the following Wednesday. It will be supervised by a secondary staff member through a roster system set up by the Assistant Principal. The student is still required to hand in the assessment task completed to an acceptable standard. A copy of the second and final notification of Failure to Submit will need to be placed in the students' file and a copy should be distributed to the curriculum coordinator.

It is a requirement that all teachers keep a hard copy (in the required department manner) of all student assessments in terms of academic (outcomes based assessment), social and personal development. Supervisors review assessment records each term. (Appendix VII)

Assessments are developed with the view of establishing an assessment resource base to be filed in the Secondary Staffroom with copies distributed to the Curriculum Coordinator.

During the year students will either be required to participate or have the option of participating in a series of external assessments – which will include the:

- NAPLAN - compulsory for Year 7 and Year 9
- ESSA - compulsory for Year 8
- School Certificate - compulsory for Year 10
- University of NSW ETC Competitions - optional for Years 7,8, 9 and 10

The data from the above external assessments will be not be used as part of the schools formal assessment program. The data is used to provide feedback and guidance on student progress over time which then provides direction for further teaching.

## **Primary**

- 3.1 Assistant Principal of Primary is responsible for ensuring that assessment procedures undertaken by teaching staff are in accordance with the Assessment Policy.
- 3.2 Effective implementation of the assessment policy will be in accordance with procedures based on the Board of Studies and CSO requirements.
- 3.3 Assessment is an ongoing procedure throughout the year which is most usually divided into term length assessment periods
- 3.4 Ensure that all relevant personnel are appropriately informed of the assessment policy requirements, through internal and external professional development.
- 3.5 Teachers will engage in a variety of formal and informal assessment procedures throughout the year to formulate a record of student's ongoing academic and personal development. (Appendix I)
- 3.6 It is a requirement that all teachers keep a hard copy (in the required department manner) of all student assessments in terms of academic (outcomes base assessment), social and personal development. Supervisors review assessment records each term. (Appendix II)

- 3.7 Portfolios of some work samples will be compiled and published by individual class teachers pertaining to the specific KLA outcomes. These are sent home Term 1 & 3.

3.7.1 Formal reports sent home Term 2 & Term 4.

- 3.8 Assessments are developed with the view of establishing an assessment resource base for future programming development and ongoing review of teaching practice.

During the year students will either be required to participate or have the option of participating in a series of external assessments – which will include the:

- NAPLAN - compulsory for Year 3 and Year 5
- University of NSW ETC Competitions - optional for Years 3, 4, 5 and 6

The data from the above external assessments will not be used as part of the schools formal assessment program. The data is used to provide feedback and guidance on student progress over time which then provides direction for further teaching.

#### **4 Budget**

The Financial Administrator will manage the budget available for 'Assessment and Evaluation' on behalf of the School Board and the School Executive. The monies available within this budget will be utilised by the Assistant Principal – Primary and the Curriculum Coordinator – Secondary for the purchase of resources to support the assessment of teaching and learning within the school.

#### **5 Evaluation**

The executive staff are responsible for the ongoing evaluation of the 'Assessment and Evaluation' Policy.

All staff are responsible for the ongoing evaluation of the assessment tasks utilised to evaluate student achievement of outcomes within their specific Key Learning Area/s (KLA). This process will need to involve evaluation of the following areas:

- Formal assessment (i.e. weighted assessment tasks such as semester examination, research assignments, laboratory reports, speeches)
- Informal assessment (i.e. the everyday activities consistently utilised to assess student learning within the classroom environment, such as questioning, quizzes, review activities of an sort, teacher observations of students completing tasks related to the teaching and learning within the classroom)
- Relationship between the teaching and learning program of any KLA and the assessment tasks related to it – i.e. do the assessment tasks actually assess what has been taught in the classroom

## Appendix I

- Effectiveness of the formal assessment program in catering for the different learning styles – i.e. a variety of assessments need to be used – e.g. written essay or answers, speech on information researched and practical examinations of skills developed.

# **Assessing and Reporting Using Stage Outcomes**

## *Some General Issues*

### **How are outcomes linked to Students progress?**

Students' progress can be judged in terms of achievement of the outcomes for each stage of the syllabus. The outcomes for each stage represent a greater degree of complexity and difficulty than those of the previous stage. In this way, outcomes in stages describe the broad continuum of learning in the KLA/subject. Board syllabus materials will be presented in a way that enables teachers to see the sequence of outcomes across a number of stages.

Not all students will achieve outcomes relevant to their particular stage or chronological age. Some students will achieve the outcomes quickly while others will need additional time.

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*Teachers will continue to plan and program for individual differences in learning and use the provisions of flexible progression. This allows for students to accelerate, enrich or broaden their learning experience and work at a pace appropriate to their understanding.*

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Are students expected to achieve each outcome for a stage in order to progress to the next?

**While the majority of students will write the outcomes at a standard that is achievable, there will be students who will not achieve all of the outcomes for a stage. It is a matter for professional 'on-balance' judgement as to whether it is in the best interest of the student to progress to the next year or stage of learning, given that in some cases subsequent outcomes depend on the achievement of earlier outcomes. It is now more greatly based on the achievement of the foundation statements for each stage.**

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*Stage outcomes should be seen as providing signposts of progress rather than hurdles that students must clear before continue in the next stage.*

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**Decisions about progression from one stage to the next are a matter for professional judgement that in more than just the achievement of outcomes for a stage. Assessment information about student achievement will help inform that judgement.**

Do teachers need to assess all of the outcomes in a stage?

**For summative purposes, where the emphasis is on making an ‘on-balance’ judgement about the achievement of outcomes by the end of a stage, teachers will have had the opportunity to make observations about each outcomes in the stage. This is not to say, however, that teaching and learning should focus on the achievement of teaching outcomes or that outcomes need to be assessed singly.**

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*Teaching and assessment strategies should allow students to demonstrate outcomes in integrated ways*

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**Teachers will, on occasions, need to monitor student progress against outcomes from a number of stages. Teachers cannot always assume that all outcomes from a previous stage have been achieved, and they need to be aware that some students will have already achieved some of the outcomes of their next stage.**

How do teachers judge whether students have achieved an outcome?

**The syllabus, its objectives, content, stage outcomes and the Course Performance Descriptors provide the standards framework that teachers will use in making judgement about the achievement outcomes. Teachers will be able to match the achievements of their students, based on their observations and the evidence they have collected, against this standards framework. Work samples will exemplify the ways an outcome can be demonstrated and will make standards more explicit.**

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*The focus will be on actual student performance rather than cumulative scores*

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When do teachers make judgements about the achievement of outcomes?

**Students will demonstrate achievement of outcomes at various times throughout a stage. Evidence of achievement can be based on ongoing observations during teaching and learning and use summative and formative Assessment from**

**assessment tasks specifically designed to assess achievement at particular points in the stage.**

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*Summative judgement about each student's achievement by the end of a stage should be made based on the latest information teachers have about each student's attainments.*

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How much evidence do teachers need to collect about a student's achievement of the stage outcomes?

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*The emphasis should be on the nature and quality of the evidence rather than on the amount of evidence.*

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**The important thing is to give students a number of opportunities to show in appropriate ways what they know, understand and can do before an overall judgement of their achievements is made.**

**The evidence collected needs to be sufficient to enable teachers to make a professional 'on-balanced' judgement about each student's achievement of the outcomes by the end of a stage. The evidence collected should also enable teachers to meet the various reporting requirements that the system, school community may have.**

## Assessing and Reporting Using Stage Outcomes

### *Planning Assessment*

Assessment can provide information for a variety of purposes. Teachers use assessment for formative purposes when they assess and collect information to use in the planning of the next steps in teaching and learning.

The purpose of Summative assessment is to make judgements and report achievements by the end of a unit of work, a program of study, a school year or the end of a stage.

What do teachers need to consider when planning assessment activities?

The main points to consider are:

- Assessment activities should be clearly related to the stated outcomes being assessed. Students should be able to show what they know and can do in relation to the outcomes.
- Activities and tasks should provide an authentic opportunity for students to show what they know and can do. For example, if an outcome requires a student to make a speech, then at some point the student should be actively engaged in making a speech rather than writing about speech making.
- A variety of assessment strategies should be used so that students have the opportunity to show what they know and can do in different ways. It is important to remember that most strategies will have strengths and weaknesses
- A single activity can often provide information about more than one outcome; for example, an assessment activity may show a student's knowledge, problem-solving skills and evaluation skills.
- It needs to be achievable

The following table can help teachers to plan assessment activities. The strategies can be used singly or combined to provide opportunities for students to demonstrate what they know can do.

## CHOOSING ASSESSMENT ACTIVITIES

<u>Area For Assessment</u>	<u>Typical Outcome Verbs</u>	<u>Assessment Activities</u>
<p>Knowledge, Recall and Understanding</p> <p><b>These are mainly concerned with what a student knows.</b></p>	<p>Knows, tells, lists, recites, explains, describes, identifies, names, recounts, answers, recognises, forms, copies, uses, recalls, names, understands, reproduces, completes, locates, labels</p>	<p>Background knowledge quiz – multiple choice, true / false</p> <p>Listing activities – words, numbers, pictures, crosswords</p> <p>Outlining – using words, short phrases, brief sentences</p> <p>Fill in the blank exercises – using cloze or blanks in a matrix</p> <p>Matching exercises – words for meaning, questions with answers, pictures</p> <p>Labelling a diagram</p> <p>Basic – calculating and fieldwork and interviews</p>
<p>Skills in Analysis and Critical Thinking</p> <p><b>These skills are concerned with learning about ‘how’ rather than ‘what’</b></p>	<p>Explains, analyses, investigates, measures, explores, asks, recognises, identifies, separates, sorts, collects, describes, gathers, argues, reasons, organises, discerns, observes, assesses, selects</p>	<p>Categorising – sorting information</p> <p>Defining – recognising discriminating features</p> <p>Pros and cons – recognising advantages and disadvantages</p> <p>Analysing case studies – analysing, evaluating and expressing opinions</p> <p>Investigations, data collection, interviews</p> <p>Researching</p> <p>Debating</p> <p>Discussions</p>
<p>Skills in Synthesis and Creative Thinking</p> <p><b>These skills are about the ability to combine the familiar with the new in different ways and in unfamiliar contexts.</b></p>	<p>Develops, displays, interprets, initiates, summarises, infers, generalises, changes, coordinates, plans, constructs, presents, determines, graphs, compares, contrasts, designs</p>	<p>Summary writing – journals</p> <p>Analogies</p> <p>Concept maps</p> <p>Dialogues</p> <p>Portfolios</p> <p>Narratives</p> <p>Poems</p> <p>Diary – journals</p> <p>Designing</p> <p>Experiments</p>

<u>Area For Assessment</u>	<u>Typical Outcome Verbs</u>	<u>Assessment Activities</u>
<p>Skills in Problem Solving  <b>These skills are concerned with recognising problems and determining possible solutions.</b></p>	<p>Asks, investigates, observes, answers, applies, listens, solves, develops, recognises, relates, infers, forms, assesses, interprets, selects, describes, predicts, explains, argues, demonstrates, decides, hypothesises, reasons, estimates, compares, contrasts, generalises, designs, constructs, identifies</p>	<p>Problem-solving principles  Problem recognition  Finding solutions  Questions development for problem solving  Selecting best strategies  Research  Critical dialogue, learners as research</p>
<p>Skills in Application and Performance  <b>These skills are concerned with the application of knowledge, skills and understanding through performance</b></p>	<p>Recites, directs, moves, instructs, reproduces, communicates, acts, demonstrates, applies, co-operates, discerns, observes, develops, discusses, relates, catches, contributes, expresses, displays, engages, interprets, co-ordinates, strikes, constructs, performs, presents, draws, reads, designs, speaks, initiates, participates</p>	<p>Paraphrasing  Finding applications  Models  Projects – poster evaluations  Demonstrations  Musical performance  Dance performance  Dramatic performance  Physical performance  Artistic performance – role-play  Debates  Peer tutoring</p>
<p>Skills in Evaluation  <b>These skills are concerned with applying knowledge to make judgement</b></p>	<p>Decides, discerns, summaries, selects, predicts, evaluates, argues, reasons, measures, computes, infers, generalises, relates, compares, contrasts, concludes, assesses</p>	<p>Essay writing  Reports – written and oral  Mind maps  Evaluative reports – oral/written  Graphing – diagrams  Problem posing  Presentations</p>

### **Some other points to consider in planning assessment**

- Will the assessment activity provide useful information about what students have or have not learned about a clearly defined topic at a particular point in time?
- Is it easy to administer and relatively simple to prepare and use?
- Is it easy to analyse results and get meaningful feedback?
- Can it be integrated into ongoing classroom activities?
- What is the minimum performance that could be considered worthwhile?
- What steps can be built in to provide some success for all students?
- How will information be collected?
- How will information be recorded?
- How will results be communicated to students (and others)?
- How can students (and others) be helped to make the best use of the results?
- Does it allow for students to go beyond what is expected to show that they have an extensive knowledge of the area.

### **What is meant by valid and reliable assessment?**

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*As assessment activity is valid if it measures what it sets out to measure. It is reliable if it is able to produce consistent results.*

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Assessing only performance relevant to the task can enhance validity. For very young students, for example, valid activities may be the ones that enable them to show what they know through actions, talking, drawing or other means that do not depend on their skills in reading and writing. If assessment activity does not take this into account then it may be invalid and provide inaccurate information about what students know and can do.

Summative assessment should sample as much of the syllabus content as possible,

The reliability of the information collected will be improved if the teacher is aware of sources of unreliability and has planned to avoid them. Unreliable results can be caused by:

- tasks and activities that are too difficult or too easy, too long or too short.
- instructions that are ambiguous.
- language levels that are inappropriate.
- tasks and activities that contain bias.

Well-thought-out criteria for making judgements will help to ensure that the same judgements can be applied consistently, even if the observations are not made at the same time for all students.

How can student self-assessment be incorporated into an assessment program?

Self-assessment can give students some responsibility in the assessment process by enabling them to make judgements about the quality of their own work in relation to syllabus outcomes. Self-assessment can add to the total picture of what a student knows and can do by providing the teacher with an additional source of information that the learner has about their own knowledge, understanding and skills.

When students are given the appropriate training and support, they may be capable of contributing to the assessment of their own learning. Self-assessment can also give students a greater degree of involvement in learning.

There are a number of different ways students can be involved in self-assessment activities in relation to syllabus outcomes. For example, students can be involved in selecting samples of their own work for a portfolio that best illustrates learning in relation to selected outcomes. Students to write about what they know in relation to an outcome or outcomes can use learning journals. Self-assessment survey sheets can often reveal students' understanding or interest and attitudes.

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*Self-assessment can be an important aid to learning and provide useful feedback for teaching. It is important to consider whether information based on self-assessment is sufficiently reliable before including it in a Summative judgement of the overall achievement of outcomes.*

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### **How are values and attitudes outcomes to be assessed and reported?**

Values and attitudes are an important aspect of Board syllabuses. They will generally not be written as stages outcomes. The Board currently advises schools not to include assessments of values and attitudes in their assessment of student achievement of knowledge and skills.

We report on – Social Skills - effort

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*Schools may wish to assess and report on values and attitudes. This should be done separately from achievement of knowledge and skills.*

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## Assessing and Reporting Using Stage Outcomes

### Interpreting Information and Making Judgements

#### **What is meant by a professional ‘on-balance’ judgement of achievement?**

Throughout a stage teachers will make a number of judgements for different purposes about the achievement of outcomes. For summative purposes an overall judgement of the achievement of a number of outcomes will need to be made.

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*In this context, professional judgement involves teachers matching what the student has been able to demonstrate against the standards framework of the syllabus objectives, stage outcomes and work samples. The teacher will then decide whether the outcome has been achieved.*

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#### **What other consideration are there?**

Teachers should take into account whether the student has had a fair opportunity to show what they know, understand and can do. They may need to consider:

- the context that the student has dealt with
- the context in which learning has occurred
- equity issues
- the views of other teachers

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*A decision on a single piece of student work or activity may not be as valid and reliable as an ‘on-balance’ judgement made on the basis of several pieces of information collected from a variety of activities over time.*

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Teachers will also refer to work samples (to be produced by the Board of Studies)

## ***ST. PHILOMENA'S TEACHER ASSESSMENT RECORDS APPENDIX***

It is known that assessment of stage outcomes is the main criteria for monitoring and gauging student progress for the purpose of reporting to parents and for schools to evaluate and make directional changes to their teaching and learning programs. All teachers of each subject are required to assess their students' academic development. They are also required to assess/monitor social development, work habits and pastoral needs.

Consequently, the purpose of assessment records developed and maintained by individual teachers are to

- 1. To record individual achievement of stage outcomes that reflect skills, knowledge, values and attitudes in all K.L.A.s*
- 2. To record observances related to student achievement in regard to social development, work habits and pastoral needs. These may be in the form of anecdotal comments.*

An assessment record is an appendix to the teaching program /register which is a professional accountable document. So, therefore are a teacher's assessment records accountable.

### **It is a requirement for all St. Philomena's teachers K-10 to maintain assessment records**

- Assessment records are confidential individual profiles and should always be kept in a discreet location.
- Assessment records should be kept safe and intact for at least the following calendar year. It is possible that they could be called for in dispute or verification.
- Assessment records will be kept in hard covered book or folder as per approval by the Curriculum Coordinator.
- (7-10) An electronic copy for mark submission will be available on the upstairs staffroom computer.
- Assessment records are to be continuously maintained and handed in with the teaching program to the supervising teacher at predetermined periods of time, as indicated. This is usually once per term. However, a teacher's assessment records, like the program or register, can be requested at any time by supervising staff.

**K-6 MANDATORY INCLUSIONS FOR ASSESSMENT RECORDS**

**Each teacher will include the following in their assessment records.**

- ❖ **A title page** indicating the teacher’s name, class and year.
- ❖ **Class list** indicating D.O.B. and religious denomination.
- ❖ **Merit Levels** recording movement along the system.
- ❖ **Homework records** recording consistency and standard
- ❖ **Diagnostic testing** results of any of which has been carried out.
- ❖ **Pastoral log** recording behaviour incidents which require documentation
- ❖ **Parent Correspondence** eg noting letters sent home requesting interviews, Incident reports, Progress Reports, (homework incompleteness classroom behaviour) Commendation Reports.
- ❖ **Review of Special Needs & Expected Outcomes** (Completed at the beginning of Term for AP planning. Include copy)
- ❖ **Individual Educational Plans** IEPs for specific students. Mandatory for any

**Student receiving Integration Funding**

- ❖ **Home Reading Borrowing Records (K-6)** Shows the regularity of borrowing /reading and therefore home practice
- ❖ **Anecdotal student comments** a general section for each child to comment along the way
- ❖ **KLA stage outcomes** recording the outcome along with indicator assessment task used to measure the competency of outcome achievement  
Includes a code indicating the competency of achievement. *(see samples included)*

**Examples:**

**Reading**

**OUTCOME**

*RS 2.6 uses efficiently a range of integrated skills and strategies when reading and interpreting texts.*

**Indicator/assessment task**

*1.Is able to extract key words and phrases from the text ‘Dolphins’ and use them to assist write a short 2 paragraph information report.*

*Very successfully      successfully      with difficulty & some success      not yet*

*2.Is able to order a set of instructions for making a boat from 1-10.*

*Very successfully      successfully      with difficulty & some success      not yet*

## **Mathematics**

### OUTCOME

*N2.4a uses a variety of mental, written and calculator activities to approximate calculate and represent solutions to problems involving 2 digit numbers to 99.*

### Indicator /assessment task

*The student is able to add (without calculators) 3 lots of two digit numbers.*

*Very successfully      successfully      with difficulty & some success      not yet*

## **K-6    OPTIONAL INCLUSIONS FOR ASSESSMENT RECORDS**

- ❖ **Special jobs carried out by children**    to ensure everyone has a turn e.g  
Reading at Mass, assemblies etc
- ❖ **Portfolio Parent Response comments**    a record to validate your response to any  
Concerns or problems raised through this

Appendix II

## Assessment Nomination Form

Teachers Name:

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KLA: \_\_\_\_\_

Pastoral Group:

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Type of Assessment:

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*(please circle one)*

Class work

OR

Completed at home

OR

Both

Date:

Term 1

Term 2

*(please circle one)*

Week: \_\_\_\_\_

Exact Date (if possible):

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## Assessment Nomination Form

Teachers Name:

---

KLA: \_\_\_\_\_

Pastoral Group:

---

Type of Assessment:

---

*(please circle one)*

Class work

OR

Completed at home

OR

Both

Date:

Term 1

Term 2

*(please circle one)*

Week: \_\_\_\_\_

Exact Date (if possible):

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Appendix V



**ST PHILOMENA'S SCHOOL MOREE**

BOSTON STREET (P.O. BOX 669) MOREE 2400 PH: (02) 6752 1935  
FAX: (02) 6752 4250

**First Notification of Failure to Submit**

Date:

Dear Parents / Guardians,

Your son / daughter \_\_\_\_\_ has neglected to hand in assessment task on the due date. This will have a significant effect on your son's / daughter's overall semester grade. The relevant assessment task is listed below.

Course : \_\_\_\_\_

Assignment:

Date Due:

Semester weighting:

Attached are copies of the assessment task and the marking criteria.

One further opportunity is being provided for your son / daughter to submit the outstanding task. \_\_\_\_\_ is the deadline for submission.

**If your child does not hand in the assessment by the date above they will automatically be put onto afternoon detention everyday until it is completed to an acceptable standard. The afternoon detention will run from 3.15pm to 5.00pm. This detention will be conducted on the first school day afternoon following the above deadline for submission.**

Please acknowledge receipt of this letter by signing the attached slip and returning it to your child's subject teacher. If you would like to discuss this matter further please contact your child's subject teacher or Miss Goldman (Curriculum Coordinator) or Mr Baldwin (Assistant Principal) via the School Office. We would appreciate your support in this matter.

Subject Teacher

Assistant Principal / Principal

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*(please complete and return to school as soon as possible)*

I \_\_\_\_\_ acknowledge receipt of the letter regarding my son / daughter's failure to submit the assessment task /s as noted.

Sign \_\_\_\_\_  
(parent / guardian)

Date \_\_\_\_\_

Appendix VI



**ST PHILOMENA'S SCHOOL MOREE**

BOSTON STREET (P.O. BOX 669) MOREE 2400 PH: (02) 6752 1935  
FAX: (02) 6752 4250

**Second and Final Notification of Failure to Submit**

Date:

Dear Parents / Guardians,

Unfortunately, your son / daughter has failed to comply with Notification #1 and has not submitted the assessment tasks required. As a reminder, the final opportunity for submission of the assessment task was \_\_\_\_\_.

In consequence, your child's academic record will be significantly affected and his/her overall Semester Achievement rating will be disadvantaged.

While it is no longer possible to award a grade for this assessment, to satisfy our school requirements we ask that the tasks set are still handed in to the subject teacher.

The matter has been referred to the Principal and the Assistant Principal for consideration. Consultation with your child's other teachers will be conducted to discuss whether this pattern of behaviour extends across all areas of the curriculum. Should this be the case, a member of the executive will contact you to arrange an interview with your child and yourselves.

Please acknowledge receipt of this letter by signing the attached slip and returning it to your child's subject teacher. If you would like to discuss this matter further please contact your child's subject teacher via the School Office. We would appreciate your support in this matter.

Subject Teacher

Assistant Principal / Principal

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*(please complete and return to school as soon as possible)*

I \_\_\_\_\_ acknowledge receipt of the letter regarding my son / daughter's failure to submit the assessment task /s as noted.

Sign \_\_\_\_\_  
(parent / guardian)

Date \_\_\_\_\_

## **ST PHILOMENA'S SCHOOL MOREE**



### **Assessment Notification**

#### ***Year 9 Science***

**Weighting: 20%**

**Date Due:**

### **Current Affairs In Science**

#### **Requirements:**

- Students will need to collect Newspaper or Magazine Articles over Term 2 & Term 3, which relate to current Science issues
- Students will be required to display the articles in a scrapbook
- Students will be required to answer a range of questions which will highlight the main information contained within each article
- Students will need to accurately record the source of the information, including the date of publication

#### **Outcomes:**

- Explain how social factors influence the development and acceptance of scientific ideas
- Evaluate the impact of applications of science on society and the environment
- Discuss evidence supporting different viewpoints
- Analyse how current research might affect people's lives
- Recognise the role of science in providing information about issues being considered, and in increasing understanding of the world around them
- Describe scientific principles underlying some common technologies

## CRITERIA SHEET

**Student's Name:** \_\_\_\_\_

**Score:** \_\_\_\_\_

**Text Type:** Exposition

**Purpose:** To write exposition essay on mining, demonstrating: a grasp of the features of the text type, being able to discuss evidence supporting different viewpoints and assess human impacts on the environment.

Criteria	Score	Comments
<p><b><i>Exposition Structure</i></b></p> <ol style="list-style-type: none"> <li>1. <b><u>PURPOSE:</u></b> Text argues for a particular point of view.</li> <li>2. <b><u>STRUCTURE:</u></b> <ul style="list-style-type: none"> <li>• <b><i>Thesis</i></b> – to introduce issue and point of view</li> <li>• <b><i>Arguments</i></b> – supporting thesis               <ul style="list-style-type: none"> <li>▪ Factual information</li> <li>▪ Evidence</li> <li>▪ Descriptions</li> <li>▪ Explanations</li> </ul> </li> <li>• <b><i>Restatement of thesis</i></b> – stronger and more direct statement of thesis</li> </ul> </li> </ol>		
<p><b><i>Features</i></b></p> <ul style="list-style-type: none"> <li>• 500 words</li> <li>• at least 5 sources used</li> <li>• Bibliography of all sources</li> </ul>		
<p><b><i>Evidence of Planning</i></b></p> <p>Submission of:</p> <ul style="list-style-type: none"> <li>• Brainstorm/plan</li> <li>• First draft</li> <li>• Published copy</li> </ul>		
<p><b><i>Overall Presentation</i></b></p> <ul style="list-style-type: none"> <li>• Accurate spelling, punctuation, grammar.</li> <li>• Well structured paragraphs with a topic sentence.</li> <li>• Clear handwriting or typing.</li> <li>• Margins / borders</li> <li>• Title</li> <li>• Labelled diagrams / graphs</li> </ul>		

# St Philomena's School



## EXAM ADVICE SHEET

**Student's Name:**

**Subject:** Year 10 Mathematics (Advance/ Intermediate)

**Examination Date:**

**Venue:** Hall

**Weighting:** 30%

**Time:** 9:00 to 10:30

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## Semester One Examination

*Taking Responsibility For Our Own Learning*

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### Requirements

- blue biro
- pencil and eraser
- ruler
- calculator
- geometric set

### Topics of Study

- Chance / Probability
- Rates / Ratio & Variation
- Measurement, Volume, Surface Area, Area, Perimeter
- Algebra
- Geometry
- Number
- Linear Functions
- Statistics
- Trigonometry / Pythagoras Theorem

### Exam Structure

**This exam paper consists of three sections:**

<b>Section 1:</b> <i>No Calculator</i>	<b>(25 marks)</b>
Section 2A: Short Answer	<b>(50 marks)</b>
Section 2B: Extended Responses	<b>(25 marks)</b>

**Revision – (suggested content / concepts to be revised)**

- Expanding and factorising
- Scientific Notation (Standard Form)
- Indices
- Fraction operations (+, -,  $\times$ ,  $\div$ ) algebra, percentages (including discounts and mark ups) and decimals
- Angles – degrees in a triangle, quadrilateral, circle, right angle etc  
supplementary angles, complimentary angles, adjacent angles, vertically opposite angles, alternate angles etc
- Mean, mode, range, median, score, frequency
- Linear functions- drawing graphs, gradient, y-intercepts and x-intercepts.
- Trigonometry
- Measurement – converting units of measure
- Perimeter, Area, Surface Area & Volume of a range of shapes including cylinders.  
Make sure you are able to calculate these using composite shapes.

**Resources you can use to study/ revise**

- Yr 9 / 10 Text Book
  - Chapter Reviews
  - Cumulative Reviews
  - Exercises covered in class
- Past School Certificate Papers
- Revision Sheets from Teacher

**Last Review March 09 Next Review March 11.**