



Assessment Policy and Procedures

Student Assessment

Not everything that counts can be counted.

Not everything that can be counted counts.

A plaque on Einstein's wall.

Assessment of what a class is learning

Teachers must assess what has been taught. This may seem obvious but what it emphasises is that we cannot simply rely on commercially produced tests if these are not in keeping with the learning outcomes. To rely on results from a totally different test is to lose the plot, or rather enable the students to miss the plot. Weekly, fortnightly, term, semester assessments need to be related to what and how the students have been learning.

Assessment in keeping with our vision

What is the main aim of what is being taught? This needs to be assessed, not simply the skills or content. In aspects like LIGW as we assess we need to go beyond simple regurgitation of facts and information. There is a place for recall of detail but it cannot be the sum total of the feedback we desire from our students. Our inquiry as professionals must go beyond this. We must stretch the students thinking and their response to the content that has been covered. We need to assess attitudes and how the development of these is in line with the vision of the school.

**GOD'S PEOPLE, IN GOD'S PLACE,
UNDER GOD'S RULE, ACTIVELY INVOLVED.**

The focus of assessment will be on the student and not simply the content as some holy body of knowledge that must be digested. Rather, teachers are to tease out how the knowledge has impacted on the students and how they respond to God, other people and the world as a result of what they now know, feel or can do.

Assessment is celebration. Celebration of the use of gifts, who we are and doing what we are called to do. Celebration of a faithful response and celebration of new learning.

We believe:

1. God judges the motivations of people, as well as their actions (i.e. their response to the Gospel in thought, word and action)
2. God's judgement is always just, fair and inclusive
3. Truth, kindness, humility and authenticity are outworkings of Christ-likeness
4. Life exists as a whole and we are using skills from all areas of life at all times
5. God creates and sustains as He sees fit, and hence, grading His creation can be degrading to students and dishonouring to Him
6. Christ's death is the highest price for every success and the deepest comfort in every failure
7. God is most glorified in us, when we are most satisfied with Him

and we recognise:

1. Children have a myriad of different abilities, dispositions, cultural backgrounds, worldviews, expressions of sinfulness, learning styles and intelligences
2. Formative assessment is more valuable in directing student learning and developing their gifts than summative assessment (though summative assessment can play a useful role)
3. Assessment and feedback are vital aspects of the learning process

therefore we will:

1. Anchor assessment in real contexts when at all possible
2. Activate assessment that is wise, fair, inclusive and equitable
3. Wisely assess movement towards Christian faith and action
4. Inspire a spirit of learning and assessing for their development as disciples and servants of Christ (i.e. growth in maturity, self-fulfilment, service of the Lord and others etc) rather than for a test or a mark
5. View mistakes, failure and mishaps as an essential part of growth in Christ-likeness
6. Provide clear and swift feedback that leads to further individual and corporate learning
7. Promote a spirit of acceptance and support of one's own and others' idiosyncrasies

General Principles of Assessment

The assessment of students should be related directly to the objectives and outcomes of the syllabus and of the specific program in the school. Assessment (formative and summative) is an integral part of the learning process.

- Formative assessment allows teachers to make progressive judgments and decisions about students' progress and to give students immediate feedback on their learning.
- Summative assessment enables teachers to sum up the progress of each student over a period of time and helps teachers account for students' learning outcomes to parents, other teachers and themselves.

Suggested assessment of students therefore comprises two components:

- ongoing (formative) assessment supported by a cumulative record of student achievement
- an end-of-unit assessment that provides a summary of performance.

Feedback

Feedback refers to the ongoing procedures that teachers use to measure the effectiveness of the Curriculum, their teaching of it and the response of students.

The major purposes of feedback are:

- to support long-term improvement in the quality of the curriculum
- to ensure that learning outcomes are achieved.

Feedback is most effective if it focuses on all aspects of the teaching-learning process, including the teaching program, instructing and involving, resources and assessment procedures.

The process of feedback involves a number of steps that include:

- defining the focus of the feedback
- implementing the plan of action
- collecting information
- analysing the information and reflecting on it
- using the information to plan further action.

The feedback process will be based on criteria that include:

- the attitudes, interests and motivation of students
- students' performance
- teachers' satisfaction
- relevance of the program.

The following questions provide a framework for planning effective feedback of a program:

- What is the aim of the feedback?
- For whom is the feedback being carried out?
- What criteria will be used for the feedback?
- How will the feedback take place?
- Who will conduct the feedback?

- What will be done with the results of the feedback?
- How will the feedback be communicated to student?

Primary

There are many strategies that teachers can use in the recording and assessment of student achievement and progress. The outcomes developed for the program will assist teachers in forming judgments when using these strategies.

Some of the more common assessment strategies are:

- **student work files** - judgments based on collected samples of the work of individual students
- **class talks** - judgments based on contributions made by individual students during class discussions
- **projects** - judgments based on the performance of individual students on set assignments
- **oral presentations judgments** based on the performance of individual students during organised verbal presentations, or role-plays
- **group work** - judgments based on the performance of students during interactive group activities
- **tests** - judgments based on the performance of individual students in specific areas in set examinations.

Primary staff will be expected to do the following:

- Create a year plan for assessment in each KLA
- Keep work samples to demonstrate student learning throughout the year
- Keep an assessment folder with marks and work samples as evidence that the assessment plan is being met.

Secondary: Assessment, Grading and Reporting

At KCS we believe a person's value resides in their creation in the image of God, and in being the recipients of some or all of the benefits of the atoning work of Christ.

We pursue excellence in all we do at KCS, not for self promotion, or at the expense of the less able. We encourage students to develop all of their gifts, talents and abilities in a way that honours God, the school, and their families. With these things in mind we accommodate the following parameters to the best of our ability.

Assessment Guidelines

When developing the assessment schedule and tasks for a course, teachers will take into consideration the following points:

- Assessment tasks should be appropriate to the objectives and outcomes being assessed.
- A variety of assessment tasks will be necessary to gain a satisfactory analysis of a student's achievement.
- Greater weight should be given to assessment tasks at the end of a course.
- **Course performance descriptors** will be applied to assessment tasks in stage 5 to give the best overall description of the student's achievement
- There should be no more than 5 assessment tasks within a single year of a course.

- Grades for assessment tasks will be collected by the teacher and will be stored on the staff exchange in a mark book

Record of School Achievement Procedures – All Subjects

Introduction

The Record of School Achievement grades are designed to indicate the student's overall achievement at the end of a course of study. They reflect the culmination of a student's school career so far. Yet they are in no way a measure of a student's worth or value.

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We pursue excellence in all we do at KCS, not for self promotion, or at the expense of the less able. We encourage students to develop all of their gifts, talents and abilities in a way that honours God, the school, and their families. With these things in mind we accommodate the following parameters to the best of our ability.

- To be valid, student grades must relate to the stated objectives and outcomes in each KLA syllabus.
- No specific allocation of marks is required for any KLA outcomes or objectives.
- Assessment of attitudes and values must not be included.
- It may not be necessary to assess all stage 5 outcomes in Year 10 for determining student grades. Many "learn about" and "learn to" outcomes are covered in Year 9 and may not necessarily be revisited in Year 10, except by way of revision. On the other hand, some or all "learn to" outcomes may be revisited in a new "learn about" context and thus may be useful for determining student grades.

Course Performance Descriptors

These statements describe the main features of a typical student performance at each grade, measured against the syllabus objectives and outcomes.

- All Year 10 teachers must use only the Course Performance descriptors developed for the 7-10 syllabuses.

Areas for Assessment

KLA teachers should use the "Areas for Assessment" information included with the descriptors as a framework for structuring their assessment program.

- Mapping the assessment tasks against the areas of assessment may be a helpful thing to do, to ensure that tasks vary in depth and breadth of assessment. Staff will be expected to keep a paper copy of this in their teaching program. Refer to specific KLA details for this.

Assessing and Grading Student Achievement

There are several steps in this process. They are listed below in general terms. There may be minor differences in the way these are carried out for different Key Learning Areas. They are detailed elsewhere for each KLA. Teachers are required to follow these procedures.

a) Assessing:

When developing the assessment schedule and tasks for a course, teachers will take into consideration the following points:

- Assessment tasks should be appropriate to the objectives and outcomes being assessed.
- A variety of assessment tasks will be necessary to gain a satisfactory analysis of a student's achievement.
- Greater weight should be given to assessment tasks at the end of a course.
- **Course performance descriptors** will be applied to assessment tasks in stage 5 to give the best overall description of the student's achievement
- There should be no more than 5 assessment tasks within a single year of a course.
- Grades for assessment tasks will be collected by the teacher and will be stored on the staff exchange in a mark book

b) Grading:

At Kuyper Christian School, Record of School Achievement Grades are allocated using the following process:

- Establish an assessment program that consists of a number of assessment activities.
- Ensure that the assessment activities cover the full range of outcomes.
- Determine the weightings or relative importance of each activity.
- Award marks for each completed activity.
- Refer to the **course performance descriptors** to relate the marks awarded for each task to the appropriate course performance descriptor.
- Through a collaborative process involving all high school staff, student **course performance descriptors** are highlighted, averaged and reviewed to award an overall grade for that subject.
- Review the grade awarded to each student to make sure that no anomaly has occurred. The order of merit obtained by the summation of marks may require adjustment after consideration of students' achievement at or near each grade cut-off.

c) Submission of Grades:

- Teachers will submit grades to the Principal/Secondary Team Leader as and when required, in sufficient time for checking, before being submitted to the BoS.

d) Reporting student achievement:

- Formal written reports are sent to parents at the end of each semester.
- Parent / Teacher Conferences are held at the start of semester two.
- Teachers note compliments or concerns in Class Folder as needed, for follow up by the Core Teacher.
- The Secondary Team Leader reports on student progress to the school's Education Committee once a term.

Late Submissions

If assessment tasks are handed in late without explanation, teachers will:

- Deduct 10% for each day the assessment is overdue
- After 5 school days, the teacher will issue an 'N warning' to the student
- If, after 10 school days, the assessment task is still not submitted, the student will receive no marks for the assessment task and will be issued with a second 'N warning'.
- Students have until the end of the year to submit their assessment task. If it is not submitted by the end of the year, an 'N' will be recorded for that task.

Where students are unable to complete an assessment task due to illness or other extenuating circumstances, the class teacher will arrange an alternate time for the student to complete the task. If a student refuses to sit for an in class assessment, they will be given an 'N' warning.

'N' Determinations

An "Unsatisfactorily Studied" or "N" award may be given to a student in any course of study if they do not satisfactorily complete the course.

Students who are at risk of being awarded an "Unsatisfactorily Studied" for a course will undergo the following process.

1. On the first occasion of unsatisfactory application the class teacher will send a "Warning letter" to parents stating the area(s) of concern. The letter will list the work to be completed and a "redemption date" by which work can be completed and the warning redeemed. Parents may wish to contact the class teacher.

2. On the second occasion of unsatisfactory application the class teacher will send a "Warning letter" home listing the continuing concerns. The letter will list the work to be completed and a "redemption date" by which work can be completed and the warning redeemed. The Core Teacher will interview the student and the parents, informing them that they will receive an 'N' award if their assessment task is not submitted.

An N Grade may only be given to students after they have received two 'N warnings' in a course. Students will have until the end of the year to submit a task to avoid an 'N' grade.

An 'N warning' will be given to students if:

- They have not submitted an assessment task five school days after the due date without an approved parental explanation
- They refuse to sit for an in school assessment task

A student who is given an 'N' determination in an additional course in Stage 5 retains eligibility for the Record of School Achievement provided that all requirements are met.

Where a course is eligible for credentialling and an 'N' determination has been made, then 'N' will be printed on the Record of Achievement. A student who has otherwise failed to meet all mandatory requirements for the Record of School Achievement by the end of Year 10 will not be eligible for a Record of School Achievement that year, but a Certificate will be issued and will carry the statement, 'Not Eligible for the School Certificate'

Record of School Achievement

Kuyper Christian School will provide two opportunities annually for students to sit for the Record of School Achievement exams. These exams incorporate two tests in literacy and numeracy.

Upon leaving school prior to the completion of the HSC, students will receive a 'Record of School Achievement' that incorporates their most recent ROSA test results.

Extra-curricular activities will also be recorded on the Record of School Achievement along with any grades that have received since completing year 10. This is in addition to the grades they achieved in satisfactorily completing Year 10.

DISABILITY PROVISIONS

As a school, we at Kuyper recognise that students have a myriad of different abilities, disabilities, dispositions, cultural backgrounds, worldviews, expressions of sinfulness, learning styles and intelligences.

Application for Special Provisions from the NSW BoS will be organised by the Learning Support Teacher as required. This request might include such things as extra time, a reader, a writer and rest breaks for exams.

We will seek to provide special provisions (e.g. reader, writer, rest break, extra time etc) for those students who experience difficulty in reading tasks or communicating their responses. This will be at the discretion of the Principal and arranged by the Learning Support Teacher in consultation with Teachers.

The school will comply with all BoS guidelines with regard to the School Certificate tests as outlined in the ACE Manual, including such things as meeting deadlines, appointing Presiding Officer /Supervisors, applying for special / examination provisions and submitting Illness/Misadventure claims.

RECORDS TO DEMONSTRATE STUDENT ACHIEVEMENT

Mark Books:

Mark Books from each stage in each KLA are kept from year to year. These are currently being stored electronically

Teachers record assessment task results in this mark book in the column of the term and assessment task being marked.

Weightings of assessment components may be included here or later when marks are transferred to the CPD Grid.

Each KLA has a Course Performance Descriptor Grid into which the results from the mark book are entered, with the weighting factors entered here or previously when results were entered into the mark book.

Please see the sample mark book attached in Appendix 3:

Reports:

Reports to parents are kept on file as "read only". Please see the sample reports attached in appendix 1 and 2.

School Certificate Results:

School Certificate results are kept on file. They are distributed to relevant staff and formal discussions are held to appraise any trends, surprises or inconsistencies. Teachers are expected to accommodate any recommendations.

NAPLAN Results:

NAPLAN testing results are kept on file. They are distributed to relevant staff and formal discussions are held to appraise any trends, successes, surprises or inconsistencies. Teachers are expected to accommodate any recommendations.

Competitions:

The results of competitions are kept in students' files. The relevant teacher peruses results with a view to addressing any areas of concern and consolidating areas of success.

Samples of student work:

Teachers will keep samples of some students' work for the current year. This includes such things as exercise books, projects, assignments, journals and handiwork.

In School Standardised Testing:

Marks from in school standardised testing is kept on file for students in the support department

APPENDIX 1: SAMPLE PRIMARY SCHOOL REPORT PAGE

Growth as God's Person : Being a Unique Individual

Serves other children	S
Accepts differences in others	S
Demonstrates courtesy towards children	S
Demonstrates courtesy towards teachers	P
Demonstrates courtesy towards adults	S
Cooperates with others at work	S
Cooperates with others at play	S
Personal organisation	S
Cares for personal property	S

Attitude to tasks	I
Follows instruction	I
Demonstrates on task behaviour	I
Works independently	S
Perseveres under difficulties	I
Seeks help when necessary	S
Obeys rules	S
Responds positively to correction	I
Completes homework faithfully	P

Teacher's Comment:

Mrs A Woods

Principal's Comment:

Mrs J.Prins

Extra Curricular Activities:

Not applicable to Kindergarten

Days Absent:1 As of 16 th June, 2006 (The above figure includes time calculated for late arrivals and early finishes)	Teacher: Mrs A. Woods Signature:	Principal: Mr. Mark Collett Signature:
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English : Communicating the Truth in Love

English is an important tool by which we communicate in our world and is a major area of your child's learning. It involves the development of skills in talking and listening, reading, writing, handwriting and spelling. Kuyper's English curriculum encourages children to develop discernment and to express truth with clarity and love.

Student Application to Task

Outstanding	Very Pleasing	Pleasing	Satisfactory	Inconsistent	Causing Concern
			✓		

Student Achievement Profile

Course Indicators	1	2	3	4	5
Talking and Listening					
Listens with attentiveness to follow simple instructions		✓			
Speaks clearly using appropriate volume and pace			✓		
Orders ideas so they can be easily understood			✓		
Reading					
Can hear and recognise letter sounds that have been taught				✓	
Can visually recognise known sounds				✓	
Blends a consonant and a vowel sound eg. Ta				✓	
Recognises familiar words treated in class			✓		
Willingly participates in reading activities			✓		
Writing: Texts Grammar Spelling Handwriting					
Can write known sounds				✓	
Produces a simple sentence for the teacher to scribe			✓		
Traces and copies letters		✓			
Accurately forms known letters			✓		

APPENDIX 2: SAMPLE SECONDARY SCHOOL REPORT PAGE

Growth as God's Person : Being a Unique Individual

Personal organisation	S
Serves other children	S
Responds positively to correction	S
Demonstrates courtesy towards adults	P
Demonstrates courtesy towards children	P
Demonstrates courtesy towards teachers	S
Works independently	S
Follows instruction	S
Perseveres under difficulties	S
Prepared for class	I

Wears correct uniform	S
Seeks help when necessary	P
Cooperates with others at play	P
Cooperates with others at work	P
Attitude to tasks	S
Accepts differences in others	S
Obedience to rules	S
Cares for personal property	S
Cares for the property of others	S
Punctuality	I

Principal's Comment:

Well done, Isaac. You really are beginning to show potential in several areas of your school work. I pray that you will continue to flourish in Year 11 and 12.

Mr M Collett

Extra Curricular Activities:

Formal and graduation organisation
 Reptile club
 Computer club
 Board games club
 Fundraising Activities
 Zone Athletic Carnival

Days Absent:15.1 As of 29 th November, 2011 (The above figure includes time calculated for late arrivals and early finishes)	Teacher: Mr J. Dickens Signature:	Principal: Mr. M. Collett Signature:
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English : Communicating the Truth in Love

- "The Times They Are A-Changing" -

In this unit students study the book and film "To Kill a Mockingbird". Through the study of the novel students have the best opportunity to enter into situations, understand what involvement in a moral dilemma is like and the consequences of decisions. In studying the film, students raise their awareness of the power of the human mind to interpret clues, learn to think critically and analytically as well as develop skills to effectively "read" both film and other media products. Both the book and film articulate a classic liberal response to social and political problems: education and tolerance will finally lead to personal and political improvement. The students will evaluate this response by comparing it to a Biblical view of humanity and God's answer to human sin. The major assessment task involves writing an essay on "To Kill a Mockingbird" and time is spent instructing students in the skills needed.

- World's View and Worldviews -

In this unit we examine the place of Australia in its regional context. We also examine how people, here and overseas, establish their 'worldviews' and how actions can be determined by beliefs. This is examined through a media study of current world, regional and Australian news events and an analysis of the worldviews expressed. Media includes newspapers, radio, television and websites. Students respond with explanations, speeches and reports. We also examine our worldview as Christians and how this compares to other worldviews.

Student Application to Task

Causing Concern	Inconsistent	Satisfactory	Pleasing	Very Pleasing	Outstanding
			✓		

Student Achievement Profile

Course Indicators	1	2	3	4	5
Text study - reading and viewing		✓			
Composing and responding - written			✓		
Analysing language forms and features			✓		
Interpreting, imaginative and critical thinking					✓
Expressing views - speaking and listening				✓	

Subject Teacher Comment:

Mrs J.Scanlan

APPENDIX 3: HIGH SCHOOL MARK BOOK SAMPLES

	mapping	bushfire /20	Fieldwork	MC /30	Extended	Exam
BAILEY, Daisy (9)	16	18	B	23	17	40
BLACK, Alison (9)	16	10	B	20	15	35
BROWN, Savannah (9)	17	16	B	13	17	30
DUFFY, Bryce (9)	14	18	B-C	15	6	21
HALVORSON, Jacob (9)	9	13	B-C	15	5	20
HIPPENSTEEL, Aiden (9)	19	20	B	24	16	40
HOINVILLE, Emily (9)	13	14	B	21	17	38
INSKIP, Evelyann (9)	10	14	B	20	14	34
JONES, Tyson (9)	3	8	E	18	10	28
JURD, Brayden (9)	14	11	C	15	9	24
KEEN, Aria (9)	12	11	C-D	24	11	35
MACGREGOR, Daniel (9)	12	17	C	21	16	37
METCALFE, Catherine (9)	13	18	B	25	16	41
SMITH, Terry (9)	7	6	D	21	1	22
SPEIRS, Rebecca (9)	16	16	B	27	20	47

	Typing speed	Term 1	digital media	graphics /15	
KEEN, Aria (9)	29	C	A-	14	83
SMITH, Terry (9)	31	D+	C-D	7	
HALVERSON, Jacob (9)	25	C-	B-C	9	73
DUFFY, Bryce	25	C	C	9	
CRAN, Jordan (10)	62	22/50 A	A	12 or 14	94
ADRICHEM, Mitchell (10)	38	30/50 A	B	11	91
FOSTER, Jacob (10)	25	B	A	7	88
KING, Andrew (10)	33	48/50 B	B+	13	86
MITCHELL, Lewis (10)	30	10/50 A-B	B-A	14	80
MOECKEL, Lara (10)	48	12/50 B-C	B-C	12	85
PEISLEY, Tyler (10)	35	48/50 B	C	10	88
WEEKS, Brendan (10)	74	30/50 A	A	10	91