



San Clemente High School Mayfield NSW

Year 10

Assessment Guidelines

&

Assessment Schedule

2019



San Clemente High School

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Introduction

Dear Students, Parents and Carers,

The following **Assessment Calendar** outlines the formal **Assessment Tasks** for 2019. These assessment tasks are based on the syllabus outcomes that comply with the **Standards Referenced Assessment** requirements set by the NSW Education and Standards Authority (NESA). The calendar has been provided to aid students in planning their workload for the term.

A Catholic worldview that guides and informs everything we do in Catholic schools, as espoused in the Nature and Purpose of Catholic Schools (2011), the Maitland-Newcastle Diocesan Vision Statement for Catholic Schools (2016) and the Catholic Schools Office's Learning Framework (2017) underpins assessments conducted at San Clemente High School. The Assessment Tasks reflect San Clemente's provision of quality opportunities through teaching programs which relate the curriculum to students' needs and abilities, recognising that students learn differently. They also recognise NESA and diocesan requirements to develop:

- an **Assessment Policy** which overviews the overall school process for assessing, monitoring and recording of student learning.
- an **Assessment Plan** for each KLA which complements the school's Scope and Sequence and programming documents and indicates how students' performance is **assessed, monitored** and **recorder**.

The Assessment Calendar has been designed to support the notion that Assessment Tasks should:

- be an integral part of the teaching and learning cycle
- reflect a belief that all students can learn and improve
- be inclusive of and accessible to all students
- be valid and be based on syllabus outcomes
- include criteria to clarify for students what aspects of learning are being assessed
- enable students to demonstrate their learning (what they know and can do) in a range of learning contexts
- be reliable, free from bias and provide evidence that accurately represents a student's knowledge, understanding and skills
- enable students and teachers to use feedback effectively and reflect on the learning process
- be part of an ongoing process where progress is monitored over time.

While Assessment Tasks are a part of the formal teaching and learning programs we deliver to your child, we understand this can be a daunting process for students and their parents. Together with the comprehensive information contained on the San Clemente Website (www.mayfieldsanc.catholic.edu.au), this booklet aims to help you understand the assessment requirements to allow each student to experience success. It is a privilege to be working with you and your child/guardian supporting them to reach their best academically. Together we can achieve the academic best of each individual.

Mrs Emma Tierney
Assistant Principal - Teaching and Learning

Teaching and Learning Coordinators 2019

	Name	Learning Area	Contact Details
	Mrs McAllister	Religion	rose.mcallister@mn.catholic.edu.au
	Ms Brennan	English	karen.brennan@mn.catholic.edu.au
	Ms Wilks	Mathematics	helen.wilks@mn.catholic.edu.au
	Mrs Nolan	Science Marine Studies ISem	julia.nolan@mn.catholic.edu.au
	Mr Blanch	TAS Technology Industrial Tech	steve.blanch@mn.catholic.edu.au
	Ms Wakely	HSIE Commerce Geography History	leticia.wakely@mn.catholic.edu.au
	Mr Byrne	PDHPE PASS Child Studies	michael.byrne@mn.catholic.edu.au
	Mrs South	CAPA Art Music Language Drama	emma.south@mn.catholic.edu.au
	Mr Askie	Learning Support	kevin.askie@mn.catholic.edu.au

If you have any enquires/concerns regarding assessment tasks
please contact the relevant Teaching and Learning Co-ordinator

Standards Referenced Assessment

Standards-referenced assessment refers to the process of collecting and interpreting information about students' learning. It uses syllabus outcomes as key reference points for decisions about students' progress and achievement.

Syllabus outcomes:

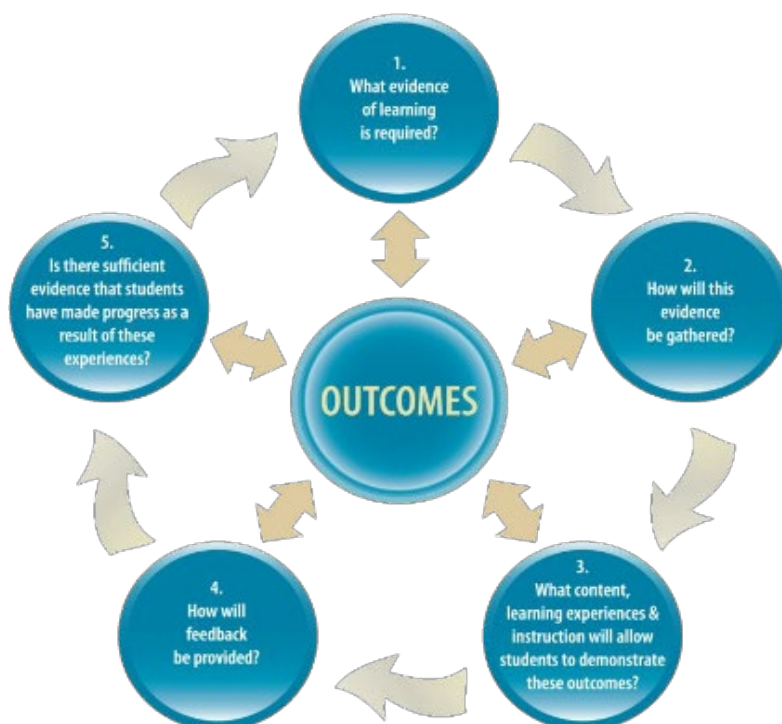
- indicate the knowledge, understanding and skills expected to be acquired by most students by the end of a stage as a result of effective teaching and learning
- are derived from the syllabus objectives
- present a sequence of learning for each stage and take into account prior and subsequent learning of students.

Syllabus outcomes are used by teachers to:

- plan and develop learning and assessment opportunities
- monitor student progress throughout each stage
- assess and measure student achievement against intended learning at each stage
- report student progress and achievement during, and at the end of, a stage.

Using syllabus outcomes for developing assessment activities emphasises:

- that outcomes are central to the decisions teachers make about teaching, learning and assessment
- the importance of gathering evidence about student learning in relation to the outcomes
- how teachers use evidence to determine how well students are achieving in relation to the outcomes
- the importance of teacher feedback and student reflection
- how evidence of student achievement informs future teaching and learning.



Academic Support at San Clemente High School

In ensuring that teaching programs are inclusive of, and cater for all students, San Clemente embraces the overall responsibility for the provision of quality teaching, learning and assessment opportunities, and for monitoring the implementation of Assessment Tasks.

Students with Special Education Needs

Some students with special education needs will require adjustments to assessment practices in order to demonstrate what they know and can do in relation to syllabus outcomes and content. The type of adjustments and support will vary according to the particular needs of the student and the requirements of the activity. These may be:

- alternative formats for responses, for example written point form instead of essays, scaffolded structured responses, short objective questions or multimedia presentations
- adjustments to assessment activities, for example rephrasing questions, using simplified language, fewer questions or alternative formats for questions
- adjustments to the assessment process, for example additional time, rest breaks, quieter conditions, or the use of a reader and/or scribe or specific technology.

It is a requirement under the *Disability Standards for Education 2005* for schools to ensure that assessment tasks are accessible to students with a disability. Schools are responsible for any decisions made at school level to offer adjustments to course work, assessment tasks and in-schools tests. Examples of adjustments to assessment for students with special education needs and information on assessment of students undertaking Life Skills outcomes and content can be found on the NESA website in support materials for Life Skills Years 7–10.

<http://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/understanding-the-curriculum/assessment/adjustments>

Gifted Students

Gifted students have specific learning needs that may require adjustments to the pace, level and content of the curriculum. Differentiated educational opportunities assist in meeting the needs of gifted students. Gifted students may also benefit from individual planning to determine the curriculum options, as well as teaching, learning and assessment strategies, most suited to their needs and abilities.

<http://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/diversity-in-learning/gifted-and-talented-students>

Support Services

San Clemente has many avenues of academic support for students including: Class teacher, Teaching and Learning Coordinator, School Librarian, the Feldt Centre and Homework Hub. Students are strongly encouraged to utilise the support the staff are so willing to give students.

Formal Notification

Students will receive **formal notification** for each task at least two weeks prior to the submission date by their class teachers. At this time class teachers will outline the requirements of the task and guide students' approach to completing the task.



Academic Support (continued)

Submission of Tasks

Students need to submit the task as per the instructions on the assessment notification.

Issue/Concern	Penalty
Late Submission of a Task	25% per day for two (2) days More than two (2) days late = zero
<i>Note that weekends will count as two (2) days. A public holiday will count as one (1) day.</i>	
Non-completion of an Assessment Task	Zero mark
No valid reason or supportive evidence	Zero mark
Academic Misconduct/Malpractice	Zero mark

Example 1: If the due date is Monday 15 February and the work is handed in on 16 February, 25% deduction applies.

Example 2: If a task is due on Friday and not submitted until Monday, this would result in a zero mark given as it is the third day late.

Students are able to email assessment tasks to teachers, including photographing practical work to show completion over the weekend period.

Extensions:

If a student requires an extension of time to complete a task they are required to complete an Assessment Variation form. The Assessment Variation form is available on the school's website and at the Front Office.

The extension request must be completed with all signatures (parent and student) and submitted to the relevant Teaching and Learning Co-ordinator (TLC) **five school days prior to the task due date**.

Request for extension will be determined by the relevant TLC and in consultation with the Assistant Principal of Teaching and Learning.

Absence:

Students away on the day of the task are required to complete an 'Assessment Variation' form and return it the following day, signed by a parent, to the relevant TLC. The 'Assessment Variation' form is available on the school's website or Front Office.

Students are required to **submit or complete the task on their first day of return to school**. For in-class/examination style tasks, students will need to attend the assessment catch-up session scheduled in the library on that day.

Due to:

○ **Illness:**

- Stage 5 students must submit a Doctors certificate and/or independent verification in addition to the 'Assessment Variation' form to be approved as 'Illness'.
- Stage 4 students must submit an 'Assessment Variation' form signed by parent/guardian.

○ **Misadventure (unforeseen circumstances eg funeral):**

- Stage 5 students must complete the 'Assessment Variation' form and include relevant documentation.
- Stage 4 students must complete the 'Assessment Variation' form.

- **Absence due to acceptable school activities (eg Mock Trial, representative sports):**
 - For hand-in style tasks, students should hand in the task the day before if it is unable to be handed in on the day it is due.
 - For in-class/examination style tasks, students will complete the task on the day of return in the catch-up session scheduled.
- **Absence due to other acceptable reasons (eg granted leave):**
 - Students must submit an 'Assessment Variation' form signed by parent/guardian.
 - For hand-in style tasks, students should hand in the task the day before if it is unable to be handed in on the day it is due*.
 - For in-class/examination style tasks, students will complete the task on the day of return in the catch-up session scheduled*.
 - *as negotiated by TLC and in consultation with Assistant Principal of Teaching and Learning.
- **Illness/Misadventure during task**

Students are required to complete an Assessment Variation form and submit on the day of the task or first school day of attendance on return.

Approval of application of assessment variation due to absence will be determined by the relevant TLC and in consultation with Assistant Principal of Teaching and Learning.

In the case of in-class/examination style tasks, students absent will be required to complete the task after the cohort.

Malpractice (including cheating, copying, plagiarising, etc.)

If a student is found to have obtained an unfair advantage due to malpractice during an exam or assessment task, the matter will be referred to the relevant Teaching & Learning Coordinator (TLC).

In Stages 4 and 5, the matter will be considered by the TLC and the Assistant Principal of Teaching & Learning who will together meet with the student. Possible outcomes may include loss of marks, zero result, and/or parent interview.

Student Appeals against Assessment result

Should a student feel he/she has grounds for appeal the process is as follows:

- Discuss the issue with the class teacher
- If the issue cannot be resolved the student should complete the Assessment Appeal form and submit to relevant Teaching & Learning Coordinator (TLC) within 3 school days.

Appropriate Referencing

When students are completing an assignment, they may need to do some research to find out about the topic. Student can get information from different sources including books and websites to support their work. Referencing is a way of showing what sources they have used.

Students must use appropriate reference methods to:

- Avoid plagiarism (presenting the words and ideas of someone else as your own without giving credit to the original author)
- Respect and acknowledge the work of others
- Support your own work with authoritative work of another author (work that can be trusted as being accurate or true)
- Show that you have researched your assignment
- Help readers to find the sources of information you have used

Detailed information on appropriate referencing techniques can be found on the San Clemente website: <http://www.mayfieldsanc.catholic.edu.au/media/479274/referencing.pdf>

Glossary of Assessment Terms

Assessment

Is the ongoing process of collecting, analysing and recording information about student progress towards achievement of syllabus outcomes. Assessment involves reflecting on evidence to make informed and consistent judgements to improve future student learning. Assessment is integral to teaching and learning. A variety of assessment strategies and contexts should be used to give students opportunities to demonstrate in an authentic manner, what they know and understand as well as what they can do. <http://syllabus.nesa.nsw.edu.au/support-materials/assessment/>

Assessment as Learning

Occurs when students are their own assessors. Students monitor their own learning, ask questions and use a range of strategies to decide what they know and can do, and how to use assessment for new learning.

Assessment as learning:

- encourages students to take responsibility for their own learning
- requires students to ask questions about their learning
- involves teachers and students creating learning goals to encourage growth and development
- provides ways for students to use formal and informal feedback and self-assessment to help them understand the next steps in learning
- encourages peer assessment, self-assessment and reflection.

Assessment for Learning

Involves teachers using evidence about students' knowledge, understanding and skills to inform their teaching. This is sometimes referred to as 'formative assessment, it usually occurs throughout the teaching and learning process to clarify student learning and understanding.

Assessment for learning:

- reflects a view of learning in which assessment helps students learn better, rather than just achieve a better mark
- involves formal and informal assessment activities as part of learning and to inform the planning of future learning
- includes clear goals for the learning activity
- provides effective feedback that motivates the learner and can lead to improvement
- reflects a belief that all students can improve
- encourages self-assessment and peer assessment as part of the regular classroom routines
- involves teachers, students and parents reflecting on evidence
- is inclusive of all learners.

Assessment of Learning

Assists teachers in using evidence of student learning to assess student achievement against learning outcomes and standards, sometimes referred to as 'summative assessment.' It usually occurs at defined key points during a unit of work or at the end of a unit of work, term, semester. Its effectiveness as an opportunity for learning depends on the nature and quality of the feedback.

Assessment of learning:

- is used to plan future learning goals and pathways for students
- provides evidence of achievement to the wider community, including parents, educators, the students themselves and outside groups
- provides a transparent interpretation across all audiences.

Evidence

A range of data that indicates students' progress and achievements over time.

Feedback

Feedback enables students to recognise their strengths as well as areas for development, and to identify and plan with their teacher the next steps in their learning. Students should be provided with opportunities to improve their knowledge, understanding and skills through feedback that:

- is timely, specific and related to the learning and assessment intention
- is constructive and provides meaningful information to students about their learning in a variety of forms
- focuses on the activity and corrects misunderstandings
- identifies and reinforces students' strengths
- provides information about how they can improve
- facilitates the development of and provides opportunities for self-assessment and reflection during the learning process
- informs future teaching and learning opportunities.

Feedback can occur at any point in the teaching, learning and assessment cycle. It may:

- include regular teacher–student dialogue to guide student learning
- focus on particular knowledge, understanding and skills related to content, and/or processes applied to an activity.



Glossary of Key Learning Terms

Account	Account for: state reasons for, report on. Give an account of: narrate a series of events or transactions
Analyse	Identify components and the relationship between them; draw out and relate implications
Apply	Use, utilise, employ in a particular situation
Appreciate	Make a judgement about the value of
Assess	Make a judgement of value, quality, outcomes, results or size
Calculate	Ascertain/determine from given facts, figures or information
Clarify	Make clear or plain
Classify	Arrange or include in classes/categories
Compare	Show how things are similar or different
Construct	Make; build; put together items or arguments
Contrast	Show how things are different or opposite
Critically (analyse/evaluate)	Add a degree or level of accuracy, depth, knowledge and understanding, logic, questioning, reflection and quality to (analyse/evaluate)
Deduce	Draw conclusions
Define	State meaning and identify essential qualities
Demonstrate	Show by example
Describe	Provide characteristics and features
Discuss	Identify issues and provide points for and/or against
Distinguish	Recognise or note/indicate as being distinct or different from; to note differences between
Evaluate	Make a judgement based on criteria; determine the value of
Examine	Inquire into
Explain	Relate cause and effect; make the relationships between things evident; provide why and/or how
Extract	Choose relevant and/or appropriate details
Extrapolate	Infer from what is known
Identify	Recognise and name
Interpret	Draw meaning from
Investigate	Plan, inquire into and draw conclusions about
Justify	Support an argument or conclusion
Outline	Sketch in general terms; indicate the main features of
Predict	Suggest what may happen based on available information
Propose	Put forward (for example a point of view, idea, argument, suggestion) for consideration or action
Recall	Present remembered ideas, facts or experiences
Recommend	Provide reasons in favour
Recount	Retell a series of events
Summarise	Express, concisely, the relevant details
Synthesise	Putting together various elements to make a whole



Assessment - Illness/Misadventure/Variation Form



San Clemente High School, Mayfield

Assessment - Illness/Misadventure/Variation Form

Please complete, sign and submit this form to the relevant Teaching & Learning Coordinator.

Tick one of the following boxes:

Illness/Misadventure – Unforeseen absence on the day of a task

Submit this form on the FIRST school day of attendance after the due date of the task.

Illness/Misadventure – During an assessment task

Submit this form on the DAY OF THE TASK or the FIRST school day of attendance after the task.

Assessment Variation – Extension request for task submission

Submit this form at least FIVE SCHOOL DAYS prior to the due date of the task.

Assessment Variation – Change of date for in-class task (foreseen absence)

Submit this form at least FIVE SCHOOL DAYS prior to the due date of the task.

SECTION ONE: To be completed by the Student:

Name:

Mentor:

Course:

Assessment Task Number:

Due Date:

Class Teacher:

Reason for the submission of the Illness/Misadventure/Variation Form:

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The following actions **MUST** be completed by the student (please tick each box once finalised):

Supporting Parent/Guardian statement:

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Appropriate independent evidence attached (e.g. Medical certificate, funeral notice) – **YEAR 9 & 10 only**

Signed: (Student)

Date:

Signed: (Parent/Carer)

Date:

SECTION TWO: To be completed by the Assessment Review Committee:



- Application upheld – Student to attempt task on a date specified by the TLC.
- Application upheld – Student to attempt substitute task on a date specified by the TLC.
- Application upheld – Extension of time granted; new due date.....
- Application upheld – Student to be awarded the higher result of their original attempt or the estimate of the TLC.
- Application declined

Reason:

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Assessment Review Committee Representative: Date:

The Teaching & Learning Coordinator will forward copies of this page to the class teacher and student after a determination has been made.



San Clemente – EXPECTED LANGUAGE OF LEARNING AND TEACHING

SIMPLE THINKING SKILLS		COMPLEX THINKING SKILLS	
KNOWING	UNDERSTANDING	APPLYING	ANALYSING
<p>Ability to recall facts without understanding. Demonstrates previously learned material by remembering terms, basic concepts and answers.</p>	<p>Ability to demonstrate basic understanding of facts and ideas from learned material.</p>	<p>Ability to use in a new situation. Solves problems by applying acquired knowledge, facts, techniques and rules in a different way.</p>	<p>Ability to examine in detail. Breaks information into parts by identifying motives or causes. Makes inferences and finds evidence to support generalisations.</p>
<p>Language for learning intentions and success criteria</p> <p>Define Describe Extract Find Identify Label List Listen Locate</p> <p>Match Memorise Name Observe Plot Read Recall Recite Recognise</p> <p>Record Relate Reproduce Retail Select Sequence Spell State Trace</p>	<p>Language for learning intentions and success criteria</p> <p>Account Acquire Articulate Assign Classify Clarify Comment Compare Comprehend Contrast Demonstrate</p> <p>Discuss Estimate Explain Explore Express Illustrate Inter Interpret Monitor Observe Outline</p> <p>Pattern Predict Process Realise Relate Report Restate Review Sketch Summarise Understand</p>	<p>Language for learning intentions and success criteria</p> <p>Apply Calculate Categorise Choose Classify Conduct Connect Construct Convert Demonstrate Determine Develop Execute</p> <p>Experiment Group Identify Illustrate Interpret Implement Link Manipulate Model Organise Pose Plan</p> <p>Present Relate Represent Respond Select Sequence Solve Suggest Summarise Symbolise Transfer Translate Use</p>	<p>Language for learning intentions and success criteria</p> <p>Analyse Appreciate Arrange Categorise Cause and effect Classify Differentiate Discover Discriminate Dissect Distinguish Divide</p> <p>Establish Examine Find Function Group Highlight Inference Inspect Investigate Isolate List Organise Prioritise Question Rank Reflect on Reorganise Research Select Sequence Simplify Survey</p>
SYNTHESISING	EVALUATING	COMPLEX THINKING SKILLS	
<p>Ability to change or create into something new. Gathers evidence from a range of sources to compose in a new pattern or propose alternative solutions or recommendations.</p>	<p>Ability to justify. Presents and defends opinions by making judgements about information, validity of ideas or quality of work based on a set of criteria.</p>	<p>Language for learning intentions and success criteria</p> <p>Adapt Approximate Combine Compile Compose Construct Create Deconstruct Design Develop Devise Discuss Draw Elaborate Estimate</p> <p>Extend Formulate Generate Graph Hypothesise Imagine Innovate Integrate Invent Manipulate Model Modify Predict</p> <p>Produce Propose Qualify Reframe Revise Rewrite Simplify Sketch Solve Structure Substitute Synthesise Test Theorise Transform Visualise</p>	<p>Language for learning intentions and success criteria</p> <p>Appraise Argue Assess Compare Conclude Consider Convince Critique Debate Decide Deduct</p> <p>Derive Determine Dissem Document Estimate Evaluate Explain Extrapolate Expound Infer Interpret Judge</p> <p>Justify Measure Persuade Prioritise Prove Recommend Resolve Select Substantiate Sequence Symbolise Validate</p>
Modelling Questions		Modelling Questions	
<p>Can you list... Can you recall... Can you select... How did _____ happen? How is... How would you describe/explain/show... What is... When did... Where is... Which one... Who was... Who were the main... Why did...</p>	<p>Can you explain what is happening? What is meant by... How would you classify... How would you compare/contrast... How would you rephrase... How would you summarise... What can you say about... What facts or ideas show... What is the main idea of... Which is the best answer? Can you find an example of... What might happen next? State or interpret in your own words...</p>	<p>How would you use... What examples can you find to... How would you solve _____ using what you have learned? How would you clarify... How would you show your understanding of... How would you explain this to someone else? What approach would you use to... What is the point of view? How would you apply what you've learned to develop... What other way would you plan to... Can you make use of the facts to... What elements would you choose to change... What facts would you select to show... What questions could you...</p>	<p>What are the parts or features of... How is _____ related to... Why do you think... What is the theme? What motive is there? Can you list the parts where... What inference can you make? What conclusions can you draw? How would you classify... How would you categorise... What evidence can you find? What is the relationship between... Can you make a distinction between... What is the function of... What ideas justify...</p>
Modelling Questions		Modelling Questions	
<p>What changes would you make? How would you improve... What would happen if... Why? Can you elaborate on the reason? Can you propose an alternative? Can you invent... How would you adapt _____ to create a different... What could be done to minimise or maximise? What way would you design _____? And why? Suppose you could... What would you do and why? How would you test? Why is it important to test? Can you formulate a theory for... Can you predict the outcome if... How would you estimate the results for... Can you think of an original way for... Why is _____ of value? What are the relationships between different sources of evidence?</p>	<p>Do you agree with the actions/outcomes? How would you prove/improve... Can you assess the value/importance of... Why did it be better if... Would they choose... What would you recommend and why? How would you rate the... What would you cite to defend the actions of... How would you evaluate... How could you determine... What choice would you have made? What or why would you select... How/why would you prioritise... What judgement would you make about... Based on what you know, how would you explain... What information would you use to support the view? How would you justify? How could data be used to support the conclusion?</p>	<p>There has been much debate about _____.</p> <p>The appeal of _____ lies in _____.</p> <p>To achieve its goals, the organisation needs to _____.</p>	<p>Sentence Starters</p> <ul style="list-style-type: none"> One of the characteristics of _____ is _____. The key features of _____ are _____. <p>Sentence Starters</p> <ul style="list-style-type: none"> The inclusion of _____ can be defended by _____. It is reasonable to assume that _____. The key features of _____ are _____. <p>Sentence Starters</p> <ul style="list-style-type: none"> There are two categories of _____ and these are _____. The five main ideas from the text are _____. The problem of _____ has reached crisis point. <p>Sentence Starters</p> <ul style="list-style-type: none"> _____ means that _____, and these are _____ according to the criteria of _____. After a significant amount of time, _____ occurred. <p>Sentence Starters</p> <ul style="list-style-type: none"> The causes of the problem are many and varied. In spite of _____, the best solution is _____. There are several ways to resolve the issue of _____. <p>Sentence Starters</p> <ul style="list-style-type: none"> There has been much debate about _____. The appeal of _____ lies in _____. To achieve its goals, the organisation needs to _____.