

## Canberra High School Assessment and Reporting Policy

### Introduction

Canberra High School is a diverse community of independent learners who are equipped with the skills and attitudes to become confident, creative and active citizens. We will do this by:

- engaging in challenging and innovative learning
- modelling and nurturing respectful relationships
- fostering curiosity and a growth mindset
- providing a range of pathways for students to succeed

### Rationale

Assessment practices have a powerful impact on learning and teaching. The primary purpose of assessment is to enhance learning and to enable the reporting of students' achievement. At Canberra High School assessment is conducted in all units/courses studied throughout the year. Assessment of student progress is based on multiple kinds and sources of evidence.

The term 'assessment' covers items of student produced work or tasks such as: tests, assignments, essays, reports, practical work, class work and exercises, book work, performances, speeches, seminars and oral and physical presentations.

At Canberra High School:

- Assessment uses both summative and formative evaluation to monitor each student's progress
- There are multiple opportunities for students to demonstrate their learning and particularly the achievement standards for Australian Curriculum.
- Assessment tasks are authentic and reflect what has been taught and assess the achievement standards.
- Diagnostic and Formative assessment is used as feedback for staff and students on progress and planning for future learning experiences
- Rubrics are used to support such criterion based assessment
- There is moderation of assessment tasks not only within the faculty but also across the school, in the Belconnen network and/or ACT school system as well as ACARA work samples

Students are assessed according to the degree to which they achieve in relation to learning outcomes, which are developed based on the Achievement Standards and content specified in the Australian Curriculum (or ACT Curriculum Framework, as applicable).



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### Unit outlines and semester overviews

Within the first three weeks of each semester, students will be issued with unit outlines and semester overviews for each subject. These documents will clearly document the assessment outcomes for the unit, assessment tasks and a guide to the week the item is due.

### Extensions

The development of organisational skills and the ability to meet deadlines and manage work pressures are important life skills. Adequate time will be given for the completion of assessable work and it is expected that all work be completed by the set date. If students experience difficulties completing tasks they should negotiate an extension with the teacher prior to the due date. Excursions, sports events, lack of organisation or failure of technology is not a valid reason for an extension. Work will not be accepted late unless:

- The student is absent on the due date due to unforeseen circumstances or illness. In this case the work will be submitted on the student's return to school and accompanied by a note from the parent/carer with a medical certificate.
- A written request from the student (with a parent/carer's endorsement) with the reason clearly stated is received before the due date.

### Late work

If students have not negotiated an extension with a teacher, student work will not be accepted 2 weeks after the due date, subject to reporting deadlines, and the work has been returned to students in the same cohort. Teachers will provide warnings to students when this is about to occur. This applies to all subjects and all year levels. If practical, within an assessment period, teachers may set a new task for a student if they have not submitted their work after 2 weeks has passed. Students will still be provided with verbal feedback to assist them with their learning.

### Review and appeals

Students have the right to seek a review of achievement grades and do so by following the procedures in the order listed:

1. Review of Results by class teacher - obtain an explanation of how the grade was determined
2. Review of Results by Faculty Executive Teacher (SLC) - if you are still concerned
3. Review of Results by Principal If the matter is still unresolved, the Principal must be notified in writing of the student's intention to seek a review of results. This is normally expected within 2 days of issuing reports. This is the highest level of review for students in Years 7 and 8.
4. Appeal to the Chief Executive - Students in Years 9 and 10 may subsequently request a System Level Appeal. Such an appeal may be made against particular assessments on the High School Record or against a decision not to award a Year 10 Certificate. Appeals against the non-award of a Year 10 Certificate should be made before the end of the school year.

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## Reporting

Student reports are one way of communicating to all stakeholders about the assessment and monitoring of learning outcomes. The primary purpose of reporting is to improve and support learning, enabling stakeholders to contribute meaningfully to student learning in a mutually respectful, informed partnership.

Progress Reports are distributed at the end of Term 1 and 3 and are designed to give an early indication of progress and to alert stakeholders of any concerns. Teachers report on student's *Achievement* and *Effort*.

*Achievement* – Student's assessment results to this point, reported as:

- Outstanding
- High
- At Standard
- Partial
- Limited

*Effort* – Student applying themselves to learning in the classroom, reported as:

- Consistently
- Usually
- Sometimes
- Rarely

Semester Reports are distributed at the end of Terms 2 and 4.

Teachers report on the student's *achievement against the Achievement Standards*, specific to each subject. They are reported on a 5 point scale:

- A - Outstanding
- B - High
- C- At Standard
- D- Partial
- E- Limited

Student capabilities for *social awareness and social management, self awareness and self management* as well as *work habits* are reported on using the following 4 point scale:

- C- Consistently
- U- Usually
- S- Sometimes
- R- Rarely

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**Status:** A grade of Status (S) is awarded to students where unavoidable circumstances have prevented assessment for an A - E grade. The decision to award a Status grade is determined by the Principal in consultation with the Student Services and wellbeing team.

#### Modified programs/P students

Some students may have their program and assessment modified. A 'P' will appear next to the subject area of the report. The 'P' identifier indicates that the student has been assessed against an adjusted curriculum based on their learning needs. Their learning sits outside the learning described in their equivalent year level achievement standards.

#### **Related documentation and legislation**

The teaching and learning program at Canberra High School is also guided by the Australian Curriculum:

<http://www.acara.edu.au/curriculum>

Canberra High School's Assessment and Reporting Policies and Procedures align with ACT Education Directorate policies: Reporting on Student Achievement and Progress to Students and Parents:

[http://www.det.act.gov.au/teaching\\_and\\_learning/assessment\\_and\\_reporting/act\\_student\\_reporting](http://www.det.act.gov.au/teaching_and_learning/assessment_and_reporting/act_student_reporting)

Year 10 Certificate and the appeals process:

[https://www.education.act.gov.au/\\_data/assets/word\\_doc/0006/497400/Year-10-Certificate-and-the-appeals-process-brochure-2018.doc](https://www.education.act.gov.au/_data/assets/word_doc/0006/497400/Year-10-Certificate-and-the-appeals-process-brochure-2018.doc)

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