



Assessments and Grades Policy Years 7-10

Assessing student achievement is the process of collecting information on student performance in relation to the objectives and outcomes of a course. By measuring student achievement of these objectives and outcomes, teachers can build up a profile of the achievement of each student in relation to the course performance descriptors.

Disability provisions

Teachers, in consultation with the School Counsellor and Principal, may authorise the implementation of disability provisions for school-based assessments and tests.

AWARDING OF GRADES

Grading student achievement is the process of assigning a letter (A, B, C, D, E) to summarise the level of a student's achievement in a course. In Mathematics, grades have been further differentiated to nine levels (A10, A9, B8, B7, C6, C5, D4, D3, E2).

The grade awarded to each student at the completion of a Stage 5 course will indicate the student's overall achievement in relation to the course performance descriptors in the course. Assessment in a course will relate to the stated objectives and outcomes as described in the syllabus.

We will not allocate marks, syllabus objectives or outcomes. A grade only is required.

The grades awarded should reflect the relative emphasis placed on the assessable objectives of school programs and the syllabus. For the purpose of awarding grades, assessment of values and attitudes must not be included.

The grading system used at Korowal is determined BOSTES and is intended to describe the student's achievement at the end of each course in Stage 5. *Teachers will make the final judgement* of the grade deserved on the basis of available assessment information and with reference to the course performance descriptors and other material produced by BOSTES to support the consistent awarding of grades. In applying these descriptors, teachers interpret them in terms of standards that can be achieved by Stage 5 students within the bounds of the course.

A GRADE GIVEN FOR YEAR 10 RoSA IS AN OVERALL DESCRIPTION OF ACHIEVEMENT

Earlier performance in a course will be used only as a means of increasing the accuracy of the final assessment. The choice of a particular grade will be made on the basis that it provides the best overall description of the student's achievement of the Stage 5 syllabus outcomes. This applies regardless of whether the student has studied a 100-hour or a 200-hour course.

The same course performance descriptors apply to 100-hour and 200-hour courses. This relates to courses studied across Years 9 and 10, and to courses studied exclusively in either Year 9 or Year 10.

Students will be given the opportunity to demonstrate their maximum level of achievement relative to the course performance descriptors. Samples of student work and corresponding assessment tasks in Stage 5 courses are kept at school, and represent work completed towards the end of Stage 5 and at various points in the distribution of A to E grades.

When necessary, the school will issue an 'N' for a student's achievement in a Board Developed Course, only and if the student has not submitted after 3 'N' warning letters have been issued and the student has been offered the opportunity to submit missed work. Students undertaking a course based on Life Skills outcomes and content are not allocated a grade in that course.

Assessment for learning

Assessment for learning involves using assessment activities or tasks as a regular part of the teaching and learning process to clarify students understanding of concepts, to remedy their misconceptions, and to support their further learning and the development of deeper understanding.

All assessment activities can be used to support learning, and to provide feedback to students that enables them to actively monitor and evaluate their own learning.

General performance descriptors

The general performance descriptors describe performance at each of five grade levels.

A The student has an extensive knowledge and understanding of the content and can readily apply this knowledge. In addition, the student has achieved a very high level of competence in the processes and skills and can apply these skills to new situations.

B The student has a thorough knowledge and understanding of the content and a high

level of competence in the processes and skills. In addition, the student is able to apply this knowledge and these skills to most situations.

The student has a sound knowledge and understanding of the main areas of content **C** and has achieved an adequate level of competence in the processes and skills.

The student has a basic knowledge and understanding of the content and has **D** achieved a limited level of competence in the processes and skills.

The student has an elementary knowledge and understanding in few areas of the **E** content and has achieved very limited competence in some of the processes and skills.

ACE Manual 2014

Policy Reviewed	October 2016
Next review	October 2017
Signature: 	