



## ASSESSMENT POLICY

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### CONTEXT

Assessment is the process of identifying, interpreting, analysing and informing students' learning. It is integral to the teaching and learning program as it provides parents, teachers and students with valuable information about students' acquisition of course content and skills. Assessment takes on special significance in senior secondary as it facilitates the principles of learning, assessment and reporting that are commensurate with the South Australian Certificate of Education and the SACE Board.

### PRINCIPLES

Key principles underpin the assessment at Sacred Heart College. These include:

- Assessment should be designed to assist student learning.
- Assessment is designed to inform the students, parent and teacher about the nature and depth of student learning.
- Assessment should be cognisant of and responsive to principles of justice, equity and inclusively.
- The nature and type of assessment should be congruent with course work requirements and promote positive learning outcomes.
- Processes and practices that are part of the assessment regime for a unit of study will be transparent and clearly conveyed to students.
- Assessment requirements will be reviewed and modified on a regular basis, as contemporary knowledge deepens and widens.
- Assessment will be reflective of standards and expectations that are deployed by key educator bodies, including the SACE Board and the universities in Australia.
- Processes will exist to ensure that work that is submitted for assessment is based upon the integrity of the students' work.
- Students will be responsive to assessment submission dates as stipulated.
- Adequate assessment provisions will exist for students who are affected by illness and/or misadventure.

### PROCEDURES

- Each teacher will distribute an assessment plan at the beginning of any unit of work. The assessment plan will specify the timing, type, assessment criteria and weighting of each aspect of assessment across the unit of work.
- Clear differentiation between formative and summative assessments will be made on the assessment plans.
- Assessment plans will incorporate a variety of assessment techniques to allow students to demonstrate their effective and affective acquisition of course content.

### Examinations

Examinations are integral to the process of senior secondary assessment. Examination requirements, standards and invigilation will be congruent with those of the SACE Board of South Australia. Students will engage in structured revision programs prior to examinations and will respond to the process of examination in a committed and purposeful manner.

### Late Submission of Assignments

Students are to submit work by the due date in order to avoid penalties for non-submission or non-completion of work. The details of this are outlined in the Sacred Heart Assessment Provision Policy.

### Cheating, Collusion or Plagiarism

Students' submission of work is to be based upon the integrity of their own work, without recourse to unfair practices such as cheating, collusion and plagiarism. This is detailed in the Sacred Heart Academic Integrity Policy.

### Process for Reviewing a Mark or Grade

Where a student believes that a mark or grade needs to be reviewed, they are encouraged in the first instance to discuss the matter with the subject teacher. If the matter cannot be resolved, students are requested to follow the grievance process, as outlined in the Student Grievance Policy.

### Reporting

Reporting is conducted on a six week cycle to regularly inform students and parents about progress. Reporting not only fulfils statutory and legal requirements but informs the relationship between students, teachers and parents.

Reporting standards and requirements are determined by the Teaching and Learning Committee and is overseen by the Director of Studies.

Approved on    May 2009

Review date    May 2012