



**LANYON  
HIGH SCHOOL**



ACT  
Government  
Education  
Heidelberg Street  
CONDER ACT 2906  
school.information@lanyonhs.act.edu.au  
(02) 26057676

## Lanyon High School Assessment Policy

The main purpose of assessment is to improve teaching, help students to achieve the highest standards they can through feedback from their teachers and peers, and provide reports on students' achievements to parents/carers.

### Assessment at Lanyon High School

#### Diagnostic assessment

At the beginning of a topic or unit of work, diagnostic assessment is used to assess prior knowledge and skill levels, to check for misconceptions and misunderstandings, and to identify student interests and preferred learning styles. This can be through cooperative learning and thinking activities, writing and pre-tests. From this information teachers can fine-tune their lesson plans, including differentiated instruction and tasks.

#### Formative Assessment

Formative assessment is the ongoing process of gathering information about what a student knows, understands and is able to do. This is used by both the teacher and learners to determine where learners are in their learning and how to achieve learning goals.

*Assessment for Learning* is used by teachers at Lanyon High School to develop formative assessment that promotes student achievement. *"Assessment for Learning is the process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go and how best to get there."* Assessment Reform Group (UK 2002). **Assessment for Learning always involves the student actively reflecting on feedback and using it in future learning.**

Formative assessment enables learning through the process of feedback and reflection, and the opportunity to practice and improve learning. Feedback can be provided through conversations with the teacher, self and peer assessment and Criteria/Quality CQ rubrics. CQ rubrics are central to feedback at Lanyon High School and provide explicit criteria and high expectations in an assessment task. They focus on what is important to learn, including deep knowledge and understanding. **Feedback must be provided initially without a grade in order to support future learning.** The grade may be awarded at a later date. There is a direct link between assessment processes and motivation to learn. When feedback and assessment are constructive and emphasise progress and achievement, students are motivated to keep learning.

Teachers use the information gathered from formative assessments, including CQ rubrics, to inform summative assessment.

#### Summative Assessment

Summative Assessment is used at a particular point in time, to assess student learning relative to the outcomes in the course outline. It is not an average of performances across a teaching period.

A-E grades, awarded at the end of a course, are examples of summative assessment. Summative assessment also includes student achievement of each course outcome using the descriptors of Proficient, Working Towards and Requires Attention. This is based on A-C rubrics developed by teachers and moderation of student work samples.

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In all courses a variety of assessment tasks are used to cater for individual learning styles and so that all students can demonstrate their learning achievements. Where possible, choice should also be offered. Work assessed may include a combination of assignments, essays, reports, practical and creative work, tests, class work and exercises, demonstrations, reflections and journals, homework, performances and oral presentations. Authentic assessment tasks are important to align with the ways knowledge and skills are used in the real world. Assessment must be informative, accurate, consistent, respectful and transparent.

Reports to parents include comments on approach to learning and learning behaviours. Factors such as presentation of work and behaviour are addressed through these comments; they are not included in the A-E grades.

### **Course Outlines**

Within two weeks of the commencement of the semester, students are issued with a course outline for each subject. Course outlines clearly identify the content of the course, expected student outcomes and assessment items. These course outcomes are aligned to the achievement standards of the Australian Curriculum.

Parents and students are expected to sign the course outline acknowledging that they have received it. Course outlines are to be clearly displayed at the beginning of the student work book or folder for reference and also published electronically on CLC and the school website.



## Grades

Students in years 7 to 10 receive an A – E grade in each course studied. This grade is communicated to the student prior to finalisation of their report.

In year-long subjects such as Mathematics and English the semester one grade is an indicator only. The final grade is reflective of all work throughout the year.

In all year levels, end of course grades are defined by the following descriptors:

Grade	Descriptor Guidelines
<b>A</b>	The student demonstrated <b>excellent</b> achievement and an <b>exceptional</b> understanding of all knowledge, skills and applications and has extended their understanding beyond the stated course outcomes. All assessment tasks have been completed and the student has participated in all aspects of the course.
<b>B</b>	The student demonstrated <b>high</b> achievement and a <b>comprehensive</b> understanding of all knowledge, skills and applications stated in the course outcomes. All assessment tasks have been completed and the student has participated in all aspects of the course.
<b>C</b>	The student demonstrated <b>satisfactory</b> achievement and a <b>fundamental</b> understanding of all knowledge, skills and applications stated in the course outcomes. The expectation is that all assessment tasks have been completed and the student has participated in most of the class activities.
<b>D</b>	The student demonstrated <b>partial</b> achievement and an <b>emerging</b> or <b>beginning</b> understanding of all knowledge, skills and applications stated in the course outcomes. The expectation is that most assessment tasks have been attempted and the student has participated in a limited number of the class activities.
<b>E</b>	The student demonstrated <b>limited</b> achievement and has not provided evidence of an understanding of the knowledge, skills and applications stated in the course outcomes. Some assessment work could have been completed and the student has had limited participation in the class activities.

**It should be noted that a 'C' grade means a student is performing at the required level according to the Australian Achievement Standards.**

Teachers will be aware of individual student ILPs and amend assessment accordingly.

Students can only be issued with 'status' at the direction of the Principal. Supporting evidence may be required.

## Review and appeals procedure

Students have the right to appeal any grade awarded by their teacher.

To appeal a grade for an individual assessment item or for an end of semester grade, the following procedures must be taken (in this order) within five school days of receiving the grade.

- 1. Classroom Teacher** – The student must discuss the problem with the classroom teacher and seek clarification about how the grade was determined. Most issues are resolved at this level.



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- 2. Executive Teacher** – The problem is discussed with the Executive Teacher in charge of this Curriculum Bank. The student must provide evidence to support their claims (eg: previous results and feedback)
- 3. Principal** – The issue is discussed with the Principal. The student must provide evidence to support their claims and the previous discussions with the classroom teacher and Executive teacher.
- 4. Chief Executive** – Students in years 9 and 10 who remain dissatisfied with the school review process may then appeal to the Chief Executive, within ten days of completing steps one to three. An ACT Department of Education and Training leaflet issued to all students gives information about appeals and is available at the school. All appeals must be made by the student themselves.

Students are strongly advised to retain a copy of all assessment items and teacher feedback, in the event that an appeal over their grade occurs.

## Late submission of work

To achieve at the highest standard at Lanyon High School all students are expected to demonstrate the ability to plan, organise and submit tasks within a specified timeframe. If major assessment tasks are submitted late, students will be penalised by losing grades according to the scale below:

Up to 2 days late	Loss of one grade
3-4 days late	Loss of two grades
5-6 days late	Loss of three grades

*If an item is more than 6 school days late , it will receive an E grade.* However, students are encouraged to still submit the work so that they can receive formative feedback.

Teachers may set a new assessment task for a student if they have not submitted their work after ten days. This ensures that work handed back to other students cannot be used to gain an advantage.

Students should ensure that they keep copies of drafts and working documents in case the final copy is lost. Computer malfunction will not be accepted as a reasonable excuse for late work. If students need computer access to successfully complete an assessment item the Learning Space has opening hours where students may have use of a computer or they may see their teacher to gain access to the computer labs during lunch times.

## Extensions

In special circumstances, students can apply for an extension in advance providing due cause and adequate documentary evidence for late submission. Extensions can be granted prior to the due date of submission of work. They are granted at the discretion of the classroom teacher and will take into account factors such as effective use of classroom time to complete the set task.

## Absence from school

Students who are absent from school for short periods of time due to illness, excursions or sporting events should make arrangements to catch up on missed work.

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Students absent for longer periods of time should contact their Pastoral Care teachers for special arrangements to be made regarding assessment and submission of work.

### **Plagiarism**

Plagiarism is using the work of others as your own or failure to acknowledge a substantial source of information. Students who have been involved in plagiarism will have their work returned (unmarked) and be given the opportunity to re-submit their work. Late penalties as described above will be incurred.

### **Individual Learning Plans (ILPs)**

Teachers of students who have an ILP, must refer to the ILP focus and recommendations when assessing these students. Grades should reflect assessment criteria and goals indicated on the ILP where there is course or program modification.

### **RELATED DEPARTMENT OF EDUCATION AND TRAINING DOCUMENTS:**

Reporting on Student Achievement and Progress to Students and Parents:

[http://www.det.act.gov.au/\\_data/assets/pdf\\_file/0020/19505/StudentReportingPolicy\\_edited\\_2010-01-21.pdf](http://www.det.act.gov.au/_data/assets/pdf_file/0020/19505/StudentReportingPolicy_edited_2010-01-21.pdf)

Student Reports – Frequently asked Questions - Parents

[http://www.det.act.gov.au/\\_data/assets/pdf\\_file/0007/67777/StudentReportingFAQs.pdf](http://www.det.act.gov.au/_data/assets/pdf_file/0007/67777/StudentReportingFAQs.pdf)

Year 10 Certification and Appeals Brochure

[http://www.det.act.gov.au/\\_data/assets/pdf\\_file/0003/20559/Year10\\_Certification\\_and\\_Appeals\\_Brochure.pdf](http://www.det.act.gov.au/_data/assets/pdf_file/0003/20559/Year10_Certification_and_Appeals_Brochure.pdf)