



1. ASSESSMENT – GENERAL GUIDELINES

When a teacher talks to parents about their children, he inevitably intrudes on family dreams. To his parents a child may represent their last hope for a better future. Through him they may still dream of gaining affluence, honours, escape from anonymity, and a place in society. What the teacher says about the child touches on deep feelings and hidden fantasies. A concerned teacher is aware of the impact of his words. He consciously avoids comments that may casually kill dreams.

"Between Parent and Teacher", by Haim Ginott

The primary purpose of assessment is to improve student learning. Assessment is the process of gathering and analysing information in order to make judgement about students' learning and achievements in relation to curriculum goals. (VCAA) It informs decisions about:

- further teaching and learning
- directions for further study
- curriculum development
- allocation of resources

Assessment of students at The King David School recognises the individuality of students. It focuses on the positive aspects of student learning, including the processes involved in the learning experience. It identifies strengths and achievements as well as areas for future learning.

Assessment is coherent and in line with the achievement standards for each level; teachers should ensure that students are clear about what they are expected to accomplish and how they can attain the course goals. Teachers must be aware that they are accountable for the reliability of the grades they award to students.

2. MEANINGFUL ASSESSMENT

Assessment reflects the curriculum and draws on a combination of the professional judgement of teachers and testing. Assessment focuses on:

- Assessment for learning — enabling teachers to monitor student knowledge, understanding and skills development so as to target their teaching to support students' progress to meet learning goals
- Assessment as learning — enabling students and teachers to reflect on and monitor the progress of learning to inform their future learning goals
- Assessment of learning — assisting teachers at the end of learning experiences to gather evidence of student knowledge, understanding and skills as described in the relevant achievement standards for the year level.

3. Quality Assessment

Assessment is used to promote learning through timely feedback that informs future teaching and learning and builds students' confidence in their ability to learn. The School acknowledges that quality assessment is the purposeful, transparent, systematic and collects on-going information that is used as evidence in making reliable and consistent judgments about student learning and in reporting to parents.

FILENAME	CREATED BY	UPDATED	REVIEW DUE	PAGE
Assessment Policy	LTCs et al	January 2014		1 of 20
Signature of Principal:			Date:	

Assessment of students' achievement will be conducted against the achievement standards defined by the current government curriculum guidelines e.g. AusVELS, Australian Curriculum, VCAA and / or Victorian Early Years Learning and Development Framework. Quality assessment should always have well defined scaled criteria for evaluation.

4. AUTHENTICATION

When preparing work for assessment, students must observe the rules of authentication and avoid unlawful plagiarism. Plagiarism is using the ideas or words of others and claiming them as your own. Deliberate plagiarism, including copying another student's work, is an offence and is against the law. All statements, opinions, conclusions etc. taken from another writer's work should be cited, whether the work is directly quoted, paraphrased or summarised. Whenever the words or ideas of another person are used, the source must be acknowledged. Information from the Internet must be referenced, like any other source.

A student must acknowledge all resources used, including text, websites and source material and the name of any person/s that provided assistance and the type of assistance provided. A student must not receive undue assistance from any other person in the preparation and submission of work. Unacceptable forms of assistance include use of, or copying of, another person's work or other resources without acknowledgment and corrections or improvements made or dictated by another person. A student must not submit the same piece of work for assessment in more than one study, or more than once within a study. A student must not knowingly assist another student in a breach of rules.

In any case students copy, paraphrase or summarise, accurate and full acknowledgment and citation must be in place. Students may choose any of the different citation and referencing styles, as recommended and taught by their teachers, some might include the American Psychological Association (APA) Referencing Style 6th edition. A proposed list of references can be found in students' planners and contains the referencing styles for books, journal articles and other sources.

Teachers are advised to report suspected plagiarism to the Year Level Coordinator. Consequences for breaking assessment rules will apply and can include any of the following: detention or suspension, or that the work that infringes the rules will not be accepted and the mark will be given on the remainder of the work; or that the teacher can refuse to accept any part of the work. The outcome will be determined by a discipline committee.

Disciplinary actions for plagiarism may differ between the middle and senior years, and with intent or without.

5. GUIDELINES BY YEAR LEVEL

5.2 Early years: Prep- Year 5

Assessment at The King David School should facilitate learning by encouraging a variety of learning outcomes. It should enable self-assessment by students as well as involve teacher judgement. It should provide opportunities for students to negotiate required tasks and to work together on occasions. Assessment must provide more than one opportunity for students to meet the requirements and it must reflect a sensitivity to the culture, linguistic background, physical and/or intellectual disability and socio-economic status of the student.

FILENAME	CREATED BY	UPDATED	REVIEW DUE	PAGE
Assessment Policy	LTCs et al	January 2014		2 of 20
Signature of Principal:			Date:	

In the early years, assessment is continuous and is to be comprised of a wide range of assessment tasks, not dominated by tests or quizzes. There needs to be continuous formative assessment in order to determine the level at which the student is operating and how to move him/her forward. There is also a need for summative assessment to ensure that the students have achieved the outcomes. The assessment must be related to the outcomes that have been established prior to the unit being taught. Teachers should space their assessment tasks, and vary their nature and type in each term.

5.3 Years 6 – 10

At Years 6 - 11 assessment is both continuous and based upon a summative test or examination held towards the end of each semester. (Not all subjects in Year 8) It is important that the test / examination should not dominate the assessment weighting. The semester grade is to be determined by a balance of not less than 50% for continuous assessment throughout the semester and not more than 50% for the semester examination / test.

Within the category of Continuous Assessment a wide range of modes of assessment should be used. These should include research work, essays, reports, interviews, posters, debates, portfolios etc. as each subject and learning area requires. Homework completion, for example, may also constitute a component of the assessment.

Within each term there should be approximately 4-5 discrete pieces of assessment and these should be of varying types. (Teachers are to avoid using tests at the end of term as this leads to a period of intense pressure on students. The aim of continuous assessment is to avoid such pressure on students in these classes).

The weighting of assessment items should be clearly defined at the beginning of the year and documented in the assessment breakdown section of the curriculum documentations. The weighting must be approved by the Learning Area Leader and closely followed by all teachers.

Consistency and transparency are of high importance when more than one teacher teaches the same course. Students who study the same course in parallel classes, should not be compromised by having one teacher rather than the other; teachers therefore must meet regularly to set common year-level assessment tasks, conduct cross marking as well as maintain open communications regarding the times and the conditions of the assessment tasks, with the approval of the Learning Area Leader. Additional subject specific guidelines, rubrics and marking schemes may be provided by the Learning Area Leaders.

5.4 VCE Years 11 - 12

All formal assessment items are to be conducted with the overall principle of equity and parity, without providing advantage or disadvantage for any student. All students are to undertake assessments under similar conditions. Tests, Outcomes, SACs and Examinations are to be conducted in accordance with VCAA rules and regulations as outlined in the Administrative Procedures for Assessment in VCE Studies.

A VCE student must sign an authentication record for work done outside class at the time of submitting the completed task. This declaration states that all unacknowledged work is the student's own. A student also must sign a general declaration that she/he will obey the rules and instructions for the VCE, and accept its disciplinary provisions.

FILENAME	CREATED BY	UPDATED	REVIEW DUE	PAGE
Assessment Policy	LTCs et al	January 2014		3 of 20
Signature of Principal:			Date:	

6. ABSENCES

Absence on the day of a test, outcome, SAC or examination is sometimes unavoidable or unforeseeable. Whatever the circumstance, the assessment must be fair for both the individual student and to all others presenting for the particular assessment. Such circumstances do not include family holidays, social engagements or other matters of a discretionary nature.

6.1 Absences due to illnesses

Students who are adversely affected by illness, injury, misadventure or who have had interrupted schooling due to school sanctioned events, are eligible to access fair and reasonable assessment. The responsibility for informing teachers and/or the relevant Year Level Coordinator of illness, injury, misadventure or interrupted schooling lies with the student. Evidence must be provided by the student attached to the appropriate forms.

6.2 Absences due to school sanctioned events

If a student is absent due to a School sanctioned event, such as language immersion (eg French) or Yesh, it is the responsibility of the student to discuss the matter with the class teacher for tests or the relevant Year Level Coordinator for outcomes, SACs and examinations. The Year Level Coordinator may alter the scheduled time for an outcome, SAC or examination through a negotiated process involving the student, teacher and parent if required.

6.3 Absence due to non-school sanctioned event

Parents who are planning to remove children from the School for extended periods during term time are requested to confer with the School prior to making that decision. If there is an interruption to studies due to a non-school sanctioned event, the student must apply in writing to the relevant Year Level Coordinator at least two weeks before the set date for a change to the schedule. The letter must include an impact statement of how the interruption has or will hinder the student's ability to complete the task at the scheduled time. It is to be reiterated that family holidays, social engagements or other matters of a discretionary nature do not constitute appropriate cause to reschedule an assessment and exception will not be granted.

In cases in which parents do not confer with the School prior to making the decision, the School will not be able to assist in discussions about how the student's learning will be managed before, during and after the extended absence. It cannot be assumed that students will be allowed to re-sit assessment tasks missed or be able to just "catch-up". Examinations and SACs cannot be rescheduled except in cases of illness or family trauma or in the case of a school sanctioned event, as this has the potential to compromise the integrity of the assessments.

If a student is absent from an outcome, SAC or examination and fails to follow the above procedures, the task will be awarded a NA (Not Assessed grade).

6.4 Types of evidence

Evidence required for illness or injury is a Medical Certificate and The King David School Medical Statement. It must be completed by an independent practitioner and must be presented to the relevant Year Level Coordinator upon the student's return to school.

FILENAME	CREATED BY	UPDATED	REVIEW DUE	PAGE
Assessment Policy	LTCs et al	January 2014		4 of 20
Signature of Principal:			Date:	

Office Use:
Date Received.....

Full Name of Student

Year Level

Leave requested from: to:

Please give the reason for your application

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I/We have read the information on the reverse side of this application and would like to formally request the leave of absence as shown.

Signature of parent(s)/carer(s):

1.
2.

The YLC will convene a meeting with you (and the students in years 7 and above) to discuss matters pertaining to the absence:

1. The child's attendance history
2. The child's stage of education
3. The time of year (examinations)
4. Whether the parents are restricted in terms of leave by their employer
5. The ways in which the learning that will be missed is managed

The Head of School will respond in writing within a week of the meeting held to discuss the planned absence.

FILENAME	CREATED BY	UPDATED	REVIEW DUE	PAGE
Assessment Policy	LTCs et al	January 2014		5 of 20
Signature of Principal:			Date:	

7. SPECIAL PROVISIONS

Students who are eligible for Learning Support are eligible for special provisions, such as use of a computer, rest breaks, separate room etc., as approved by the School's Head of Well Being. Students are responsible to know their entitlements and assessment conditions and be proactive in adhering to these regulations. Assessment will be modified only for students who are on a modified program. The Head of Well Being will provide support to teaching staff to ensure that assessment has been accordingly modified.

8. TESTS AND EXAMINATIONS

Examinations and Tests are formal exercises in which students are required to work without any reference to other students and, for the most part, without reference to teachers.

8.1 Class Tests

These must be organised with the same level of care as any exam or assessment procedure. The quality of presentation of the test paper must be very high so that it is clear and legible to all students. Prior to the test, and when relevant, the teachers advise the students of:

- a. The material to be tested, of reasonable amount
- b. The number of sections or questions
- c. The style of each question or set of questions. That is, True/False, short paragraphs, fill in the gap, extended response, etc.
- d. The number of marks allocated to each section
- e. The amount of time to be allocated for each section

Students must also have a clear understanding of what the percentage of the semester's work this piece of assessment represents.

In the classroom, prior to giving out the test, students need to be provided with clear expectations about the conditions under which the test will be carried out. The following instructions have been tested over time and been found to be explicit and useful:

- Students will not turn papers over until instructed to do so
- Students will not communicate by look, gesture or words with any other student (for any reason at all) during the test.
- The test conditions are in force from the time the test paper is given out by the teacher until every paper has been taken up by the teacher and the teacher has pronounced the test over.
- Students may not borrow or lend any equipment during the test. Students will have to manage with whatever they have.
- Students must not have any papers or notes with them other than those the teacher has given out or has permitted and checked. Students who are found with unauthorised papers will be considered to have cheated and no discussion will be entered into.
- The teacher will not enter into a discussion or debate about whether or not a student has cheated. If it looks like cheating, it will be considered to be cheating.
- If any student infringes these rules in any way his/her paper must be collected immediately and a meeting with the Head of School organised.
- Students are not allowed to leave their desks to collect equipment or hand in papers etc.
- Students needing the teacher's attention or wanting to hand in a paper must put up their hands and wait in silence until attended to.
- Students are to be reminded that liquid paper is not to be used at the school. A simple line to cross out an error is adequate.

Finally, teachers must make these rules clear, and they must be prepared to implement the confiscation procedure if students infringe the rules. To do otherwise is to put in doubt the validity of the testing procedure

FILENAME	CREATED BY	UPDATED	REVIEW DUE	PAGE
Assessment Policy	LTCs et al	January 2014		6 of 20
Signature of Principal:			Date:	

8.2 Examination Preparation

Formal examinations are conducted for Years 9 - 12 in Term 2 and Term 4 each year. In Year 8 'Semester Tests' are conducted in these times for the main core subjects, and these too should be conducted under the following process. Exams are held under strict conditions, usually in the Hall. Teachers may not choose to waive the examination in their subject area. Examinations for Years 9 - 12 inclusive are part of school policy and any teacher seeking variation from school policy for any reason will need to confer with the Learning Team Coordinator. Year 12 teachers may conduct a SAC as their mid-year exam, or otherwise ensure the weighting of the examination contributes to one or more of Unit 3 outcome and / or the indicative grade.

The duration of the examinations at each level will be clearly defined before each exam period. Usually Year 8 Semester tests are 1 hour and 20 minutes, Year 9 to 12 – 1.5 hours + 15 minutes reading time.

Teachers should endeavour to create meaningful examinations, in which different types of questions in increasing difficulty will address a variety of thinking skills. All exam papers are to be proofread, reviewed and submitted on the due date indicated in the 'reports and examination timeline' released each semester by the Learning Team Coordinator. Teachers must proofread their own papers carefully but also engage another teacher to proofread and attempt to answer the paper. Solutions or other marking schemes must be provided to Learning Area Leaders. Instructions for questions must be clear and accurate.

Examination and Semester Test papers must be submitted in both electronic form and as a hard copy. All papers should be submitted to the Learning Area Leader for proofreading and then to the Learning Team Coordinator for approval. Examination papers will then be printed centrally by administration and centrally stored. Teachers need to save electronic copies of their exams in the Learning Area assessment folder.

Each teacher is required to complete the School's Examination Bag Cover Sheet indicating the number of copies required (allow 3 extra copies for office filing), and indicate clear photocopying instructions. A class list with students' names must be attached. Teachers are to use the School's cover sheet and clearly indicate reading and writing time allowed, number of sections, questions and the marks allocated for each, whether additional material is required e.g. lined paper, dictionary, answer sheet etc.

If some students in the class are sitting alternative papers, then the teacher must make appropriate annotations on the cover sheet on the bag containing the papers and on the specific exam paper. The Learning Area Leader should be consulted in such cases.

8.3 Examination special provisions

Students who receive Learning Support and are eligible to special provisions will sit their examinations under the required conditions. A separate room, rest breaks, permission to take food/medication, use of a scribe, use of a computer, extra reading and writing time are some of the arrangement students might be eligible for. These provisions must be approved and coordinated by the Head of Student Services and the Learning Support staff.

8.4 Examination Supervision

The following are instructions to teachers on exam supervision for teachers:

Please read your roster carefully and ensure that you are punctual. Be at school 10 minutes before your session. Note that Emergency Supervisors assigned to any session, are to be stationed in the staffroom and are to conduct regular rounds of exam rooms and hallways in case any problems arise during that session.

FILENAME	CREATED BY	UPDATED	REVIEW DUE	PAGE
Assessment Policy	LTCs et al	January 2014		7 of 20
Signature of Principal:			Date:	

The teacher in charge of a session is responsible for:

- gathering students in the nominated locations at least 10 minutes prior to the starting time of a session
- appropriate seating of students in complete silence
- instructions to commence or end exams
- marking attendance sheets at start of sessions

All other supervising staff must maintain active and close supervision at all times, which includes:

- No marking or reading during sessions
- Actively watch students so there is no passing notes, leaning back so to expose their paper to students behind them, whispering / talking, non-verbal signals
- No coffee/tea brought into rooms
- Circulate regularly but do not make your circuit predictable
- Pick up and check any pieces of scrap paper on desks or floor and check dictionaries / other notes
- Keep discussions with other supervisors to a minimum and related only to exam matters
- Note activities that occur during the examination session in the Exam Log

The following rules relating to students are to be strictly enforced:

- No liquid paper, tissue boxes, pencil cases or calculator boxes are to be brought into the exam room. If so, they are to be immediately taken and placed at the back of the room for collection at the end of the exam.
- No borrowing of equipment is permitted.
- Questions from students concerning the papers may be answered only if they relate to obvious errors in typing or printing, and poorly worded questions or instructions. Any other questions must be referred to the supervisor in charge of the session.
- No student may leave the exam early. If an entire class finishes a paper early, their dismissal is at the discretion of the supervisor in charge of that session. Any such early dismissal is to be reported to the LTC and HOS.
- At the conclusion of a particular paper, the students are to silently sit at their desks until ALL papers for the subject are collected.
- When students are directed to leave the exam room, they should place all materials and rubbish in the bins provided.
- The completed papers are to be returned to the examination store room.

8.5 Student conduct during examination

The following behaviours should be adhered to by students in the examination hall/room:

1. There is to be no speaking from the time students enter the examination hall/room until the time that they are well clear of the exam area. Students may be entering or leaving while other students are completing papers.
2. Students are not to communicate with each other by word, gesture or facial expression; any such communication may be part of an inappropriate communication and will therefore be considered cheating.
3. Students are not to take up any pen or writing implement during reading time until instructed to do so. Students are to put pens down immediately when instructed to do so.
4. No equipment is to be borrowed or lent; students must make do with the equipment they have brought with them to the examination.
5. The examination paper should reflect the student's careful study and respect for his/her own intellect and that of the teacher. The work should be presented neatly and all workings should

FILENAME	CREATED BY	UPDATED	REVIEW DUE	PAGE
Assessment Policy	LTCs et al	January 2014		8 of 20
Signature of Principal:			Date:	

be shown in Maths or Science. In all subjects, students are to write correct grammatical English in full sentences, unless instructed on the paper to do otherwise.

6. Students may raise their hands if they wish to speak to a teacher. They must remain at their desks at all times and wait for a teacher to come to them. If a student wishes to go to the toilet, he/she must wait until given permission and a teacher will accompany him/her.
7. Students are not to eat during the examination. Clear water bottles, no more than 500 ml, are allowed in the Exam Hall and must be kept on the floor.
8. No student is to leave the examination hall in the first 30 minutes and the last 15 minutes of the exam. Students may ask to leave for the toilet, accompanied by a supervisor teacher.
9. Students are to remain in the examination hall/room throughout the entire scheduled duration of the exam.

8.6 Misconduct during exams

If there is any breach of the above examination rules, the infringement will be referred to, in the first instant, to the supervising teacher. In the case of suspected cheating or in other cases of misconduct during the examination time the supervising teachers are to follow these steps:

- Name the behaviour and clearly direct the student to stop by approaching them quietly yet firmly (e.g. talking, writing during reading time, suspected cheating etc.)
- Note on the student's exam cover paper the time in which you have told the student to stop their behaviour
- Describe the incident in the Exam Log
- When possible, allow the student to complete the assessment and ask them to stay after the session ends
- Follow up with an email to the Year Level coordinator describing the event and CC the subject teacher, so that appropriate disciplinary actions can be taken.

Students should only be removed from the exam Hall in case they do not comply with the regulation after the above steps were taken. In this case, the teacher is to direct an emergency supervisor to take the student's paper and materials and accompany that student to the office of the Year Level Coordinator, Learning Team Coordinator or Head of School.

Disciplinary actions for cheating or other examination misconduct will be taken. Consequences for breaking assessment rules will apply and can include any of the following: detention or suspension, or that the examination will not be accepted. The outcome will be determined by a discipline committee.

9. EXTENSIONS OF MAJOR ASSESSMENT ITEMS

Students are expected to make every effort possible to submit required work by the due date. Students are expected to plan around their regular life events, such as their family life, work, sporting activities, social and other commitments. Students are also expected to plan around minor disruptions to routines such as minor illness or common cold, or that several assessment items are due on the same date.

Where an application for extension is based on medical grounds, a KDS medical certificate must be attached. The medical certificate must be certified by a registered medical practitioner and must state (1) the date on which the student was examined (2) the nature, severity and duration of the complaint (3) the practitioner's opinion of the effect on the student's ability to complete an assignment. Students and parents should note that a general statement indicating that the student is "not fit for duty", or is suffering from "a medical condition", will not be accepted.

FILENAME	CREATED BY	UPDATED	REVIEW DUE	PAGE
Assessment Policy	LTCs et al	January 2014		9 of 20
Signature of Principal:			Date:	

Students need to establish genuine and exceptional circumstances for an extension to be granted, where the student's capacity to submit required work by the due date has been affected by significant factors beyond their control. Such may include medical procedures or tests, bereavements, or other unforeseen circumstances beyond the student's control. Where appropriate, the student will be expected to provide evidence.

Requests for extension should be made by students before the submission date and no later than the date and time of submission. Students must use the Master Assignment Extension Request form (attached) and have it signed by the subject teacher. Students must keep a copy of the form and attach it to their assignment when submitting it.

The granting of an extension is not automatic. Applications are assessed by the subject teacher based on the guidelines in this Assessment Policy. A decision can be made in consultation with the relevant Learning Area Leader. If approved, an extended due date must be no greater than seven calendar days from original due date.

10. LATE SUBMISSIONS GUIDELINES

10.1 Definition

A late submission refers to a major assessment item that is handed in after the time and date for submission, or after any extension has expired. Students who obtain proper extensions are not subject to penalty under these rules.

A major assessment item can be defined as one for which students prepare thoroughly in advance, has clear guidelines and timeline for submission, it assesses skills and/or knowledge which are key for the completion of the subject, and that its mark contributes substantially to the overall unit grade. If unsure, teachers should consult the Learning Team Coordinator.

These guidelines apply to major assessment items in Years 6-11, though it does not refer to work which is part of Units 3&4.

10.2 Penalties

Any assignment handed in late will incur a penalty of 10% deduction of marks for every day or part of a day that it remains not submitted. Submission on or after the third day, is marked as S or N with 'Ungraded' mark (UG). (First day -10%, Second day a total of -20%, Third day S/N and UG)

10.3 Teachers' actions

- a. Clearly explain to students these guidelines at the beginning of the year and again when assigning major assessment tasks
- b. Email the Home Room teacher, Year Level Coordinator, parents and the student on the due date when penalties have been incurred. Parents must be additionally informed when a UG is awarded.
- c. Keep a record of all correspondence and a copy of the student's work in case clarification is required at a later stage

FILENAME	CREATED BY	UPDATED	REVIEW DUE	PAGE
Assessment Policy	LTCs et al	January 2014		10 of 20
Signature of Principal:			Date:	

MAJOR ASSIGNMENT EXTENSION REQUEST

THE KING DAVID SCHOOL



This form is to be used for extensions of assignment and should be submitted to the subject teacher before the due date

Please complete all sections of this form and submit to your teacher before - not after - the assignment due date. The submission of an application does not mean that the application has been approved. Supporting documentation (e.g. Doctor's certificate) may be supplied to support your request. The application will be assessed thereafter.

Application may not be submitted after the assignment due date.

SECTION A: to be completed by the STUDENT

Student Name	Year Level:
Subject Name	
Assignment Name	
Teacher Name	
Original Due Date	Is this a group assignment? Yes No
Proposed due date: <i>Must be no greater than seven calendar days from original due date</i>	

Reasons for requesting an extension

Documentation attached? Yes | No

Signature of applicant _____ Date: _____

SECTION B: To be completed by the TEACHER

Application outcome: <input type="checkbox"/> Approved <input type="checkbox"/> Denied	New due date:
Authorised staff member:	
Signature:	Date:

*** STUDENTS must attach a copy of this form to the assignment/project/essay and keep another copy for their reference**

FILENAME	CREATED BY	UPDATED	REVIEW DUE	PAGE
Assessment Policy	LTCs et al	January 2014		11 of 20
Signature of Principal:			Date:	

11. REPORTING

Reporting is communicating knowledge gained from assessing students' learning. Reporting, whether written or oral, summative or on-going, must be based on careful observation of students' learning behaviours and strategies and reliable data.

Teachers are urged to share with the students the marks they have received for each component of the assessment, the proportion of marks that each piece constitutes and the means by which the grade was determined. This process must be identical for each student, except when the student is on a modified program. It must be possible to replicate the result at any time in the future by reference to the teacher's record of grades.

Reporting practices at The King David School may change with the advancement of technology; however, they will always consist of clear and formal communication between teachers and parents on students' achievements. Whether in printed or electronic form, at the end of a semester or during the course of studies, reporting include feedback on the following areas:

- student progress against the achievement standards for each stage of the study
- completion of learning goals achieved
- level of understanding of material and concepts
- skills students have developed
- homework completions
- learning behaviours and effort
- areas of improvement
- ways in which students can improve their work
- ways in which parents can help children with work

It is important to keep in mind that teachers should be reporting on learning behaviours and behaviours that affect learning. The aim of this feedback is to enable parents and students to recognise the students' positive learning behaviours, and/or to identify behaviours that inhibit learning.

It is essential that reports are released to parents on time. All teachers must therefore closely adhere to submission deadlines as specified in the Reports and Exams Timeline released each semester by the Learning Team Coordinator. No teacher may commence non-term release time until his/her reports have been completed to a satisfactory standard.

11.1 Proofreading

It is the responsibility of the teacher to make sure that his/her reports are carefully checked before they are published. The School takes pride in the quality of our teaching, assessment and reporting. Although proofreading systems are in place, teachers should not assume others will tidy up their comments and must ensure every measure was taken to produce the highest quality of reports. Reports reflect the individual teacher professional approach to their work and reflect on the professionalism of the School in general.

11.2 Writing conventions

Teachers must follow The King David School 'Reports Style Guide' in writing of comments. The 'Reports Style Guide' will be updated annually and released by the Learning Team Coordinator to all staff. It is the responsibility of each teacher and proofreading team/buddy to proofread reports meticulously against the 'Reports Style Guide'. Students' official names must consistently appear on the reports.

FILENAME	CREATED BY	UPDATED	REVIEW DUE	PAGE
Assessment Policy	LTCs et al	January 2014		12 of 20
Signature of Principal:			Date:	

The following are the principles on which reports are based;

- Each report is to begin with a positive comment about the student's **learning behaviour**. Use the body of the report to write at least one sentence on each of the following:
 - the specific **tasks in** which the student has performed to a high standard or exceptional standard,
 - the student's work habits e.g. level of engagement/task focus/goal setting/follow through, as identified on particular pieces of work, and
 - area(s) of performance or skill/understanding requiring further attention/development (This comment would appear in the 'Strategies for Improvement' section).
 - the ways in which you will assist the student in this area in the forthcoming semester (where applicable).
- Use comments which reflect the levels of performance achieved by the student.
- Write report comments which are objective, accurate and verifiable, which document skills, and achievements. Do not use the personal pronoun "I". Do not use comments which document teacher response, e.g. "It is a pleasure/privilege to teach Gertrude."
- Reports are to be based on the different types of assessment tasks undertaken. Be specific.
- Do not include explanations of course content; these are reserved to the course description, outcomes and titles of assessment items.
- Identical reports for all class members reflect poorly on the teacher and the school; ensure comments detail individual attainment.
- Report comments should be detailed, specific and informative. Each subject report should be between 100 to 200 words in length.
- The Strategies for Improvement section is to be written as bullet points (no full stop required at the end of a bullet point). A minimum of three and maximum of five is required.
- One or two sentence reports are not acceptable and will be returned to be augmented.
- Do not include descriptions of character or behaviour which are not relevant to the achievements within the course, ("Sally is a lovely girl") but rather comment on attitude to learning, participation, etc.
- Do not include speculation or determine students' potential or their likely future performance.

11.3 The report writing process

Currently the School produces electronic reports that are available to parents via the Portal; the following is the process of reports production:

- Email sent out to staff with the Reports and Exams Timeline, indicating clear deadlines for each stage of the production.
- Email sent out to staff will advise that access to the reports is available.
- Teachers draft reports on the Portal. Back up is encouraged using Microsoft word / excel. Comments must be consistent with report guidelines.
- Print reports; each teacher proofread their own reports and give a copy to a buddy/proof reading team/LAL.
- Reports will be returned to teachers to make appropriate corrections. If there are any concerns pertaining to the correction, teachers should consult the Learning Team Co-ordinator.
- Update and save changes on the Portal.

FILENAME	CREATED BY	UPDATED	REVIEW DUE	PAGE
Assessment Policy	LTCs et al	January 2014		13 of 20
Signature of Principal:			Date:	

- Learning Team coordinator prints reports for the Homeroom teachers.
- Homeroom teachers to read reports, make corrections and compose Homeroom comment.
- Reports returned to subject teachers to make appropriate corrections.
- Learning Team Coordinator prints reports to be proofread by Learning Area Leaders and/or Year Level Coordinators (Campus specific)
- Learning Area Leaders and/or Year Level Coordinators (Campus specific) proofread reports and mark their corrections.
- Reports returned to subject teachers to make final corrections in Synergetic.
- Teachers and HOC signatures are electronically available on the Portal.
- Learning Team Coordinator conducts an audit / review of the information available before access is given to parents.
- Email is sent out to parents containing information on how to access reports online.

11.4 Roles and responsibilities for the Report Writing Process

Heads of Schools

Having written and edited the Report Style Guide, the HOSs are responsible to:

- review the Guide on a yearly basis
- intervene when teachers are not adhering to the deadlines or style required, as reported by the Learning Team Coordinator

Learning Team Co-ordinators

Having been involved in the process of editing the Report Style Guide, the LTCs are required to:

- create and email all teaching staff reporting schedule with clear deadlines
- ensure provision of professional development for staff on how to use the reporting package
- manage the entire reporting process
- support the teaching staff, providing assistance and feedback as required
- review the progress of the reporting process, identifying missing information or inconsistencies
- evaluate the report writing process giving feedback, in consultation with the HOSs

Learning Area Leaders

Having become familiar with the Report Style Guide, LALs are required to:

- induct new staff into the process of report writing
- conduct pre-report writing meetings to discuss report contents
- ensure an updated assessment breakdown / weighting is available to relevant teachers
- update the course descriptions, outcomes and/or assessment items of all subjects in their area
- advise teachers on comments, providing assistance in proofreading and editing as needed
- ensure that reports adhere to the Report Style Guide

Teachers

Having become familiar with the Report Style Guide, teachers are required to:

- write all report comments and/or grades and proofread diligently
- update reports on the Portal and backup reports elsewhere

FILENAME	CREATED BY	UPDATED	REVIEW DUE	PAGE
Assessment Policy	LTCs et al	January 2014		14 of 20
Signature of Principal:			Date:	

- ensure that all the words/grades in the report are consistent with the comments, and with the assessment breakdown provided by Learning Area Leaders
- print reports as a draft for proofreading and run a thorough spelling and grammar check
- make changes to reports as advised by proof-readers when returned by the Homeroom Teacher/proof reading teams

Learning Support Teachers

- Learning Support teachers are to ensure that the reports for students on an Individual Education Plan (IEP) are consistent with the School’s policy regarding modification of curriculum and assessment. The expertise of the Learning Support teacher is to be accepted in determining the grade(s) and comment(s).
- Learning Support teachers are to write a report for each student with whom they work, identifying students’ skills and the progress achieved.

Enrichment Teachers

- Enrichment teachers should provide written reports describing students’ academic endeavours and achievements

Homeroom Teacher

Having become familiar with the Report Style Guide, Homeroom Teachers are required to:

- check that ALL reports for each student have been written and completed
- in Years P -11, check comments against a list of each students’ subjects
- proofread all comments and grades and identify the reports which need to be amended; return to relevant subject teachers to make required changes
- write a Homeroom Teacher’s comment based on information collected from students with regards to co-curricular activities, including the number of absences and late arrivals to school. Reference must be made on academic progress.

The Proofreading Teams/Buddies/LALs

Having become familiar with the Report Style Guide, the proofreading Team/Buddy/LAL is required to:

- proofread the reports from class teachers against the Reports Style Guide
- identify aspects which need to be corrected and return to the author

Year Level Coordinator

Having become familiar with the Report Style Guide, the Year Level Coordinator is required to:

- support Homeroom teachers at their year levels during report writing
- read all Homeroom reports and participate in proofreading year level reports
- identify aspects which need to be corrected during final reviewing stage and return report to the class teachers / author
- ensure that reports of relevant students have been checked by Learning Support staff, so that reports of students with learning difficulties show an understanding of the relevant issues

11.5 Security Concerning Report Forms

All staff must ensure that report forms are not left open in offices, left in printers, or in rubbish bins as this creates the potential for a breach of confidentiality. Each person must take responsibility for all report forms in your possession and shred reports, that are not used, in the designated shredding bins.

FILENAME	CREATED BY	UPDATED	REVIEW DUE	PAGE
Assessment Policy	LTCs et al	January 2014		15 of 20
Signature of Principal:			Date:	

12. EXPLANATION OF GRADING SCALES

12.1 Junior School Years Prep – 5

The following Assessment system is used in the Prep to Year 5 Reports.

- Well above the level expected at this time of the year
- Above the level expected at this time of the year
- At the level expected at this time of the year
- Approaching the level expected at this time of the year
- Below the level expected at this time of the year

* Modified Assessment for eligible individuals/students

The level achieved by the student in each outcome is indicated by a tick.

12.2 Middle School and Senior School Years 6 - 11

S Unit or Area of Assessed Work has been completed satisfactorily UG Ungraded indicates that a student has not demonstrated sufficient qualities to achieve any of the grades described above.

N Unit or Area of Assessed Work has not been completed satisfactorily

NA Not Assessed – used when a grade has not been allocated due to an acceptable reason (integration, illness, personal environment)

NS Not submitted – used when a 0% grade has been allocated due to an *unacceptable* reason for not submitting major assessment tasks

Work of a particularly high standard within each achievement band is indicated by a plus (+).

A+ Outstanding work, consistently showing a confident & thorough grasp of concepts/issues/skills (90 – 100%)

A Excellent work, consistently showing a confident & thorough grasp of concepts/issues/skills (80 -89)

B+ Very good work showing a very competent grasp of concepts/issues/skills (75 – 79%)

B Good work showing a competent grasp of concepts/issues/skills (70 – 74%)

C+ Work displays a moderate grasp of concepts/issues/skills (65 – 69%)

C Work displays a satisfactory grasp of concepts/issues/skills (60 – 64%)

D+ Work displays a partial grasp of concepts/issues/skills (55 – 59%)

D Work displays a limited grasp of concepts/issues/skills (50 – 54%)

E+ Work displays a borderline grasp of concepts/issues/skills (45 – 49%)

E Work displays a restricted grasp of concepts/issues/skills (40 – 44%)

* Modified Assessment for eligible individuals/students

UG Ungraded (0 – 39%). Work not completed to a satisfactory standard

12.3 Detailed grade level descriptions

A/A+ students clearly demonstrate their understanding of highly complex and abstract ideas. They analyse and manipulate information in a logical way. They apply knowledge or skills in familiar and unfamiliar situations. They communicate ideas accurately and coherently often in a creative way. They are highly effective learners who use a variety of learning styles: independent and collaborative. They use a variety of resources. Their learning is characterised by high levels of achievement with assessment tasks generally marked at 80% or above.

FILENAME	CREATED BY	UPDATED	REVIEW DUE	PAGE
Assessment Policy	LTCs et al	January 2014		16 of 20
Signature of Principal:			Date:	

B/B+ students usually demonstrate their understanding of complex and abstract ideas clearly. On many occasions they analyse and manipulate information in a logical way. They are frequently able to apply knowledge or skills in familiar and unfamiliar situations. With guidance, they communicate ideas with a high degree of accuracy and coherence, sometimes in a creative way. They learn in a variety of ways, both independently and collaboratively, with a variety of resources. Their learning is characterised by a very good level of achievement with assessment tasks generally marked at 70% or above.

C/C+ students demonstrate an understanding of key concepts. With supervision and guidance, they analyse and manipulate information in a logical way. They apply knowledge or skills in familiar situations and sometimes transfer these to unfamiliar situations, not always with ease. They communicate ideas with a reasonable degree of accuracy and coherence occasionally in a creative way. They learn in a suitable variety of ways using a variety of resources, often preferring the collaborative to the independent. Their learning is characterised by satisfactory levels of achievement with assessment tasks generally marked at 60% or above.

D/D+ students sometimes demonstrate understanding of key concepts. They experience difficulty understanding abstract concepts. With assistance, they analyse and manipulate basic information in a logical way. They apply knowledge or skills in familiar situations. They are less confident in unfamiliar situations. They communicate ideas with limited accuracy and coherence. Generally, they are not independent learners and they require careful guidance. Their learning is characterised by inconsistent or marginally satisfactory levels of achievement with assessment tasks generally marked at 50% or above.

E/E+ students demonstrate an understanding of some basic concepts but not abstract ones. They require direct supervision to manipulate information in a logical way. They are rarely able to transfer knowledge or skills from familiar to unfamiliar situations. In most cases they are not independent learners; they need specific instructions and frequently require one to one assistance. Their learning is characterised by inconsistent and low levels of achievement with assessment tasks generally marked below 50%.

12.4 Awarding N, UG or NS

Teachers must notify the Year Level Coordinator and the parents in the event that a student has not passed a test / assignment or in the case work was not submitted.

Year Level Coordinators must notify parents before the reports are published if an N, UG or NS are given. Teachers must provide a trail of communication indicating times and dates that detention and study hall were given and other opportunities students have had to complete or resit assessment.

13. DISPUTING A MARK

Students who feel they have been incorrectly assessed in their work should firstly seek clarification and a private consultation with their teacher. The student may apply for a review of the assessment on the grounds that there has been an error in marking or in recording the mark. Disputing a mark can occur no later than a week after a student received the mark.

It is in the discretion of the Learning Area Leader who can decide that results have been correctly determined, or otherwise, that re-marking is necessary. A student's final result may be changed in consultation with the Learning Area Leader and after thorough evaluation of the assessment process and students' achievement has been conducted.

In all circumstances, where a student's work is re-marked because of an error, the last mark must stand, even if it is a fail mark.

FILENAME	CREATED BY	UPDATED	REVIEW DUE	PAGE
Assessment Policy	LTCs et al	January 2014		17 of 20
Signature of Principal:			Date:	

14. PROMOTION AND PRE-REQUISITES IN THE SENIOR YEARS

Promotion from one year level to the next in the Senior School is dependent on pre-requisites such as: a minimum attendance rate, timely submission of all assignments, outcomes and other set tasks and achieving a minimum satisfactory grade. These pre-requisites are detailed in the King David School Promotion Policy. At the end of the year, each student's achievements will be discussed against the Promotion Policy and parents will be notified with letters.

14.1 Commencing VCE in Year 10

Some students may consider commencing VCE in Year 10 by taking a Unit 1 and 2 Study (Year 11 subject) as a component of their Year 10 course.

This is not a decision to be taken lightly and it is not always of benefit to the student. This is an extremely demanding path and may impact negatively on the student's total performance in VCE. Students who are not able to meet the criteria below are highly likely to be put under undue stress and to underperform in their Year 10 subjects when they take an 'advanced' subject.

This is most likely to impact adversely on the student's capacity to achieve his/her best at VCE, and in some cases, contributes to ill health.

In order to qualify for entry to a Unit 1 & 2 Study, in Year 10, Students must satisfy the following criteria;

- Achieve a minimum of a B average in all Year 9 subjects and in all Year 9 examinations.
- Submit all work by the due date and to a high standard.
- Perform consistently in examinations and continuous assessment.
- Have a 90% attendance record.

Students who have experienced difficulty in any or all of the above and/or students who are experiencing chronic health issues or may be likely to apply for Special Provision or Special Examination Arrangements will not be enrolled in a Unit 1 & 2 Study in Year 10 and similarly, not enrolled in a Unit 3 & 4 sequence in Year 11.

14.2 Taking a Unit 3 & 4 Study (Year 12 Subject) in Year 11

Some students may consider undertaking a Unit 3 & 4 Study (Year 12 subject) in Year 11.

This is not an automatic right, nor is it an automatic progression if a student has completed a Unit 1 & 2 Study in Year 10.

Students who are not able to meet the criteria below are highly likely to be put under undue stress and to underperform in their Year 11 subjects when they take an 'advanced' subject.

This is most likely to impact adversely on the student's capacity to achieve his/her best at VCE, and in some cases, contributes to ill health.

In order to qualify for entry to a Unit 3 & 4 Study (Year 12 Subject) in Year 11, students must satisfy the following criteria:

Achieve a minimum of a B average in all Year 10 subjects and in all Year 10 examinations.

Submit all set work in all subjects by the due date and to a high standard.

Perform consistently in examinations and continuous assessment.

Attend school and all classes for a minimum of 90% of possible attendance time.

Students who have experienced difficulty in any or all of the above and/or students who are experiencing chronic health issues or may be likely to apply for Special Provision or Special Examination Arrangements or Special Entry Arrangements (VTAC) will not be enrolled in a Unit 3 & 4 Study in Year 11.

14.3 Attendance Protocol

All students are required to attend school for a minimum of 90% of the full year.

In cases where there has been documented illness, the Academic Studies Committee/or the VCE Committee will review the student's attendance and determine whether the student meets the attendance criteria for promotion to the next year level. In difficult cases the final decision may be referred to the Principal.

FILENAME	CREATED BY	UPDATED	REVIEW DUE	PAGE
Assessment Policy	LTCs et al	January 2014		18 of 20
Signature of Principal:			Date:	

14.4 Promotions Protocol Year 9 to 10

Students who wish to undertake a VCE Unit 1 & 2 sequence in Year 10 (i.e. commence their VCE in one or more studies – subjects) must meet all of the requirements below:

- Uninterrupted attendance (90%) throughout Year 9 and maintained throughout Year 10.
- Timely submission throughout Year 9 of all assignments, outcomes and other set tasks and maintained throughout Year 10.
- A minimum of a B in all subjects and in all Year 9 examinations.

14.5 Promotions Protocol Year 10 to 11

Students who wish to undertake a VCE Unit 3 & 4 sequence in Year 11 must meet all of the requirements below:

- Uninterrupted attendance (90%) throughout Year 10 maintained throughout Year 11.
- Timely submission of all Year 10 outcomes, assignments and other set tasks, maintained throughout Year 11.
- A minimum of a B in all subjects and in all year 10 examinations.

All students in Year 11 are required to:

- (1) Study two sequential semester units of Religion & Society, Text & Traditions or Hebrew.
- (2) Attend all scheduled Sport classes.

14.6 Promotions Protocol Year 11 to 12

Students who wish to undertake Year 12 must have satisfied the following criteria:

- Uninterrupted attendance (90%) throughout Year 11.
- Satisfactory completion of two sequential semester units in Religion & Society or Hebrew.
- Completion of at least **three (3)** Unit 1 & 2 sequences, other than English, that will lead into **three (3)** Unit 3 & 4 sequences in Year 12.
- Students will need to satisfy the prerequisite grades for entry into Units 3 & 4 Studies. These are documented in the VCE Handbook.

In other words, no student will be allowed to commence more than one new Unit 3 & 4 Study in which they have not already completed a Unit 1 & 2 sequence.

FILENAME	CREATED BY	UPDATED	REVIEW DUE	PAGE
Assessment Policy	LTCs et al	January 2014		19 of 20
Signature of Principal:			Date:	

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Stacy Vamvakas wrote the Middle Years Assessment and all sections on Plagiarism and referencing guidelines, which were published as a separate policy before it was imported into this document. She also edited and proofread the drafts and final version.

Anat Wilson coordinated the project and collated all the information over the years. She liaised with the different contributors, merged the texts into one document and co-wrote some sections.

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FILENAME	CREATED BY	UPDATED	REVIEW DUE	PAGE
Assessment Policy	LTCs et al	January 2014		20 of 20
Signature of Principal:			Date:	