



117-PP-MGS ELICOS Assessment Policy and Procedures

1.0 Purpose

- 1.1 To provide guidance to Macquarie Grammar School ELICOS teaching staff for the consistent assessment of student learning and the issuing of reports and certificates

2.0 Responsibility

- 2.1 This policy is managed by the Director of Curriculum and Compliance.

3.0 Requirements for High School Preparation (HSP)

3.1 Tests and assessment

- 3.1.1 To ensure students' progress is closely monitored, a formative class test/review will normally be administered once a week, usually on a Friday.
- 3.1.2 Class formative and summative tests will be the New English File tests and relate to the sections in the course book just completed.
- 3.1.3 Assessment will be valid, reliable, fair, flexible and clearly referenced to the assessment criteria.
- 3.1.4 Other work can be included in the assessment at the discretion of the teacher, for example, writing tasks or research assignments. The expectation is that additional tasks will make up part of the student's assessment. Assessment will be weighted according to the amount of work involved. For example, in the overall assessment a half hour test will carry half the value of a one hour test.
- 3.1.5 Accurate records of all assessments will be kept in: **MGS:/Macquarie Grammar School/High School Preparation/Weekly Lesson Assessment & Lesson Register**. All original completed test materials will be stored in the students' folders.

3.2 Certificates and progress reports

- 3.2.1 A progress report will be issued at the end of Week 10. The templates for progress reports can be found at: **MGS:/Macquarie Grammar School/YEAR/Reports**. These are the only progress reports to be used. To ensure the current version of this document is used, no private copies are to be kept.
- 3.2.2 In addition to the progress reports students are issued with a certificate at the end of the course (i.e. at the end of Week 10).
- 3.2.3 The reports will be issued to each student, on completion (or partial completion) of study, that:
- Indicates the CRICOS course name, registered ELICOS provider and contact details, dates of study, course duration, levels of achievement or proficiency, authorised signature and name of signatory

- b) Includes, or is accompanied by, an explanation in plain English of the terms used in awarding grades at all levels

3.2.4 To be eligible for a certificate, candidates must:

- a. attend 80% of their classes (including sports, excursions and other educational activities as part of the curriculum)
- b. sit all the progress tests set during the time they are enrolled
- c. complete any other work set by the teacher as part of the assessment
- d. pass all their tests (i.e. attain a grade of at least 60%).

3.2.5 Conceded passes are given at the discretion of the teacher. To be considered for a conceded pass the student's marks must not be below 50 percent and attendance must be above 80 percent.

3.3 Assessment

- a. The administration of course assessment will be efficient
- b. The student's learning outcomes are documented
- c. The review and revision of course assessment will be effective
- d. The course assessment is continuously improved

4.0 Teacher's Responsibility

Each teacher must develop an assessment programme for each of the courses. This involves the following responsibilities:

4.1.1 Providing copies of all formative and summative Assessment documents to the Director of Curriculum and Compliance allowing one to two weeks for review, prior to handing out to students, for the Director of Curriculum and Compliance to confirm that they are valid, reliable, fair, flexible and clearly referenced to the assessment criteria.

4.1.2 Acquiring knowledge in:

- a. Details of administrative arrangements associated with each task (eg: how the school will deal with absence, late submission of tasks, illness during the task, etc);
- b. Details of the school's policy on malpractice in assessment tasks.
- c. Details of the procedures to be implemented if tasks produce invalid or unreliable results. Note that the results of assessment tasks that have been completed by the students generally cannot be discarded;
- d. Details of the procedure for dealing with student appeals arising from assessment tasks.

4.1.3 Providing clear feedback on each student's performance. This is to be completed on the **Assessment Report** and should indicate:

- a. Students' attainments in the task relative to the outcomes

- b. Students` relative position within the group
 - c. Comments in relation to the rubrics, the Personal Profile and the student`s overall course progress.
- 4.1.4** Identifying students at risk of failing to achieve satisfactory course progress (notifying the Headmaster), and meeting with the student (where applicable) or recommending counselling support.
- 4.1.5** Maintaining electronic and hardcopy records of the Assessment Reports for each task for each student.
- 4.1.6** Entering records of marks onto the database awarded for each task identified as part of the assessment programme. These marks will need to be entered by the date specified by the PEO/Headmaster.
- 4.1.7** Utilising existing procedures for marking, recording and reporting students` performance on all assessment tasks. In calculating and reporting marks, teachers need to be aware of the limitations of using statistical procedures on small groups. Furthermore, the reporting of achievement on assessment tasks should be seen within the context of the school`s overall reporting policy.

5.0 Revision History

Revision	Date	Description of modifications
1	6 th August 2013	Initial document publication
2	26 Oct 2013	Added 3.1.2, 3.2.3, 4.1.1
3	30 Mar 2016	Roles and Procedures
4	18 Mar 2018	Roles and Procedures reviewed and Acronyms changed
5	27 Mar 2023	Policy Reviewed