



CHRYSALIS STEINER SCHOOL

educating the whole child

Chrysalis Steiner School Assessment Policy

Rationale for Stage 5 Assessment

This policy provides clear expectations for Stage 5 assessments at Chrysalis Steiner School. Assessments at the school are both formative (used as a tool through which students learn) as well as summative (to provide evidence of what a student has learned). As a school that prides itself on a rich and diverse curriculum that holds students to a high standard, our assessments and policies around assessment must also be held to a high standard. Meeting these standards will help to prepare students for whatever work or higher education expectations that they may face in their futures.

An important principle of any Steiner education is the understanding of the developmental stages through which children pass during their schooling. These stages, consisting of approximately seven years, help to guide the understanding with which we help students to grow as social, emotional, and intellectual human beings. The Australian Steiner Curriculum Framework is the foundation of the Chrysalis Steiner School framework from little Kindy - Year 10. In Stage 5 the thinking mind predominates. Students are looking outwards, questioning the larger world around them, grappling with larger issues, and testing boundaries. As such, students need clear expectations in which to explore this greater world. The Stage 5 Assessment policy was developed with consideration to both the developmental stage of the students, as well as the requirements for students to meet the outcomes necessary according to the curriculum framework.

Assessment Procedures

Students will be notified at least one week before a major assessment is due. Teachers will provide a clear set of task criteria and a copy of the rubric against which the students will be marked.

It is the responsibility of students who may be absent when a task is assigned to find out what they have missed and follow up with teachers or peers for clarification on the task. Prolonged absences may ask for special consideration.

Students may be granted an extension or special consideration without penalty, for a valid reason, such as; extenuating family circumstances or prolonged illness. This request for extension should be submitted (by the student) in written format, at least 48 hours before the due date of the task.

Late submission of tasks will be marked down by 5% per day late for that assessment task, up to eight days. Past eight days the student cannot get a mark above 60%. All tasks must be submitted to complete a subject. All assessments involve Educational Outcomes which must be achieved in order to receive a RoSA Certificate. Failure to demonstrate proficiency of all education outcomes can result in a student not receiving a RoSA Certificate.

If students are absent when tasks are due, they must submit the work online, or turn it in as soon as they return to school.

Teachers will provide students with assistance and feedback throughout the process of the task.

Teachers will return submitted work within 14 days, including feedback for improvement.

All assessments submitted must be the student's own work. Plagiarism or use of AI is strictly prohibited and will result in students receiving a zero grade. This could result in the student not being able to receive a RoSA Certificate.

Cheating or copying another student's work during tests will result in a zero grade for that test. This could result in the student not being able to receive a RoSA Certificate.