



CHRYSALIS STEINER SCHOOL
educating the whole child

ASSESSMENT HANDBOOK

STAGES 4 & 5

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Staffing Structure

Education Director	Lisa O'Donnell	lisa.o@chrysalis.nsw.edu.au
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Rationale for Stage 4 and 5 Assessment

This policy provides clear expectations for Stage 4 and 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 4 and 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 4 and 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.

Student Responsibilities

Each student has a responsibility to:

1. Understand the NESA course requirements and procedures for each course of study.
2. Attend school and apply himself/herself to the best of his/her ability to all coursework, whether it is class work, homework or an assessment task.
3. Be familiar with and fulfil the requirements of the School Assessment Policy as set out in this handbook.
4. Plan a study timetable that gives careful consideration to the requirements of assessment tasks in their overall pattern of study.
5. Seek help and advice from the Teaching Staff.

6. Be aware of due dates for assessment tasks and complete tasks on time.
7. Be present to do all in-school assessment tasks. This means being present all day on the day a task is due.
8. Be on time for all assessment tasks.
9. Provide written evidence (e.g. Independent Evidence of Illness/Misadventure) of reason for absence from an assessment task or late submission of an assessment task.
10. Keep a personal record of the results of assessment tasks.

School Responsibilities

The College has a responsibility to:

1. Teach courses in accordance with the relevant NESA syllabuses.
2. Develop an assessment program for each course that meets the requirements set out in the NESA Assessment Certification Examination website.
3. Inform students in writing of the nature, timing, mark value and weighting of each assessment task in the assessment program.
4. Provide feedback to students on their performance in each assessment task and on what they must do to improve.
5. Keep records of students' performance in each assessment task.
6. Consider appeals after each assessment task.
7. Provide a report at the end of each semester on the performance and achievements of each student in each one of their courses.

Assessment Procedures

Students and parents are provided with an Assessment and Events Calendar at the beginning of each Term which indicates assessment types and their due dates. Where possible, the School will work to ensure that each student does not have an overload of assessments scheduled in the same week. In the event where this guideline cannot be applied, the High School Coordinator will work in conjunction with the Teachers to ensure students have fair and equitable access to the task.

Students will be notified at least two weeks 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.

Due Date Changes

The date of an assessment task can be changed if school circumstances make it advisable. In such cases, students will be given reasonable written notice (usually – but not limited to – at least two weeks) of the alteration via an amended assessment task notification.

The three key principles in this procedure will be that:

- a) the date will not generally be made earlier than that originally advised – unless the amount of notice given is deemed sufficient.
- b) the weighting of the task in the overall assessment program (Assessment Schedule) will not generally be varied.
- c) every consideration will be given to ensure that students do not suffer disadvantage.

Extensions

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 Submissions

Late submission of tasks will be marked down by 5% of the total marks possible per day late for that assessment task, up to eight calendar days. Beyond eight days, the student will receive a zero grade but the assignment submission will be recorded. If all tasks are not submitted students risk not achieving a Rosa.

If students are absent when tasks are due, they must submit a Variation of Assessment form to the subject teacher and High School Coordinator.

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

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

Students and parents will be informed via a Letter of Concern from the subject teacher and signed off by the High School Coordinator in the event of failure to submit an assessment task.

For Stage 5, 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.

Alleged Malpractice in Assessment Tasks or Examinations

NESA defines malpractice, or cheating, as “dishonest behaviour by a student that gives them an unfair advantage over others”. Any form of dishonesty in completing an assessment task, such as cheating, assisting someone to cheat or plagiarising (using other people’s work without acknowledgement) will result in a zero mark. Plagiarism is the presenting of the words and ideas of others as if they were your own. It includes copying sections from books, articles (and other print material) and websites (and other electronic material), without indicating a quotation and acknowledging the author. Paraphrasing (changing a passage into your own words) is also plagiarism when the author of the original works is not acknowledged. Copying from other students and presenting it as your own is also plagiarism. A guide on how to reference material is provided in the Appendix.

Plagiarism or unauthorised use of AI is strictly prohibited and will result in students receiving a zero grade. Students must adhere to AI guidelines for each assessment as specified in the Assessment Task Notification.

Grade Scale

For grading and Reporting purposes, Chrysalis uses a 5-point scale defined by the percentage windows indicated below.

- A 85 - 100
- B 70 - 84
- C 50 - 69
- D 20 - 49
- E 0 - 19

Grievance & Appeals

Concerns may arise from time to time about aspects of a course. It may be about resources, facilities, another person, an assessment task or an assessment result. A grievance is any type of problem, and may be about an act, omission, situation or decision, you feel is unfair, discriminatory or unjustified. Students have TWO school days (which includes the day they receive a task back) in which to lodge an Assessment

Appeal Form (see Appendix) if they are unhappy about their result. Any requests made after this will not be accepted.

The following procedure applies:

- (a) Try to clarify the situation with the class teacher involved.
- (b) If the situation is unresolved, then you are to request a meeting with the High School Coordinator. Notes will generally be taken and agreed to at the end of the meeting.
- (e) If a satisfactory resolution cannot be achieved, then the Education Director must be contacted in bringing about a resolution. All procedures that are followed will be consistent with NESAs requirements.

'N' Determinations

For a student to satisfactorily complete any course, he or she must meet the following course completion criteria:

1. The student followed the course developed or endorsed by the Board; and,
2. The student applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and,
3. The student achieved some or all of the course outcomes.

If a student receives a zero mark for an Assessment Task OR fails to submit an Assessment Task OR does not attend a course regularly, he or she is in danger of not meeting the course completion criteria. In these instances, the High School Coordinator will meet with the student and the parent or guardian and issue a written warning that the student is at risk of not completing the course. The High School Coordinator will also advise the student of what actions need to be taken in time for the problem to be corrected. If these actions are not taken by the set time, a follow-up warning letter will be issued setting out what remedial actions need to occur by a certain time. If this is still ignored, the Education Director will have no choice but to issue an 'N' Determination (non-completion determination) in respect of the student for that course, and advise both the student and NESAs (via Schools Online). This generally applies to ROSA courses and higher. A school assessment mark will still be awarded to the student and forwarded to NESAs, in case the 'N' determination is reversed on appeal.

Procedure for Appeals against 'N' Determinations

A student can lodge an appeal for a review of an 'N' determination. He or she must apply to the Education Director by the date listed in the NESAs Timetable of Actions for Schools.

A Review Committee will be formed consisting of the Education Director, High School Coordinator and Subject Teacher. This Review Committee will consider the appeal. If the College upholds the appeal, the College advises NESAs by the date stipulated in the NESAs Timetable of Actions for Schools. The student's school assessment mark will be re-instated. If the appeal is declined, the student may appeal to NESAs. NESAs review

will focus on whether the Review Committee reviewed properly and correctly considered the matters before it. Appeals must reach NESAs by the date stipulated in NESAs Timetable of Actions for Schools.

NESA will advise the student and the Head of College of the outcome of any appeal as soon as possible. If the student makes no appeal to NESAs, all documentation is kept at the School and no further action is taken.

ROSA Grades

Year 10 students receive A to E grades based on their achievements in Stage 5 courses (except VET and courses based on Life Skills outcomes and content) each year. In Mathematics, grades have been further differentiated to nine levels (A10, A9, B8, B7, C6, C5, D4, D3 and E2). Allocating grades requires the informed professional judgement of teachers as they match student achievement to grade descriptions and published standards. Teachers can moderate their judgements by comparing work samples for their students with samples aligned to grades A to E. These are available on the Assessment Resource Centre (ARC) website. Teachers need to use the historical grade pattern graphs on Schools Online Administration to self-check or guide their grade patterns. Teachers will retain a work sample of student work for each of the specified courses that represent the range of achievement of the cohort (e.g. a work sample representing grade A, one representing grade B, one representing grade C, one representing D and one representing grade E). The work samples should represent achievement towards the end of the Stage 5 course, so samples from the second half of the year would usually be most suitable. On the work samples, the appropriate A to E grade represented should be indicated. Work samples and tasks should be kept in a format that can be uploaded electronically, and retained for a period of at least 12 months. The samples will be used for interpreting grade standards and ensuring consistency of grading in the future. The Education Director is accountable to NESAs for the pattern of grades awarded by the school in each course at the end of Stage 5. The Education Director will confirm that grades are consistent with published standards when they are submitted. NESAs monitors the pattern of grades and may in certain circumstances ask the school to review them. If this occurs, teachers may need to provide evidence of samples of work to support their judgements. Grades are uploaded via Schools Online Administration . Grades must not be disclosed to students until the date determined by NESAs.

Exams

For Key Learning Areas which have Mid Course or Yearly Examinations for assessment tasks, a schedule/timetable will be prepared by an executive member and distributed to students two weeks prior to the examination period. Notice will also be given to parents of the examination time period via email. Depending on the type and importance of the examination and at the discretion of the teacher, the following guidelines should apply:

- In preparing and delivering examinations staff should strive to ensure that they are equitable for all candidates
- Arrangements should be made with the Learning Support Coordinator prior to an examination for any students requiring provisions (e.g. a reader, writer, additional supervision or extra time).
- Before the examination begins, desks should be cleared and any posters that may be relevant should be removed from walls or windows. Students may only have the equipment required for the examination on their table.
- Students may not leave the room except in emergencies (i.e. they should go to the toilet before the examination begins).
- Exam supervisors should not leave students unsupervised and be vigilant at all times - they are not to be engaged in activities that distract them from continually moving about the room (e.g. not on their phone or computer watching things).
- Silence should be maintained at all times throughout the examination.
- If a student finishes early they should be encouraged to review their answers.
- If any student is absent for any reason for an examination that is part of an assessment, an Assessment Extension/Illness/Misadventure/Endorsed Leave form must be lodged with the KLA teacher and Education Director for consideration. A doctor's certificate is necessary if the application is on medical grounds.
- If a student is absent for an examination, the exam may be given on their return, or an alternate examination/assessment may be given or marks scaled accordingly (in conjunction with HS Coordinator).
- Extended Leave (in accord with Education Director's signature) may require special assessment arrangements, either before or after their return. Applications for this should be made separately for each task.
- Any breach of examination protocol will result in consequences, which may include exclusion from the examination and/or follow-up disciplinary action.
- Students/parents/carers are given the right to appeal in writing to the Education Director within 48 hours of the examination regarding the fairness of the procedure.
- All assessment marks or incidents are to be entered on the Sentral system for storage and retrieval.

Assessments of Life Skills

Students undertaking Years 7–10 Life Skills outcomes and content in one or more courses will be assessed on their achievement of the outcomes identified in the planning process. This will be monitored by the Education Director with input from the High School Coordinator. Students do not need to complete all of the associated content to demonstrate achievement of Life Skills outcomes. Students can demonstrate achievement of outcomes in a number of ways and across a range of environments, including the school, home and community. Evidence of achievement of outcomes can be gathered through ongoing assessment for learning and assessment of learning at particular points in the course of study. Students entered for Life Skills courses may achieve the designated outcomes independently or with support. Students undertaking a course based on Life Skills outcomes and content are not allocated a grade in that course.

Reporting

A written report on each student's progress will be provided to parents/carers twice per year along with the opportunity to discuss relevant matters with staff. Written reports will include academic achievement, work attitude, social development and a Common Grade Scale. Reports will also show marks for each assessment task and the overall mark.

Appendix

Variation of Assessment Form (Missed Assessment)

Student Details

Name:

Class:

Teacher:

Assessment Details

Assessment Task:

Original Due Date:

Date Missed:

Reason for Application:

Supporting Documentation (please circle)

- Medical certificate attached
 - Parent/carer note attached
-

Requested Outcome

Student Declaration

I confirm that the information provided is accurate and that this assessment is my own work.

Student Signature:

Date:

APA Referencing for Education

Every reference will consist of two parts: an in-text citation and an entry in the reference list. Each in-text citation should have a corresponding entry in your reference list, however you only need to list each text in your reference list once. Ensure the reference you provide in the text is identical to the one provided in the reference section.

In-Text Citations:

An in-text citation requires the following information:

- > Author(s) surnames
- > Year of publication
- > Page/paragraph number(s) – if you are directly quoting the text

1 Author:

The children “found play stimulating” (Smith, 2017, p. 98).

Smith (2017) stated that the children “found play stimulating” (p. 98).

2 Authors:

The children “found play stimulating” (Smith & Frank, 2017, p. 98).

Smith and Frank (2017) stated that the children “found play stimulating” (p. 98).

3 - 5 Authors:

The first time you will need to write out all the author names, the second and subsequent times you can shorten it by replacing all but the first author name with ‘et al.’

First time:

The children “found play stimulating” (Smith, Frank, & Jenson, 2017, p. 98).

Smith, Frank, and Jenson (2017) stated that the children “found play stimulating” (p. 98).

Subsequently:

The children “found play stimulating” (Smith et al., 2017, p. 98).

Smith et al. (2017) stated that the children “found play stimulating” (p. 98).

6 Or More Authors:

You cite the first author and then replace other author names with 'et al.'

The children "found play stimulating" (Smith et al., 2017, p. 98).

Smith et al. (2017) stated that the children "found play stimulating" (p. 98).

Organisational Names with Abbreviations:

You cite the full name of the organisation the first time with the abbreviation in square brackets. The second and subsequent times you can use the abbreviation.

AITSL reference

First time:

(Australian Institute for Teaching and School Leadership [AITSL], 2014).

Subsequently:

(AITSL, 2014).

ACARA reference

First time:

(Australian Curriculum Assessment and Reporting Authority [ACARA], 2016).

Subsequently:

(ACARA, 2016).

NESA reference

Be careful of the date here, as some pages have different dates

First time:

(NSW Education Standards Authority [NESA], 2016, para. 5).

Subsequently:

(NESA, 2016, para. 5).

Reference List

Your reference list should be in alphabetical order by author surname. It should also be in a hanging indent to help your reader easily scan the list to find a reference.

To format your reference list correctly in Microsoft Word, highlight the

reference list and: Mac: cmmd + T

PC: ctrl + T

Authors

Note: Where the author is a group, you should put a full stop after the author name. **Book**

Author, A. A. (year). *Title: Subtitle*. City, US State or Country: Publisher.

US publisher:

Smith, S. (2017). *How children play: Imagination at work*. Funsville, FL: Imagination Press.

Non-US publisher:

Smith, S. (2017). *How children play: Imagination at work*. Funsville, Australia: Imagination Press.

Chapter Of An Edited Book

This format should be used if the chapters have different authors. If the chapters all have the same author(s), reference as a book, not as a chapter.

Author, A. A. (year). Title of chapter. In A. Editor & B. Editor (Eds.), *Title of book* (pages of chapter). City, US State or Country: Publisher.

US publisher:

Smith, S. (2017). Play and war. In G. Frank (Ed.), *How children play: Imagination at work* (pp. 61-90). Funsville, FL: Imagination Press.

Non-US publisher:

Smith, S. (2017). Play and war. In G. Frank (Ed.), *How children play: Imagination at work* (pp. 61-90). Funsville, Australia: Imagination Press.

Journal Article

Author, A. A. (year). Title of article: Subtitle of article. *Title of Journal*, volume(issue), page numbers of the whole article.

Smith, S. (2017). Play and war: Sandpits and trenches. *International Journal of Play*, 17(3), 61-90.

Online Webpage

A webpage is a section of a website that does not stand on its own

as complete. Author, Author, A. A. (year). (year). Title of webpage

web page.. Retrieved from URL

Smith, S. (2017). Managing conflict in the classroom. Retrieved from <http://teachingcommons.yorku.ca/resources-2/teaching-strategies/managing-conflict-in-the-classroom/>

Australian Curriculum Assessment and Reporting Authority. (2016). English. Retrieved from <https://www.australiancurriculum.edu.au/f-10-curriculum/english/>

Web Document Or Web Site

A web site or web document reference is used where the page being used stands alone and does not require outside context to make sense.

Author, A. A. (year). *Title of document or web site*. Retrieved from URL

Dunbar, C. (2014). *Best practices in classroom management*. Retrieved from http://www.usu.edu/ata/docs/classroom_management.ppt

Australian Institute for Teaching and School Leadership. (2014). *Australian professional standards for teachers*. Retrieved from <http://www.aitsl.edu.au/australian-professional-standards-for-teachers>

NSW Education Standards Authority. (2016). *Writing and representing 1*. Retrieved from <http://syllabus.nesa.nsw.edu.au/english/english-k10/content/875/>

