



Assessment Procedures Information for Staff

PRINCIPAL'S EXPECTATIONS OF STAFF IN SETTING, MARKING AND RETURNING ASSESSMENT TASKS

- ◆ The Information provided on the Notification of Assessment Tasks to students must be standardised across all Years. This notification must be in a format that is similar to that used in Stage 6. This facilitates students' transition from Stage 4 & 5 to Stage 6.
- Weight
- Date
- Task Description
- Outcomes
- Marking Criteria
- ◆ Accuracy is essential. Tasks are to be Proof-read and completed by member of staff.
- ◆ Assessment task questions must use the verbs from the Glossary of Keywords and where applicable, these words must be defined on the task.
- ◆ Rigour is an important aspect of any assessment task. The task itself needs to assess something substantial from the Syllabus. The task should be one that allows students to demonstrate the standard they have reached in substantial aspects of the syllabus.
- ◆ All tasks are to comply with the schools policy with regards to Tiering.
- ◆ Tasks requiring the use of the Internet must be checked thoroughly by Teachers before they are issued to ensure that appropriate websites are available for students to locate and access using reasonable search techniques. It must not be assumed that websites available one year are still available and appropriate the next.
- ◆ Processes need to be in place to ensure Professional judgment and marking guidelines are applied consistently across the entire cohort.
- ◆ Words such as “excellent”, “very good”, “good” and so on in order to differentiate between students' work, need to be defined for students in the task. What is “excellent”? This cannot be at the marker's discretion.
- ◆ Tasks are to be returned to students within two weeks after the due date. Students are supposed to learn from their tasks. This can only happen if they receive the marked task and appropriate feedback reasonably soon after the task has been collected for marking. The practice of keeping tasks (eg a half-yearly examination) so that they can be re-used without change the following year is not an option at St Pius X High School. Students are to receive marked tasks to keep.

- ◆ When tasks are handed back to students some effort must be made by the teacher to take students through the task and to highlight what was expected. This again assists students to learn from the task & to do better next time.
- ◆ Evaluation of tasks is essential. Even with the very best of intentions and planning sometimes the responses to a task will highlight some unforeseen flaw in the task. Such weaknesses in tasks (eg ambiguity) must be identified and corrected before similar tasks are run in the future. For a particular task where this happens, any disadvantage to students can sometimes be removed by re-working the marking scale. Where this is not possible, the question of task validity must be considered.

Studies Coordinators are to ensure that all Faculty staff are familiar with and follow the above expectations.

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Principal