

# ASSESSMENT POLICY – INGHAM STATE HIGH SCHOOL

## AIM

This policy outlines the procedures for completion of all assessment items. This means all summative assignments, projects, exams or performances etc that are counted towards end of Semester results for reporting. It does not include formative work like spelling tests or mid-point checks.

The purposes of assessment are to:

- promote, assist and improve learning
- inform programs of teaching and learning
- provide information for those people — students, parents, teachers — who need to know about the progress and achievements of individual students to help them achieve to the best of their abilities
- provide information for the issuing of certificates of achievement
- provide information to those people who need to know how well groups of students are achieving

## BACKGROUND PRINCIPLES

Assessment is the purposeful and systematic collection of information about students' achievements. All Queensland students deserve to benefit from high-quality assessment programs.

Achievement standards in senior syllabuses are fixed reference points used to describe how well students have achieved the general objectives or subject matter. The description of achievement standards are typically derived by groups of teachers and subject experts describing the actual differences in examples of student work.

The Australian Curriculum achievement standards describe the depth of conceptual understanding, the sophistication of skills and the ability to apply essential knowledge that students typically demonstrate at the end of each teaching and learning year. In QCAA-approved guidelines, the Australian Curriculum achievement standard is elaborated from A to E (or equivalent) to provide a basis for judging how well students have demonstrated what they know and can do.

Judgements of student responses can only be made using the achievement standards described in the current senior syllabuses, the *Year 10 Guidelines*, the P–10 Australian Curriculum in Queensland (Standard Elaborations), the Queensland *Essential Learnings and Standards* and the *Early Years Curriculum Guidelines*.

The following ten principles guide the QCAA's assessment practices:

- Assessment is clearly linked to making judgments about how well students have achieved the aims or general objectives within the scope of the content/subject matter of syllabuses, guidelines and curriculum resources.
- Assessment is an integral part of the teaching and learning process.
- Assessment is a key element of the professional practice of teachers.
- Informed teacher judgment is at the heart of good assessment practice.
- Assessment practices are responsive to the diverse needs of students and are underpinned by equity principles.
- Assessment judgments are standards-based.
- In school-based assessment where assessment is continuous, all assessment is formative.
- In school-based assessment, summative judgments about standards are made by teachers at key junctures of schooling for reporting purposes.
- Reports of student achievement are defensible and comparable, based on sound evidence and shared understanding of aims or general objectives and the scope of content/subject matter in syllabuses, guidelines and curriculum resources.
- Reports of student achievement are readily interpreted by their intended audiences.

A standard can only be awarded where **evidence** has been demonstrated. An "E" standard cannot be awarded to an assessment item where there is no evidence. It would be considered a **non-submission**.

Subsequent results will form part of the student's assessment for the subjects and semester units being studied leading to overall gradings for Years 7 - 10, exit levels of achievement being awarded for certification in Years 11 and 12. Competencies are graded based on current requirements of WTC (Working Towards Competency) and CA (Competency Achieved).

## **ASSESSMENT SCHEDULE**

All due dates, **including (draft and final)**, for assessment items will be communicated to students and parents at the beginning of each semester via the assessment schedule.

Dates on the assessment schedule are set, unless a date change is made in consultation with the Head of Department. Students affected will be informed of any change of dates. The School website and intranet documents must be updated.

## **ASSIGNMENTS - DRAFTING AND MONITORING POLICY**

- a. Each teacher is required to have a system of monitoring and recording evidence of learning (eg class work, rehearsal notes, drafts, photographs of work, teacher observations) through the teaching, learning and assessment process.
- b. When an assignment draft is due, the teacher scans the draft with feedback comments and saves a copy, keeping a record of the submission (or similar record keeping techniques). Alternatively, students may submit an electronic copy of their written assignment after advising their teacher. If the final piece of assessment is not submitted the teacher will use the draft copy and grade it as the final assessment piece.
- c. In reference to the draft submitted, teachers are to provide at least one set of feedback referring to the assessment task sheet and criteria.
- d. If no draft is submitted, the teacher will arrange for the student to produce a draft in the next timetabled lesson either in class or in a buddy teacher's class. Teachers are to issue detentions at lunchtimes and after school (must be organised with parent/guardian) in order to gain a genuine attempt of the assessment task. Parents are to be informed by the teacher that the draft was not received on the due date.
- e. If still no draft is received after three days, Curriculum HODs are to be informed by the teacher. The Curriculum Head of Department to counsel the student on consequences of failing to provide evidence by the due date. Curriculum HODs are to follow through with consequences (eg detentions, parent meetings) and are to use the referral function in One School when recording parent contact to the Year Level Head of Department

## **SUBMISSION OF ASSIGNMENTS**

Written assignments are to be handed to the subject teacher on or before the due date. Students **should ensure** the teacher signs off the assessment task in their student diary. If for some reason the assignment needs to be handed in to the general office, it must be handed in by 4:00 pm. Students should ask an office/administration staff member to sign and date stamp their student diary.

Assignments can also be emailed by 9:00 pm on the due date, after advising their teacher, to [admin@inghamshs.eq.edu.au](mailto:admin@inghamshs.eq.edu.au) or to your subject teacher's email address.

Assignments submitted by email **will not** be printed in colour by the school.

## **ABSENCE ON DUE DATE OF ASSIGNMENTS**

Students who know they will be absent on the day an assessment item is due for submission must arrange for it to be submitted before the listed due date, delivered to the school or emailed on the due date.

## **ASSIGNMENT EXTENSION OF TIME – REQUESTED BY STUDENTS**

There are only two (2) grounds for students to apply for an extension of time to complete assignments:

- i. **Illness**
  - a. A medical certificate is **mandatory** for Year 10, 11 & 12 students.
  - b. A letter is required from parents for Year 7, 8 & 9 students.
- ii. **Extenuating Circumstances**
  - Family excursions/vacations which necessarily occur in school time.
  - Family activities of a very special nature requiring absence from school.
  - Bereavement, family breakdown etc.
  - Essential sporting/cultural commitments.
  - Long-term illness of self or family member.

## **TO APPLY FOR AN EXTENSION OF TIME**

Students should follow the following steps:

- Obtain **Variation to Assessment** form from the general office or school website as early as possible prior to the due date. (This form will need to be attached to assignment submission).
- Complete and return to the subject teacher.
- Head of Department will consult with relevant class teacher.
- Approval/non-approval will be granted and student will be given a copy of the form.
- Form is to be attached to the task sheet by the student/teacher.

If a delicate family matter or personal circumstances applies, the application can be lodged directly with the Guidance Officer, Community Education Counsellor, the Year Level Coordinator or the Principal who will consult with the relevant Head of Department. Extensions will be considered on a case by case basis.

It is not a justification for the non-submission of assessment if students have been denied access to the school's computer network.

***NO EXTENSION OF TIME WILL BE APPROVED ON OR AFTER THE DUE DATE.***

### **Unforeseen Inability to Submit Assignment on Due Date**

If a situation occurs suddenly, with the student being unable to submit an assignment, then a **Variation to Assessment** form should be completed immediately on the student's return to school.

Verification of the circumstances that have caused the students to not be able to submit the assignment is required so that application for special provision can be made to the respective Head of Department.

Such circumstance might include, but not be limited to:

- sudden, unpredictable illness/injury requiring medical attention;
- cultural purposes
- family bereavements; and
- delicate or personal family circumstances.

School being notified of the circumstance on the due date is recommended so that the relevant Head of Department/Deputy Principal is informed.

### **PLAGIARISM**

Students must ensure that an assignment consists of their work only. The penalty for plagiarized work, or work that contains heavy input from someone else (eg large amounts copied from the internet or another person's assignment) will be the cancellation of the parts of the assignment which are shown to be plagiarized. The assignment will be graded on the remaining material. Significant plagiarism could result in the assessment task being deemed a non-submission.

### **CHEATING IN ASSIGNMENTS**

Cheating occurs when a student has copied all or part of another student's assignment. One or both students may be subject to penalty when there is evidence that cheating has occurred. The subject teacher will write up a report for the relevant Head of Department who will make a decision regarding the results for the assignment and any further action to be taken.

### **SPECIAL PROVISIONS**

"Special provisions" means making reasonable adjustments to conditions of assessment to ensure equitable opportunities for all students.

Special provisions may be particularly relevant for students with specific educational needs requiring reasonable educational adjustment or exemption for assessment.

Students with specific educational needs should have their needs considered in a proactive way – to design inclusive learning and assessment programs, and to provide opportunities for alternative assessment arrangements. Where appropriate Individual Curriculum Plans (ICPs) are completed by relevant classroom teacher.

### **ATTENDANCE AT EXAMS**

Students **must** attend all exams at the scheduled time.

### **NON-ATTENDANCE AT EXAMS**

#### **(a) An Inability To Sit An Exam**

##### **(i) Illness**

If a student is ill and/or cannot attend a test or exam the following procedure **must** be followed:

- Where possible, the school must be notified before the scheduled exam.
- Immediately on return to the school the student is responsible for reporting to the Head of Department/Deputy Principal (in the case of block exams) to make alternate arrangements to sit for the test/exam.
- Proof of illness, a Doctor's Certificate, must be produced (Senior School) on the student's return to school, and be handed in at the general office or to the Deputy Principal in charge of block exams.

(ii) **Prior knowledge of absence**

Students who know, prior to the respective date, that they will be absent for a scheduled test, must apply through the Head of Department for a **Variation to Assessment** form. These forms are available from the general office or school website.

If approved, the student will be allowed to sit the same paper or a similar paper. Students must report to the Head of Department/Deputy Principal (in the case of Block Exams) immediately upon return to school.

(iii) **Exceptional circumstances**

Exceptional circumstances will be considered by the Principal.

(b) **Failure To Attend An Exam**

If students fail to attend scheduled exams/tests and do not comply with the conditions outlined above:

- Students will have the result recorded as a NS (Non-submission).
- Students may need to respond to a Show Cause Letter depending on previous instances of Non-submission in Years 11 and 12.

**CHEATING**

If cheating/disruptive behaviour is suspected during exams, the supervising teacher will immediately collect the exam paper. This includes any electronic devices suspected of being used as a tool for cheating. The student is then issued with a clean exam paper to continue with the exam. The supervising teacher will write up a report for the relevant Head of Department to make a decision regarding the results for the exam.

**FAILURE TO COMPLY**

Students are required to complete and submit all assessment items **on or before the due date**. Consequently, a failure to submit assessment on the due date could directly impact on the QCE and OP eligibility for Year 11 and 12 students.

Students who fail to comply with this process and/or fail to submit work or not turn up for assessment items, will not be rated for that particular assessment item. This will be recorded as a NS (non-submission by due date) on the student profile.

A student who fails to submit assessment for a subject, as per work program, could be deemed to have insufficient coverage of a subject and not be adequately assessed. As a result the Principal could decide not to award a result in that subject. Alternatively, if a result is awarded in Years 11 and 12, the number of semesters credited to a student's course of study could be reduced.

If a student fails to submit assessment on the due date (including exams) parents will be notified via a **Letter of Non-submission/email/phone call**. If a student misses an exam the classroom teacher or Head of Department must make contact with the parent/guardian by phone on the day of the exam. All communications are to be recorded in One School under 'contacts'.

**APPEALS**

Appeals against decisions concerning Variation to Assessment are to be made to the Principal.

**RELATED DOCUMENTS**

Ingham State High School has developed this Assessment Policy to be consistent with the following documents:

- P-12 Assessment Policy QCAA July 2014
- QCAA Syllabi and Work Programs
- ACARA Guidelines for Assessment Quality and Equity
- Registered Training Organisations
- QCAA Equity Statement
- QCAA A-Z of Moderation