

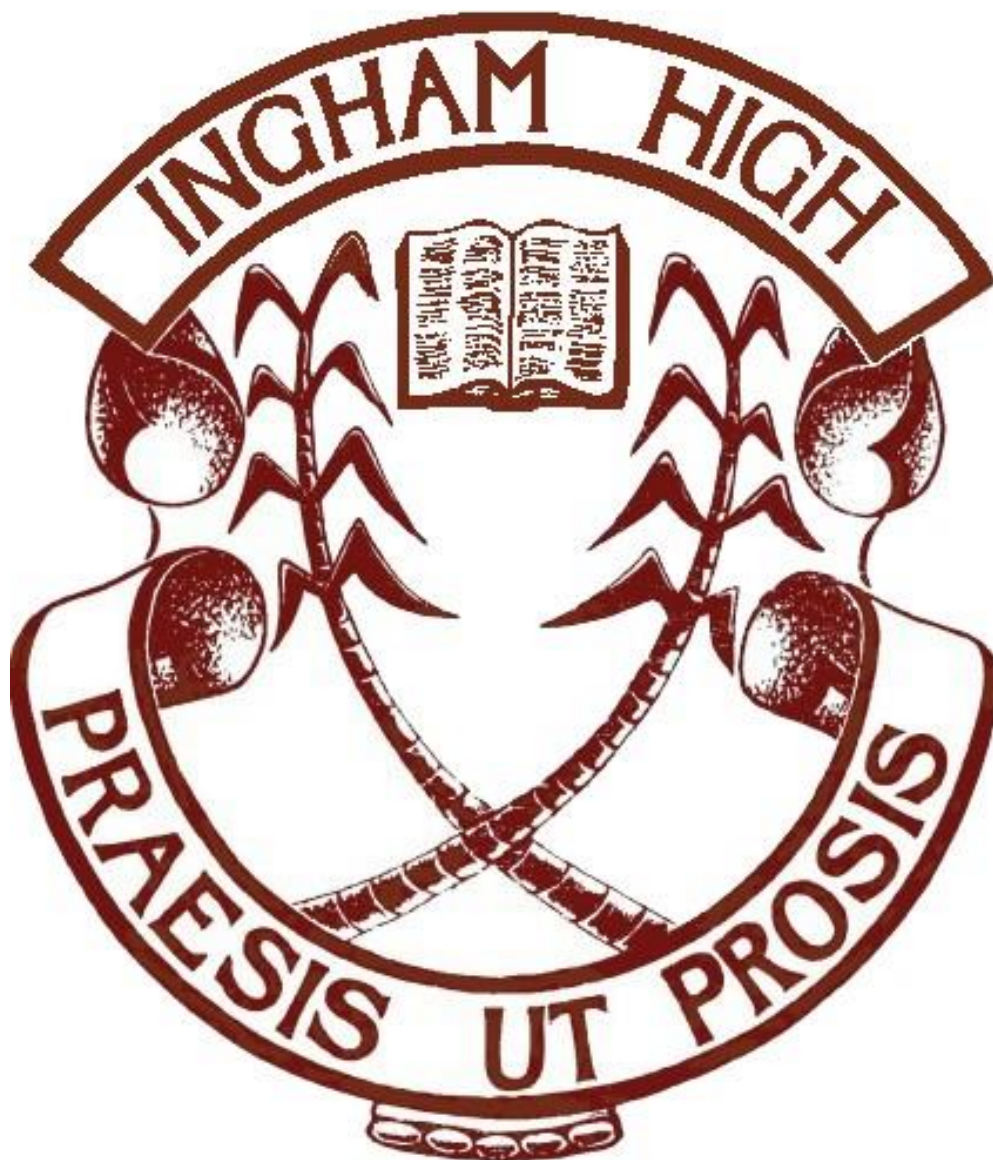


INGHAM STATE HIGH SCHOOL

Quality Educational Outcomes for All

YEAR 7 - 10 ASSESSMENT

POLICY HANDBOOK



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This policy has been developed to inform stakeholders of the key principles and assessment requirements at Ingham State High School.

The aim is to maximize the opportunity for students to demonstrate what they know and can do. The process is designed to ensure equity for all students carrying out assessment tasks.

This whole-of-school policy and approach, reflects the principles and policies of the Department of Education (DOE), P-12 Curriculum Assessment and Reporting Framework (P-12 CARF) and applies to all subjects based on the Australian Curriculum.

This policy applies to all students in Year 7- 10 at Ingham State High School.

PURPOSE

This policy outlines the procedures for completion of all assessment items in Years 7-10, across all subject areas, at Ingham State High School. This means all summative assignments, projects, exams, folios or practical performances/demonstrations that contribute to an end of semester result for reporting. It details the different assessment and reporting procedures to be followed and the accountabilities relating to assessment. This document will also include references to processes for applying for special consideration, late submission and non-submission of assessment tasks. It does not include formative work like spelling tests, practice exams or mid-point checks.

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

Ingham State High School provides multiple assessment opportunities, at established junctures, for students to demonstrate what they know and can do in relation to the Australian Curriculum achievement standards. These assessment items are designed to provide students at our school with a range and balance of tasks, as demanded by the Department of Education in the P-12 CARF, to best support student outcomes.

The purpose of assessment and assessment data is to:

- Provide individual feedback to students, parents and staff on progress against the achievement standards for the appropriate year level
- Gather class data to inform and shape teaching and learning differentiation, pedagogical and learning approaches for future learning
- Examine cohort data across a curriculum area year level to inform and shape future assessment tasks and adjustments to learning and assessment
- Subject area data to support the vertical and horizontal alignment of content, genres, skills and learning dispositions across Ingham State High School to enhance student success and engagement.

Underlying this policy is the Inclusive Education Policy (<https://ppr.qed.qld.gov.au/pp/inclusive-education-policy>). This policy states that “we have a commitment to all students of all identities and all abilities and that each and every student can:

- access and participate in a high-quality education and fully engage in the curriculum alongside their similar aged peers
- learn in a safe and supportive environment, free from bullying, discrimination or harassment
- achieve academically and socially with reasonable adjustments and supports tailored to meet their learning needs.”

This means we have a duty to ensure that individual students' needs are being taken into consideration particularly, students on Individual Curriculum Plans (ICPs) and Personalised Learning Plans (PLPs). The Inclusion Policy also states that “schools continue to work in partnership with students, families, community organisations, professional groups, and other government and educational organisations to plan and support successful transitions at all points in a learner's education.”

The transition from primary school to high school is a significant juncture in student learning. Assessment is delivered and processed differently and Ingham State High School takes this into account. This means explicitly teaching students how to work on assignments independently and how to study for exams. There are certain types of assessment that are not completed in primary school and these need to be taught clearly as well. In taking into consideration the transition to Year 7 some allowances will need to be provided and these are outlined in this policy.

RESPONSIBILITIES

At Ingham State High School, we strongly encourage the active collaboration between school personnel, students and their parents/caregivers to ensure all students are provided with equitable and supported access to learning and assessment tasks. As such, each participant has the following responsibilities:

SCHOOL LEADERS

- Ensure the school-wide implementation of the 3 Levels of Planning to ensure our students are provided with multiple opportunities to engage in authentic and relevant assessment tasks in order to demonstrate what they know and can do in relation to the Australian Curriculum achievement standards.

HEADS OF DEPARTMENT

- Are accountable for quality assuring assessment items that are appropriately designed to provide opportunities for students to be successful.
- Support teachers in their departments to design, implement and assess quality learning experiences and assessment tasks designed and contextualised for students of Ingham State High School, against the Australian Curriculum achievement standards, in a range and balance of assessment modes, text types and techniques.
- Collaborate with teachers and key staff to universally design student assessment tasks and support teachers to make reasonable adjustments to support students with a disability identified through the Nationally Consistent Collection of Data on School Students with Disability (NCCD) process in accordance with the Disability Discrimination Act (DDA).
- Collaborate with teachers, students and parents/caregivers to make decisions about extensions or variations to assessment tasks for individual students.
- Manage course outlines including draft and due dates.
- Maintain line of sight over moderation cycles.

TEACHERS

- Are accountable for designing teaching and learning experiences which best support their students to successfully demonstrate what they know and can do in the assessment tasks.
- Will design assessment, both summative and formative, using the principles of Universal Design for Learning.
- Will make explicit the demands of the assessment task and connect to the specific curriculum knowledge, skills and processes that students need to know and do to be successful.
- Will support students by providing them, where appropriate, with modelling, scaffolding and annotated exemplars and examples related to the assessment task.
- Will support students to meet requirements of the tasks and help as required for each student to be successful.
- Will engage students in feedback and reflection on their learning and assessment, including drafts, and will be able to articulate reasoning behind judgements of the standards achieved.
- Are responsible for informing parents/caregivers when students do not provide work to support a judgment of achievement, and are likely to be awarded with a Not-Rated (N) level of achievement for their report card.

STUDENTS

- Submit required evidence of work on or before the due date, including planning or drafting, to benefit from teacher feedback.
- Are responsible for submitting assessment items or sitting examinations/performances/ demonstrations on the designated assessment date, unless special consideration or an extension has been formally arranged.
- Seek teacher clarification and feedback about their learning and assessment.
- Must show academic integrity and where appropriate, the progressive development of their work.

PARENTS/CAREGIVERS

- Are responsible for supporting and encouraging their children to complete all assessment by the due date.
- Should inform the teacher of any difficulties relating to the completion of assessment tasks and provide documentary evidence where necessary.
- Complete and sign a Variation to Assessment form if requesting an extension if notification of absence is not received by the due date. (teacher to assist where necessary)

ASSESSMENT SCHEDULE

An assessment schedule will be provided for all students across Years 7 – 10 which includes all due dates, including draft, checkpoints and final submission, for assessment items. This will be communicated to students and parents at the beginning of each semester via the assessment schedule. This may be printed, emailed and accessed through our school web page.

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.

ASSESSMENT TASKS

DRAFTING AND MONITORING

- 1 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 cycle.
- 2 When an assignment draft is due, students are expected to submit a copy of their assessment task. This needs to be a complete or an almost complete copy of the final task to ensure they enhance their opportunity for effective teacher feedback.
- 3 Drafts are to be submitted two weeks prior to the final due date to allow teacher feedback and student editing to occur.
- 4 If students do not submit a satisfactory copy of their draft, teachers are to contact parents/caregivers via email or phone to ensure transparent communication and to enhance support for successful student outcomes.
- 5 Teachers to record using the Contact tab in One School with a copy of the “notice of failure to submit draft”. Include the Year Level HOD as a referral.
- 6 In reference to the draft submitted, teachers are to provide one set of feedback referring to the assessment task sheet and criteria. The task sheet needs to clearly state if more than one opportunity is to be provided to students for feedback. This may be through annotations, overall feedback comments or conferencing.

SUBMISSION OF ASSIGNMENTS

TRANSITIONING PRIMARY TO SECONDARY

The assignment process is different from primary school to high school. Quite often in primary school, students do not take assessment work home and they complete the work in the classroom. Therefore, forgetting to bring assessment on the due date is understandable. At high school we expect students to work on their assessment at home as well as at school. This is very different for the students and may take some time for them to fully comprehend. Remember, they have left a system where they rarely leave their classroom and may have only two other teachers in the week. When they arrive at high school they have many teachers, have to walk to different buildings and learn how high school works. In amongst all of this, they have to learn a whole different system of assessment expectations within a system that knows they will have multiple assignments all due at the same time. We expect them to understand and we need to be explicit in these expectations.

Students have not had to remember to bring assessment from home back to school in primary school. They may take time to adjust. Some students may take years to adjust. As we transition Year 7 and 8 students to high school, where appropriate some leniency could be made. For example, handing in a forgotten draft or assignment the very next day could be accepted without penalty as we support the students into the way high school works. Even with reminders of every lesson for weeks to bring their assignments in, some students will forget. Clear communication between teacher and parent/carer is very important in ensuring students are working on their assignments on a regular basis as well as notifying both draft/check in and due assessment dates. If our goal is student success then we need to ensure we are providing a framework that focusses on this success.

When students are required to submit a digital copy, students may also submit a hard copy to the teacher **if requested**. The due date is to be based on the date of the digital copy not both. Hard copies can be mandated instead of digital copies and are at the discretion of the faculty.

Submission dates on the course outline may be articulated as 'WB (Week Beginning) Monday 12th August' on the task sheet. This is because students attend classes for their subjects on different days and times. Each teacher will have articulated which specific lesson the due date is for their individual classes. These dates will have been collaboratively decided across the cohort teachers and endorsed by the Head of Department.

By the time students reach Year 9 our expectations may be more exacting. To prepare Year 9 and 10 students for the Senior Phase of learning, as the requirements become more stringent, means we need to ensure that these expectations are clear. This does not mean Year 9 and 10 expectations are exact replicas of Senior. Allowances can, and should, be made regarding individual circumstances.

Please keep these guidelines in mind throughout the policy but particularly regarding handing in of assessment.

ABSENCE ON DUE DATE OF ASSIGNMENTS

Students who know they will be absent on the day that 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. For example, a family knows they will be away for a week when an assignment is due. The teacher needs to work with the student to ensure the assessment is completed, where possible, before the family leaves. Keep in mind, not all families notify the school of these planned absences and students should not be penalised for this.

ASSIGNMENT EXTENSION OF TIME – REQUESTED BY STUDENTS

There are three grounds for students to apply for an extension of time to complete assignments:

1. **Illness** – Contact, where possible, will be made by the parent/caregiver of the student concerned and arrangements made with the relevant teacher and Head of Department.
2. **Extenuating Circumstances** – Contact, where possible, will be made by the relevant parent/caregiver of the student concerned and arrangements made with the relevant teacher who will notify their Head of Department. This notification may not come from the parent/carer but from another staff member eg Guidance Officers, Head of Department – Student Development, Deputy Principals.
 - Family activities of a very special nature requiring absence from school.
 - Bereavement, Sorry Business, family breakdown etc.
 - Essential sporting (only at a certain level and above)/cultural commitments.
 - Long-term illness of self or family member.
3. **Personalised Learning Plans** – This provision may include students receiving extra time. All teachers must be aware of all PLPs for students in their classes and are obligated to meet these provisions.

TO APPLY FOR AN EXTENSION OF TIME

Where possible, students should follow the following steps:

- Obtain the **Request for Variation of Assessment** (bright pink) from the general office or school website as early as possible prior to the due date. (This form will need to be attached to the 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.

Teachers may need to assist students with this process.

If a sensitive family matter or personal circumstances applies, the application can be lodged directly with Guidance Officers, Year Level Coordinators, Student Development HODs or the Year Level Deputy Principals 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 due to misuse of computer technology/equipment.

UNFORESEEN INABILITY TO SUBMIT ASSIGNMENT ON DUE DATE

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

Students need to communicate issues with their teacher who will then verify, if necessary, with parents/carers. Students, particularly Year 7s and 8s, may need to be supported by their teachers to submit their assignment as soon as possible. Teachers should work with the student to ensure the same issue does not occur again.

Such circumstance might include, but are not limited to:

- Equipment or software malfunction
- Loss of power at home
- No access to computer or emails
- Computer virus etc

The school should be notified of the circumstance on the due date so that the relevant teacher and Head of Department can be informed and action taken.

PLAGIARISM

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

SPECIAL PROVISIONS

Special provisions means making reasonable adjustments to the conditions of assessment to ensure equitable opportunities for all students. Teachers and Advocates/Case Managers work together to finalise the special provision.

Special provisions may be particularly relevant for students with specific educational needs requiring reasonable educational adjustment or exemption from 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. Individual Curriculum Plans (ICPs) are completed by the Head of Department – Inclusion and all teachers need to be aware and follow the plans.

SUPERVISED EXAMS

CONDUCT DURING EXAMS

To be fair to all students sitting an exam, it is important that conditions are explicitly set and maintained. This means that students do not talk or act in a way that distracts others and prevents them from completing the exam to the best of their abilities. Students who act in a way that disrupts others may be removed from the situation and sent to the relevant Head of Department.

The teacher will determine a level of achievement for this student using the evidence available. This would involve marking the sections completed before the student exited the exam. Parents/caregivers will be notified by the teacher should this occur.

Students are not permitted to enter an exam with phones, smart watches or other items that could be used to cheat. Students with special provisions may be allowed devices and teachers need to be aware of these requirements and ensure that the students' needs are being met.

ABSENCE ON DAY OF SUPERVISED EXAM

Teachers and/or HODs are to organise for the catch-up exam at a time and location suitable. This may simply be the very next lesson the student is present for. In some instances, parents/carers may not be able to provide notification of the absences. Teachers are to make allowances that enable all students to access the exams. Teachers are to check IDAttend for an absence reason before contacting parents/carers. Where appropriate, teachers are to contact home regarding the absence and record it in One School.

APPEALS PROCESS

If parents and/or students wish to request a review of an assessment result they are to be referred to the Head of Department.

REPORTING

SEMESTER REPORTING

Level of Achievement, effort and behaviour are reported on at the end of each semester. Levels of Achievement should be based on the strands within the criteria sheet. Comments are used to inform student progress.

APPENDIX

Variation to Assessment form (available at the General Office and the school's website).

INGHAM STATE HIGH SCHOOL
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**REQUEST FOR VARIATION OF ASSESSMENT
YEAR 7 TO YEAR 10**

PART A		To be completed by the student and Parent/Caregiver	
Student Name:			
Form Class:		Teacher:	
Subject:			
Original Date Due:			
Variation Requested and Reason: (Attach supporting documentation, if relevant)			
Student's Signature:			
Parent/Caregiver's Signature:			
PART B		Recommended by Classroom Teacher/HOD	
	<input type="checkbox"/> YES	<input type="checkbox"/> NO	
Comments / Details:			
Teacher/HOD's Signature:		Date:	

NB: This form is to be retained in the student's assessment folio.

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