

ASSESSMENT POLICY

EVERTON PARK STATE HIGH SCHOOL



1.0 INTRODUCTION

This policy applies to all Year 7 – 12 students currently enrolled at Everton Park State High School. The aim of the policy is to ensure fairness and equity is maintained across the school, therefore, supporting students to achieve to the best of their ability. Students are encouraged to participate and engage in their assessment programs. Assessment Instruments include assignments, tests, exams, practicals, reports, essays, oral and group presentations.

Junior Secondary School

All Key Learning Areas have Essential Learnings and Achievement Standards. Teacher judgments about student achievement are based on a collection of evidence gathered over time. When making judgments about achievement, teachers consider how the qualities of the student work best match the achievement standards. It is therefore important that all assessment items are completed to ensure teachers have the opportunity to develop student work to match the achievement standards.

Senior School

In Authority and Authority-registered Subjects, judgments of student achievement are made by matching students' responses to assessment instruments with the standards descriptors and exit criteria outlined in the relevant syllabus.

The Queensland Studies Authority requires teachers to give consideration to the following principles when devising an assessment program for a two-year course of study:

- Evidence about student achievement should be gathered in a **continuous process**.
- **Balance of Assessment** is a balance over the course of study and not necessarily a balance over a semester or between semesters.
- Exit achievement levels are devised from student achievement in all areas identified in the syllabus as being **mandatory (compulsory)**.
- **Selective updating** of a student's profile of achievement is undertaken over the course of study.
- A standard can only be awarded where evidence has been demonstrated. Therefore, an "E" standard for a non-response for a particular assessment instrument cannot be awarded if there is no evidence for it.
- **Judgements of student responses can only be made:**
 - where there is student work to match with syllabus standards descriptors
 - using syllabus standards associated with exit criteria
 - based on evidence available on or before the due date.

2.0 RESPONSIBILITIES

2.1 School

- Publish all assessment dates early each semester
- Provide students with assessment instruments in sufficient time to enable students to produce quality responses.
- Notify students of check / draft and final due dates for student responses.
- Provide feedback to students on their responses to drafts and the final assessment instrument in a timely manner.
- Enact procedures that ensure a consistency of standards is maintained in the marking of student responses to assessment instruments.
- Ensure that the students are fully aware of the syllabus standards descriptors associated with exit criteria for each instrument and that the necessary skills required to complete the task/s have been covered in the unit.

2.2 Student

- Record Assessment due dates in student planners
- Ensure all submitted responses to assessment instruments are the original work of the student.
- Use the school reference policy.
- Use in-class time effectively to develop responses to assessment instruments and to receive feedback on drafts.
- Present a rough draft to teachers for each assessment instrument by the check/draft due date.
- Submit responses to assessment instruments by 3.15pm on the due date, handing it to their teacher wherever possible.
- If needed, complete an '*Application for Extension Form*' for assessment instruments **prior** to the due date and submit to the class teacher providing support documentation (medical certificate, parent note with a legitimate reason etc.)
- Plan ahead for assessment instruments: excursions, camps, computer problems, sporting activities etc. are not legitimate reasons for applying for extensions.
- Year 11 and 12 - Obtain a medical certificate if absent on the due date for assessment instruments, the day of exam. In the case of extenuating circumstances, parental contact should be made with the school.
- Years 7-10 – A note from parents with a legitimate reason for the absence.

2.3 Parent / Caregivers:

- Use school website to download a copy of the assessment calendar and assist their student to transfer information to their student planner.
- Encourage students to submit all drafts and final responses to assessment instruments by the due dates.
- Inform the appropriate school staff of any difficulties relating to the completion of assessment instruments and provide documentary evidence where necessary.

3.0 EXAMINATION POLICY

3.1 Introduction

Students are notified of exams for each of their subjects through the assessment calendar at the beginning of each semester. As students are given notice when exams are scheduled, they should avoid all appointments that clash with exam dates. Unless an Exam block (a formally constructed exam timetable) is used, all examinations for each year level will be held in class time.

3.2 Examination Procedures

Students must:

- have the correct materials to complete the exam.
- follow the instructions of the exam supervisor without question.
- not communicate with other students.
- avoid actions which may lead to 'cheating'.
- raise their hand if they need assistance

3.3 Missed Examinations

If a student is absent on the date of an exam:

- Years 10, 11 and 12 – The absence *must* be justified by a medical certificate and/or parental contact with the school on the date of the absence with a legitimate reason. Failure to produce a medical certificate or such reason will mean that a student is absent without cause on the day and therefore receives no credit for that particular piece of assessment. The exam or an alternative may still have to be taken in order to cover the mandatory requirements of the course.

- Years 7, 8 and 9 – The absence must be justified with parental note or contact with the school on the date of the absence. Failure to produce a note or parental contact with the school will mean that a student is absent without cause on the day and therefore receives no credit for that particular piece of assessment. The exam may still have to be taken in order to cover course requirements.

Students who miss an exam are required to negotiate with the teacher, on the day of their return to class, a date for the completion of the exam.

If a student has prior knowledge that he/she will be unable to sit for an exam at the designated time, it is at the discretion of the Head of the Department as to the suitability of the student being offered an opportunity to sit for an early or late examination.

4.0 ASSIGNMENT POLICY

4.1 Check / /Draft Dates

- Students will be notified of a check/draft date for their responses to the assessment instrument (the purpose for of a check/draft date is to give feedback, check authenticity, ensure students are completing the task correctly and that sufficient progress has been made.)
- If a draft is not sighted or sufficient progress is not being made, parental contact will be made (point of intervention).
- Each faculty area will have a specific check/draft procedure that will be made explicit to students.
- In general, feedback will be given on drafts that are handed in on time.
- A Bibliography must accompany drafts as well as the final responses to the assessment instrument.
- Drafts, journals etc. must be handed in with the final response to the assessment instrument as proof of authorship.

4.2 Request for an Extension

- An extension will only be granted in cases of genuine illness or exceptional circumstances.
- An Application for Extension form must be handed to the class teacher **BEFORE** the due date. The application must be supported by appropriate documentary evidence – a medical certificate, note from parents with legitimate reason etc.
- Students are expected to plan ahead for assessment instruments. Excursions, camps, sporting activities etc. are not legitimate reasons for applying for extensions.
- See Attachment 1 for An Application for an Extension

4.3 Submission of Assignments

- Completed assignments will usually be handed in to the class teacher during class time on the due date. However all assignments must be delivered to the teachers by 3.15pm at the latest.

4.4 Students Absent on the Due Date for an Assignment

- If students are aware that they will be absent on the due date, the completed assignment must be handed in before the due date.
- When a student is absent from school on the day an assignment is due, they may submit assignments by electronic means if appropriate. However, they must still present a hard copy to their teacher with appropriate documentation (task sheet, draft to prove authorship etc.) on their return to school.
- If students cannot arrange for the completed assignment to be delivered to their classroom teacher, they must present their completed assignment to the class teacher at the beginning of the first day they return to school together with the appropriate documentation as follows:
 - Years 10, 11 and 12
Medical certificate or in extenuating circumstances parental contact with the School
 - Years 7, 8 and 9
Note from parent with valid reason

4.5 Late Submission on Student Responses to Assignment

This relates to students submitting responses to assessment instruments after the due date without the prior approval of an extension.

- In cases of late submission of student responses to assessment instruments, judgements are based on evidence available on or before the due date (e.g. class work, collected drafts, rehearsal notes, photographs of work).
- Late submission of student responses may result in a lower level of achievement at exit especially if the late response involves a mandatory aspect of the course.
- Individual cases of late submission will be treated on their merit. As a result of the discussions (between the student, subject teacher and Head of Department), a student's responses to an assessment instrument may contribute to completion of course requirements.

4.6 Non-Submission

- If a draft has been submitted or other evidence has been gathered a standard will be awarded by matching the evidence in the check / draft to the standards descriptors associated with the exit criteria as if it was a final product. The student's folio will be notated accordingly. Students still must submit a final copy in order to meet course requirements.
- For students who are persistently absent from school, absence of evidence (in cases of non-submission of student responses) will be documented on the student profile as non-submitted.
- Standards are NOT awarded when there is no evidence (i.e. an "E" standard will not be awarded where there is no evidence for it).

When non-submission of student responses to assessment instruments prevents a teacher from making valid judgments about a student's coverage of a course of study, the student may receive a 'Not Rated' for the particular semester. In this case, the Head of Department will advise the Principal who will make the decision not to give credit for the semester if she considers the achievement and coverage of the course of study to be insufficient to be able to award a level of achievement for the subject.

If credit is not given for the semester, students and parents will be advised and this could affect:

- QCE eligibility
- The recording of the subject on the Senior Statement
- OP or rank eligibility
- The number of semester units of academic credit

Late Submission and Non-submission of student Responses to Assessment Instruments in Authority Subjects and Authority-registered Subjects (QSA Policy January 2009) as follows:

Fairness to all students and the integrity of results reported on the Senior Certificates requires that no student be exempted from meeting the substantive requirements of a syllabus for Authority and Authority-registered subjects.

The judgement of a student's achievement for an area of learning is informed by what a student knows and can demonstrate. If, through non-submission of assessment, a student does not provide this evidence, a judgement cannot be made. For **frequent non-submission** of assessment tasks a student has not met the substantive requirements of the syllabus and the student and the Queensland Studies Authority must be notified that **no result** for that subject will appear on the Senior Certificate.

Where substantive requirements **have** been met yet the assessment requirements outlined in the approved work program for awarding exit levels of achievement are **incomplete**, a student may still receive a level of achievement but consideration may be given to the number of semesters of credit awarded by the school for the course of study.

4.7 Use of Computers

- Problems with computers, printers or disks are **no** excuse for late submission of student responses to the assessment instruments. In the case of printer failure, the student is to either email the response to the assessment instrument or submit the response on a disc or USB.
- Digital submission of a response (where appropriate) must be arranged with the student's teacher before the due date and the date on the email shall be taken as the date of submission.

4.8 Original Work

4.8.1 Plagiarism and Cheating

Students must read the **Everton Park State High School Plagiarism and Cheating Policy**, which informs them of the consequences of any breach of the policy.

4.8.2 Referencing

Everton Park State High School requires that students use the Harvard referencing system. Details are to be found in the Student Planner. If you need more information, speak to the Teacher-Librarian or your Subject Teacher.

5.0 SPECIAL PROVISIONS

In the case of extended absences, or extenuating circumstances as determined by Administration and Guidance staff, a level of achievement may be determined commensurate with that obtained for other test instruments in that semester. Special provisions may also be relevant for students with specific educational needs. It is a positive act of making reasonable adjustment to assessment requirements and conditions to ensure that assessment is equitable.

Policy on Special Provisions for School-based Assessments in Authority and Authority-registered subjects (QSA January 2009) is as follows:

The responsibility for making decisions about special provisions lies directly with the schools. However, this policy should serve as an appropriate guide and reference for schools in making those decisions.

“Special provisions” means making reasonable adjustments to conditions of assessment to ensure equitable opportunities for all students. Special provisions may apply to any student, depending on the circumstances. In making a decision about special provisions, the school is required to consider what adjustments to assessment conditions are reasonable in the circumstances.

Exemption (allowing non-completion of some particular piece of assessment)

An exemption will only be allowed when there is sufficient alternative information to make a judgment about an exit level of achievement without the student having to complete a particular assessment instrument. For example, an exemption may be appropriate where a student has missed an assessment instrument due to illness or because of some other legitimate absence, and completing the assessment would place an unreasonable burden on the student.

An exemption is inappropriate if it results in insufficient evidence being available to make a judgment about the student's exit level of achievement, or the student being unable to meet the mandatory requirements stated in a syllabus or study area specification.

Copies of the following attachment are available at the Student Centre or can be downloaded from the school website.



EVERTON PARK STATE HIGH SCHOOL
Request for Extension of Time for an
Assessment Instrument

STUDENT NAME: YEAR LEVEL:

SUBJECT: TEACHER:

ASSESSMENT INSTRUMENT:

ORIGINAL DATE DUE:

REASON FOR EXTENSION REQUEST

DATE:

Late Enrolment []

Bereavement []

Medical [] Documentation provided YES [] NO []

Other

PARENT/GUARDIANS SIGNATURE: DATE:

TEACHER COMMENTS:

TEACHER RECOMMENDATION: YES [] NO []

TEACHER SIGNATURE: DATE:

HOD COMMENTS:

HOD APPROVAL: YES [] NO []

HOD SIGNATURE: DATE:

OPTIONAL STEP

ADMIN APPROVAL: YES [] NO []

ADMIN SIGNATURE: DATE:

STUDENT ADVICE

The request for an extension to the due date of your ASSESSMENT INSTRUMENT HAS / HAS NOT been granted.

The new DUE DATE is:

SIGNED: (HOD / ADMIN) DATE:

Student Advised by (Teacher/Admin) DATE:

Contact Method: Phone [] Fax [] E-mail [] Mail [] Copy of request []



EVERTON PARK STATE HIGH SCHOOL
Application for Special Provisions

STUDENT NAME: YEAR LEVEL:

SUBJECT: TEACHER:

SUBJECT: TEACHER:

SUBJECT: TEACHER:

SUBJECT: TEACHER:

SUBJECT: TEACHER:

I am applying for special provisions for the following reasons:

Disability [] Specific type: _____

Bereavement []

Medical [] Documentation provided YES [] NO []

Other

PARENT/GUARDIANS SIGNATURE: DATE:

GUIDANCE OFFICER COMMENTS:

.....

GUIDANCE OFFICER SIGNATURE:..... DATE:

PRINCIPAL COMMENTS:

.....

PRINCIPAL APPROVAL YES [] NO []

PRINCIPAL SIGNATURE: DATE:

HOD / SAC NOTIFICATION

DATE: YES [] NO []

STUDENT / PARENT ADVICE

The request for special provisions HAS / HAS NOT been granted.

Principal Signature: DATE:

Student Advised by Principal: DATE:

Contact Method: Phone [] Fax [] E-mail [] Mail [] Copy of request []

Refer to reverse: Identify how special provision is to be managed.