



# CORINDA STATE HIGH SCHOOL

## ASSESSMENT POLICY

1. Assessment is viewed as a balanced process which informs student outcomes, achievements and progress. The aim of this policy is to ensure fairness and equity is maintained in all assessment tasks and between all students. This reinforces our focus on academic excellence which supports students to achieve to the best of their potential.

### *Definitions:*

*Assessment* includes any assignment, exam, practical, oral presentation or group presentation that is a student performance measurement instrument.

*Assessment* can mean any work done in class, at home or in the student's own time. This may range from written assignments, multimedia presentations, oral presentations, performances, field studies and practical work.

2. All assessment for every subject *must* be included in the Assessment Overview for each year level.
3. Introduction of common assessment practices across the whole school.
  - Every student will receive a semester or unit assessment task/overview in each subject at the beginning of the relevant semester or unit. HODs to receive a copy.
  - Overviews will contain:
    - topics to be studied
    - assessment tasks for the semester
    - monitoring date(s)
    - date given, monitoring (check) date & due date
    - excursions

Overviews will be handed out and filed into student books for easy reference. All overviews will include the statement: *"While every effort has been made to ensure the accuracy of this overview, changes may occur due to special circumstances"*.

4. Every assessment task will have a cover sheet showing the following information:
  - Topic or content
  - Task requirements
  - Date of issue, monitoring (check) date(s) & due date
  - Marking criteria sheet
  - Declaration verifying the authorship of student work
  - Version control
  - & where possible a sample of an "A"

### 5. **Special Provisions**

Special provisions may be particularly 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. Students with specific educational needs should liaise with the Head of Department Integrated Studies if they require special consideration. (See **Form A** – "Special Consideration") For further information on this refer QSA policy documents: QSA memo 10/09 & "Policy on Special Provisions for School-based Assessments in Authority & Authority-registered Subjects (January 2009) - (**See Appendix A**)

An example of special consideration is applicable to students for whom English is a second language and for students for whom their language background is not English.

Students who fit into this category may have paper bilingual dictionaries in exams and may receive 10 minutes of extra time per half hour of set time for completion.

All students, regardless of specific learning needs, are permitted to bring a paper dictionary into examinations.

Refer to: *Federalist Paper 2: The Future of Schooling in Australia* (Council for the Australian Federation, 2007) which refers to “a commitment to rigorous curriculum standards” and clause 3.4(3) of the Australian Government Disability *Standards for Education 2005* states that a school is entitled to maintain the academic requirements of the course or program and other requirements or components that are inherent in or essential to its nature.

See also Australian Curriculum, Assessment and Certification Authorities 1995, *Guidelines for Assessment Quality and Equity* <<http://acaca.bos.nsw.edu.au/go/acaca-documents/>>.

## 6. **Special Requirements:**

### a) Orals

On the first day the class orals begin, all students must submit a copy of the notes/palm cards they intend to use for their presentation. This makes the preparation time more equitable for all students. Students absent on this day should, at least, email their notes/palm cards to the class teacher to arrive in time. In the case of group orals where absence occurs, the group is to complete the task with a substitute who works from the group script. Group members will be individually assessed on that performance. To ensure ease of access by a substitute, all group members must keep a copy of the whole group script. On the first day of return to class, the absent student is expected to complete the oral, with other group members merely supporting the process.

### b) Technology Use

If a computer failure delays the submission of an assignment, students must notify their subject teacher immediately and negotiate alternative arrangements. If the computer problem occurs on the day the assignment is due, hard copy drafts must be provided as evidence of work completed. If in the case of printer failure, the student is to either email the assessment to the school or submit it on disk or usb.

## 7. **QSA suggested strategies:**

- Teaching needs to be supportive of the assessment process, encouraging student participation and providing learning experiences that are appropriate for the completion of the assessment tasks. Assessment tasks should engage students in authentic and meaningful ways. Monitoring of student progress in the task encourages student participation – it becomes a staged developmental process.
- Progressive monitoring and documentation of student work should be used as a basis for making a judgment in the absence of final summative assessment.
- Intervention needs to be prospective and not retrospective. School strategies should provide points of intervention to allow the involvement of teachers, parents, HODs and other administrative and counselling staff to circumvent issues of lateness or non-submission of assessment.
- Due dates for assessment will be communicated in terms of “the week beginning” with further clarification provided via the task coversheet. For students experiencing difficulties, opportunities should be given to complete the assessment in class time during the week an assessment is due.

## 8. **Strategies for a School-based Policy for Late and Non-submission of Student Responses to Assessment Instruments (QSA – January 2009) (See Appendix B)**

The following principles should inform school policy on late and non-submission of student responses:

- Evidence about student achievement should be gathered in a continuous process throughout the course of the teaching, learning and assessment program.
- Expectations of assessment instruments and due dates should be made clear to teachers, students and their parents/carers.
- Procedures are enacted consistently across subjects within the school in a fair and equitable manner.
- Opportunities should be provided for appropriate members of the school staff to intervene in order to avoid cases of late and non-submission.

## 9. Applying for Extensions

All applications for extensions must be made prior to the due date of the assessment task (**See Form B**). In particular, extensions for orals will not be granted on the same day students are to present their orals (See “Special Requirements – Orals” above). The Head of Department of the relevant subject area must process all applications for an extension.

Applications for extensions should be supported by a medical certificate or other official documentation and by evidence of work completed to date.

The attached proforma is to be used by students when requesting an extension.

The process of applying for an extension is to be communicated to every class by every class teacher.

## 10. Late submission of student responses to an assessment instrument (See Appendix C)

This relates to students not submitting a response to an assessment instrument by the due date. The practice of awarding a lower standard as a penalty for lateness is not valid in a standards-based system of externally moderated school-based assessment. Judgments of student achievement in Authority and Authority-registered subjects are made by matching a body of evidence provided by students’ responses to assessment instruments to the standards associated with exit criteria outlined in the relevant syllabus. In cases where students do not submit a response to an assessment instrument by the due date, judgments should be made using evidence available on or before the due date.

## 11. Non-submission of student responses to an assessment instrument (See Appendix C)

This relates to the non-submission of student responses to an assessment instrument. A standard can only be awarded where evidence has been demonstrated. In cases of non-submission of student responses, an “E” standard can not be awarded where there is no evidence for it. Judgments of student achievement in Authority and Authority-registered subjects are made by matching a body of evidence provided by students’ responses to assessment instruments to the standards descriptors outlined in the relevant syllabus.

An ‘E’ grade for a particular assessment cannot be awarded where there is no supporting evidence. Absence of any evidence should be documented as a ‘not submitted’.

When non-submission of assessment 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 HOD reserves the right to make the decision not to give credit for the semester. This means that the student may still receive a level of achievement based on available evidence matched against syllabus exit standards, but the number of semesters of credit recorded on a Senior Certificate needs to reflect the relative coverage of the course of study. The principal needs to be notified of any such situations.

In extreme cases of non-submission and significant lack of evidence, the principal may consider the course coverage and achievement in the objectives of the course of study to be insufficient to be able to award a level of achievement for the subject. This may jeopardise a student’s eligibility for an OP and/or a QCE. In this situation, *s42 and 43 Education (QSA) Regulation 2002* apply. Further information is available on [www.qsa.qld.edu.au](http://www.qsa.qld.edu.au)

In all cases, students and their parents/guardians are to be informed in writing of any decision and possible consequences that may result.

## 12. Corinda State High School Policy on Late Submission and Non-Submission [Note: The School Policy reflects the latest QSA guidelines – referred to below] Late Submission and Non-submission of Student Responses to Assessment Instruments in Authority and Authority-registered Subjects (January 2009) (See Appendix C) [http://www.qsa.qld.edu.au/downloads/assessment/assess\\_snr\\_late\\_non\\_submission.pdf](http://www.qsa.qld.edu.au/downloads/assessment/assess_snr_late_non_submission.pdf)

### **Principles: Late and non-submission of student responses to assessment instruments**

- Judgments of student responses to assessment instruments are made using standards associated with exit criteria.
- Procedures are enacted consistently across subjects within the school.
- In cases of late submission of student responses to assessment instruments, judgments are based on evidence available on or before the due date.
- In cases of non-submission of student responses to assessment instruments, standards are not awarded when there is no evidence.

**Premises:**

- A. Comply with QSA policy see
- Memo 010/09 (**See Appendix D**) *and*
  - QSA “Policy on Special Provisions for School-based Assessment in Authority and Authority-registered Subject” (January, 2009) *and*
  - QSA “Late Submission and Non-submission of Student Responses to Assessment Instruments in Authority and Authority-registered Subjects” (January, 2009) *and*
  - QSA “Strategies for a School-based Policy for Late and Non-submission of Student Responses to Assessment Instruments”.
- B. **Require** evidence of student’s work relating to the criteria and assessment instrument would have been sighted and collected in class prior to the due date in order to inform a teacher’s decisions.
- C. Expect that Staff would have contacted parents with concerns over insufficient evidence sighted and collected in class the week prior to the due date and the HOD advised.

**Strategy:**

Use the “After school work completion process” for students identified as not having completed sufficient evidence of work to provide a rating at least one week prior to the submission date.

The work completion process may also be scheduled during the “Exam Block” and on Student-Free days

**13. Plagiarism**

The schools Plagiarism Policy will be adhered to in all forms of assessment and consequences for non-compliance will be enforced. (Refer to the Corinda SHS website for the policy on Plagiarism).

**14. Assessment Accountabilities**

**Heads of Departments**

Heads of Departments have assessment responsibility for ensuring that:

- Assessment is appropriate and relevant to the teaching and learning program
- All students are catered for through the variety and scope of assessment tasks
- Assessment meets program criteria
- Assessment loads are reasonable within QSA and curriculum standards
- Assessment is fair and consistent across classes
- Moderation practices are undertaken within faculties and cohorts
- They negotiate extensions.

**Students**

Students have assessment responsibilities for:

- Completing and submitting a hard copy of assessment tasks on time and to a satisfactory standard
- Communicating if difficulties arise that require extensions *before* the due dates
- Complying with the school’s attendance, plagiarism & Assessment policies.

**Teachers**

Teachers have assessment responsibility for ensuring that:

- Assessment is appropriate and reflects work covered
- Assessment tasks are proportional to time allocated for units of study
- Student needs are catered for – i.e. students with special needs have assessment items adjusted accordingly in consultation with support staff and HOD (**See Form A**)
- Students have access to adequate resources to complete required assessment
- Students are fully aware of criteria for assessment at the beginning of a unit of study and are given adequate time to complete assessment
- The necessary skills required to complete the type of assessment given have been covered
- Students are given regular feedback opportunities
- Students at risk of not completing assessment require parental contact via phone or **Form B**
- There is follow up for students who have not completed assessment.

Please attach copy of Assessment Task, Student Assessment Item and any other documentation

FORM A



CORINDA STATE HIGH SCHOOL

REASONABLE ADJUSTMENT RECORD

STUDENT NAME: \_\_\_\_\_

SUPPORT STAFF: \_\_\_\_\_ HOD: \_\_\_\_\_

TEACHER: \_\_\_\_\_ SUBJECT: \_\_\_\_\_

**DETAILS: (background, condition)**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**REQUIREMENTS:**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**NEGOTIATED ADJUSTMENTS:**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**OUTCOME OF ASSESSMENT/COMMENTS:**

\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
PARENT SIGNATURE

\_\_\_\_\_  
HOD SIGNATURE

\_\_\_\_\_  
SUPPORT STAFF SIGNATURE

This form is to be submitted to the teacher and then to the Head of Department with two of the following: Medical Certificate, Parent Note and Draft. See below for details.

**FORM B**



**CORINDA STATE HIGH SCHOOL**

**STUDENT'S NAME:** ..... **FORM:** .....

**NAME/TYPE OF ASSESSMENT:** .....

**OFFICIAL DUE DATE:** ..... **CLASS TEACHER:** .....

**PARENT'S CONTACT DETAILS:** .....

**STEP 1:**

<p><b>REASON FOR REQUEST (to be completed by student)</b></p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p style="text-align: center;">..... <b>Student's Signature</b></p>	<p>I have discussed this matter with my child and agree with the request.</p> <p>.....</p> <p style="text-align: center;">..... <b>Parent/Guardian Signature</b></p>
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**STEP 2:**

<p><b>TEACHER COMMENTS</b></p> <p>.....</p> <p>.....</p> <p>.....</p> <p style="text-align: center;">..... <b>Teacher's Signature</b></p>
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**STEP 3: THIS SECTION TO BE COMPLETED BY THE HEAD OF DEPARTMENT**

- TWO** of the following must be supplied:
- |                             |                          |    |                          |     |
|-----------------------------|--------------------------|----|--------------------------|-----|
| 1. A medical certificate    | <input type="checkbox"/> | NO | <input type="checkbox"/> | YES |
| 2. A parent note/phone call | <input type="checkbox"/> | NO | <input type="checkbox"/> | YES |
| 3. Preparatory notes/drafts | <input type="checkbox"/> | NO | <input type="checkbox"/> | YES |

**ACTION TAKEN:** Extension granted **NO / YES** from ...../...../..... until ...../...../.....

.....  
**HEAD OF DEPARTMENT** ...../...../20....  
**DATE**

✂.....✂.....  
**STEP 4: (DETACH AND RETURN TO TEACHER – MUST BE STAPLED TO FRONT OF THE ASSIGNMENT)**



**CORINDA STATE HIGH SCHOOL**

**STUDENT'S NAME:** ..... **FORM CLASS:** .....

**REQUEST FOR EXTENSION FOR:** .....

**ACTION TAKEN** extension granted  **NO** (but must be done to complete the course)  
 **YES** until .....

.....  
**HEAD OF DEPARTMENT** ...../...../20....  
**DATE**