1.0 Aim

This policy has been developed to inform students, parents and teachers of the key principles and assessment requirements at Pimpama State Secondary College. The aim is to maximize student accountability and to ensure students have the opportunity to demonstrate what they know and can do. The process is designed to ensure equity across all students carrying out assessment tasks. The policy intends to provide clear and consistent guidelines about assessment in years 7 - 9.

1.1 Background Principle

It is mandatory at PSSC for students to complete and submit assessment items as indicated by the timelines communicated through task sheets and assessment calendars. Results will form part of the student’s assessment for the subjects and units being studied leading to overall levels of achievement being awarded.

On-going formative assessment within classrooms is for the purposes of monitoring learning and providing feedback, for teachers to inform their teaching, and for students to inform their learning.

Summative assessment is for the purposes of reporting to parents/carers on the progress and achievement of students.

1.2 Relevant Policies

- P-12 Assessment Policy
- Strategies for authenticating student work for learning and assessment – (A-Z Moderation) [Assessment: From the syllabus to the classroom](https://www.qcaa.qld.edu.au/downloads/approach2/qcaa_assessment_policy.pdf) [Queensland Curriculum and Assessment Authority]
2.0 Assessment

Assessment is the purposeful, systematic and ongoing collection of evidence and it is used in making judgments about students’ demonstrating of learning outcomes.

2.1 Purpose of Assessment

Information obtained from assessment can be used for a variety of purposes including providing feedback on student progress and informing decision making related to student learning and future planning of courses.

Assessment provides feedback on student progress as it is used to:

- provide ongoing feedback on the progress of individual students and groups of students in relation to learning outcomes throughout the learning and teaching process
- inform students, teachers, parents/caregivers, others in the community and/or school authorities about students’ demonstrations of learning outcomes.

Assessment informs decision making related to student learning when it is used to:

- make decisions about student needs, the learning and teaching process and resource requirements
- guide the future planning of student, class and school learning and teaching programs
- discuss future learning pathways with students and parents/caregivers
- inform decisions about providing learning support to particular groups of students

- Assessment Responsibilities

2.1.1 School Responsibilities

- Provide Task and Criteria sheets in an adequate time frame to complete assessment
- Task sheets give clear instructions of the task, the relevant Core Curriculum Elements/metalanguage, draft and final due dates
- Assessment due dates are published on the Assessment Calendar
- Students have access to adequate resources to complete assessment tasks
- Students are given regular feedback on progressive work and draft items
- Students not completing drafts or are at risk of not completing assessment are referred to Heads of Department and parents/carers are informed

2.1.2 Student Responsibilities

- Complete and submit drafts and final assessment tasks on the due date and to a satisfactory standard
- Communicate in a timely manner (before the due date) if a situation arises that requires a request for an extension
- Follow the College’s Attendance Policy
- Ensure all work submitted is original
- Assessment must be submitted via ‘Turn-it-in’
2.2 Non-Submission and Late Submission of Student Responses to an Assessment Instrument

- If a draft has not been submitted by the due date, the teacher will contact the parent/carer of the student and notify the relevant HOD.
- The student will be required to submit a draft at the time decided by teacher/relevant HOD.
- If student is on an excursion, the assessment, including drafts, must still be submitted on or before the due date (Refer 4.1 Drafting and Monitoring Policy).
- In cases where students do not submit a response to an assessment instrument by the due date and did not meet the extension requirements, they must complete the assessment task the next lesson.
- In cases where no assessment task has been submitted, judgments can be made using available evidence on or before the due date.

2.3 Spoken Assessment and Group Work

- A written script of the spoken/group performance must be submitted on the due date. This ensures equity across all students, whether performing/presenting on that day or not.
- If student is absent for a group performance/presentation, the group will still perform the assessment task on the due date. Another student needs to be given a copy of the script to fill in for the absent group member(s).
- When absent student next returns to school, they must provide evidence (medical certificate) of absence and negotiate a new performance/presentation time.
- In some subjects group members may have to present/perform their assessment item twice due to a student absence. The students will be awarded the better grade of the two presentations. (Dependent on specific subject area conditions).

2.4 Failure to Maintain Academic Integrity

2.4.1 Plagiarism

Plagiarism involves representing another person's ideas or work as one's own.

Common forms of plagiarism include:

- direct copying, summarising, or paraphrasing another person's work without appropriate acknowledgement of the sources
- representing the work of another person as the student's own work
- copying material such as diagrams, musical score, audio-visual materials, artwork, plans and so on and presenting them as one's own work
- using another person's experimental results as one's own or without appropriate acknowledgment
2.4.2 Determining Severity

For dealing with cases of failure to maintain academic integrity, it must be determined whether the case represents a minor or major breach.

The following considerations can be used to assist in assessing whether the breach is minor or major:

- **Extent** – how much of the assessment item is in question (for example, a few sentences or several paragraphs); and what proportion of the entire unit does this assessment item represent
- **Repetition** – whether the student has been found to have breached the principles of academic integrity in the past

Processes for breaches of assessment integrity:

- HOD in consultation with the teacher, will deem appropriate consequences
- Parents/carers will be notified of the breach and re-directed to our college assessment policy
- The teacher will make a judgment about the student’s level of achievement using parts of the response that can be identified as the student’s own work

3.0 Exams

3.1 Attendance at Exams

Students must attend all tests and exams at the scheduled time.

3.2 Non-Attendance at Exams

i) **Illness**

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

- The school must be notified before the scheduled test/exam
- On return to school the student will be required to complete the exam during the next scheduled lesson
- Proof of illness (Doctor’s Certificate) must be produced on the student’s return to school after an illness which causes an absence for a scheduled test/exam to the administration

ii) **Exceptional circumstance**

Exceptional circumstances will be considered by the HOD/Principal

3.3 Cheating

If cheating is suspected during exams, the supervising teacher will sign the student script and collect that part of the exam that has been completed. The student is then to continue with the exam. The supervising teacher will write a One School report and refer it to the relevant Head of Department to make a decision regarding the results for the exam. The Head of Department will make contact with the parents/guardians of the students to communicate the decision made about the level of achievement to be awarded for the piece of assessment.
4.0 Assignments

4.1 Submission of Assignments

4.1.1 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 the item to be submitted before the due date or delivered to the school on that date.

4.1.2 Assignment Extensions

Due to unforeseen circumstances such as sickness, injury, family issues, and so on, students may need to apply for an extension.

To apply for assignment extensions students should follow the following steps:

- Consult with curriculum HOD and provide documentary evidence, where appropriate, to substantiate need for an extension
- HOD will consider the situation and document the extension details on the “Application for Extension” form
- Consult with class teacher to negotiate timeframes
- Have form signed by parents and return to respective curriculum HOD
- Approval or non-approval granted
- Student is obligated to meet newly negotiated due date

Extensions will be considered on a case-by-case basis. Extensions will not be granted on or after the due date.

4.1.3 Computer Failure

In the event that a student is unable to submit an assessment item on the due date due to the failure of a computer, or digital storage device, the student is to be awarded level of achievement based on the most recent draft work cited by the teacher according to the standards for the subject. If no draft work has been submitted, this policy will be applied as described previously.

Computer failure may be any instance of the failure of software, hardware, firmware or the transmission of digital information by any service, internal or external to the school or Education Queensland domain. It is the students’ own responsibility to back up data in multiple places.

4.1.4 Unforeseen Inability to Submit on Due Date of Assignment

If a situation occurs suddenly that results in the student being unable to submit an assignment on or before the due date, then the respective Head of Department should be contacted on the day.

This will ensure that special consideration can be made available.
5.0 Special Considerations/Provisions

Special provisions may be particularly relevant for students with specific educational needs. These needs will be considered in a proactive way — to design inclusive learning and assessment programs, and to provide opportunities for alternative assessment arrangements. Each case must be considered on an individual basis and decisions reached through consultation.

Special provisions may be given for:
- Learning disability/difficulty
- Students of NESB
- Physical disability/injury
- Emotional impairment

Reasonable adjustments made to assessment tasks will be assessed on a case-by-case basis and negotiated with the relevant HOD, HOSES and class teacher.

Some reasonable adjustments include:
- Time
- Mode of delivery
- Having a scribe or using a computer instead of hand writing
6.0 Assessment Scheduling, Drafting and Collection Flowchart

Start of Term
- Junior Assessment Calendar developed and sent home to students

Hand out task and reinforce due dates
- Standard template for junior tasks
- Task and Criteria annotated

Is the student progressing through the task appropriately so far?
- Draft submitted on time

Provide feedback to students
- Contact home if required
- Option to submit second draft (depending on subject requirements)

Final assessment completed on time
- Assignment submitted by the due date detailed on the task sheet
- Exam sat on scheduled time
- Are there special considerations?

Provide feedback to students
- Items marked and moderated within 2 weeks
- Return work to students to review and enter results on student profiles

1st CONTACT
- Contact parent/carer
- Record on One School
- Student remains in class (as soon as appropriate) until draft submitted

2nd CONTACT
- Assess task based on evidence up to and including the due date against the task-specific criteria.
- Send official non-submission letter, signed by HOD
- Record contact on One School