

Year 7-10 Assessment Policy

Rationale

The primary purpose of assessment is to improve student learning. It is an ongoing process. Assessment is used to promote learning by gathering evidence to determine what each student knows, understands and can do and to inform teaching and support student learning. Assessment is the purposeful, systematic and ongoing collection of evidence to inform consistent judgments about student learning and reporting on the achievement of individual students or groups of students. *The Alice Springs (Mparntwe) Education Declaration* defines three broad purposes for assessment:

- **Assessment for learning:** enabling teachers to use information about student progress to inform their teaching.
- **Assessment as learning:** enabling students to reflect on and monitor their own progress to inform their future learning goals.
- **Assessment of learning:** assisting teachers to use evidence of student learning to assess student achievement against goals and standards. (P-12 Curriculum, Assessment and Reporting Framework).

Purpose

It is intended that this policy will inform all matters related to assessment. This policy applies to all students currently enrolled at Indooroopilly State High School (ISHS). It is the purpose of this document to openly communicate a shared understanding of procedures when applying for an extension, late submission and non-submission of student responses to assessment instruments along with examination requirements.

Principles

Indooroopilly State High School's expectations for learning, teaching and assessment are grounded in the principles of academic integrity and excellence.

Assessment is used as a means of feedback for students and teachers to determine where a student is positioned in their learning. It may include examination, assignment-based, practical demonstration or performance-based approaches that allows students to demonstrate the assessment objectives as described by the syllabus. Assessment will be:

- aligned with curriculum and pedagogy;
- equitable for all students;
- evidence-based, using established standards and continua to make defensible and comparable judgments about students' learning;
- ongoing, with a range and balance of evidence compiled over time to reflect the depth and breadth of students' learning;
- transparent, to enhance professional and public confidence in the processes used, the information obtained and the decisions made;
- informative of where students are in their learning;
- criteria-based.

High-quality assessment is characterised by three attributes:

- validity, through alignment with what is taught, learnt and assessed
- accessibility, so that each student is given opportunities to demonstrate what they know and can do
- reliability, so that assessment results are consistent, dependable or repeatable.

School Responsibilities

- Provide students with an Assessment Calendar each semester
- Make the Assessment Policy readily available to students, Parents/Carers and staff
- Provide students published versions of the Assessment Calendar outlining assessment, draft, checkpoint and final submission dates
- Provide support and relevant documentation for students to apply for extensions where required
- Provide students with assessment instruments, complete with associated marking criteria, within an appropriate time frame
- Provide appropriate time in and outside of class for assessment
- Provide support, scaffolding and make any adjustments to assessment where appropriate
- Provide feedback to students on draft work
- Mark and provide feedback on final submissions in a timely manner
- Conduct quality assurance through calibration/moderation of assessment

Student Responsibilities

- Complete assessment to the best of their ability
- Present only their work for assessments (see section on Academic Integrity and Plagiarism)
- Make full use of the time available for assignments in and outside of class time
- Present their checkpoints, drafts and final copies of assignments by 3:30pm on due dates
- Complete and attach the assignment task sheet to their final copy
- Use the school's standard system of referencing
- Communicate anticipated difficulties in completing assessment requirements with Parents/Carers and the subject teacher or case manager and follow the correct procedures to apply for an extension, should that be necessary, before the due date
- Seek clarification from the subject teacher who awarded the result before requesting a review of any final result

Parent/Carer Responsibilities

- Support students to complete assessment to the best of their ability
- Encourage students to submit all checkpoints, drafts and final copies by the due date
- Inform the appropriate school staff of any difficulties relating to the completion of assessment items before the due date
- Provide documentary evidence (e.g. medical certificate) where necessary

Special Provisions

The school is committed to minimising barriers that prevent students from demonstrating their current knowledge and skills. Such barriers include, but are not limited to, disabilities, educational needs arising from linguistic factors and short-term impairments. Teachers should be aware of any special provisions or conditions outlined in a student's Personalised Learning Plan (PLP) and should ensure students receive any adjustments they are entitled to as outlined in their PLP. Other reasonable adjustments for students with specific educational needs must be negotiated with the school Administration in consultation with Heads of Departments, Heads of Year and Guidance Officer where appropriate, in advance of the assessment. Adjustments may include, but are not limited to, extra time, alternative assessments, rest breaks, use of a writing aid. For further information on this refer to [Equity in Education](#) on the QCAA website.

Assignments

All written assignments must be submitted, with assessment cover sheet, to the subject teacher by 3:30pm on the due date. If the teacher is absent on the due date, the assignment should be handed in at Reception in the Administration building by 3:30pm on the due date. In the event that this is not possible, Parents/Carers must notify the school of illness or to explain the situation. Students should retain a copy of the submitted assignment.

Assignment Extension/Exemption

An extension/exemption from an assignment can only be granted in the following situations:

1. Illness or injury
2. Family bereavement or difficulties
3. Other exceptional circumstances as determined by the Head of Department, Head of Year, Guidance Officer or Deputy Principal

A request for an extension/exemption is to be made at least 2 school days prior to the due date [using the appropriate form](#). The granting of extensions is at the discretion of the Head of Department, Head of Year, Guidance Officer or Deputy Principal.

Exemptions may be granted for significant illness and other exceptional circumstances [using the appropriate form](#). Supporting documentation must include either a Parent/Carer explanation or a letter from medical practitioner/medical certificate, if available. Individual assessment of exceptional circumstances will be at the discretion of the Head of Department, Head of Year, Guidance Officer or Deputy Principal.

Spoken Tasks (Orals, Group work, Performance, Live exams)

On the first day spoken tasks are scheduled, all students must submit a copy of the script/notes/palm cards etc they intend to use for their presentation. This makes the preparation time more equitable for all students. Students absent on the day are required to email their notes/palm cards to their subject teacher before the commencement of the lesson. If an oral is a digital submission (video, podcast, multimodal, spoken) it must be submitted along with the script by 3:30pm on the due date.

In the case of group spoken tasks where absence occurs, the group may be required 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, after extension approval, the absent student is expected to complete the assessment, with other group members supporting.

Late Policy

Assignments submitted late will receive a grade based only on work completed by the due date unless appropriate documentation (e.g. Parent/Carer communication, medical certificate) is provided to the school/teacher. The student will still be required to submit the completed overdue assessment piece. If no draft is submitted, the criteria sheet should reflect any evidence (including teacher observation) by the due date. Assignment drafts are subject to a due date. If a student submits a draft of the assignment after the draft due date, without reasonable explanation from a Parent/Carer, the teacher is not required to give

feedback to the student. If there is no student work to mark, the assignment will be considered a non-submission. Parents/Carers will be notified.

Non-Submission

When a grade for an assignment cannot be awarded due to a non-submission standard, the student will receive an N (Not Rated) for the assignment which will impact semester reporting. If there has not been sufficient work submitted to rate the student, then the student will receive an N (Not Rated) for the semester on the semester report. Parents/Carers will be notified.

Documentation

For assessment non-submission in Years 7 – 10 due to reasons outlined in the Assignment Extension/Exemption section, an email, letter, or phone call from a Parent/Carer is required in advance of the due date, to advise of reasons for non-submission or to support a student's request for extensions/exemptions.

Non-Attendance

The following procedures apply for non-attendance during formal scheduled assessment (in class time), and block examinations:

1. Absent with documentation

If appropriate documentation is provided, students are still required to complete the scheduled assessment. If the assessment item is not completed, EX (Exemption) for the item is recorded in the profile until the student has completed the assessment at a time determined by the Head of Department. For reporting purposes, the student can be rated on work submitted to date. If there has not been sufficient work submitted to rate the student, then the student receives an N (Not Rated) on the report card. All deferred assessments must be completed unless there are extenuating circumstances. These will be determined by the Head of Department, Head of Year, Guidance Officer or Deputy Principal.

2. Absent without documentation

In the case of absenteeism on a scheduled assessment, if there has not been sufficient work submitted to rate the student (per criteria sheet/reporting standards) then the student receives an N (Not Rated) on the report card. Parents/Carers will be notified. The student must complete the assessment at a later date. Where appropriate, student achievement results can then be updated retrospectively once sufficient evidence exists for reporting purposes.

Academic Integrity and Plagiarism

- Academic Integrity is a set of values and skills that promote personal integrity and good practice in teaching, learning and assessment
- Work submitted will be wholly the work of the student(s) submitting the work. It will be produced for the assigned assessment task. All instances of the use of another's work will be appropriately referenced according to Indooroopilly State High School's referencing guidelines. Indooroopilly State High School uses the American Psychological Association V7 (APA7) referencing guide.
- Intellectual property rights including, but not limited to, copyright will be respected by students and staff

- Students will strive to submit work that gives a true reflection of their knowledge, skills, and understanding
- Malpractice is any behaviour that results in, or may result in, the student or any other student gaining an unfair advantage in one or more assessment components
- **Malpractice includes:**
 - **Plagiarism:** this is defined as the representation of the ideas or work of another person/organisation as the student's own. It includes - word for word copying of sentences or whole paragraphs from one or more sources such as books, articles, Internet sites, without referencing
 - Using very close paraphrasing of sentences or whole paragraphs without due acknowledgment in the form of reference to the original work
 - Submitting another student's work in whole or in part
 - Submitting work which has been written by someone else (including family members or tutors) on the student's behalf
 - Collaboration on a piece of work designed for individual assessment by two or more students to produce a common product
 - **Collusion:** this is defined as supporting malpractice by another student, as in allowing one's work to be copied or submitted for assessment by another
 - **Self-plagiarism:** defined as presenting the same work for different assessment components
 - Any other behaviour that gains an unfair advantage for a student or that affects the results of another student (for example, taking unauthorised materials/notes into an examination room, misconduct during an examination, etc.).

Expectations are that:

- All students and staff will receive instruction in legitimate academic practices. This includes what constitutes malpractice and referencing procedures
- It is the responsibility of the student submitting work to ensure that it is authentic and acknowledges the use of others' work
- School staff will model, expect, monitor and encourage appropriate use of sources
- Teaching staff will be vigilant in ensuring that student work is legitimate and will monitor and use every effort to avoid malpractice
- The School will communicate these standards to Parents/Carers via both electronic (email and web) and personal (Parent/Carer information evenings)
- Any breaches of this policy constitute malpractice and may incur academic consequences in line with the [Student Code of Conduct](#).

Consequences of breaches may include:

- Marking of only that work which is not in breach of malpractice
- Resubmission of the work
- Suspension from school
- The work not being considered in determining the student's grade