



COLLINSVILLE STATE HIGH SCHOOL



ASSESSMENT POLICY

Rationale

Assessment is the purposeful, systematic and ongoing collection of information that is used as evidence in making reliable and consistent judgments about student learning and in reporting to parents.

Roles and Responsibilities

School responsibilities:

- Ensure the school community (students, parents/carers and teachers) are informed of this policy through publication in the student diary, prospectus and staff handbook and on the school website.
- Ensure the school community is aware of assessment draft and due dates by publishing 'Assessment Calendars'.
- Ensure that students and teachers comply with this policy.

Teacher responsibilities:

- Articulate high expectations for student performance.
- Align all assessment tasks with relevant curriculum programs, teaching and learning by planning with assessment in mind (alignment documents due at the end of week one each term).
- Ensure the quality of all assessment instruments through endorsement of tasks and 'Know and Do' tables by a Head of Department prior to the distribution to students (tasks and tables due at the end of week one each term).
- Distribute and explain all assessment tasks, Know and Do tables and associated criteria prior to commencing the task.
- Ensure appropriate exemplars and modelling are provided for assignment tasks.
- Ensure appropriate revision is provided for examinations.
- Allocate in-class time for work on assignments and revision.
- Teach strategies for time management.
- Recognise difference.
- Set drafting due dates for assignments.
- Inform parent/carer and curriculum Head of Department of student's failure to submit draft work, an assignment or absence from an examination.
- Record student's failure to submit draft work, an assignment or absence from examination as a behaviour incident on One School.
- Ensure that student work is marked regularly and timely feedback is provided.
- Ensure all assessment items are subjected to quality assurance practices (Appendix One).
- Comply with this policy.

Student responsibilities:

- Attend and participate in all classes.
- Regularly back-up all research, drafts and assignments in our documents on the school network and on a portable device.
- Seek assistance from teachers when needed.
- Ensure that all work submitted is our own.
- Meet all due dates.
- Seek and apply feedback on drafts.
- Submit our best work for all assignments and examinations.
- Comply with this policy.

Parent/Carer responsibilities:

- Check our child's Assessment Calendar for draft and due dates.
- Monitor our child's progress towards completing drafts and assessment.
- Encourage our child to organise their time and take responsibility for their learning.
- Help our child balance their time and commitments.
- Contact the relevant teacher to discuss any concerns about homework.



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Assessment Timelines

An 'Assessment Calendar' outlining draft and due dates will be distributed in week two of each term. In the event that a draft or due date is changed due to unforeseen circumstances, the school will inform parent/carers (Appendix Two).

Absence

If a student or parent/carer is aware that the student will be absent in advance, they need to complete a 'Request for Extension' form (Appendix Three). See relevant section below.

If a student is absent on the due date of an assignment or an examination without prior notice, the following procedure applies.

- Where possible, deliver the assignment in person or via email.
- A parent/carer is to call the curriculum Head of Department to explain the exceptional circumstance resulting in the student being unable to meet the assessment conditions.
- A parent/carer is to provide a medical certificate or explanatory letter to the curriculum Head of Department upon return to school as proof of absence.
- A parent/carer is to complete a 'Request for Extension' form on the students return to school. See relevant section below.

Extensions

The curriculum Head of Department may grant an extension where exceptional circumstances exist.

These circumstances may include but are not limited to:

- Extended absence due to illness which is supported by a medical certificate or documentation relating to an existing medical condition.
- Absence due to a family bereavement or special circumstance supported by parent/carer communication.
- A student physically unable to participate due to an illness or injury.
- A student has been suspended.

Students seeking an extension must:

- Apply to the curriculum Head of Department by completing a 'Request for Extension' form as soon as practicable or at least three school days prior to the due date.
- Provide details or drafts of work completed up to the time of seeking the extension.

The curriculum Head of Department will determine the merit of the application and advise the relevant classroom teacher/s and other curriculum Heads of Department of their decision.

If an extension is not granted, the student must submit the assessment task by the due date.

Special Provisions

All students are entitled to show their knowledge, understanding and skills in response to assessments. Accordingly schools and teachers support all students to participate in assessment and demonstrate the full extent and depth of their learning.

Special provisions in the conditions of assessment reflect differentiation made in teaching and learning. Special provisions are not adjustments to the standard on which student work is judged and do not involve compensating for what the student does not know or cannot do.

Types of special provisions

Special provisions in the conditions of assessment may include:

- presentation – changing how an assessment appears or is communicated to a student from the regular format. For example, being read to rather than reading unless reading itself is what is being assessed.
- response – allowing students to complete assessments in different ways such as using computer software or an assistive device to solve and organise problems when this does not compromise what is specifically being assessed



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- setting – changing location including the physical or social conditions in which the assessment is completed
- timing – allowing the student a longer time to complete the assessment, or change the way the time is organised or when the assessment is scheduled.

Eligibility

Any student who has a specific educational need may be considered for special provision including students:

- with disability such as those of a sensory, motor or neurological nature
- for whom English is an Additional Language or Dialect (EAL/D)
- with a certified medical condition, pre-existing and documented record of illness or injury
- who are gifted or talented
- with life circumstances that impact on equitable assessment.

Students, parents/carers and teachers can apply for special provisions to the relevant year level Head of Department by completing a 'Request for Special Provisions' form (Appendix Four). The year level Head of Department will determine the merit of the application and advise relevant curriculum Heads of Department, relevant teachers and the student of the outcome.

Late and non-submission of assessment

Assignments:

If a student fails to submit an assignment by the due date without an extension, a teacher may award a mark based on evidence they have observed and collected during the drafting process. If there is not sufficient evidence available to make a judgement, the teacher may award an 'N' (not rated) mark for this task.

Examinations:

If a student is absent for an examination without an extension, the teacher may award an 'N' (not rated) mark for this task.

Incomplete Course Requirements

To satisfy course requirements in each subject, students need to complete and submit assessment tasks in accordance with the Assessment Policy.

Failure to meet course requirements may result in an 'N' being awarded as a level of achievement for a semester and a loss of credit.

Failure to receive a level of achievement and a credit in a subject may prevent a student from receiving a Junior Certificate of Education (JCE) at the end of Year 9 and a Queensland Certificate of Education (QCE) at the end of Year 12. Non-submission of assessment in a Vocational Education and Training (VET) subject will prevent the student from obtaining that Certificate.

Year 11 and 12 students who do not receive results in one or more subjects may be required to show cause as to why their enrolment should not be cancelled.


This policy has been informed by:

- *Department of Education and Training P-12 Curriculum, Assessment and Reporting Framework.*
- *Queensland Curriculum and Assessment Authority's: Late and non-submission of student responses to assessment instruments in Authority and Authority-registered policy.*
- *Queensland Curriculum and Assessment Authority's: Special provisions for school-based assessments in Authority and Authority-registered subjects policy.*



APPENDIX ONE

Collinsville State High School Moderation Model



Classroom teacher grades random sample (five) of student responses demonstrating A to E qualities using the *Guide to Making Judgments* (years 7 to 10) or *Exit Standards* (years 11 to 12).

Classroom teacher submits marked samples to moderating teacher for cross-marking.

Moderating teacher marks samples.

Classroom and moderating teacher conference to review their marking and confirm judgements.

Classroom teacher marks completes marking class work.

If determined by the moderating teacher, classroom and moderating teacher conference to review class work and confirm judgements.



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APPENDIX TWO

Date

Dear parent/carer,

The 'Assessment Calendar' distributed earlier this term, indicated that the year **level Subject** assessment task was due on **day and date**. Due to unforeseen circumstances, this date has now been changed to **day and date**.

Kind regards,

Name
Classroom Teacher

Name
Head of Department

Name
Principal



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APPENDIX THREE

Request for Extension

Student name: _____

Year level: _____

Subject: _____

Teacher name: _____

Assessment Task: Assignment Exam

Assessment task due date: _____

Reason for extension:

Student signature: _____

Date: _____

Parent/carer signature: _____

Date: _____

Teacher comment:

Teacher signature: _____

Date: _____

Head of Department comment:

Date: _____

APPROVED

NOT APPROVED

Extension due date: _____

Student informed: Yes No

Date: _____

Parent/carer informed: Yes No

Date: _____

Teacher/curriculum HODs informed: Yes No

Date: _____



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APPENDIX FOUR

Request for Special Provision

Student name: _____

Year level: _____

Subject: _____

Teacher name: _____

Assessment Task: Assignment Exam

Assessment task due date: _____

Reason for special provision request: (tick appropriate reason)

- disability such as those of a sensory, motor or neurological nature.
- English is an Additional Language or Dialect (EAL/D).
- certified medical condition, pre-existing and documented record of illness or injury.
- gifted or talented.
- life circumstances that impact on equitable assessment.
- other: _____

Type of special provision: (tick appropriate reason)

- presentation – changing how an assessment appears or is communicated to a student from the regular format.
- response – allowing students to complete assessments in different ways that does not compromise what is specifically being assessed.
- setting – changing location including the physical or social conditions in which the assessment is completed.
- timing – allowing the student a longer time to complete the assessment, or change the way the time is organised or when the assessment is scheduled.
- other: _____

Student signature: _____

Date: _____

Parent/carer signature: _____

Date: _____

Teacher comment:

Teacher signature: _____

Date: _____

Head of Department comment:

Date: _____

APPROVED

NOT APPROVED

Student informed: Yes No

Date: _____

Parent/carer informed: Yes No

Date: _____

Teacher/curriculum HODs informed: Yes No

Date: _____