

Assessment Policy

Assessment is the purposeful, systematic and ongoing collection of evidence and its use in making judgements about students demonstrated learning against criteria. All students are required to adhere to the guidelines outlined.

Each class must be provided with an assessment calendar indicating check dates and due dates by the end of week 2 for each semester. Assessment dates must be entered onto One School.

All tasks must be approved by Head of Department before distribution.

Judgements of student responses to assessment instruments are made using standards associated with exit criteria.

Procedures must be enacted consistently across subjects within the school.

All assessment must have a *task sheet* indicating:

- Criteria
- Standards
- Check dates/draft dates
- Due date
- Acknowledgement that this is the student's own work: 'I acknowledge that this is my own work and all sources have been acknowledged _____'
- Feedback section

Staff **must** progressively monitor and gather evidence of student progress throughout the assessment period and before the due date.

- Evidence may include classwork, collected drafts, rehearsal notes, photographs of work, teacher observations.
- Evidence must be kept by the teacher (electronic or hard copy) in the event of late or non-submission.

Student fails to submit required work at **check dates**:

- Teacher contacts parent – telephone home.
- Enter record of contact into OneSchool.
- Student to work with class teacher during lunch sessions until required draft work is complete.
- HOD must be informed.

Student fails to submit required work at **due date**:

1. Teacher contacts parent the day assessment was due – telephone home.
2. Enter record of contact into OneSchool.

3. Student to complete work during the lesson and submit.
4. Draft work plus other evidence of work to be marked by teacher and recorded on student profile.
5. HOD must be informed.
6. The practice of awarding a lower standard for late work is not valid.
7. Judgements should be made using evidence available on or before the due date only.
8. In the event that no evidence is submitted, a standard cannot be awarded. (An 'E' cannot be awarded where there is no evidence) and the student will not be rated. This could affect the student's QCE and OP eligibility in the senior school.
9. No student should have outstanding assessment at the end of a semester.
10. It is the responsibility of the classroom teacher to ensure all assessment is complete.

SAT students

- Have the responsibility to complete all assessment requirements for school subjects by the due dates, including attendance at timetabled exams and assessment sessions.

Extensions

- If an extension to due date is required application must be made to the Head of Department (Year 10, 11 & 12) or teacher (Year 7, 8 & 9) prior to the due date – not on the due date of the assessment item.
- Forms requesting an extension to the due date are available from Heads of Department. (staff intranet/download various forms/assessment extension application)
- Applications for extensions must be filed with supporting evidence in student portfolios.
- Special provision may be granted on individual basis. Guidance Officer only grants special provision. An appointment with a guidance officer is required in this instance.

Absences

Written Assessment Tasks

- Students should send work to the school via email, parent or another person.
- If this is not possible student/parent should contact the teacher.
- Students absent from school on check or final dates must see their teacher the day they return to school with evidence of absence in the form of a medical certificate, note or other suitable documentation.

Oral Assessment Tasks

- Students should send scripts to the school via email, parent or another person.
- If this is not possible student/parent should contact the teacher.

- Students absent from school on check or final dates must see their teacher the day they return to school with evidence of absence in the form of a medical certificate, note or other suitable documentation.
- An alternate time to complete the assessment task will be set by the Head of Department (Year 10, 11 or 12) or teacher (Year 7, 8 or 9).

Multi-Modal Tasks

- Students should send scripts to the school via email, parent or another person.
- If this is not possible student/parent should contact the teacher.
- Students absent from school on check or final dates must see their teacher the day they return to school with evidence of absence in the form of a medical certificate, note or other suitable documentation.
- An alternate time to complete the assessment task will be set by the Head of Department (Year 10, 11 or 12) or teacher (Year 7, 8 or 9).

Written Tests and Exams

- Students absent from school on the day of tests or exams must see their teacher the day they return to school with evidence of absence in the form of a medical certificate, note or other suitable documentation.
- The student will complete the same or alternate assessment task in the next lesson.

Verifying Student Ownership of Work

Plagiarism is the taking and using of another persons' thoughts, writings, inventions, ideas or research as one's own work and is a breach of copyright. Consequences for a breach of academic ethics shall be determined by the Head of Department in consultation with the Senior Leadership Team. Consequences will depend on the degree of the breach of academic ethics and the year level involved. Consequences for senior students will be more severe. Consequences may include: awarding a grade based on the work that the student is known to have completed, undertaking new assessment, or failure for that piece or unit of work.

Revisiting Assessment

Students may apply to revisit assessments already completed. Such applications will be directed to Head of Department. Equity for all students is a factor in granting revisit requests. The item revisited must not be identical to the original item but should be similar in nature and scope. Selective updating will occur.

Assessment Decisions Appeal Process

Initial concerns should be addressed with the classroom teacher. Subsequent appeals should be addressed in writing with relevant evidence to support the claim to the Head of

Department for consideration. The Head of Department will provide a written response to the appeal.

Drafting Policy

Aim:

The aim of this policy is to ensure there is consistency, clarity and equity in the quantity of drafts submitted and the type of feedback provided to students in line with QCAA syllabus requirements. This policy also reflects the need for students at Beaudesert State High School to develop independence as they move through high school.

Drafting is a **consultation process** that provides the student with the opportunity to not only develop the tasks, but to improve the quality of the response.

What is a draft?

A draft is a body of evidence that is provided by students in response to an assessment instrument. Before submitting a draft, the student may be entitled to:

- Submit a written outline of their approach for feedback and/or
- Discuss their approach with their teacher.
- If a performance piece verbal feedback given.

Drafting Feedback and Requirements

Drafting feedback should indicate the aspects of the response that need to be developed or improved in line with the criteria on which students are being assessed. Teachers use the objectives and instrument-specific standards to help students identify areas to review and suggest strategies students might use to improve their work. Teachers and students should always refer to the task for task specific detail.

It is not the teacher's responsibility to 'fix' all errors in the draft, but to give advice about how to improve the student's work. Responding to feedback provided does not necessarily ensure the complete assignment will meet the criteria for an A standard. Teachers should not award a notional result or level of achievement for work in draft form.

The drafting process, including draft entitlements and requirements, are outlined on the assessment task sheet. It is imperative that these guidelines, including draft due dates, are adhered to for quality assurance purposes. Teachers are to contact parents if a student does not hand in a draft on the due date and record this One School. Students and teachers should feel secure in the knowledge that every student in the year level can access comparable levels of support.

Suggested Drafting Strategy:

Year Level	Number of Drafts/Items	Type of Feedback
Years 7 – 9:	<ul style="list-style-type: none"> • 1 x plan to be sighted and commented on—verbal or written • 2 x full draft for written feedback • Feedback (verbal and/or written) provided during rehearsal for spoken/performance tasks 	<ul style="list-style-type: none"> • Teachers may indicate paragraphs/sections that require more careful editing
Year 10	<ul style="list-style-type: none"> • Teacher consultation (verbal only – discussion of ideas) • 1 x outline submitted for written or verbal feedback • 2 x full drafts maximum for written feedback • Feedback (verbal and/or written) provided during rehearsal for spoken/performance tasks 	<ul style="list-style-type: none"> • Conceptual, genre and task specific errors • Teachers may indicate paragraphs/sections that require more careful editing • Students are expected to complete some self-editing • A summary of feedback and advice can be provided to the whole class/cohort
Year 11	<ul style="list-style-type: none"> • Teacher consultation (verbal only – discussion of ideas) • 1 x outline submitted for written or verbal feedback • 2 x full drafts maximum for written feedback • Feedback (verbal and/or written) provided during rehearsal for spoken/performance tasks 	<ul style="list-style-type: none"> • Conceptual, genre and task specific errors • Students are expected to self-edit • A summary of feedback and advice can be provided to the whole class/cohort
Year 12	<ul style="list-style-type: none"> • Teacher consultation (verbal only – discussion of ideas) • 1 x outline and draft (depending on task and term) for written feedback • Feedback (verbal and/or written) provided during rehearsal of spoken/performance tasks 	<ul style="list-style-type: none"> • Conceptual, genre and task specific errors • Students are expected to self-edit • A summary of feedback and advice can be provided to the whole class/cohort

Feedback on drafts

When providing feedback on drafts, teachers indicate aspects of the response which need to be improved or developed in order to meet the objectives and instrument-specific standards. Advice might be to:

- tailor the response to better suit the purpose and audience
- resequence ideas, express points more succinctly, or clarify a point raised
- substantiate points through referencing
- conduct further research
- enhance messages/meaning by reformatting text or presentation
- edit spelling, punctuation and grammar
- refine vocabulary
- consider restructuring sentences and paragraphs.

Teachers may also provide a summary of their feedback and advice to the whole class.