

WHOLE SCHOOL ASSESSMENT POLICY

The school assessment policy is available on the school website and in the student planner.

<https://wavellshs.eq.edu.au/our-school/rules-and-policies/assessment-policy>

PURPOSE

This policy provides information for teacher, students and parents/carers about roles, responsibilities, processes and procedures to ensure the integrity of assessment. Assessment plays an integral role in improving learning and informing teaching. Its fundamental purpose is to assist in identifying where learners are in an aspect of their learning

AIM

This policy outlines the procedures for submission of work and completion of all assessment items (including exams) in order to:

- Maximise the opportunity for students to demonstrate what they know and can do
- Ensure fairness to all students.
- Mandatory completion of courses of study to achieve a result

PRINCIPLES

The following principles form the foundation of beliefs about assessment practices.

Assessment should be:

- **aligned** with curriculum and pedagogy
- **equitable** for all students
- **evidence-based**, using established standards/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.

High-quality assessment is characterised by three attributes:

- **validity**, through alignment with what is taught, learned 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.

RESPONSIBILITIES – ASSESSMENT

Teachers

In school-based assessment, teachers are accountable for designing assessment programs and making judgments about the standards achieved by their students within the assessment and reporting timeframes.

- Teachers will support students by providing them, where appropriate, with modelling, scaffolding, and annotated exemplar responses. They will engage students in feedback and reflection on their assessment, and will be able to articulate reasoning behind judgments of the standards achieved.
- Teachers are responsible for informing parents when students do not provide work to support a judgment of achievement, and are likely to be awarded with a Not-Rated (N) level of achievement on their report card.

Students

- All students are responsible for submitting both draft and assessment items on or before the due date.
- All students are responsible for arriving on time on the due day for examinations, unless special consideration has been formally arranged.
- All students must show academic integrity.

Parents/Guardians

- Support and encourage their children to complete and submit all drafts and assessment by the due date.
- Inform the teacher of any difficulties relating to the completion of assessment tasks and provide documentary evidence where necessary.

INTERNAL QUALITY ASSURANCE PROCESSES

Internal moderation processes are consistently applied across the school. Assessment instruments are peer reviewed and quality assured by subject teachers and Heads of Departments.

CHANGING SUBJECTS

Students who change subjects may be required to complete assessment to 'catch up' and be assigned credit for the course. This will be negotiated with the relevant Head of Department.

SUBMISSION OF ASSIGNMENTS

All assessment that contributes to decision-making about student academic performance must satisfy the following criteria:

- a) Submitted work must be the students' own work
- b) A hard copy of the assessment must be presented/submitted by the end of the subject lesson on the due date
- c) If a digital submission is required (E.g. Turnitin) then a digital submission must also be submitted by the end of the subject lesson on the due date

Due Dates

All assessments are expected to be completed by the designated due dates even if students are absent on the due date, unless there are exceptional circumstances, which are covered by the below provisions.

Absent on due date for Assignments

If a student is absent on the due date then every effort must be made to submit the assignment by the due date and time. This can be done by delivering a hard copy to the school or via email to the teacher.

Illness

If unable to submit the assessment due to illness the following actions are required:

- A parent/carer are to contact the school to inform of absence and speak with a Deputy Principal or Head of Department to discuss the relevant circumstances, and a revised due date may be established
- Students in years 7-10 are required to provide documentary evidence (e.g. parental note)
- Students in years 11 and 12 are required to provide a medical certificate

Extenuating circumstances

If unable to submit the assessment due extenuating circumstances e.g. bereavement; then the following actions are required:

- A parent/carer are to contact the school to inform of absence and speak with a Deputy Principal or Head of Department to discuss the relevant circumstances, and a revised due date may be established
- Provide supporting evidence
- Students in years 11 and 12 may require an extension

Technology issues are not to be considered an extenuating circumstance given access to email and the use of USBs. Family holidays and sporting or extra-curricular activities are also not to be considered an extenuating circumstance.

Non-submission of assignment on due date

Unless covered by the circumstances outlined in '**Due Dates**' - students who fail to submit assignments on the due date are to be treated as follows:

- a) The teacher will make judgements on available evidence.
 - i. Available evidence may take form of previously submitted drafts, class work or other authenticated evidence.
- b) If no evidence is available, the student is to be given resources by the teacher in the relevant subject lesson and the student is to be given the lesson time to submit the task. This piece of work is to be assessed against the assignment criteria.
- c) If a student states that the assignment is completed but left at home, the student is to be informed that the assignment may be submitted up to 4:00pm at the school or emailed by 6:00pm on the due date. If this is not possible, the student will have to phone his/her parent and arrange for a parent to speak with the Head of Department. If this procedure is followed, the submitted assignment is to replace the previous evidence for assessment purposes.
- d) If no assignment is forthcoming, the evidence submitted on the due date will be deemed to be the item for assessment and treated in the usual way:
 - Marked and commented upon.
 - Credited towards completion of the course.
 - Credited towards the student's level of achievement for the course.

Year 11 and 12

Late submissions will not be accepted without an approved extension.

EXTENSIONS AND ACCESS ARRANGEMENTS AND REASONABLE ADJUSTMENTS (AARA)

For Years 7 – 10

An extension of time may be granted by the **Head of Department prior** to the due date if, in his or her opinion, sufficient reason exists. Such extension will be at the discretion of the Head of Department. Students have a right of appeal to a Deputy Principal on such matters. A major factor of consideration in any appeal will be the date when the assignment was set, its proximity to the date the assignment is due and reason for extension.

For Years 11 and 12

An extension of time may be granted by the **Senior Secondary Deputy prior** to the due date if, in his or her opinion, sufficient reason exists. An application for extension form must be completed to request an extension. Please attach any relevant documents to this form.

[Extension form](#)

When circumstances necessitate and eligibility criteria have been met, a student may apply for AARA for single or multiple assessment events.

Refer to the *Wavell State High School AARA Policy and Procedures*.

MANAGING RESPONSE LENGTH

Students must ensure that assessment responses satisfy the designated length/duration requirements of the assessment instrument. All assessment items will indicate the required length of response as either: word length, time duration and/or page count. The evidence provided within a designated length/duration requirement will be considered for assessment purposes. Any evidence in excess of these limits will not be considered.

If students present an assessment response that exceeds the required response length the following will occur:

- At the earliest available time, the teacher will notify the student that they have exceeded the response length
- The student will then be given the opportunity to clearly indicate which part of the response they would like to redact from the response before a judgement is made on the evidence in the student response. This will be completed with the teacher on the original copy of the response.

DRAFTING

Drafting is a preliminary version of an assessment response. It is a way in which students receive feedback from their teachers. There are various methods for feedback to be provided and this occurs naturally as part of the teaching and learning process.

Providing feedback is a consultative process, not a marking process. Feedback on a draft will not compromise the authenticity of student work.

Years 7-10: Drafting may occur in multiple forms and at various times depending on subject and assessment item.

Year 11-12: One draft will be provided with feedback by a subject teacher. A draft may differ in form depending on the subject and assessment technique; in writing or orally; to an individual or to the whole class; and/or through questioning.

ABSENT ON DAY OF EXAMINATION

If a student is absent (with or without a valid reason) from a scheduled examination, the following procedures will apply. It is the decision of the Head of Department if a "late paper" is to be the same paper, or an equivalent paper, that a student will be required to complete.

In-Class Assessments

By "in-class assessments", we mean any work done in a scheduled lesson or lessons at school. These may take an oral, written, practical or performance mode

- a) For written tasks, at the next lesson after the scheduled date, the student is to complete the required assessment task on that day as directed by the teacher.
- b) For oral, practical or performance tasks, the students will:
 - i. *For an individual task:*
At the next lesson after the scheduled date, the teacher will request the student to present the task during the lesson or to suit the requirements of the class and/or teacher's timetable. Where necessary a suitable audience may need to be organised by the student and/or teacher.
 - ii. *For a group task:*
Depending on the duration of absence of the student after the scheduled date and at the discretion of the Head of Department, the student may be requested to complete an alternative assessment task if reforming the original group is impractical.

Examination Blocks

- a) The class teacher has a responsibility to notify the relevant Head of Department of the names of students who have not completed end of semester / unit examination tasks. The Head of Department is to liaise with the Deputy Principal on such matters.
- b) At the next free session, it is the responsibility of the student to report to the Deputy Principal in charge of examinations. A written statement signed by a parent/guardian, or a medical certificate that explains why the student has been absent from the scheduled assessment task, must be provided by the student. A time will then be negotiated to complete the paper.
- c) If a student fails to report to the Deputy Principal, the class teacher, Head of Department or Deputy Principal will contact a parent and arrange a time as soon as possible to complete the assessment task.
- d) If a student is absent for a practical exam, the Deputy Principal will liaise with the Head of Department as to the possibility of an alternative examination session. If no session is possible, an alternative assessment task will be set by the Head of Department.
- e) If a known absence, the student must contact the school.

If, in the opinion of the Principal it is considered necessary, students may be required to complete alternative or additional assessment items, so that they may be deemed as having completed the course requirements, and thus, awarded a level of achievement.

It is the **RESPONSIBILITY** of the student to take the following steps when an exam has been missed.
(Failure to do so may result in credit not being awarded).

Absent for One or More Examinations:

- (a) On the day phone the central office and advise them of:
 - (1) Your Name
 - (2) Your Form Class
 - (3) Subject/s missed and teacher/s of subject
 - (4) Day, date and session exam/s have been missed
 - (5) Date of your return to school
 - (6) Reason of absence
- (b) On the day of your return:
 - (1) Visit Deputy Principal (Resources & Administration), to reschedule all missed exams and advise teachers.
 - (2) Submit required documentation (e.g. doctor's certificate)

Failure to comply with the policy above will be regarded as wilful disregard of school policy and:

- (a) Credit may not be awarded:
- (b) Your teacher will inform your parents of your failure to complete required exams

ACADEMIC MISCONDUCT POLICY

Academic Integrity

Staff will consistently apply policies to develop academic integrity and minimise academic misconduct, as well as develop assessment that enables identification of individual work.

Students must conduct their studies at Wavell State High School honestly, ethically and in accordance with accepted standards of academic conduct. Any contrary behaviour is academic misconduct, for which the School may penalise a student.

Types of academic misconduct and examples of behaviours:

Type of misconduct	Examples
Cheating while under supervised conditions	A student: <ul style="list-style-type: none"> • has any notation written on the body, clothing or any object brought into an assessment room • communicates with any person other than a supervisor during an examination, e.g. through speaking, signing, electronic device or other means such as passing notes, making gestures or sharing equipment with another student.
Collusion	When: <ul style="list-style-type: none"> • more than one student works to produce a response and that response is submitted as individual work by one or multiple students • a student assists another student to commit an act of academic misconduct • a student gives or receives a response to an assessment.
Contract cheating/significant contribution of help	A student: <ul style="list-style-type: none"> • arranges for a tutor, parent/carer or any person in a supporting role to complete or contribute significantly to the response • pays for a person or a service to complete a response to an assessment • sells or trades a response to an assessment.
Copying work	A student deliberately or knowingly makes it possible for another student to copy responses or looks at or copies another student's work during an exam
Disclosing or receiving information about an assessment	A student makes any attempt to give or access unauthorised information that compromises the integrity of the assessment.
Fabricating	A student invents or exaggerates data or lists incorrect or fictitious references.
Misconduct during an examination	A student distracts and/or disrupts others in an assessment room.
Plagiarism or lack of referencing	A student completely or partially copies or alters another person's work without attribution or duplicates work or part of work already submitted as a response to an assessment instrument

Reporting of Academic Misconduct

All teachers have a professional responsibility to report suspected Academic Misconduct to the relevant Head of Department. All reports of suspected academic misconduct from the school community or wider community should be referred to the relevant Head of Department. These cases should always be investigated thoroughly with evidence gathered.

Consequences of Academic Misconduct

- *Cheating* – If cheating in a test or examination is established, then students may not be rated for that part of the assessment or whole depending upon the circumstances. Students who knowingly allow another student access to their work during an assessment task may be similarly penalised.
- *Plagiarism* – The plagiarised section of work will be clearly labelled as plagiarised on the script and will be disregarded in the awarding of criteria standards.
- All incidents of Academic Misconduct should be communicated to Parents/Guardians, and both an Academic Infringement and a Record of Contact should be recorded on the student's OneSchool profile.
- In the most serious of incidents, other disciplinary action including Suspension may occur.

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

- **Extent** - how important is the case to the overall Level of Achievement of the student and how much is involved - words, paragraphs, half an assignment etc.
- **Level** – Consideration given to the year level of the student.
- **Knowledge** - student's exposure to the accepted practices; (eg ESL, Learning Support, WSC).
- **History** - whether the student has been found guilty of academic dishonesty in the past.
- **Review of Consequences** - If students, parents or teachers feel that the case has not been dealt with fairly or consistently, they should appeal to the Deputy Principals or Principal.