



ASSESSMENT POLICY

CONTEXT

In 2009 the Queensland Studies Authority (QSA) provided a revised statement to schools giving advice about late and non-submission of assessment and for making special provisions for students with specific education needs. (Memo 010/09) The intent of the QSA is to maintain:

- fairness to all students across the state, and
- results that reflect the standards in the syllabuses.

The statement indicates responsibility for making decisions about special provisions for school-based assessment lies with the school. Schools, using the QSA developed guidelines are to devise their own policies.

As of January 2009, the QSA policies that are applicable are the *Policy on Special Provisions for School-based Assessments in Authority and Authority-registered Subjects* and *Late Submission and Non-submission of Student Responses to Assessment Instruments in Authority and Authority-registered Subjects*. <http://www.qsa.qld.edu.au/memos/09/010-09.pdf>

"Special provisions" means making reasonable adjustments to conditions of assessment to ensure equitable opportunities for all students. Special provisions may apply to any student, depending on the circumstances. In making a decision about special provisions, the school is required to consider what adjustments to assessment conditions are reasonable in the circumstances. (<http://www.qsa.qld.edu.au/memos/09/010-09.pdf> p3, para 3)

Judgments of student achievement in Authority and Authority-registered subjects are made by matching a body of evidence provided by students' responses to assessment instruments to the standards associated with exit criteria outlined in the relevant syllabus. In cases where students do not submit a response to an assessment instrument by the due date, judgments should be made using evidence available on or before the due date. (<http://www.qsa.qld.edu.au/memos/09/010-09.pdf> p9, para 4)

HOW STAINES HELPS STUDENTS REQUIRING REASONABLE ADJUSTMENT

Special provisions may be particularly relevant for students with specific educational needs. These needs must be considered in a proactive way — to design inclusive learning and assessment programs, and to provide opportunities for alternative assessment arrangements.

Students with specific educational needs include but are not limited to:

- students with disabilities that have a physiological basis, such as those of a sensory, motor or neurological nature
- students with educational needs arising primarily from socioeconomic, cultural and/or linguistic factors where there may be some form of educational disadvantage, such as students:
 - of Aboriginal and/or Torres Strait Islander backgrounds
 - with language backgrounds other than English
 - who are migrants or refugees
 - from rural and remote locations
 - in low socioeconomic circumstances

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- students whose difficulties in accessing learning do not appear to be directly or primarily attributable to educational disadvantage arising from impairment, or to socioeconomic, cultural and/or linguistic factors or psychological needs (e.g. students who have short-term impairments such as glandular fever, fractured limbs, etc.)
- students with identifiably different patterns of educational development and orientation, influenced by factors such as:
 - gender, for example, the inclusion of learning resources relevant to both females and males;
 - special talents (including giftedness), with opportunities for extension programs to be experienced;
 - life circumstances that may impact on a student's opportunity to engage in learning and be assessed fairly.

Data provided by families at enrolment is the logical beginning point of identifying students for whom Special Provisions are likely. This data is provided to the class teacher, and where appropriate Head of Enrichment. As class teachers work with their class and the Enrichment Team they become aware of almost all situations, however parents are regularly encouraged to raise issues with the class teacher in the event of a need developing.

Having identified the need, staff consider each situation on an individual basis and decisions are reached through consultation. Principles and Guidelines articulated in the QSA document Memo 010/09 p3&4 apply.

HOW STAINES HELPS MINIMISE LATE AND NON-COMPLETION OF ASSESSMENT

- **Advance Notice**

Advance notice of assignments/due dates is provided to all students via an Assessment Calendar outline for all subjects including assessment details. This is provided at the beginning of the term.
- **Giving Special Consideration Across More Than One Subject**

Students can negotiate (before the "due date") with the Enrichment Coordinator or Head of Teaching & Learning to be granted special consideration based on significant personal or family crisis, ill health or accident and previously identified individual learning styles. The task still needs to be done but changes can be made to the time allowed and its style or format.
- **Giving Extensions and Special Consideration at the Single Subject Level**

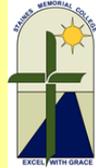
Students can also negotiate extensions of time for an assessment item with Teacher in Charge of the relevant subject. Negotiations need to be completed *before the beginning of the week* that the task is due. The Head of Teaching & Learning / Teacher in Charge will also need to see some work already completed on the task.
- **Monitoring Progress**

Teachers of classes use a variety of strategies to document students' progress while they work on a task so that they can make judgements about achievement. These include: giving set dates for drafts, including sign-off sections, making mark book notes, scaffolding i.e. breaking large assignments into small sections. This means that should a late or non-submission occur, staff have data on which to base judgments.

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A STAINES MEMORIAL COLLEGE STUDENT'S RESPONSIBILITY

Students need to:

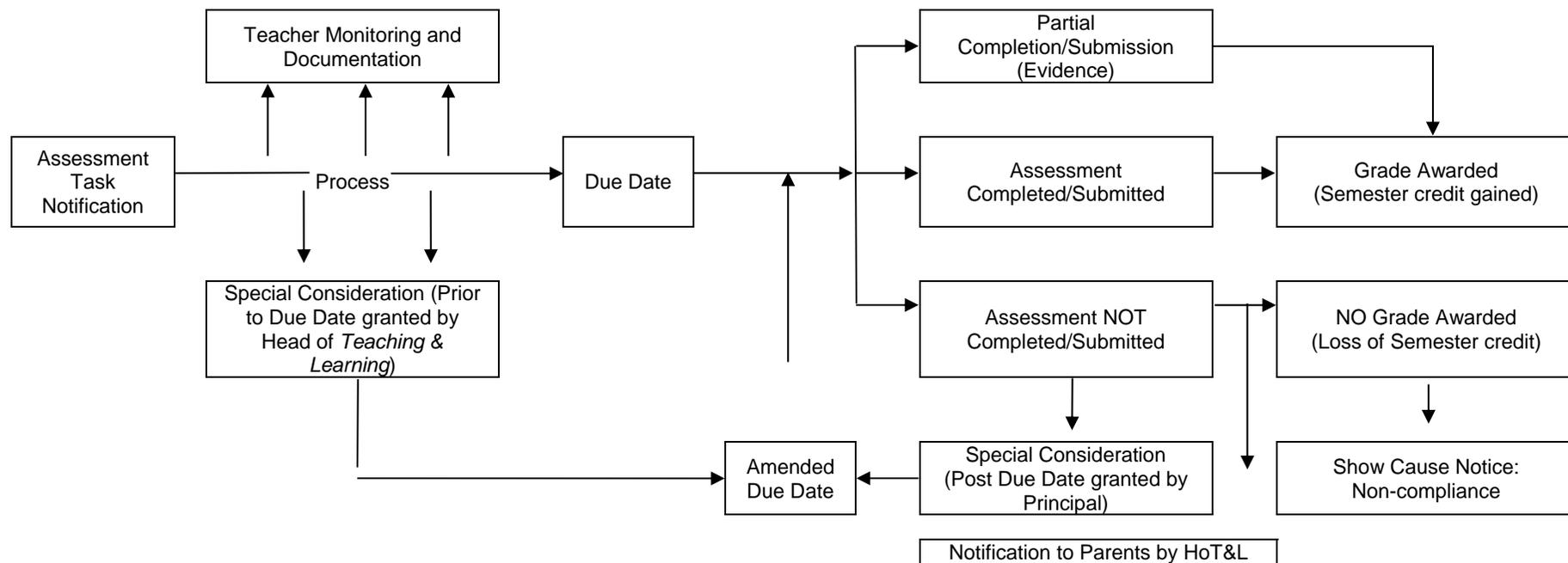
- check and record dates for all assessment tasks;
- ask for special consideration or extensions before the week work is due; keep teachers and Teachers in Charge informed if there is a problem;
- submit drafts or sections of the task at the times set down; and
- hand in or demonstrate the final product by start of the last scheduled lesson in the week due.

POSSIBLE CONSEQUENCES ON NON SUBMISSION OF ASSESSMENT

If, through non-submission of assessment, students **do not** provide evidence to demonstrate the descriptors stated in exit criteria and standards in a syllabus, they could **lose credit** for a semester.

When Assessment is not completed by the due date the student will be required to sit for the alternative assessment at a time determined by the relevant Teacher in Charge. The conditions of assessment may be changed. If substantial amounts of work have not been completed in a subject, students could lose results for that subject completely and this will affect the information contained on the Queensland Certificate of Education and OP scores. This decision is made by the Principal.

ASSESSMENT FLOW CHART



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Assessment can be of two general types: assignments or examinations.

ASSIGNMENTS

DEFINITION

An ASSIGNMENT is any student work that necessarily involves some out of school time or some in-school independent research and /or study by students (and is part of an assessment program). It does not include regular practice type homework set in subjects such as Mathematics. Assignments may include practical, oral, creative or written work.

RESOURCES:

Resources for the assignment will be accessible to all students through subject teacher, subject area or the school's resource centre. Students in Years 10-12 are required to make every effort to access other outside resources. Year 7-9 are encouraged to make effort to access other resources. These resources should inform the bibliographic referencing.

ADVICE TO STUDENTS:

The Assignment Topic, objectives, instructions including length, illustrations, due date and criteria for marking will be given to the students in writing. Advice and guidance will be available from teachers throughout the period of the assignment, including class time as allotted by the teacher.

DUE DATE:

Assignments are scheduled to be completed in a specified week. In practice the final time for written assignments becomes the start of the last scheduled lesson for the class in the week the assessment is due. For Oral Assessment a written draft of their oral presentation is due at the start of the first lesson of the week.

All assignments, complete or incomplete, **must be handed in** / performed on the **due date** unless an extension has been negotiated in advance of the due date with the Head of Teaching & Learning / Teacher in Charge and class teacher.

HANDING IN:

The Assignment must be handed to the teacher personally. It must not be handed to another teacher or left on a table for a teacher. The assignment should be handed to the Head of Teaching & Learning in the absence of the regular class teacher. All rough draft work should be included if appropriate or required. Assignments must be submitted in hard copy form unless specifically required in a different format. Some subjects may also require the submission of draft / notes.

A written record of date and time of submission may be kept by each department.

STUDENT ABSENCE ON THE DUE DATE:

Students absent from school on the day an assignment is due should arrange to have the assignment delivered to the school **on time**. Where this is not done, the procedures for Late Assignments will apply. If delivery is impossible, parent phone contact with the Head of Teaching & Learning is required on the day of absence.

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STUDENTS' OWN WORK:

Assignments must be a student's own work. Teachers may require viewing the student's work at various stages prior to the completion of the assignment. From time to time the school may require certification that the work presented is the student's own work.

All assignments involving some research must include a bibliography. We use the Harvard style or the APA style for referencing. (Copies are available at our library or http://www.library.uq.edu.au/training/citation/harvard_6.pdf or <http://www.library.uq.edu.au/training/citation/apa.pdf>)

USE OF COMPUTERS:

Possible computer failure should be allowed for in the student's planning. Computer/printer malfunction is not an acceptable reason for non-submission on the due date. *To minimise any possible problems, students should try to use compatible programs at school and home and make multiple copies of work in progress.*

Students having problems printing out assignments at home may overcome that problem by bringing disks to school and accessing the school system or by emailing to college.projects@staines.qld.edu.au. If email is used it is the student's responsibility to check that it has arrived within the timeframe required of all students.

EXAMINATIONS

Please note that the above procedures also apply to examinations.

Should a student be absent for an exam, parental contact on the day is essential and the student will still need to complete the assessment task upon his/her return. An absence from an exam/assessment due to illness is best supported by a medical certificate.

If advance warning of an absence is known, consultation with the Head of Teaching & Learning must occur.

Note the QSA guidelines also apply here. Failure to sit examinations may mean that credit for the subject is denied.

APPEALS

In any areas under this policy where there is a failure to reach agreement between students and school representatives appeals may be made to Head of Teaching & Learning or Enrichment Coordinator e.g. must occur.

RELATED STAINES MEMORIAL COLLEGE DOCUMENTS

[Assessment Procedures](#)

[Form A – Request for Special Consideration \(Variations to Conditions of Assessment\)](#)

[Form B – Request for Special Consideration \(Late Submission of Assessment\)](#)

[Enrichment Policy](#)