



# ASSESSMENT GUIDELINES & PROCEDURES

## Years 7 to 12

### 1. Assessment Protocol

- 1.1 Throughout Years 7 to 12, students will undertake formative and summative assessment tasks. It is imperative that all students are treated equally under the assessment program.
- 1.2 The overall responsibility for the administration of assessment procedures lies with the Middle and Senior School Coordinators and the Deputy Principal as per the following requirements and guidelines. Staff and students will be made aware of these requirements and guidelines for assessment.
- 1.3 At the beginning of each term/semester, staff, students and parents will receive an overview of the assessment requirements for that term ("Unit Outline"). These will be generated by the Deputy Principal. Cross-checks with other school events will be made to reduce clashes and overloading for students where possible. Students will be assessed progressively throughout each term with an appropriate spacing of due dates to assist in their management of assessment tasks.
- 1.4 A teacher nominated/designated is to be responsible for each assessment task (assignment, examination, other) within that year level or learning area. This teacher is to ensure the integrity of the assessment task addressing accuracy, suitability, sufficient copies, due date, class-lists, distribution, special materials (eg: graph paper, list of formula) and any other issues relevant to the nature and conducting of that assessment item.
- 1.5 Issues pertaining to "special consideration" will be determined and addressed by the Head of Learning Central or Middle / Senior School Coordinators. Please see the College procedures on **Special Consideration for Assessment** .
- 1.6 Security is paramount. The College accepts responsibility for the security of assessment tasks (examinations, task sheets, criteria sheets) while they remain in the places designated for secure storage.
- 1.7 ASSIGNMENTS - see Section 2 "Assignment Protocol"
- 1.8 EXAMINATIONS – see Section 3 "Examinations Protocol"
- 1.9 APPEALS – see Section 4 "Marking Protocol"
- 1.10 Academic Integrity: Plagiarism is using other people's ideas and words without clearly acknowledging the source of that information (please refer to the 'College Referencing Guide' for acceptable referencing procedures). It includes using somebody else's work from the Internet, textbook, magazine article, or similar; or copying another student's answers for a homework task (with or without their permission), cheating, stealing someone else's work or copying another student's work during a timed assessment. This is academically dishonest and will be treated very seriously by the College. If a case of plagiarism is suspected, teachers are to allow the student/s to complete the task and then refer the task

and student/s with a written report to Middle / Senior School Coordinators or the Deputy Principal as soon as possible after the alleged breach has occurred. Further information is available from the Deputy Principal or Middle and Senior School Coordinators. A consequence will be decided on by the Middle and Senior School Coordinators; however, it can be assumed that as a minimum any student found to be plagiarising would need to sit an alternative assessment that would inform their achievement.

- 1.11 All aspects of this policy have been designed to ensure that a consistent approach to assessment (examinations and assignments) is maintained so that students' learning is maximised and so that our practices provide security and are in accord with the relevant QCAA policies on issues such as "late submission" and "non-submission". It is also intended that students develop an appropriate work ethic and regard for the importance of assessment practices and protocols e.g. that it is not acceptable behaviour to avoid due dates or be unreasonably absent for examinations.

## 2. Assignment Protocol

- 2.1 Each student for each assignment task will receive a Task & Criteria Sheet/s outlining all necessary details including Topic and Purpose, Instructions & Conditions, Criteria being assessed, Due Date and Statement of Authenticity (where appropriate)
- 2.2 All students are advised to keep copies of all stages of their assignment production, including:
- 2.2.1 saving their work to an acceptable disk/storage system/cloud
  - 2.2.2 hard copies (i.e. paper) of their work in progress (drafts)
  - 2.2.3 their completed assignment

**NOTE: ALL WRITTEN ASSIGNMENTS ARE REQUIRED TO BE SUBMITTED at the time and place specified by the teacher (ideally a scheduled lesson). Submission can be made at Student Services for special circumstances when an assignment is unable to be handed directly to a teacher. Electronic submission via email or Google Classroom (or other similar methods) is at the discretion of the teacher.**

### 2.3 Submission of assignment tasks (draft and final copy):

- 2.3.1 Students will for most tasks be required to submit a formal draft. When doing so, the student must submit by the time and date required. Drafts submitted after this date are not guaranteed of receiving feedback from the class teacher. Informal feedback may be sought from the teacher at any time up until the formal draft feedback is received.
- 2.3.2 Due dates for formal drafts will be identified on the Term Planner and/or Task Sheet; this date will be set as prior to the final submission date (typically at least a week before). Formal submission of drafting is crucial in cases where students are unable for various reasons to submit their finished assignment. Consequently, drafting becomes both a way of giving feedback and a way of ensuring that teachers have something to mark.
- 2.3.3 A formal draft should be a best attempt; however, on the occasion that a student fails to submit a draft on a due date then, the student will be required to sit in class and write out whatever they can to address the task in the next suitable time available. Contact will be made with parents by the teacher and a note placed on Teacher Kiosk outlining that a satisfactory draft has not been submitted.
- 2.3.4 Students will have a minimum of one week to improve their work based on the feedback provided in a formal draft. Providing feedback should be in a timely manner and reflect this requirement. e.g. if you give feedback to half the class on Tuesday and then the other half on Wednesday then they would hand in their final copy on Tuesday and Wednesday respectively.

### 2.4 Submission of incomplete or non-submission of assignment:

#### **2.4.1 Years 10 - 12:**

- 2.4.1.1 , If a draft has not been submitted, then a student **must** attempt to submit “work in progress” on the due date and that will be marked accordingly. An email will be sent home notifying parents of this. This email will be written by the Teacher and copied to the Senior Studies Coordinator. The “work in progress” assessment piece and the accompanying email will be placed onto the student’s assessment portfolio.
- 2.4.1.2 If this is not possible, then the previously submitted official draft of the assignment will be used for grading and an email sent home to the parent/guardian notifying them that this has occurred. This email will be written by the teacher and copied to the Senior Studies Coordinator and placed (with the draft assessment piece) on the student’s assessment portfolio. In Year 11 and 12, these letters will also make up part of the student’s profile that is sent to Panel for monitoring and verification.
- 2.4.1.3 If continued submission difficulties occur, the Senior Studies Coordinator will contact parents to discuss options in relation to the student’s LOA for the semester in that subject. All correspondence will be passed to the Deputy Principal and their input may be required.

#### **2.4.3 Years 7 - 9:**

- 2.4.3.1 An assignment that is incomplete must still be submitted on the due date in its current form and will be marked according to the work the student has completed. The teacher can also refer to the earlier submission of drafted work in considering the student’s grade awarded for the task.
- 2.4.3.2 Students who do not have work at school for submission will be required to complete as much of the task as they can in class conditions on that day in that lesson. This work will then be assessed against the set criteria for the task. If it is not possible for a student to do so, prior drafts of the task will be used as the basis for assessment.
- 2.4.3.3 In either of the above circumstances, an email from the class teacher will be sent to the student’s parents, copied to the Middle School Coordinator and placed on student file. Appropriate consequences will be designated dependent upon the relevant circumstances.

#### **2.5 Absent on due date:**

- 2.5.1 Students who are absent on the due date for submission of their final copy will have the teacher’s file (second) copy of the official draft used for grading the task. The only exception to this will be in cases (i) supported by presentation of a medical certificate verifying the medical basis for the student’s absence from school on the due date; in such cases, the final copy must be submitted with the medical certificate upon the student’s first day of return to school, or (ii) due to extenuating circumstances (exemption determined at the relevant Coordinator’s discretion).

#### **2.6 Extended & Special absences: [3 or more days]**

- 2.6.1 *Illness:* in cases of a student being absent for an extended period prior to the due date for submission of final copy, a medical certificate may be requested. Consideration will then be given for the student to complete and submit the assignment task; there will also be relevant consideration given to its inclusion in calculation of achievement grades and formal reporting. See *Extension of Due Date* (Section 2.7 below).
- 2.6.2 *Other:* in extenuating circumstances not of a medical nature, an email / letter from parents must be addressed to and received by the Middle / Senior School Coordinators prior to the due date for final copy (this could be a forwarded email from the teacher). The Coordinators will make a decision and communicate this to the teacher, student and parents.

- 2.6.3 In any case of extended absence (e.g. extended holiday), the relevant documentation (e.g. email to Senior Studies Coordinator) must be provided for consideration to allow a student to submit an assignment for formal grading and reporting. Without documentation, tasks will not be formally credited.
- 2.6.4 In all cases, the College will consider the validity and value with which an assignment can be completed and submitted after significant delay from the due date, especially in relation to having it considered for inclusion in formal reporting and judgement of achievement levels.

## 2.7 Extension of due date:

- 2.7.1 Only the Coordinators may grant an individual extension.
- 2.7.2 An application must be submitted at least 3 days before the due date except in extenuating circumstances. This form is available via the college website and on Student Drive Homepage.
- 2.7.4 When based upon sickness prior to the due date, the application form must be accompanied by a medical certificate that needs to be submitted to Student Services.
- 2.7.5 The student will be informed in a timely manner after submitting their *Application* form as to whether or not an extension has been granted. If granted, a new submission date will be nominated by the relevant class teacher; this new submission date will be treated in accordance with the policy/procedures as for the original submission date.
- 2.7.6 Upon submitting an assignment at an approved extension date, no further special consideration will be given by the teacher in marking the task unless further application for special consideration is made (or extenuating circumstances apply).

## 3. Examinations Protocol

### (a) General

- 3.1 The classroom teacher is responsible for ensuring all examinations are kept secure in a place nominated by the Deputy Principal. **UNDER NO CIRCUMSTANCES SHOULD TEACHERS STORE EXAMINATION TASKS IN STAFFROOMS OR CLASSROOMS.** Any extra materials required (e.g. writing paper, graph paper) should be stored with the examination task papers. .
- 3.2 Examination task papers are to be clearly marked e.g, "Paper 1 - Theory"; "Paper 2 - Scientific Process". Special instructions are to be included on the front of the examination task paper, and when necessary written on the whiteboard at the front of the examination room.

### (b) Examination Sessions

- 3.5 Teachers responsible for supervising examinations must ensure rooms are appropriately established prior to the commencement of the examination.
- 3.7 Teachers must not complete corrections while supervising an examination, or carry out any other actions that will detract from their efficiency of invigilation.
- 3.8 Graphical Calculators should have their memories cleared at the start of each relevant examination.
- 3.9 No other materials are allowed to be brought into the Examination Room and should be stored outside the room during the examination period.
- 3.10 Supervising teachers are expected to move around the examination room at regular intervals. Supervising teachers are requested not to sit at the front of the examination room; being seated should be kept to a minimum during the examination.

- 3.11 Entry & Departure: students are not to enter the examination room without the presence of the supervising teacher. No students are to leave any examination prior to the end of the examination session (with the exception of toilet breaks or medical issues).
- 3.11 Examination conditions: supervising staff are to ensure that appropriate examination conditions remain in place for the set duration of the examination. Students who finish the examination with time remaining are to use this time for proofing, correction and any other necessary revision of their responses. At no time during an examination should students be allowed to move around the room, use iPods etc. Examination conditions are to remain in place until all examination papers have been collected by the supervising staff.
- 3.13 Supervising teachers must not cancel a student paper without consultation with the Middle / Senior School Coordinator or Deputy Principal. Teachers are to allow students to complete the examination and then accompany the student to the relevant coordinator to have any concerns addressed.
- 3.14 Duration of exams:
- 3.14.1 *Yrs 10 - 12*: students can be given extra time IF it is needed (in the judgement of the supervising teacher) for them to adequately complete the assessment task. A general rule of thumb is 10% of the total time allotted (where necessary).
  - 3.14.2 *Yrs 7 - 9*: examinations in all subjects in the Middle Years are to be prepared such that they can be completed adequately by all students (excepting those with formal granting of "Special Consideration") within a maximum double period allocation (95 minutes + 5 minutes set-up).
  - 3.14.3 *Finishing early*: students who complete their exam prior to the set finish time are not to leave the exam room (see 3.10 and 3.11 above). For some types of examinations In the *Middle Years*, where deemed appropriate, students can (at the supervising teacher's direction) attend to other tasks so long as such tasks do not interfere with other students completing their examination paper. Students should always be encouraged to ensure they are utilising the most effective exam technique (e.g. checking of answers/calculations, proof reading, answering all questions) to make best use of the exam time provided.
- 3.15 Examination scheduling:
- 3.15.1 *Senior Years Examination Blocks*: a formal Examination Block is conducted for the Senior School each Term as required. Senior students may remain at home to study when not required for an examination during an Examination Block period. Examinations and tests have precedence over school functions, assemblies etc., during the testing period. There should be (except in unavoidable circumstances) no excursions, incursions or major school events in the week prior to, or the week of, Examination Block periods.
  - 3.15.2 *Middle Years*: Students in Years 7 to 9 will not sit a formal Examination Block, however, they will at times be required to sit tasks under formal Examination Block conditions e.g. one year level or subject area in designated examination room/s with relevant examination conditions.

### (c) Missed Examinations

- 3.16 There are circumstances which the College will recognise as reasonable for a student to complete an examination paper after the set date/time. Refer to Section 3.17 below for the steps which must be taken by the student and/or parent to be granted permission to sit the relevant examination.
- 3.17 Supervising teachers must mark a roll at the commencement of every examination. Any absences must be reported to the teacher-in-charge responsible for the examination task.

The teacher will then negotiate and organise for the students to sit the examinations they missed at the earliest opportunity.

### 3.18 Sitting missed examinations:

- 3.18.1 *Illness*: students absent from an examination due to medical reasons must verify this by providing a medical certificate on their return to school; the certificate is to be given to Student Services. They must then speak to the teacher of the exam they missed.
- 3.18.2 *Extended illness*: in cases where a student has been absent for some time prior to and/or after an examination date, a medical certificate is to be provided to the College. The Deputy Principal or Coordinators will determine an appropriate extension of the due date in consultation with the relevant Head of Faculty if/as appropriate to do so.
- 3.18.3 *Sanctioned College activity*: if a student has missed an examination due to a sanctioned College activity (e.g. overseas tour, sports carnival), the student will be permitted to sit the examination on their return to school (see 3.17.5). The Middle / Senior School Coordinators will determine if the examination result is used for calculating an achievement grade for reporting.
- 3.18.4 *Other*: in extenuating circumstances, a letter from parents must be addressed to the Deputy Principal or Middle / Senior School Coordinators who will determine any appropriate action to be taken.
- 3.18.5 In any case of absence from an examination, when deemed appropriate to do so, the student will be provided the opportunity to sit the examination paper (under appropriate conditions) as arranged by the teacher:
  - 3.18.5a *Middle and Senior Students*: when allowed to sit a missed examination, this must take place upon immediate return of the student to school
  - 3.18.5b If deemed necessary/appropriate, the student may instead be requested to complete an alternative examination paper of similar standard. This will be requested at the discretion of the Deputy Principal or Middle / Senior School Coordinators in consultation with the relevant Subject Coordinator.
- 3.18.6 In all cases, the College will consider the validity and value with which an examination can be completed after significant delay from the due date, especially in relation to having it considered for inclusion in formal reporting and judgement of achievement levels.

## 4. Marking Protocol

- 4.1 Assessment tasks that are submitted and graded will be recorded and/or stored for student profiles as pertinent to the requirements of each year level.
  - 4.1.1 Senior Years: where two or more teachers are teaching in a subject area, each will be responsible for the correction/marketing of an entire topic/task (e.g. section of examination, assignment, essay, etc.).
  - 4.1.2 Middle Years: class teachers will mark the work submitted by their students unless otherwise directed by the Middle School Coordinator. Where possible, moderation will be conducted by year level teams, Subject Coordinators and Middle School Coordinator.
- 4.2 Marking of assessment tasks is to be made against the set criteria (worded, numerical, other) previously made available to students.
- 4.3 Grades awarded for assessment tasks are to be recorded and kept secure by the class teacher who must then follow the procedures as determined by the Deputy Principal submission of grades for reporting and/or other processes as required for each year level.
- 4.4 Appeals Process:
  - 4.4.1 The appeals process will **not** commence for general concerns but **must instead** be based upon disagreement with the application of set criteria. Other concerns (e.g.

equity across class groups, teaching style, content coverage, nature of the assessment task) are to be taken directly to the relevant Coordinators.

- 4.4.2 In cases where a student and/or parent wishes to query the grade given by a teacher marking a particular assessment task, the following procedures are to be followed in order:
- 4.4.2a *Step 1:* the student/parent is to inform the class teacher of their specific concerns regarding marks allocated for set criteria and/or the overall judgement made from these criteria.
- 4.4.2b *Step 2:* the class teacher, upon receiving the student's/parent's concerns about specific criteria and/or the overall grade, is to engage in discussion with the student/parent about their concerns.
- 4.4.3.1 If the matter is resolved (either by the teacher agreeing that a change of grade is required, or the student/parent accepting the teacher's application of the set criteria), then no further action is required.
- 4.4.3.2 If the matter is unresolved, i.e. the student/parent still disagrees with the teacher's application of the set criteria and/or overall grade, then the student/parent can request the class teacher to take further action. This request must be made directly to the class teacher; this process is to ensure that students/parents are respectful of the professional judgement and role of the classroom teacher, and to allow demonstration by the teacher of their support of the appeals process.
- 4.4.5 *Step 3:* Upon request for further action, the class teacher is to take the student's original assessment paper to the relevant staff member (as below) for consultation.
- 4.4.5.1 *Senior Years: for Years 11-12*, the subsequent conversation should be documented and signed by both parties. For tasks from Grade 11 or 12, the District Review Panel Chair may be asked to determine an appropriate grade. **For Year 10**, an appropriate grade will be determined by the Subject Coordinator.
- 4.4.5.2 *Middle Years:* the Middle School Coordinator will ensure cross-marking of the task by either the Subject Coordinator or other appropriate teacher. Cross-marking is to occur on a blank criteria sheet without prior knowledge (where possible) of the initial grade or separate criteria marks. The cross-marked grade will apply to the student's work irrespective of whether this grade is of the same, higher or lower achievement level than the original grade. The Middle School Coordinator will inform the class teacher, student and parents of the results of this process. The initial and secondary criteria sheets will be attached to the task for storage in the relevant assessment folio.
- 4.4.6 *Step 4:* If after this process, the student/parent has further grievance with the newly awarded grade, they must address their concerns directly with the Deputy Principal. At this stage, the decision of the Deputy Principal is final.

## 5. Storage of completed assessment items

- 5.1 *Senior Years:* The Deputy Principal will keep copies of accredited Work Programs to go with moderation submissions for Years 11 and 12.
- 5.1.1 Class teachers need to ensure that:
- 5.1.1.1 the teacher responsible for a subject/examination should file securely:
- i. 2 clean copies of the assessment task
  - ii. 2 copies of written solutions OR 2 copies of an exemplar (including marking schemes)

- iii. folders for each student with completed assessment tasks and profile sheet
- 5.1.1.2 They keep a moderation folder up to date (with a clean copy of each task, a copy of each set of solutions (or exemplar) and any special letters, notes or instructions. This folder should be kept up to date at all times
- 5.1.1.3 Each student in each subject will have a work folder/profile. This must be kept secure by teachers in lockable filing cabinets.
- 5.1.1.4 If compiling electronic portfolios then points 5.1.1.1 - 5.1.1.3 still need to be followed. The copies kept and filed would just be electronic.

5.2 Middle Years: storage of assessment tasks will be maintained by the class teachers under the practices required by the Deputy Principal. These include the collation and maintenance of individual student portfolio folders.

### 5.3 Return of student work:

- 5.3.1 After an assessment task has been completed, students will have their work returned temporarily with the relevant criteria sheet indicating the overall grade, separate criteria grades (where relevant), and teacher notes on areas to improve in future tasks.
- 5.3.2 Examination papers and assignments are to be returned to students with marking details as above as soon as is possible without causing concern for the veracity of the marking process. Each department will implement its own practices regarding further requirements upon the timing for return of assessment items to students following their completion/submission (e.g. that they must be returned by teachers in the same lesson, on the same school day, or at the class teacher's discretion).
- 5.3.3 **College policy is that examination papers and some other assessment tasks will not be sent home with students for parent observation or signature;** this is to ensure the security of the College's intellectual property for the benefit of future cohorts. Parents will be informed of examination results by their student via the relevant section of the Student Handbook (diary); this responsibility lies with the student. Parents can also request an appointment with the class teacher to see and/or discuss first-hand examination papers after their completion. Parents are not to be provided with copies of College examination papers as these remain the intellectual property of St James Lutheran College. Students/Parents can request written answers for relevant task sheets after the due date for that examination paper. These conditions do not apply to revision-based or other practice examinations of a formative nature.
- 5.3.4 End of school year:
  - 5.3.4.1 In the Senior Years, portfolios for students will remain in secure storage until the commencement of Term Two the following school year. At this time, Subject Coordinators will be responsible for the return of appropriate items to students (i.e. not including examination papers) **if requested by the student** and/or further storage of any items as required.
  - 5.3.4.2 In Years 7 to 9, students' folios will be stored until the end of the year and returned home as deemed appropriate.

5.3.5 If a student's assessment task cannot be located by the class teacher (after checking the relevant roll to confirm submission/completion of the task), the student will be requested to produce a copy of the task from their own hard copy and/or electronic back-up storage. If the student cannot do so, the matter will be referred to the relevant Coordinators.

### 5.4 Storage of Vocational Education and Training course (VET) assessments and evidence:

- 5.4.1.1 All competency based assessments will be administered and stored as per the guidelines supplied by the relevant Registered Training Organisation (RTO) for that subject. It is the responsibility of the teacher of that subject to follow these guidelines.

