Assessment & Reporting Policy

Assessment & Reporting Policy 2
Lower School assessment policy 3
Upper School assessment Policy 4
Test/Examination Policy 9
International Students 10

Document Control

<table>
<thead>
<tr>
<th>Version Number</th>
<th>Approval Date</th>
<th>Approved By</th>
<th>Review Date</th>
</tr>
</thead>
<tbody>
<tr>
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</tr>
</tbody>
</table>
ASSESSMENT & REPORTING POLICY

The assessment and reporting of students’ progress informs students and their families as well as providing a framework for review as outlined in other curriculum policies. The assessment must be firm and consistent and so adheres to clearly stipulated assessment policies. The reporting must be uniform, with scope to address the individual needs of students.

Assessment

The assessment of students in the secondary school is governed by the Assessment Policy (see Appendix 1). This is developed in consultation with staff and where required, is in line with the specifications set out by the School Curriculum and Standards Authority. The policy is made available on the College website.

Students working under Individual Education Plans are provided with modified or replacement assessments as appropriate.

Reporting
This is done informally through the teaching period and is also carried out through a number of formal reports. (Interim, Semester One and Semester Two Reports)

Assessment Feedback
Teachers are to return assessment results to students and record the results in Gradebook in the shared Staff Drive. In Years 7 to 12 students and parents are encouraged to consult with teachers, Heads of Department and/or the Deputy Principal Curriculum regarding any assessments and results.

Interim Reports
These reports are sent out during Term 1 for students in Years 7 to 12. For Years 7 to 10 the report indicates achievement in English, Mathematics, Science and Society and Environment. In Years 11 and 12 it indicates achievement in all Courses a student is undertaking. This report gives students and parents an early indication of performance and allows for potential Course/streaming adjustments.

Semester Reports
A formal report is posted home at the end of each semester. This report gives information about each subject studied by each student. Grades and marks are accompanied by comments. Parent/Teacher interviews for all year groups are arranged following the Semester One reporting period to allow the discussion of student progress. A sample Semester report is attached.
Lower School Assessment Policy

School Years 7 to 10
At the start of each semester, students will receive a course outline for each subject which details the following:
1. Details of the course/subject assessment structure
2. The type of assessments that will be set
3. The timing and nature of each assessment
4. The work that will be covered by each assessment.

Marks and grades
Years 7-10 students will receive a semester grade and mark out of 100 for core subjects and a semester grade only for options.

Failure to submit Assessments
Students are required to submit assessments on the due date. Where students are unable to do so due to illness or misadventure, a note must be provided by the parent to the HOD who will make a judgement regarding an extension of time. Students are given plenty of time to produce assignments so consequently late assignments will attract a 10% penalty per day for up to 3 days. After this time the assignments still need to be completed and an infringement is given.

Absence from Tests and Examinations
Students who are absent from tests and exams without a valid reason will receive a mark of zero. Where a student is absent due to illness, a medical certificate must be provided.

Cheating
Cheating in a test or examination will be given a mark of zero for that part of the test/examination or whole. Students who allow another student to access their work during a test or examination will be similarly penalised.

Plagiarism
‘Plagiarism occurs when the work of another person or persons, is used and presented as one’s own, unless the source of each quotation or piece borrowed material is acknowledged with the appropriate citation”. (Curtin Handbook 1999) Any work submitted by a student that is falsely presented as the student’s own, will not be accepted and that student will receive a mark of zero for the assessment item.
Collusion
Collusion is unauthorised collaboration and constitutes joint effort between students or others in preparing material submitted for assessment. Students who collude will be given a mark of zero for their work.

Upper School Assessment Policy (Years 11 and 12)

Student assessment guidelines have now been set by Quinns Baptist College and adherence to these guidelines is mandatory.
It is the student’s responsibility to:
- complete the prescribed work requirements in each subject by the due date
- complete all assessment tasks described in the Subject outline
- maintain a good record of attendance, conduct and progress. A student who is absent for five periods/days or more per term is deemed to be at risk
- initiate contact with teachers concerning absence from class, missed assessments, extension requests and other issues pertaining to assessment.

A FAILURE TO COMPLETE THE ASSESSMENT PROGRAMME
Courses of Study
A student who does not complete the assessment program in a course of study will have recorded “RNM” (Requirements Not Met). If a RNM is given the unit will not appear on the student’s certificate and cannot be used to determine graduation. Non-completion of the assessment program can occur in the following ways.

1. The student fails to submit assessment tasks on time:
   1.1 Acceptable reasons for not submitting tasks on time-
      (i) Ongoing hospital treatment
      (ii) A long term illness. A Doctor’s certificate must be submitted on the day of return.
      (iii) Family crisis - note on return or parent contact in advance
      (iv) Travel – advised in advance, subject to approval by the College

Results:
   (i) The student will be marked as “absent” and the task not considered as part of the overall level. If a student misses too many assessments, even with documented evidence, RNM may still be recorded if the classroom teacher does not have sufficient evidence to be able to give a grade. Students in danger of being given a RNM for the unit will be notified in writing.
(ii) In some cases consideration may be given for students to have an extension on assessment tasks and assignments. Such arrangements would be made by the classroom teacher in consultation with parents.

1.2 Unacceptable reasons for not submitting tasks on time -
(i) Computer breakdown – research notes or hand written assessment may be submitted
(ii) Social reasons
(iii) Outside reasons i.e. extra-curricular
(iv) Did not have time. Did not want to do it. Did not know how to start. Lost the assessment instructions, etc.

Result:
(i) If a task is not submitted by the due date, the teacher will give the student one week to complete the assessment with a loss of 20%.
(ii) Parents will be notified immediately.
(iii) If the assessment is not submitted by the end of the week, a mark of zero is given. This could happen twice in a unit.
(iv) The third and further times, a mark of zero is given for the assessment if it is not handed in on time and parents notified each time this happens.

1.3 A student may apply to the classroom teacher for an extension to the due date for an assignment. Extensions may be given at the discretion of the teacher in cases of illness or significant personal problems.
(i) If a student is absent on the due day for submission of a written assessment, they must submit the assessment on their return to school. A note from a parent/guardian must accompany the assessment stating that it was completed by the due date.

2. The student is absent on the day of a scheduled test (oral, practical or written) or examination.

3.

1.1 An absence from a scheduled assessment task must be explained by:
(i) A medical certificate if the student is ill or a note from the student’s parent.
(ii) A note from the parent/guardian in advance, if the student is to be absent due to holiday or State representation in a sporting event. Family holidays are not an acceptable reason for missing an examination and because of the ongoing nature of assessment in the new courses, may risk receiving RNM for the unit.
(iii) In cases where no medical certificate is supplied or no parent note, a zero mark may be recorded against the appropriate assessment. Parents will be notified in writing and invited to an interview with the subject teacher and or Deputy Principal of Curriculum to discuss the ramifications.

1.2 Students will sit a missed test or complete an oral assessment, on return to the College. The test mark will not be automatically included, but will be viewed in light of concerns regarding validity and reliability.

B DEMONSTRATING ACHIEVEMENT IN ASSESSMENTS

1. Assessment missed due to transfer or course change.
   1.1 Generally, students cannot be given credit for work not completed in the new subject. Where possible, students will be given opportunity to complete assessments missed to gain credit. Where a student changes schools during the year, credit for the completion of work in the same subject will be given upon the student or the previous school supplying appropriate evidence.

   1.2 Deadline for course/subject change:
      (i) Courses of Study: Week 5 of Term 1
      (ii) Students must be made aware of Curriculum Council requirements and assessments missed.

C VALIDITY OF ASSESSMENT TASKS

1. Cheating
   1.1 Procedures for considering evidence of cheating -
      (i) Teacher advises Administration
      (ii) Student interviewed
      (iv) Evidence / Observations considered
      (v) Interview witnesses if necessary
      (v) Records kept
      (vi) Parent and student notified of any penalties.

2. Plagiarism

   If a student has copied up to 4 lines, then remind students that this needs to be quoted, with appropriate referencing – no penalty in this case.

   If larger amounts of work are copied from reference material, student is asked to resubmit within one week, and a penalty of 20% applies. Letter is sent home.

   If this occurs again in the same subject, student scores a zero. Deputy Curriculum to be notified and to have an interview with parents.
Penalties for students who allow their work to be copied

(i) Administration interview
(ii) Fail / 0% and parent contact

3. Security of tests and examinations
   Strategies for addressing problems caused by using externally set tests -
   (i) No use of external tests for the purpose of assessment
   (ii) Use of external tests only for support or practice

   Strategies for addressing problems caused by students in different classes sitting
   the same test at different times -
   (i) Tests given on the same day
   (ii) Collect all papers
   (iii) Set tests times as close as possible
   (iv) Closed room (no student allowed out)

   Strategies for addressing problems of some students who could be advantaged by
   the use of the same test items from one year to the next -
   (i) Assessment tasks are not to be reused for the purpose of assessment
   (ii) Tasks may be reused but only as support material

Out of class assessments

3.1. Strategies to validate that the student has completed the out-of-class assessment
     task without unfair assistance —
     (i) View at interim stages
     (ii) Collect notes / drafts
     (iii) Set part for home, part for school completion
     (iv) Students make up research notes and then use in in-class test / essay

4. Assessment of students working in groups

4.1. The teacher will clearly define to students whether the purpose of the assessment
     is to assess the student’s capacity to work in groups or to assess other educational
     outcomes within a group situation.

4.2. The teacher will notify students in advance the requirements of the assessment.
     The teacher will monitor students’ progress at interim stages to ensure the
     assessment is fair, valid and reliable.

4.3. The teacher will employ strategies to take account of different achievement of
     individuals within a group and to apportion results accordingly.
D STUDENTS UNABLE TO COMPLETE TASKS DUE TO INJURY, LONG TERM ILLNESS OR DISABILITY

1 If a student is injured and unable to complete practical or written work:
   1.1 Student is to be given alternative assessments if possible eg. Observations, use of a scribe
   1.2 If a student cannot complete any type of assessment, a subject change will be considered in consultation with the student and parent/guardian.
   1.3 Assess later (if possible)

2 Where a student is unable to attend school for a lengthy period due to injury or illness, the school will endeavour to provide support for the student’s learning program. A RNM (Course of Study) may be awarded if the assessment program cannot be completed.

3 Students with special needs will be catered for in accordance with Curriculum Council guidelines. Appropriate strategies could be:
   3.1 Pre-counselling as to course content, assessment, possible problems
   3.2 Providing extra time for written assessments
   3.3 Providing tests and exams with a larger font size
   3.4 Providing alternative seating and extra time allowance for hearing impaired students
   3.5 Providing a scribe
   3.6 Allowing the use of a Computer / laptop
   3.7 Allowing extensions of time if medical problems have interfered with the completion of work.

E FREQUENCY OF ASSESSMENT

Students will be made aware of assessments and timing as stated on the course outline.

F STUDENTS UNABLE TO COMPLETE TASKS DUE TO CULTURAL BELIEFS

Strategies for counselling students so they do not select courses which contain assessment elements which do not fit with their cultural beliefs—

- Pre-counsel – requirements, assessment
- Negotiate if alternative can be found

G REPORTING AND APPEALS

1. Students and parents will be informed of the student’s progress regularly, especially if the student is not achieving their potential or likely to receive a D or E grade or RNM.
2. Parents may appeal a grade given in a subject. Student should keep all assessment pieces until end of Year 12 in case an appeal is required.

Test/Examination Policy

General Instructions

Preparation of examination papers is to be completed prior to the commencement of the examination period. The due date for examination papers to be handed to Heads of Departments is the last Friday of the term before the examination period:

- Semester 1 exam to be handed in second last Friday of Term 1
- Term 3 exams (Year 12) to be handed in second last Friday of Term 2 (SGM allowing)
- End of Year exams to be handed in Second last Friday of Term 3

Examination Rooms

- Desks should be separated.
- Boards must be clean.
- Where possible, charts, posters etc. relating to the subject being examined should be removed from the walls.

Students’ Materials

- Students must leave all books, files, bags outside the examination room.
- Nothing except pens, ruler, calculator (if allowed) or specified items should be on the student’s desks.
- No pencils cases may be kept on the desk.
- Authorised material, such as tables and books, must not have any markings in them.
- No food of any sort is to be taken into the examination room. A water bottle is allowed.

Supervisors

- Supervisors must supervise; that is walk around the examination room at random, stand or sit in a position to command the whole room and watch the students throughout the examination.
- Supervisors must not mark work or read.

Student Behaviour

- No student must in any way try to communicate with another student by speaking, writing notes, gestures etc. during the exam
- If a student has a query he/she should raise his/her hand, and wait for the supervisor to respond.
- Cheating or suspected cheating: the supervisor should speak quietly to the student and
request him/her to remain behind after the examination (Note the time the student was talked to). Confiscate any unauthorised material the student may have. At the end of the examination: Keep the student’s examination paper separate and attach it to the unauthorised material. Take the student to the student office and report the incident to the Deputy Principal Administration. Do all possible not to disrupt the rest of the class.

- Students are not to leave the examination room before the end of the examination. They may NOT do private study if they finish the examination early.

**International Students**

International Students have specific conditions relating to intervention. Under the National Code 2007, it is imperative that:

- A copy of the student’s individual progress reports in achieving improvement are forwarded to the Homestay Guardian and parent/s and/or agent by arrangement.
- The student’s individual academic achievement will be monitored by the relevant Year Coordinator who will liaise with the Heads of Department and the Deputy Principal Curriculum. Records of student response to intervention strategies will remain on the International Students Register.
- Completion within expected duration of study (course progression)
- The College will monitor, record and assess the course progress of each International student for the course in which the student is currently enrolled.

For International Students, satisfactory course attendance is deemed as meeting the requirements below:

- A minimum of 80% attendance of scheduled course contact hours.
- Student attendance is checked and recorded daily and assessed regularly by the Deputy Principal Curriculum.
- Attendance will be recorded and calculated over each term.
- Late arrival to school will be recorded and will be included in attendance calculations.
- All absences from school should be accompanied by a medical certificate, an explanatory communication from the student’s carer or evidence that leave has been approved by the Principal.
- Any absences longer than 5 consecutive days without approval will be investigated by the Deputy Principal Curriculum.
- Students at risk of breaching Quinns Baptist College’s attendance requirements will be counselled and offered any necessary support when they have 3 unexplained absences during any assessment period.