RATIONALE

Assessment is an ongoing process — gathering evidence to determine what each student knows, understands and can do — to inform teaching and support student learning. Assessment also provides data to inform reporting on the achievement of individual students or groups of students. The *Melbourne Declaration on Educational Goals for Young Australians* defines three broad purposes for assessment:

- Assessment for learning — enabling teachers to use information about student progress to inform their teaching.
- Assessment as learning — enabling students to reflect on and monitor their own progress to inform their future learning goals.
- Assessment of learning — assisting teachers to use evidence of student learning to assess student achievement against goals and standards. (EQ Roadmap for curriculum, teaching, assessment and reporting. 2013)

STATEMENT OF INTENT

This document outlines the principles which inform decisions around student assessment at Isis District State High School. The practices it describes apply to all students; however we recognise that the twin aims of consistency and equity need to be resolved by Teachers, Heads of Department and Administration. It is the purpose of this document to communicate a shared understanding of the purposes and principles of assessment (QSA P-12 Assessment Policy) and the standard procedures we follow in:

- examination requirements
- submitting student work
- applying for an extension of time to complete an assessment task
- late submission and non-submission of student responses to assessment instruments.

RELEVANT LEGISLATION AND POLICY

- QSA P-12 Assessment Policy, 2009
- Late submission and Non-submission of Student Responses to Assessment Instruments in Authority and Authority-registered subjects – Queensland Studies Authority (QSA) Jan 2009
- Special Provisions for School-based Assessments in Authority and Authority-registered Subjects – Queensland Studies Authority (QSA) Jan 2009
- Strategies for authenticating student work for learning and assessment – QSA
- Curriculum framework for Education Queensland schools: Years 1-10 Assessment: Policy and Guidelines;
- Queensland Curriculum, Assessment and Reporting framework
- Subject area syllabus documents.
**Responsibilities**

**School Responsibilities**
- Provide an Assessment Overview to students for each subject, every semester.
- Provide assessments instruments in an appropriate time frame, consistent with the relevant subject syllabus document and work program.
- Provide appropriate class time for assessment, consistent with the relevant subject syllabus document and work program.
- Provide feedback to students on both rough draft and final assessment tasks in a timely manner. (see individual faculty drafting policies)
- Enact moderation procedures which ensure a consistency of standards is maintained in the marking of assessment.
- Provide assessment instruments with a cover sheet showing the following information:
  - topic or area of study
  - task requirements
  - date of issue, due date
  - criteria and standards
  - declaration verifying the authorship of student work
  - monitoring guidelines or draft details.

**Student Responsibilities**
- Store Assessment Overviews appropriately, for example glued in subject book, stored electronically and share them with parents/caregiver.
- Fulfil course requirements, including the submission of all assessment by the due date.
- Ensure all assessment submitted is the original work of the student.
- Use the School Referencing Policy.
- Present a draft to teachers by the monitoring date. (See individual faculties’ drafting policies)
- Communicate anticipated difficulties in completing assessment requirements with the teacher and follow the correct procedures to apply for an extension, should that be necessary, before the due date.
- Seek clarification from the teacher who awarded the result before appealing any result.

**Parent/Caregiver Responsibilities**
- Encourage students to submit all drafts and final assessment by the due date.
- Inform the appropriate school staff of any difficulties relating to the completion of assessment items before the due date.
- Provide documentary evidence where necessary. (See extension application form.)

**Examinations**
- Students are given notice when examinations are scheduled and should therefore avoid all appointments that clash with examination dates.
- Examinations may be held during scheduled blocks at the end of each semester or during normal lessons.

**Missed Examinations**
- *Advance Notice:*
  Students must complete a Form A form to advise the school of an unavoidable absence immediately they become aware of it. Documentary evidence must be supplied.
• **Unforeseen Circumstances:**
  Should a student be absent on the day of an examination, the front office must be contacted by
  the student, parent or caregiver on the day of the test. This information will be passed on to the
  appropriate HOD.

In both cases, a completed **Form A** with supporting evidence of the reason for the absence must be
provided to the appropriate HOD immediately upon the student’s return to school. Appropriate evidence
might include: medical certificate, notification of selection in a representative team etc.

It is at the discretion of the HOD as to the suitability of the student being offered an opportunity to sit for
an early or late examination.

**Assessment Tasks Other Than Examinations**

**Class Time Available**
Class time is made available for partial completion of any assessment instrument. Hence all students will
have at least a partially completed assessment task to submit on the due date.

**Monitoring, ‘Check Dates’ and Drafts**

It is essential that students engage in the completion of the assignment. Teachers will ensure this occurs
through the active and progressive monitoring of student work. Careful monitoring of student work
(particularly the completion of smaller tasks) occurs in class time and will be documented by teachers.
This documentation will provide evidence of student learning for which the teacher can make a
judgement of student achievement in the absence of final submission of assignment.

• All assignments include a monitoring phase.
• Students are required to submit drafts to allow teachers to provide feedback and make
  judgments about student performance prior to the due date of final submission. This should also
  ensure that students are eligible for credit for their studies.
• Assessment cover sheets indicate the ‘check date’ normally one (1) week prior to the due date.
  Failure by the student to provide necessary evidence of the likely completion of assignment (eg.
  draft, notes etc) will see parents notified by phone or **Form C**.
• See faculty drafting policies for specific subject details.

**Orals**
On the first day the class orals begin, all students must submit a copy of the notes/palm cards they intend
to use for their presentation. This makes the preparation time more equitable for all students. Students
absent on this day should, at least, email their notes/palm cards to the class teacher to arrive in time. In
the case of group orals where absence occurs, the group is to complete the task with a substitute who
works from the group script. Group members will be individually assessed on that performance. To
ensure ease of access by a substitute, all group members must keep a copy of the whole group script. On
the first day of return to class, the absent student is expected to complete the oral, with other group
members merely supporting the process.

**Technology Use**
If a computer failure delays the submission of an assignment, students must notify their subject teacher
immediately and negotiate alternative arrangements. If the computer problem occurs on the day the
assignment is due, hard copy drafts must be provided as evidence of work completed. If in the case of
printer failure, the student is to either email the assessment to the school or submit it on disk or USB. Hand-written submissions will also be accepted.

**Submitting Assessment on the Due Date**
Timely submission of assessments is essential for students to demonstrate mandatory aspects of the course and in order for feedback to be given. Timely submission of assessment is considered to be during class of the due date, though students are able to submit the completed assignment at any time up to and including the due date. The work (even if incomplete) will be marked, commented upon, and credited towards the student’s semester result. For predominately non-written pieces of assessment, e.g. orals, the due date for written support material will be the first day of presentation.

**Request for an Extension of Time to Complete an Assessment Task**
An extension of time to complete an assessment task will be granted ONLY in cases of genuine prolonged illness or exceptional circumstances. Students are able to request an extension of time by completing an application form (available from the administration office) before the due date. This is processed by the Class Teacher and the Head of Department. Acceptable evidence, supported by documentation, must be presented to the HOD (any documentation must be accompanied by a completed Form A.)

It may be possible for an extension of time to be granted after the due date, by the same process as above. This will only occur in exceptional circumstances that prevented a request being made before the due date.

In particular extensions for orals are not granted on the same day students are to present their orals.

In those cases where an unforeseen emergency has prevented an assessment item being submitted on time, the parent/caregiver of the student must personally discuss the situation with the relevant HOD as soon as practicable.

Each case will be considered on its merit. The appropriate HOD/Deputy Principal are the only people authorised by the Principal who can decide whether an extension of time will be permitted. The class teacher will also be asked to provide advice on the appropriateness of granting the extension.

**Student Absent on Due Date for Assessment Task**
Students who are absent with a genuine reason on the date an assessment task is due should send the assignment to school with a friend or relative, email the assignment to the school. Parents/guardians should still make every effort to submit a hard copy of the assessment task on that day. Parents/guardians should contact the Head of Department or Deputy Principal on the day to explain the circumstances and to make arrangements about the assignment submission. Should a student be absent for any reason, acceptable evidence, supported by documentation (medical certificate), must be presented.

Students on suspension are required to submit assessment by the due date.

**Late or non- Submissions of Student Responses to Assessment Instruments, without Extension Approval**
Judgments of student responses to assessment instruments are made using standards associated with exit criteria.

In cases of late submission of student responses to assessment instruments, judgments are based on evidence available on or before the due date. The student’s parent/guardian will be contacted Form B1 or Form B2 and further consequences will be administered.
In cases of non-submission of student responses to assessment instruments, standards are not awarded when there is no evidence.

Insufficient evidence to make a judgment for that semester may appear on the internal report. Students will still be required to submit the outstanding assessment item in order to receive credit for that semester.

In extreme cases of non-submission and significant lack of evidence, the Principal may consider the course coverage and achievement in the objectives of the course of study to be insufficient to be able to award a level of achievement for the subject. This may jeopardise a student’s eligibility for an OP and/or a QCE. In this situation, s42 and 43 Education (QSA) Regulation 2002 apply. Further information is available on www.qsa.qld.edu.au.

Special Provisions
“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. Students with specific educational needs should liaise with the Head of Department Integrated Studies if they require reasonable adjustment. See Reasonable Adjustment Form D. For further information on this refer to Policy Special provisions for school-based assessments in Authority and Authority-registered subjects http://www.qsa.qld.edu.au

**Evaluation**
This policy will be reviewed as part of the school’s annual cycle.
isis district state high school

request for extension

this form is to be submitted to the teacher and then to the head of
department with two of the following: medical certificate, parent
note and draft. see below for details.

student's name: ____________________________________________ form: ___________

official due date: ________________ class teacher: ____________________________

parent's contact details: ________________________________________________

name/type of assessment ________________________________________________

step 1:

reason for request (to be completed by student) i have discussed this matter with my child and agree
with the request.

....................................................................................................................
....................................................................................................................
....................................................................................................................
....................................................................................................................

..............................................

student's signature

....................................................................................................................

..............................................

parent/guardian signature

step 2:

teacher comments

....................................................................................................................
....................................................................................................................
....................................................................................................................
....................................................................................................................

..............................................

teacher's signature

step 3: this section to be completed by the head of department

two of the following must be supplied:

1. a medical certificate □ no □ yes
2. a parent note/phone call □ no □ yes
3. preparatory notes/drafts □ no □ yes

action taken: extension granted no / yes from ....../....../...... until ....../....../......

___________________________ ___________________________
head of department date
LETTER ADVISING OF A LATE OR NON-SUBMITTED ASSIGNMENT
(SENIOR STUDENTS)

Dear Parent / Guardian

I am writing to advise you that ____________________________ had an assignment on ___________________________________________ to be completed by _____/_____/______.

This assignment is a compulsory part of the assessment program ___________________________ and contributes to the overall level of achievement in that subject for the semester.

According to our records, the assignment described above has not been submitted by the due date, nor has the relevant person received an acceptable explanation or a request for an extension.

In cases of non-submission and significant lack of evidence, the Principal may consider the course coverage and achievement in the objectives of the course of study to be insufficient to be able to award a level of achievement for the subject. This may jeopardise a student’s eligibility for an OP and/or a QCE. In this situation, s42 and43 Education (QSA) Regulation 2002 applies. Further information is available on www.qsa.qld.edu.au. We seek your help in assisting your son / daughter to maximize the remaining chances of success in this subject by punctual completion of all future oral and written assignments.

If you believe there is any further information I should be aware of or if you have any questions relating to this matter please contact the school on 4192 1222.

__________________________________   __________________ ____________
Head of Department     Class Teacher
LETTER ADVISING OF A LATE OR NON-SUBMITTED ASSIGNMENT
(Junior Secondary School Students)

Dear Parent / Guardian

I am writing to advise you that ___________________________________________ had an assignment on
_________________________________________________ to be completed by ______/______/______.

This assignment is a compulsory part of the assessment program _______________________________
and contributes to the overall level of achievement in that subject for the semester.

According to our records, the assignment described above has not been submitted by the due date, nor
has the relevant person received an acceptable explanation or a request for an extension.

In cases of non-submission and significant lack of evidence, the Principal may consider the course
coverage and achievement in the objectives of the course of study to be insufficient to be able to award a
level of achievement for the subject. This may jeopardise the student’s eligibility for future subject
selection. We seek your help in assisting your son / daughter to maximize the remaining chances of
success in this subject by punctual completion of all future oral and written assignments.

If you believe there is any further information I should be aware of or if you have any questions relating to
this matter please contact the school on 4192 1222.

______________________________   __________________ ____________
Head of Department     Class Teacher
Date: ______/______/______

Dear Mr/Mrs ___________________________________

I wish to notify you that I am beginning to have some concerns about the likelihood of your son/daughter ______________________________________ achieving his/her potential in the coming pieces of assessment.

My concerns are based on the following:

___________________________________________________________________________________________________________________________________________________________________________

___________________________________________________________________________________________________________________________________________________________________________

___________________________________________________________________________________________________________________________________________________________________________

I have made known to ______________________________________ the concerns that I have and I feel that you also should be informed.

I will be encouraging him/her to improve his/her commitment to achieving in this subject and feel sure that you will support me in this endeavour.

Please feel free to contact me at school if you wish to discuss this matter further.

Yours faithfully

______________________________   __________________ ____________
Subject Teacher      Head of Department

___________________________________________________________________________________________________________________________________________________________________________

Parents are asked to sign below and return this letter to the subject teacher.

______________________________   ______/______/____ __
Parent’s Signature     Date
**APPLICATION FOR SPECIAL CONSIDERATION**

**STUDENT NAME:**
_________________________________________________ ROLL CLASS: ________________

**SUBJECT:** ________________ **TEACHER:** ________________ **HOD:** ________________

I ___________________________ (Student Name) request Special Consideration regarding assessment due to the circumstances outlined below. This situation has affected/will affect my school work from ________________ to ________________.

Outline of circumstances requiring Special Consideration (to be completed with Guidance Officer):

_________________________________________________

Supporting documentation has/not been provided.

<table>
<thead>
<tr>
<th>Date</th>
<th>Student Signature</th>
<th>DP/Guidance Officer Signature</th>
</tr>
</thead>
</table>

**Guidance Officer to complete:**
- Temporary illness/disability/injury
- Ongoing illness/disability
- Bereavement
- Other

<table>
<thead>
<tr>
<th>Extension for assignment</th>
<th>Sporting commitments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exam done in another location</td>
<td>Representing the school</td>
</tr>
<tr>
<td>Extra time to complete exam</td>
<td>Living independently of adults/self supporting</td>
</tr>
<tr>
<td>Oral done independently</td>
<td>Emotional problems/psychological</td>
</tr>
<tr>
<td>Allowed ESL dictionary in exam situations</td>
<td>ESL</td>
</tr>
<tr>
<td>Extra drafts for assignments beyond normal procedure</td>
<td></td>
</tr>
<tr>
<td>Scribe in exams/tests</td>
<td></td>
</tr>
<tr>
<td>Laptop in exams/tests</td>
<td></td>
</tr>
<tr>
<td>Exam/test read to them before writing response</td>
<td></td>
</tr>
<tr>
<td>Exam/test explained to them before writing response</td>
<td></td>
</tr>
<tr>
<td>Assessment not used (sufficient evidence in Profile)</td>
<td></td>
</tr>
<tr>
<td>Results from Semester ______ will be considered atypical</td>
<td></td>
</tr>
</tbody>
</table>

Guidance Officer to tick required consideration

If HOD and subject teacher agrees to the considerations identified by the Guidance Officer, student will return signed off application to Guidance Officer. HOD will be required to keep a copy for student profile.

<table>
<thead>
<tr>
<th>Date</th>
<th>Teacher</th>
<th>Head of Department</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
STUDENT
Students apply for Special Consideration through Guidance using the Isis District SHS Application Form.

GUIDANCE OFFICE DISCUSSES SITUATION WITH STUDENT
Receives supporting documents e.g. Medical Certificate.
Decision to grant Special Consideration will be determined by the Guidance Officer.

GUIDANCE OFFICER IDENTIFIES THE REQUIRED SPECIAL CONSIDERATION TO BE GIVEN
E.G. Extension to due dates, extra time for exam, exam completed at a separate location, assessment to be completed but to be considered atypical on overall student profile.

FORM EMAILED TO RELEVANT HOD AND TEACHERS
HOD outlines requirements with teacher.
Teacher discusses requirements with student and how they will be catered for in the particular subject.

COPY OF FORM STAYS WITH HOD AND WILL BE ATTACHED TO STUDENT’S SUBJECT PROFILE
Original to student file in Office.

HOD KEEPS RECORD OF TYPES OF CONSIDERATION AND DATES
Assessment is an ongoing process. Assessment as learning — enabling students to reflect on and monitor their own progress to inform their future learning goals.

Student Responsibilities

- Store Assessment Overviews appropriately, for example glued in subject book, stored electronically and share them with parents/caregiver.
- Use time management skills and student planner to meet deadlines.
- Save assignments or other assessment work regularly to home folder and email drafts to your own email as well as backing up on a USB.
- Fulfil course requirements, including the submission of all assessment by the due date.
- Ensure all assessment submitted is your original work.
- Use the School Referencing Policy.
- Present a draft to teachers by the monitoring date. (See individual faculties’ draft policies)
- Communicate anticipated difficulties in completing assessment requirements with the teacher and follow the correct procedures to apply for an extension with the HOD, should that be necessary, before the due date.
- Seek clarification from the teacher who awarded the result before appealing any result.

No submission by due date (hard copy / electronic copy) will mean that result will be based on the draft/notes/evidence submitted up until this due date (see school and QSA policy).

- If away on due date—the student still needs to submit assessment. They can have a family member submit to directly to the school or email teacher by due date.
- Medical certificates can be used to gain extensions for missed exams/in class assessments but extensions applications should be submitted before the due date. Please contact appropriate HOD if absent for examinations.

If no draft or final assignment = NR rating and a One school entry.

Deputies/HOD’s for other assessments.

Teachers who have LEC students should discuss with the relevant case managers regards assessment timelines on an individual basis.

Special Circumstance students will be determined by Deputies for exam blocks and Deputies/HODs for other assessments.
Assessment is an ongoing process — gathering evidence to determine what each student knows, understands and can do — to inform teaching and support student learning. Assessment also provides data to inform reporting on the achievement of individual students or groups of students. Assessment for learning — enabling teachers to use information about student progress to inform their teaching.

Assessment Instruments

- Provide assessments instruments in an appropriate time frame, consistent with the relevant subject syllabus document and work program.
- Provide assessment instruments with a cover sheet showing the following information: Topic or area of study, task requirements, date of issue, due date, criteria and standards and monitoring guidelines or draft details.
- Class time is made available for partial completion of any assessment instrument. Hence all students will have at least a partially completed assessment task to submit on the due date.
- All assignments or instruments other than examinations include a monitoring phase. (See individual faculty draft policies.)
- Parent/Guardian contact and implementation of strategies to gather evidence of student work if drafts are not submitted.
- It is recommended a teacher sets up a virtual classroom which also creates a class email distribution list so the students have an electronic version of resources.
- Teachers should remind students to save assignments regularly to home folders and email drafts to their own email as well as backing up on a USB.

Failure to Submit Draft

Yr10-12

Letter home or phone call or email – Students need to submit drafts before due date. Parents/caregivers need to be contacted plus One School documentation. Detentions or other appropriate strategy to collect evidence is required.

Yr8-9

Letter Home or Phone Call or email – Students need to submit drafts or make sufficient progress before due date depending upon task requirements. Parent/caregiver needs to be contacted plus documentation on One School. Detentions or other appropriate strategy to collect evidence is required.

Extensions—See HOD before due date

No submission by due date and time (hard copy / electronic copy) will mean that result will be based on the draft / notes / evidence submitted up until this due date (QSA and school policy).

Evidence proactively collected as part of the teaching, learning and assessment process may be used to make judgments.

If away on due date— the student still needs to submit assessment. They can have family or friends submit to school or email teacher by due date.

If no draft, evidence or final assignment = NR rating and a One School entry plus HOD must be advised of decision and the steps followed to collect evidence from student.

No submission by due date and time (hard copy / electronic copy) will mean that result will be based on the draft / notes / evidence submitted up until this due date (see school policy).

Evidence proactively collected as part of the teaching, learning and assessment process may be used to make judgments.

If away on due date—the student still needs to submit assessment. They can have family or friends submit to school or email teacher by due date.

Lack of any quality assessment or completion by due date should result in the teacher using proactive strategies such as detentions to assist students management.

If no draft, evidence or final assignment = NR rating and a One School entry plus HOD must be advised of decision and the steps followed to collect evidence from student.