



ST MARY'S Catholic College

YEAR 7 – 10 SCHOOL ASSESSMENT PROCEDURES

Procedure Manager: Principal/Assistant Principal: Teaching and Learning

Attention: Staff, Students, Parents and Carers

Review Date: 2023

Next Review Date: 2025

INTRODUCTION

The Mission Statement of the College, together with the Policy Statement from QCAA will be reflected in all aspects of the Assessment Procedure. All assessable work is included in the Assessment Procedure, including formative and summative; written, spoken and practical assessments. This Assessment Procedure applies the expectation of **on or before** the due date.

When assessments are used, they should be part of the teaching – learning process for each subject. Assessment must enhance the student's learning and understanding. All assessment will be in accordance with relevant college work programs.

PRINCIPLES BEHIND THE QCAA LATE AND NON-ASSESSMENT POLICY

The QCAA requires that a school policy incorporates the following principles:

- Judgments of student responses to assessment instruments are made using Australian Curriculum standards.
- Procedures are enacted consistently across subjects within the school.
- In cases of late submission of student responses to assessment instruments, judgments are based on evidence available **on or before** the due date (unless Special Provision has been granted for illness/misadventure).
- In cases of non-submission of student responses to assessment instruments, standards are not awarded when there is no evidence.

SETTING ASSESSMENT

Upon entering any subject course, students will be made aware of the general nature and frequency of assessments to be completed. The teacher involved should make sure that all written instructions have been explained and that the students have been adequately informed about the processes which need to be carried out in order to complete the assessment. Good practice also suggests that the information provided for an assessment includes the following:

- a clear and specific statement of objectives;
- a clear and specific statement of procedures;
- information concerning the availability and location of resources;
- a clear definition of parameters such as – length, structure, time, method of presentation, emphasis on the various sections required;
- specific dates (checkpoints) for submission of evidence of work and final copy;
- task specific criteria and standards sheet;
- a statement regarding academic integrity.

All these parameters need to be identified on the task conditions sheet, which form the basis of the cover sheet for each task. Conditions for assessment items need to be fair and equitable for all classes and students, and time management is one of these conditions.

TEACHING ASSESSMENT PROCESSES

It is recommended that a co-operative Planning and Teaching approach be utilised when setting assessments. Adequate time and resources must be available to students. The processes required in writing the assessment such as planning, research and note-taking, writing, drafting and editing, re-writing and final presentation should be taught. When setting an assessment, the teacher should ensure provision is made for the regular monitoring of student's progress, (to ensure authentication of work). Such monitoring will help make evident those students who may have difficulty in completing the assessment by the due date and will make possible appropriate **proactive** intervention. The purpose of these processes is to ensure that students can achieve the best assessment results according to their ability.

EXTENSIONS

A student may request an extension before the due date. Such extensions will be given, only, when a student demonstrates that the work in question cannot be handed in on time for reasons beyond his / her control (illness or misadventure). Suitable documentation will need to be provided.

Extensions will not be granted for:

- matters that the student could have avoided
- matters of the student's or parent/carer's own choosing (eg: family holidays)

Any extensions must be approved by the relevant Head of Department (HOD).

DUE DATES for drafts/ evidence of work collection and final copy should be part of the conditions for each assessment task and need to be articulated to students prior to their commencement of the task.

EXPECTATIONS ON DUE DATE

Assessment is to be submitted as per the conditions outlined on the task sheet. The teacher is to clearly state this on the task sheet (eg: written hard copy; uploaded through CANVAS; spoken presentation; recorded oral presentation, or a combination of these).

Assessments that are submitted (including emails and hard copies) after the stated due date and time, will be treated as a non-submit and a grade awarded on evidence of work available at the time (draft). The default time on any given due date (if not specified on the task sheet by teacher) is 3.30pm.

If illness or misadventure apply and it directly impacts on assessment due dates, the following is required:

- a Medical Certificate (if possible)
- an email from the parent/carer to the Subject HOD requesting an extension (usual absence notification processes to the office also apply)

In the case of illness or misadventure, an alternative arrangement will be made for access to assessment to occur at a time convenient to the subject teacher.

ABSENTEEISM DURING TERM TIME

Teachers are not required to make up, nor offer, alternative arrangements for classwork and/or assessment missed due to planned absences during term time (for eg. family holidays or sporting representation). All teachers make themselves available during term time for lessons to be taught. It is the student's responsibility to keep abreast of work missed.

It is not an expectation of SMCC that teachers provide work for students other than what they have provided during term time. Alternative exam times also will not be provided. **Please refer to student absence procedure on website.**

LATENESS OF ASSESSMENT

Management of late submissions of assessment requires positive proactive strategies –

- that are thought out in advance
- that encourage participation and engagement
- and that involve staged or interim completion of tasks prior to the final due date.

Judgements of student assessment should be made against the relevant standard descriptors on the criteria sheet.

Teachers should use monitoring checkpoints and collection of evidence dates at various stages throughout the time allocated for an assessment, or whenever appropriate. Teachers are to encourage students to submit **ONE** draft or evidence of class/assessment work related to the final response, prior to the due date, for checking. Parents will be notified if students fail to provide evidence of work (draft) by the due date stated in the task sheet.

Students should be encouraged to raise any difficulties regarding completion of an assessment well in advance of due dates. This will enable action to be taken at an early stage during the allocated time for the task.

Students should be provided opportunity to show evidence of the assessment in class time.

If completed work is not submitted by the due date, a grade will be awarded on evidence of work carried out on assessment to that point in time. If no evidence has been provided by the final due date, despite opportunities given, then the student will be awarded a NR – Not Rated - for the task. This may impact on the student's overall result and could result in their not being credited for the semester unit of work.

NON-SUBMISSION OF ASSESSMENT

The judgement of a student's achievement for an area of learning is informed by what that student knows and can demonstrate in terms of criteria and standards applied to a body of evidence. If, through non-submission of assessment, a student does not provide the evidence to demonstrate the descriptors stated in the ACARA standards, a judgement cannot be made. It follows then that a standard can only be awarded where evidence has been demonstrated and documented. That is, an "E" standard for an assessment cannot be awarded where there is no physical evidence for it. In this case, the assessment piece will be awarded an NR (Not Rated).

In the case of frequent non-submission of student work, consideration needs to be given to whether a level of achievement can be awarded for a course, or unit of study, if substantive requirements of a syllabus have not been completed. This may mean that the students will not obtain a grade for that semester of study.

MARKING AND RETURN OF ASSESSMENT TASKS

Assessment tasks will be graded and returned to students as soon as possible after collection. Feedback is to be provided to all students in a timely manner. Feedback can be written and/or verbal and should be used by students to improve their assessment practices.

AUTHENTICATION OF STUDENT WORK/ ACADEMIC MISCONDUCT

Ensuring student authorship of responses to assessment tasks is required in all subjects.

Many subjects require students to undertake work outside of the classroom, on a variety of assessment tasks, which may well raise the issue of authorship and ownership of responses. St Mary's Catholic College, therefore, will develop and implement procedures that enable students to establish their authorship and ownership of the responses that they submit for assessment.

Examples of some useful strategies follow:

- the student produces and maintains appropriate documentation of the development of the response;
- the student acknowledges all resources used. This will include text and source material and the type of human assistance received;
- the teacher monitors the development of the task by seeing plans and evidence of the student's work (drafts);
- appropriate guidelines and pro-forma for students to use in documenting and acknowledging both print and electronic source materials and resources, and other types of assistance (including human) that have been accessed;
- make students aware that plagiarism-checking tools (Turnitin) will be used;
- if an assessment task is submitted containing plagiarised work it will be graded based on any original work contained in it. (Students are to be warned that we have plagiarism checks in place and that we regularly and randomly check student responses for this).
- in all subjects, particularly practical subjects, some work MUST be observed to be done by the student, by the teacher in lessons / class time.

If a teacher/HOD/CLT member has reasonable concerns that a student's actions could be dealt with as a case of academic misconduct, the teacher/HOD may require the student to authenticate their learning. The authentication process must provide the student with an opportunity to demonstrate their competence or knowledge in the subject matter of the assessment item in question, in a manner that is appropriate to the nature of the assessment item.

This might include (but is not limited to) the teacher/HOD/Assistant Principal: T&L

- requesting the student to show evidence of resource materials used in the production of the assessment, such as notes, drafts (including electronic versions), sketches, concept drawings and reading materials;
- conducting a viva (oral examination) in which the student's task-related learning is tested;
- requiring the student to undertake a practical exercise under supervision.

Responses that cannot be authenticated as the student's own work cannot be used to make a judgement. This may apply to all or some of the assessment task, dependent upon authentication being determined for all or some of the piece. When the teacher/HOD/Deputy Principal establishes that the authorship of the work cannot be authenticated in any area, a result of NR (Not Rated) may be applied. Parents will be notified.

APPEALS

In the instance of a student seeking a review of an assessment result, St Mary's Catholic College uses the following appeals process:

- Student meets with the relevant HOD to discuss concern

- HOD provides assessment, in question, to a suitably qualified teacher to conduct a review (previous result and Criteria sheets are removed prior to providing to teacher)
- Result is moderated by HOD and a result awarded.

Types of academic misconduct and examples of behaviours

Type of misconduct	Examples
Cheating while under supervised conditions	<ul style="list-style-type: none"> • beginning to write during perusal time or continuing to write after the instruction to stop work is given • using unauthorised equipment or materials • having any notation written on the body, clothing or any object brought into an assessment room • communicating with any person other than a supervisor during an examination, e.g. through speaking, electronic device or other means such as passing notes, making gestures or sharing equipment with another student
Collusion	<ul style="list-style-type: none"> • when working in a group, submitting a response that is not individual (the response submitted by each student must be the student's own work) • assisting another student to commit an act of academic misconduct
Contract cheating/ significant contribution of help	<ul style="list-style-type: none"> • asking for help on an assessment item from a tutor or a person in a similar supporting role that results in the tutor/other person completing or significantly contributing to the response • paying for someone or a service to complete a response to an assessment
Copying work	<ul style="list-style-type: none"> • deliberately or knowingly making it possible for another student to copy responses • looking at another student's work
Disclosing or receiving information about an assessment	<ul style="list-style-type: none"> • giving or accessing unauthorised information such as the answers to an examination prior to completing a response to an assessment • making any attempt to give or receive access to secure assessment materials
Fabricating	<ul style="list-style-type: none"> • inventing or exaggerating data • listing incorrect or fictitious references
Impersonation	<ul style="list-style-type: none"> • allowing another person to complete a response to an assessment in place of the student
Misconduct during an examination	<ul style="list-style-type: none"> • distracting and disrupting others in an assessment room
Plagiarism or lack of referencing	<ul style="list-style-type: none"> • completely or partially copying or altering another person's work without attribution (another person's

	work may include text, audio-visual material, figures, tables, images or information)
Self-plagiarism	<ul style="list-style-type: none"> • duplicating work or part of work already submitted as a response to an assessment