Assessment Policy
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GOALS

“To provide a supportive school environment that ensures socially just educational outcomes for all.”

For students: Our assessment policy aims to ensure fairness to all students, and requires that students meet their obligations regarding the completion of a course of study.

For teachers: The assessment policy aims to ensure that teachers provide students with consistency, adherence to timelines and a structured course of study.

Points from the QCAA GUIDELINES FOR ASSESSMENT (from ACACA)
♦ An assessment item should assess what the assessor intends it to assess and only what on face value it purports to assess.

♦ Specialist language or jargon in an assessment item should be used only to aid clarity.

♦ To allow students to demonstrate their command of what the item is supposed to assess, the item should be presented clearly through an appropriate choice of layout, cues, visual design, format, choice of words.

♦ Assessment criteria should be explicit, clear, unambiguous and declared in advance, and should also allow students appropriate ways to demonstrate command of the required knowledge and skills.

♦ The College’s Assessment Policy reflects the QCAA Policies, Protocols, Procedures and Strategies. (See QCAA A-Z of Senior Moderation July 2014)

Individual Student Assessment Schedules provided at the start of each semester (Yrs 11/12) will list the assessment used to determine levels of achievement.

1.0 ASSIGNMENTS

1.1 Definitions
The term “assignment” refers to a piece of assessment that requires a minimum of 2 weeks to complete e.g.

♦ Researched assignments, projects, essays, reports, reviews, models
♦ Oral assessment such as speeches, symposiums, role plays, mock interviews
♦ Performance based assessment such as drama/dance performances, practicals
2.0 ASSIGNMENT GUIDELINES

2.1 Setting of Assignments

❖ Assignments or projects must be justifiable on the grounds that they are the most effective means of developing or assessing the skills or knowledge required.

❖ Assignments must be suitable to the developmental level of the students, including their language development, and have options that cater for different students’ abilities.

2.2 Task Sheet/Criteria Sheet Information

Students must be given the following in writing when an assignment is set-

❖ A clear statement of task;

❖ The specific purpose of the assignment and its relation to course objectives;

❖ A description of the final product – format, length, emphasis on various sections required

❖ The audience that should be addressed;

❖ The steps that should be followed in completing the assignment (as part of the Information Process);

❖ The evaluation criteria that will be used;

❖ Specific dates, including the date the assignment was given and dates for presentation of drafts and final copy;

It is the student’s responsibility to submit assessment on or before the due date to ensure course completion and the awarding of a level of achievement.

2.3 Assignment Conditions

a) Adequate resources for the completion of assignments must be available inside the College (Teachers/ HODs should consult with the Resource Centre Manager prior to setting research topics);

b) The processes required in the development and successful completion of the assignment must be taught and reinforced; (See Appendix 1 – Sample Information Process & Appendix 2 – Planning and Reviewing your writing)

c) There must be sufficient time allowed for planning, research, writing, rewriting and final presentation;

d) Sufficient in-class time under teacher supervision must be allocated to allow the majority of students an opportunity to attain at least a Sound level of achievement and to enable teachers to be able to verify the authorship of student work;

e) Provision must be made for the teachers’ monitoring of students’ progress;

f) Students working from IEPs or ILPs, or students with individual learning needs, may need to access specialist teacher support. This may be achieved
in class or during Learning Support lessons after consultation with the Specialist Support Staff.

g) An explanation about what constitutes plagiarism should be given to students.
h) The importance of due dates and course completion must be emphasized.

2.4 Assignment Format
Most written assignments should be submitted using the following format, and be stapled or attached in a secure way. (Requirements will vary across faculties.)

- Task sheet (student name, teacher name, student signature, submission date)
- Criteria sheet/s
- Set Planning Sheets
- Original of student’s completed assignment
- Drafts

2.5 Monitoring of Assignments
Regular monitoring of assignment progress is essential to provide students with quality feedback during the planning/drafting and editing stages. Contact should be made with parents via student diary, letter, email or by phone if students fail to present sufficient work by the draft date.

Teachers need to use a clear procedure that shows evidence of monitoring student assignment work prior to the due date.

NB Students need to know that draft work is important:

- It provides constructive feedback to the student and assists in the completion of the assignment
- Draft results can be used to formulate a rating against the stated criteria when assignments are submitted after the due date.

Developmental progress against stated criteria and selective updating must be documented:

- informally: eg markbook details/checksheet/discussion with student/anecdotal remarks re student progress during class time etc.
- formally: progressive/formative completion of criteria sheet/draft submission and comments Teachers can record Drafts Sighted on the criteria sheet and on monitoring sheets. (Teachers to see their HODs for monitoring sheets used in each faculty)
3.0 PLAGIARISM

3.1 Definition
Plagiarism is the copying of material without appropriate sourcing or citation. It involves:

♦ Copying of the work of others in whole or in part without due acknowledgment.
♦ The use of material which is changed in a minor way.
♦ Sources of plagiarism include: texts, reference books, internet, and other students’ work.

3.2 Consequence
Those sections deemed to be plagiarized may not contribute to the overall grade for that task.

3.3 Appeal
Students may appeal to the relevant Head of Department (HOD) in instances of a determination of plagiarism.

4.0 SUBMISSION OF ASSIGNMENTS
Where ever possible, due dates should be set to correspond with timetabled lessons.

4.1 On the Due Date Assignments:
♦ Should be collected by the teacher during the lesson on the due date.
♦ Must contain enough work/evidence to be assessed against minimum criteria for an ‘E’ achievement ie it must consist of more than a title page and/or a piece of paper simply bearing the student name.
♦ If submitted out of class time, should be handed directly to the class teacher to ensure the safety of students’ work.
♦ Must be handed to the Administration Office by 4.00pm on the due date if the class teacher is not available. Office staff will complete detail receipt details and forward to staff via pigeon holes.
♦ May, in special circumstances, be submitted by way of electronic submission:
  o fax to the school administration office. Office staff to staple fax pages, attach copies of the receipts and place in staff pigeonhole.
  o e-mail sent to college address as listed on college website: info@capalabasc.eq.edu.au
  o curriculum network – via individual teacher’s submissions folder. Teachers must be informed when students are submitting work using this method. Please note, this may be an unsuitable method of submission if the assignment states on the task sheet that submission must be in hard copy only.
4.2 **Class Teacher Absent on the due date**
- Supervising teachers should be instructed to use the class roll or record the names of students who have submitted work, and details of any arrangements made with students who do not submit assignments in class.
- Absent teachers may also wish to inform HODs so they can assist in ensuring the safe submission of assignments in their absence.

4.3 **Student Absent on the Due Date**
- The assignment may be submitted to the office via parent/friend on the due date. If unable to deliver, the parent/student is to make contact with the school.
- The student may be asked to request an extension (see below). Upon the student’s return the assignment must be presented to the teacher or handed to the administration office. A parental note of explanation and/or a *medical certificate* may be required in the senior school.

4.4 **Late Assignments: Submission after the Due Date**
See Assignment Flowchart 2 (Reflects QCAA Policies (See A-Z of Senior Moderation July 2014 for policies): *Late Submission and Non-Submission of Student Responses to Assessment Instruments in Authority and Authority-registered Subjects. (January 2009)* and *Policy on Special Provision for School-based Assessments in Authority and Authority-registered Subjects. (January 2009)*)

*Extensions (before, on or after the due date):*

(a) **Prior to the due date:**
- Students may request an extension of time for an assignment from the relevant Class Teacher/Head of Department (HOD) up to, and including, the day prior to the due date.
- Extended absence due to illness prior to the due date, bereavement or extenuating personal circumstances would be grounds for requesting an extension.

(b) **On or after the due date:**
- If students claim computer/printer problems to be the cause of late submission, the student can confirm work completed by the due date through draft results, and explain why other methods of submission were not used. A parental note may accompany the request for an extension, the granting of which will be at the discretion if the HOD. Illness prior to the due date,
bereavement or extenuating personal circumstances may be acceptable reasons for the HOD to grant a retrospective extension.

♦ All requests need to be made through the HOD by way of the Request for Special Provisions/Extension Form (Refer Appendix 3) available from each department. This completed form should be attached to the assignment, with the submitted date completed by the class teacher. Assignments for which an extension has been granted will be assessed and credited (unless submitted after the revised due date when the usual process of assignment submission will apply).

♦ Teachers should record the granting of extensions when entering the result on the student profile with an EXT beside the result. This is for the purpose of monitoring student requests only.

4.5 Students on Suspension
Extensions will not normally be granted to students on suspension. Where access has been hindered to resources essential for the completion of assignments, requests for extensions may be granted by the principal. Where due dates occur during a student’s suspension it is the student’s responsibility to make alternate arrangements for its submission.

4.6 Special Consideration
(a) Students may also need to complete a Request for Special Provisions/Extension (Refer Appendix 3).
(b) For students working from IEPs or ILPs, extended dates may be negotiated in advance through Specialist Support Staff.

Teachers are to document assignment submission in student portfolios.
Eg: Whether all assignments are submitted, details of phone calls, messages left regarding late or non-submitted assignments, Appendix 4 should be used as a checklist and a hard copy kept in the student’s file.

4.7 Assignments without Extensions (Non-submitted Assignments) (Refer: Flowchart 5.2)
♦ When no extension has been requested and granted, and there has been no communication from parents/caregivers, the due date has passed, insufficient /no draft work has been sighted to provide the basis to formulate a rating, then the assignment is considered a non-submitted assignment.

♦ An ‘E’ grade for a particular assessment cannot be awarded where there is no supporting evidence.

♦ The student must submit work (to minimum E standard) in order to complete the course.
4.8 Procedures (retrospective remediation) for ensuring students submit assessment: (Refer: Flowchart 5.2)

- It is the teacher’s responsibility to make every attempt to encourage and arrange for students to submit assignments e.g. using in-class time/lunch time detention. *(Teachers may contact Specialist Support Services if identified LD students are involved and encourage the use of Tutorial Lesson time to complete assignments.)*

- The teacher is to make phone contact with parents/caregivers within 3 days informing of the possible consequences and make arrangements for completion.

- If, after 5 days, the assignment is not submitted, letters should be generated by the class teacher, signed by HOD and principal, and sent to parent/caregivers. *(Refer: Appendix 4 should be filled out and placed in student file)*

*(Refer: Appendix 6)* Written Notification to Parent / Caregiver of Non-Submitted Assessment Item.

- When received, either through the office or handed to the teacher, teachers are to follow the procedures outlined in the Assignment flowchart in this policy.

- The assignment will be recorded in the teacher’s mark book/on the student profile as Non-Submitted Assignment / Completed (to a minimum E standard)

Continued non-submission of assignments in the Senior School (post-compulsory students), in conjunction with other issues regarding the students’ overall performance, could affect students’ enrolment.

4.9 Non-completion of Assignments – Consequences – (Senior School ie Post Compulsory Participation Phase students)

*NB Adherence to our school policy should mean that this stage of the process should never have to occur.* Retrospective remediation is designed to encourage students to complete the course of study and avoid the following consequences:

- Insufficient information to record against stated criteria for a semester’s work, may mean that credit for that semester may not be awarded i.e. a Not Rated (N), and an explanatory comment would appear on the semester report./student profile.

- At exit, the student may be awarded a level of achievement based on available evidence matched against stated exit criteria, but the full number of semesters of credit may not be recorded on the senior certification (QCE, Senior Statement, QCIA)
If a student “has not substantially covered” the course of a senior subject and “has not been adequately assessed” such that a level of achievement cannot be awarded (at exit), then:

- the Principal must inform QCAA
- the QCAA issues “show cause” notice to student
- the school must be able to provide documented evidence of the student’s progress/lack of available evidence of work ie the teacher’s tracking records

At the end of Year 12, when evaluating student exit results, the class teacher, in consultation with the curriculum HOD, will use a holistic approach in awarding a Level of Achievement/Exit Statement.

HODs are to ensure that student work samples sent to panel reflect the QCAA and School Policy re submission of assignments.

4.10 **Dissemination of the Assessment Policy**
An awareness of the College’s Assessment Policy is made available –

**To students/parents/caregivers by way of:**
- Student diary (key sections)
- College Prospectus
- College Website
- Newsletter/College updates
- Posters

**To staff by way of:**
- Staff Handbook
- Faculty Handbooks
- College Website
- Newsletter/College updates
- Posters

5.0 **ASSIGNMENT FLOWCHARTS**
To ensure assignments are submitted on time to a satisfactory standard, teachers must adhere to the assignment policy of the college. This policy is fair to all students and ensures they meet their obligations regarding completion of a course of study.
**5.1 Assignment Flowchart 1**

**Assignment Completed by Due Date**

Submitted in Class

Refer to Assessment Plans (Yrs 11/12) or due dates issued by classroom teachers (Junior Secondary) for all items of assessment.

All Assignments to be handed out at least two weeks before due date on official task/criteria sheet which contains information re conditions etc. (Refer: Pg 1 Assessment Policy).

Sufficient class time provided to achieve a ‘C’ result on stated criteria.

Drafts marked by teacher. Draft Date and progress noted on tracking records / criteria sheet.

Parental contact by the teacher (eg via student diary/phone call) if drafts are not attempted / completed / submitted.

Submitted on the Due Date

- during class time to class teacher
- to the administration office.

**Unless otherwise instructed,** assessment may also be submitted:
- via fax (good copy to follow) / email (info@capalabasc.eq.edu.au)
- submissions folder on curriculum network
- has enough evidence to be assessed at a minimum level of an ‘E’ against the criteria

TASK COMPLETED ✅

Teachers complete student profile / enter results.
5.2 Assignment Flowchart 2

Assignment NOT Submitted in class on Due Date

Assignment NOT submitted to teacher in class on due date

**SUBMISSION OUT OF CLASS**

**OPTION 1:** Handed directly to teacher by end of school day.

**OPTION 2:**
- handed into office by 4.00pm by student, parent or friend
- placed in teacher’s pigeon hole by office staff with receipt attached.

**OPTION 3:**
- Sent by:
  - fax
  - e-mail
  - on due date.
  - (dependent upon subject specific requirements)

**REQUEST FOR EXTENSION**

- Parental note / phone call /student request (prior approval)
- Request for Extension form completed extension granted by HOD (prior / retrospective approval)

- Request for Extension form attached to assignment

**LATE SUBMISSION or NON-SUBMISSION**

(i) Assignment not submitted on due date but arrangement made for submission e.g. after parental contact etc

(ii) Assignment not submitted on due date, but draft seen, marked, collected and progress recorded.

(iii) Assignment not submitted on due date, no drafts seen and no arrangement made.

**TASK COMPLETED**

- assignment assessed and results entered on student profile
- has enough evidence to be assessed at a minimum level of an E against the criteria
- teachers update assessment records

**LATE SUBMISSION AFTER PROCESS:**

- TASK COMPLETED for compliance with QCAA minimum folio requirements.
- Submission noted on profile but no results recorded as submission was not timely.

**NON SUBMISSION AFTER PROCESS:**

- non submission recorded on profile – semester / course result in jeopardy.

**REQUEST FOR EXTENSION**

- Parental note / phone call /student request (prior approval)
- Request for Extension form completed extension granted by HOD (prior / retrospective approval)

- Teacher responsible for contacting the student’s home within 3 days if draft is not submitted on the due date. A letter will also be sent home outlining the implications of non-submission if assessment not submitted.
- Teachers use a range of strategies to collect assignments including purposeful counselling re implications of non submission: detention / internal suspension.

**NON SUBMISSION AFTER PROCESS:**

- non submission recorded on profile – semester / course result in jeopardy.
6.0 **ASSESSMENT POLICY – TESTS AND EXAMS**

6.1 **Definitions:**

**Class tests:** refers to tests which may be written, oral/aural, presentation, or performance, administered to students during regular lesson times during the semester according to the individual requirements of work programs.

**Block Exams:** refers to testing administered during formal examination blocks for the senior school (Years 11 and 12) at the end of semester.

6.2 **Block Exam Conditions/Expectations – Senior Students (Yrs 11/12)**

- Prior to Block Exams the designated Deputy Principal will issue a Block Exam timetable to all staff and senior students.
- Exemptions from Block Exams can only be authorised by the HOD or member of administration and should be permitted upon presentation of a medical certificate, an explanatory note from the parent/caregiver, or extenuating circumstances considered reasonable by the HOD. (If in doubt, HODs should consult with the Deputy Principal responsible for Block Exams).
- On the day of the Block Exam a roll will be marked. Students with an unexplained absence are to be contacted by the subject teacher.
- Upon return to college students must sit the exam to satisfy course requirements.
- If no valid reason is provided for the student’s absence from a Block Exam the HOD will decide the consequences according to the requirements of the exam and the work program.
- The early sitting of Block Exams must have administrative approval through the HOD.
- Students who are deemed to cheat will be referred to the HOD, and in Years 11 and 12 the decision regarding the consequence will be confirmed with the Deputy Principal. Parents will be notified and the student may be awarded an “E” based on the level of cheating.
- IEP/ILP students may be eligible for an exam reader/scribe and may be exempt from the exam room. Some of these students may require extra time in order to complete an exam and this should be arranged prior to the exam by the teacher.

6.3 **Class Tests**

- Students should check their assessment planners (Yrs 11/12)/ information distributed by teachers and write dates of tests/exams in their diaries.
Students should check with classroom teachers prior to the test/exam with regards to what equipment is needed eg calculator, coloured pencils, graph paper, blank paper etc.

At the start of the test the teacher will outline the test conditions and instructions eg. Requiring all books, pencil cases etc. placed on the floor under chairs, orderly seating, and that there is to be no movement around the class, no talking etc.

The teacher will assist with borrowing spare equipment eg. Paper, pens etc.

Students should check that details, such as student and teacher name, are written on the test paper before they are handed to the supervising teacher at the end of the test.

Students who are deemed to cheat will be referred to the HOD, and in Years 11 and 12 the decision regarding the consequence will be confirmed with the Deputy Principal. Parents will be notified and the student may be awarded an “E” based on the level of cheating.

6.4 Absence from Class Tests

If students know prior to the test that they will be absent on the test day, they should inform the class teacher so that alternative arrangements can be made through that subject’s HOD.

If a student is absent on the test day the parent/caregiver should make contact with the college to explain the reason for the absence, or send a note of explanation of the day of return.

Upon returning to college students must sit for the test at the earliest time possible.

If there is no valid reason for the absence, students must still sit the test in order to complete course requirements, but, in some cases, the result may be affected.

In the case of a teacher absence on the day of the test, it is the teacher’s decision as to whether the test proceeds as students may be disadvantaged if the class teacher is absent and cannot answer any queries and provide knowledgeable instructions etc.
### 6.5 **Block Exam Procedures - (Senior Students – Yrs 11/12)**

#### TIMELINE

<table>
<thead>
<tr>
<th>Period</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>4 Weeks prior</td>
<td>HODs to submit to Deputy Principal form “Request for Block Exam”</td>
</tr>
<tr>
<td>3 Weeks prior</td>
<td>Draft Block Exam Timetable distributed to HODs for checking. Papers to be written and approved by relevant staff and passed to HOD.</td>
</tr>
<tr>
<td>2 Weeks prior</td>
<td>Block Exam Timetable distributed to students and staff. Deputy Principal to finalise exam rolls</td>
</tr>
<tr>
<td>1 Week prior</td>
<td>All written assignment work to be completed. Papers proofread by HOD/relevant teacher (details such as length/perusal time also checked).</td>
</tr>
<tr>
<td>2 Days prior</td>
<td>All exam papers (with cover sheet) to be delivered to Deputy Principal for central storage. Changes to all staff supervision responsibilities will be advised accordingly.</td>
</tr>
</tbody>
</table>

#### BLOCK EXAMS

**Conditions as attached apply IMMEDIATELY AFTER EXAM SESSION**

- Completed exams to be returned to Deputy Principal’s office/pigeonhole.
- HODS to collect papers and distribute them to faculty staff for marking.

### 6.6 **Instructions to Supervisors**

**Prior To The Exam Session**

- Nominated teacher* to collect rolls and exam papers from Deputy Principal’s office.
- Be on time for your supervision. Arrive a few minutes early to the exam room to check room conditions, papers etc.
- Leave your own reading materials, work outside the exam room.
- Remain separate from other supervisors.
- Distribute blank attendance forms to tables.

**During The Exam Session**

- As students enter the room ensure only permitted equipment is brought in.
- Students may bring tissues, clear water bottles, and cough lozenges as needed.
- Sit students so that each class group/subject occupies the same column/s.
- Ensure students complete the attendance form. Collect these and mark the roll. (1 copy to DP, and 1 copy to the subject teacher).
- Begin the exam on time to allow students the maximum time to complete the paper, and adhering to perusal time indicated on the paper.
- Maintain active supervision around the room during the exam session. Teachers should not for example be marking/preparing work, or sitting only at the front desk during an exam.
DO NOT admit students to the exam room later than 40 minutes after commencement of perusal time, except with the approval of the Deputy Principal.

DO NOT allow students to hand in their exam papers and leave the exam room within 40 minutes of the commencement of perusal time.

DO NOT allow students to hand in their exam papers/answer sheets and leave the room in the final 10 minutes of the exam session.

Conduct spot checks of forbidden equipment/notes

Monitor students closely for signs of:
- misconduct
- requests for assistance

Report cases of suspected cheating to the Deputy Principal in writing

Do not remain in one place all the time – move quietly around your area of responsibility

Conduct yourself in a manner so as not to disturb students

Speak to students only when they stand in their place to indicate they need help.

Supply extra A4 paper, pens and pencils on request.

Should a student ask for help with the whole exam or ask for help with a specific item or suggest there is an error in the content of the paper, tell the student to read the directions and work on. If possible, and the exam session is not compromised, check with the subject HOD to verify if there is an error.

Do not read or work with the test during supervision.

Temporary Absence During The Exam

Allow students to leave the exam room temporarily (in case of emergency) but only in the company of a supervisor. These students must complete the exam session at the same time as the other students, ie. No extra time is allowed.

Illness During The Exam

Allow students who are because of illness unable to continue their work to leave the exam room. Collect their exam paper and answer sheets and return them with other exam papers. Please provide a written record of the incident with the papers.

After The Exam

The teacher indicated* is to ensure the immediate return of all exam papers and rolls to the Deputy Principal’s office.
6.7 Block Exam Instruction to Students - (Senior Students – Yrs 11/12)
(students to be aware of and adhere to the College’s assessment policy)

- Arrive on time for the sessions as directed by the college.
- Ensure that you have all your own essential equipment and any of the optional equipment you deem necessary (you may bring tissues, clear water bottle, and cough lozenges as needed).
- Essential equipment: Pens (black ink), 2B pencils, sharpener, eraser, ruler, approved calculator with spare batteries, protractor, drawing compass, coloured pencils, transparent container for equipment.
- Optional equipment: fluorescent marker, correcting fluid, other equipment used in courses of study eg. Set square, template.
- Bring only permitted equipment into the test room. Mobile phones are not permitted.
- Sit in the place indicated by your supervisor.
- Do not talk (to yourself or other candidates) once you have been permitted into the test room.
- When directed to do so, carefully complete and sign the exam attendance sheet.
- Carefully follow the directions given on all your test materials.
- Do not call out at any time for any reason.
- Do not pass material or equipment to another candidate.
- Do not ask a supervisor to explain a test paper or interpret a test item.
- Raise your hand quietly to attract the attention of a supervisor if you:
  - Find faulty printing in your test book/test paper
  - Find there is a duplicate or missing page
  - Need, in the event of an emergency, pen, pencil, eraser
  - Need extra sheets of A4 paper
  - Need help because you have become ill
  - Need to leave the room temporarily

- Keep your responses to questions covered.
- DO NOT CHEAT
- Do not seek to hand in your paper and leave within 40 minutes of the commencement of the perusal time or in the last 10 minutes of the session.
- Do not continue working after time is up (this could be deemed as cheating).
- Do not leave the test room until told that you may do so.
- Follow all directions given by the supervisors.
7.0 **ASSESSMENT POLICY - GENERAL**

At various times the college must tell students how they are doing. Teachers collect information to show:

- Areas where students need to do better
- Any assistance or re-teaching that needs to take place
- A student’s record of achievement which is to be written on a report or a certificate

There are two main types of assessment:

a) **Formative Assessment:**

Through class work, homework, practice tests, and rough drafts students practise to produce their best work.

b) **Summative assessment:**

At certain times the standard the student has reached will be measured, and the results will count towards a grade which will be recorded on a school report or QCAA certificate.

7.1 **Assessment Monitoring**

- Assessment items will be marked and commented on within 3 weeks of the due date. To provide regular information on student progress, completed assessment items will be made available on request at the College for viewing by parents and students. In some cases photocopies may be sent home for sighting and signing on parent request, or as a proactive teacher strategy to keep parents informed of their child’s progress.
- Summative items must remain in the College for moderation purposes.
- Student profiles will be continuously upgraded and made available on request at Capalaba State College for student and parent viewing.
- In every class the teacher will provide students with the course requirements for that subject.
- An assessment planner will be provided to every student in Years 11 and 12 at the start of each semester.

7.2 **Reporting**

The College uses a form of progressive assessment. In most subjects a number of small tests or assignments combined with mid semester and end of semester tests, as well as continued assessment of the student’s day to day work, are used to evaluate student’s progress.

It is important to realise that under this system the student’s performance is being continually assessed and recorded and that the final Exit Level of Achievement that a student receives at the end of Year 12 is the result of the cumulative collection of data over the previous two year’s work.
7.3 **Explanation of General Academic Achievements – achievements which are recorded on End of Semester Reports:**

Your child’s overall achievement in each learning area studied over the reporting period is reported by ratings ranging as follows:

A  Evidence in a student’s work typically demonstrates a very high level of knowledge and understanding of concepts, facts and procedures, and application of processes.

B  Evidence in a student’s work typically demonstrates a high level of knowledge and understanding of concepts, facts and procedures, and application of processes.

C  Evidence in a student’s work typically demonstrates a sound level of knowledge and understanding of concepts, facts and procedures, and application of processes.

D  Evidence in a student’s work typically demonstrates a limited level of knowledge and understanding of concepts, facts and procedures, and application of processes.

E  Evidence in a student’s work typically demonstrates a very limited knowledge and understanding of concepts, facts and procedures, and application of processes.

N  Insufficient evidence to make a judgement

**VET (Vocational Education and Training)**

CA  Competency Achieved

WTC  Working Towards Competency

CNA  Competency Not Achieved

W  Withdrawn

**Effort and Behaviour Codes**

Students work effort and behaviour in each learning area are reported by ratings:

- Excellent
- Very Good
- Satisfactory
- Needs Attention
- Unacceptable

**Exit Levels of Achievement**

VHA  Very High Achievement

HA  High Achievement

SA  Sound Achievement

LA  Limited Achievement

VLA  Very Limited Achievement

Students on IEPs may receive a modified report. This will be determined by the IEP.
7.4 **Reporting Dates**

- End Term 1: Interim Report and Parent/Teacher Interviews
- End Semester 1: End Semester Report (A-E)
- Start Semester 2: Parent/Teacher Interviews
- End Term 3: Interim Report
- End Semester 2: End Semester Report (A-E) Years 7,8,9,10,11, Year 12 Senior Certification (QCE and or Senior Statement, or QCIA) - issued by QCAA
- Tertiary Entrance Statement – Year 12 (OP eligible students)

7.5 **Recognition of Student Achievements**

It is important to celebrate student achievements. The College does this by recognising students on assembly, through the College newsletter, and formally at the annual Awards Night.

7.6 **Assessment Definitions:**

**Special Provisions:** (In the Senior School see QCAA Policy Statement dated 01/09)

*Special provisions* may involve the granting of *exemption* to students or providing *reasonable educational adjustments* for students. Students may apply for Special Provisions if performance is affected by personal illness/injury (medical certificate may be required), family trauma /emergencies, special needs, or other occurrences on a case by case basis.

*Exemption* students may be given exemption from non-substantive subject requirements in the Senior School. In fairness to all students and the integrity of the Senior Certificate students are not exempt from substantive requirements of the syllabus.

*Reasonable educational adjustments* refer to practical arrangements to vary the conditions under which assessment occurs.

**Selective Updating:** Students may revisit and undertake additional assessment under certain conditions and within certain time constraints.

- The students must negotiate a repeat of the assessment with the teacher concerned. A re-test will not be given on demand and will only be approved for assessment submitted “on-time”. Year 12 students cannot “re-do” assessment which has been sent to the QCAA. Each student’s application will be considered on its merits.
- The student cannot just repeat the same test or assignment. A new assessment task, which tests the same outcomes, will have to be set. Students need to remember that setting a new test is a very time consuming exercise for the teacher and the timing of the repeat test will depend on the teacher’s discretion.
Before a “re-test” is agreed upon, the student’s teacher will insist that the student completes a learning program to improve the student’s mastery of those aspects of the test or assignment with which they had difficulty.

Students who request to selectively update on the basis of their lack of effort may be granted such a request subject to the student demonstrating improved commitment and performance in the learning program.

If selective updating is negotiated the result of the fullest and latest piece of assessment will count.

**Grievance Procedure:** If a student has a grievance regarding any assessment item they should first discuss it with their teacher. If the matter is not resolved, they should then refer it to the appropriate Head of Department for investigation/arbitration. Should the student still be unsatisfied with the outcome, the matter can then be referred to the Deputy Principal. The Principal’s decision is final.
Appendix 1: Sample Information Process

Successful students have an action plan to guide them through any task. The information process is designed to provide students with a strategy to help them approach all assignment work in all subjects in a logical way.

<table>
<thead>
<tr>
<th>1. Defining</th>
<th>4. Organising</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>What is this task asking me to do?</strong></td>
<td><strong>How can I best use my new knowledge and skills?</strong></td>
</tr>
<tr>
<td>♦ What is my purpose?</td>
<td>♦ Have I enough evidence or research?</td>
</tr>
<tr>
<td>♦ What do I need to know and show I can do?</td>
<td>♦ How can I combine all the information?</td>
</tr>
<tr>
<td>♦ What are the key words of this task?</td>
<td>♦ Do I need to use all of this information?</td>
</tr>
<tr>
<td>♦ What steps will I take to complete this task?</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2. Locating</th>
<th>5. Presenting</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Where can I find the information or develop the skills I need for this task?</strong></td>
<td><strong>How can I present this information?</strong></td>
</tr>
<tr>
<td>♦ What do I already know?</td>
<td>♦ Who is the intended user/audience of this task?</td>
</tr>
<tr>
<td>♦ What do I still need to find out?</td>
<td>♦ How can I put what I have learned together effectively?</td>
</tr>
<tr>
<td>♦ What sources or resources can I use? <em>Eg: research, human.</em></td>
<td></td>
</tr>
<tr>
<td>♦ Who can I ask for help?</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>What knowledge and skills do I really need for this task?</strong></td>
<td><strong>What did I learn from this?</strong></td>
</tr>
<tr>
<td>♦ How relevant are my current knowledge and skills?</td>
<td>♦ How did I go with each step?</td>
</tr>
<tr>
<td>♦ How will I demonstrate my knowledge and skills?</td>
<td>♦ How did I go combining my knowledge and skills?</td>
</tr>
<tr>
<td>♦ How will I make choices about what to include?</td>
<td>♦ Where do I go from here?</td>
</tr>
<tr>
<td></td>
<td>♦ How did I use my knowledge and skills to fulfil the task requirement? <em>Eg: check task, check criteria</em></td>
</tr>
</tbody>
</table>
Appendix 2: Planning and Reviewing your writing task (Junior Secondary Years)

<table>
<thead>
<tr>
<th>Ideas for PLANNING your Writing</th>
<th>Ideas for REVIEWING your writing</th>
</tr>
</thead>
<tbody>
<tr>
<td>To plan your writing, you could do one or more of the following:</td>
<td>After writing, think about the following:</td>
</tr>
</tbody>
</table>
| **BRAINSTORM**  
List lots of ideas;  
Choose which ones To use. | **PURPOSE**  
Have I said what I wanted to say? |
| **IMAGINE**  
Imagine talking about your topic with someone. | **DEVELOPMENT**  
Do I need to add more details?  
Do I need to take out some details? |
| **DRAW**  
Draw a picture or a diagram of your topic | **ORGANISATION**  
Are the parts in the right order?  
Do the parts fit together? |
| **WEB**  
Draw lines between ideas to connect them | **CLARITY**  
Will my audience understand?  
Is my writing easy to read? |
| **OUTLINE**  
Organise ideas into main points and subpoints | **CORRECTNESS**  
- Grammar?  
- Punctuation?  
- Spelling?  
- Capitalisation? |
Appendix 3: Sample Request for Special Provisions/Extension – Usually for Senior School

CAPALABA STATE COLLEGE
REQUEST FOR SPECIAL PROVISIONS / EXTENSION

APPLICATION FOR SPECIAL PROVISIONS FOR ASSESSMENT
APPLICATION SPECIAL ARRANGEMENTS FOR ASSESSMENT

1. INITIAL REQUEST DIRECTED TO:

☐ Yrs 7-10 – Appropriate Head of Department
☐ 11 - Deputy Principal
☐ 12 - College Principal

APPLICATION ISSUED: DATE: .......... SIGNATURE...........................................

2. PERSONAL DETAILS TO BE COMPLETED

<table>
<thead>
<tr>
<th>STUDENT NAME</th>
<th>FORM</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SUBJECTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
</tr>
<tr>
<td>2.</td>
</tr>
<tr>
<td>3.</td>
</tr>
</tbody>
</table>

PARENT / CAREGIVER NAME:

<table>
<thead>
<tr>
<th>CONTACT DETAILS:</th>
<th>HOME:</th>
<th>MOBILE:</th>
</tr>
</thead>
<tbody>
<tr>
<td>WORK:</td>
<td>EMAIL:</td>
<td></td>
</tr>
</tbody>
</table>

SITUATION - Your reasons for requesting special consideration (Parent/Caregiver to complete) (Please tick one) ☑

☐ Illness
☐ Personal Circumstances
☐ Disability
☐ Commitments (eg: sporting)

BRIEF EXPLANATION:

☐ Please provide any supporting documentation (eg Medical Certificate) which can assist in validating this application.

PARENT/CAREGIVER SIGNATURE:

DATE: ........../........./.........

3. Returned to Administration - Date: ........../........./.........

4. Forwarded to appropriate personnel for validation (see over)
VALIDATION

SITUATION

□ Illness
□ Medical Certificate

Administration Recommendations:

□ Personal Circumstances
□ Guidance Officer Consulted

Guidance Officer Recommendations:

□ Disability
□ HOSES Consulted

HOSES Recommendations:

□ Commitments (eg: sporting / cultural)
□ Person(s) Consulted

Position:

Recommendations:

5. RETURNED TO ADMIN → FORWARD TO APPROPRIATE HODS FOR ACTION
   FORWARD TO: .................................................................

HOD ACTION – SPECIAL ARRANGEMENTS (RECORD OF HOD ACTION)

OPTIONS

□ MODIFICATION OF TIMING OF ASSESSMENT
  DETAILS AS FOLLOWS:

□ MODIFICATION OF CONDITIONS OF ASSESSMENT
  DETAILS AS FOLLOWS:

□ MODIFICATION OF ASSESSMENT ITEM (S)
  DETAILS AS FOLLOWS:

6. HODS Disseminate copies:
   One (1) retained by HOD for monitoring / moderation file – attached to student assessment
   One (1) forwarded to Administration prior to formal examination sessions (retained central file)
### APPENDIX 4: INITIAL CONTACT WITH A PARENT / CAREGIVER NOTIFYING OF NON-SUBMISSION OF ASSESSMENT ITEM

**DRAFT** (within 3 days after draft due date)

<table>
<thead>
<tr>
<th>Student name</th>
<th>Year level</th>
<th>Subject</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Subject teacher</th>
<th>Parent/Caregiver</th>
<th>Address</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Phone</th>
<th>Mobile</th>
<th>Email</th>
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<tr>
<td></td>
<td></td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Assessment task not submitted</th>
<th>Assessment task distributed</th>
<th>Draft due</th>
<th>Due date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>

**Teacher strategies used to obtain the assessment task from the student:**
- □ Support provided (see other side)
- □ Student reminders given
- □ Student provided with extra class time
- □ Support outside of class offered
- □ Detention

| Phone contact / interview with Parent/Caregiver on | |
|----------------------------------------------------||
| Parent informed that under QCAA and CSC policy, a result can only be awarded where there is evidence (sighted on or before the due date) of the student meeting the criteria and standards stated in the QCAA syllabus for that subject. Evidence may be a draft sighted prior to the final due date or student responses to standards descriptors conducted during scheduled class time, prior to the assessment due date. | |

<table>
<thead>
<tr>
<th>Agreed revised draft due date</th>
<th>Teacher signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Draft received</th>
<th>Teacher Signature:</th>
</tr>
</thead>
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<td></td>
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</tbody>
</table>
SUPPORT PROVIDED

In accordance with the college assignment policy students have been provided with the following support in completing this task.

**Information**
- Student Assessment Planners (Yrs 11/12) list due dates of assessment.
- Due dates for assessment issued by classroom teachers. (Junior Secondary)
- Location and availability of resources inside the College.
- Steps that should be followed to successfully complete the task taught and reinforced.
- Specific dates for presentation of drafts and a final copy.

**Provision**
- Sufficient time for planning, research, writing, rewriting and final presentation.
- Sufficient in-class time under teacher supervision for students (who have applied themselves appropriately) to attain **at least** a Sound Level of Achievement.
- Quality feedback on submitted drafts during the planning/drafting and editing stages to guide students toward the best possible result.
- Out of class teacher support available after negotiation with teacher and student for a mutually convenient time.

**Communication**
- Parents/Caregivers are informed via letter when assignments are not submitted by the due date. Parents may also be contacted during the drafting stage by way of messages in the school diary or by phone if students have been unable to produce any evidence of draft work.
APPENDIX 5: NON-SUBMISSION OF AN ASSESSMENT ITEM (JUNIOR SECONDARY SCHOOL/YR 10)

Date:

Dear

We have contacted you previously about (insert students name) progress with assessment in (insert subject).

Your son/daughter has an assignment/task overdue since (insert date). This assignment/task was distributed on (insert date) and was due to be handed in by (insert date). If students find it difficult to complete assignment/tasks by the due date they have the opportunity to request an extension (refer ) in consideration of any special circumstances.

Subject:
Assessment/Task:  
Original Due Date:  
Revised Due Date(s):
Assignment work is an important part of the curriculum, developing students’ research, preparation, presentation and/or written skills and ability.

We ask your cooperation in ensuring that your son/daughter completes this assignment/task by (insert date) and submits it to the class teacher. Upon completion, the assignment/task will be marked and feedback given. As the student did not request an extension, as the policy outlines, the student’s result recorded on the profile will reflect the fact that the assignment is late.

We thank you for working with us to help (insert Student Name) with his/her studies.

Please contact me on 38239111 should you wish to further discuss this important issue.

Yours faithfully

Class Teacher  
Junior Secondary School Principal  
College Principal
APPENDIX 6: WRITTEN NOTIFICATION TO PARENT /CAREGIVER OF NON-SUBMITTED ASSESSMENT ITEM

Date:

Dear

This letter is to inform you that your child has not submitted an assessment item by the due date.

It is Queensland Studies Authority and Capalaba State College policy that a result can only be awarded where there is evidence (sighted on or before the due date) of the student meeting the criteria and standards stated in the QCAA’s syllabus for that subject.

Therefore, evidence has been taken from the following to formulate a grading for this particular assessment item:

- A draft sighted prior to the final assessment due date.
- Student work displaying responses to syllabus standards descriptors, conducted during scheduled class time and prior to the assessment due date.
- Due to extended absence prior to the draft due date and the assessment due date, there is no available evidence of student work.

Students who do not submit assessment items, under QSA policy, are at risk of having the semester unit of credit for that subject removed, or if substantive assessment is not submitted, “no result for that subject will appear on the Senior Certification” (QCE and or Senior Statement, or QCIA), issued by the QCAA.

Please contact the class teacher should you require further details or assistance.

Yours faithfully

College Principal

<table>
<thead>
<tr>
<th>Student name:</th>
<th>Year level:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject:</td>
<td>Subject teacher:</td>
</tr>
<tr>
<td>Assessment task not submitted:</td>
<td>Assessment task distributed:</td>
</tr>
<tr>
<td>Draft due:</td>
<td>Revised draft due date:</td>
</tr>
<tr>
<td>Due date for assessment task:</td>
<td></td>
</tr>
<tr>
<td>Teacher strategies used to obtain the assessment task from the student:</td>
<td>Support provided in class</td>
</tr>
<tr>
<td></td>
<td>Student reminders given</td>
</tr>
<tr>
<td></td>
<td>Student provided with extra class time</td>
</tr>
<tr>
<td></td>
<td>Support outside of class offered</td>
</tr>
<tr>
<td></td>
<td>Detention</td>
</tr>
<tr>
<td></td>
<td>Other:</td>
</tr>
</tbody>
</table>
NON-SUBMISSION OF AN ASSESSMENT ITEM: FINAL WARNING BEFORE ENACTMENT OF QCAA POLICY

Date:

Dear

This letter is to inform you that despite offers of student support, teacher intervention, and previous contact with you, the following assessment task has not been received from ______________.

Subject:
Assessment Task:
Original Due Date: Revised Due Date(s):

It is QCAA and College policy that in order to achieve a Level of Achievement sufficient evidence must be provided by the student via the completion of assessment tasks to demonstrate the descriptors stated in the subject’s syllabus exit criteria and standards descriptors.

______________ must submit this assessment task within five(5) school days or as per the QCAA Policy “Late submission and non-submission of student assessment in Authority and Authority-registered subjects” the following action may be taken. (Either:)

☐ _______________ has met substantive assessment requirements but the assessment requirements outlined in the approved work program for awarding exit levels of achievement are incomplete. A Level of Achievement at exit will be awarded but credit for semester __________ for this subject will not be given. (Or:)

☐ _______________ has not substantially completed and has not been adequately assessed in the subject _______________. The QCAA will therefore be notified that no result for this subject should appear on _______________ Senior Certification (QCE, Senior Statement, QCIA) issued by QCAA.

This action has serious implications for ___________ QCE and OP calculations.
I seek your support in having ______________ meet the due date ________________ for submission of this assessment task.

Non-submission of this assessment task by ________________ will also necessitate a parent interview at the College as ________________ is not demonstrating he/she is participating in the program of instruction offered at the College.

Please contact me on 38239111 should you wish to further discuss this important issue.

Yours faithfully

College Principal