

# **Kent Street Lower School Assessment Policy**

## **1. Overview**

Assessment can be *formative* (to inform the future direction of the teaching and learning) or *summative* (to summarise the evidence of learning at the end of a teaching and learning program). The upper school assessment policy acknowledges the importance of formative assessment; however, these guidelines focus, for the most part, on summative assessment procedures.

Assessment assists teachers and schools in:

- monitoring the progress of students and diagnosing learning difficulties
- providing feedback to students
- adjusting programs
- developing subsequent learning programs
- reporting student achievement to parents
- whole-school and system planning, reporting and accountability procedures

Assessment procedures must therefore be fair, valid and reliable.

## **2. Assessment Guidelines**

A subject outline and assessment outline will be provided to students at the start of the learning program.

## **3. Student Responsibilities**

It is the student's responsibility to:

- Complete all subject requirements by the due date.
- Maintain a folio of evidence for each subject studied and to make it available whenever required.
- Initiate contact with teachers concerning absence from class, missed assessments, extension requests.
- Review all returned assessments, in particular tests and examination papers, to ensure errors and any misunderstanding of concepts and aspects of the curriculum are addressed.

## **4. Staff Responsibilities**

It is the responsibility of the teaching staff to:

- Develop a teaching/learning program that meets School Curriculum and Standards Authority requirements and guidelines.
- Provide students with a subject outline and assessment outline at the start of the each new subject.
- Ensure that assessments are fair, valid and reliable.
- Provide students with timely assessment feedback and guidance.
- Maintain accurate records of student achievement and assessment using Reporting to Parents on the Portal.
- Meet school and external timelines for assessment and reporting.
- Inform students and parents of academic progress as appropriate.

## **5. Parents / Carers Responsibilities:**

- Ensuring they are familiar with subject outlines and assessment schedules which are provided to students at the beginning of each subject.
- Maintaining contact (telephone, written) and attend scheduled parent nights to discuss their child's progress.
- Providing a suitable environment for home study.
- Providing firm support to follow a set study plan thus helping to avoid overload and undue stress.
- Contacting the school by 9.30am on the day if their child is absent on a due date for assessment **and** provide either a medical certificate or written explanation for this absence upon their child's return to school.

## **6. Missed Assessment Work Due to Absence from Class**

### **General**

If a student is absent from class, their ability to achieve to their potential is diminished. Extended absence frequently results in lower levels of achievement, or assessment requirements not being met, and being reported as an 'E' grade.

### **Absence from scheduled assessment tasks**

- For absence from a scheduled assessment task, (including tests and examinations) which is explained by either a medical certificate or evidence provided immediately on the student's return to school, provision will be made to ensure the student is not disadvantaged.
- Satisfactory explanation of the absence may enable the student to complete that assessment task, a similar task or, in extenuating circumstances, have a re-weighting of tasks to ensure that the student is not disadvantaged, whichever the school deems as most appropriate.
- Wherever possible, advance notification of absence is required.
- In cases where a student is unable to attend to complete a scheduled assessment task, and where appropriate supervision is guaranteed, permission may be negotiated to complete that task in an alternative venue.
- Where there is no satisfactory explanation for absence from a scheduled assessment task or examination, the student will receive a mark of zero.
- Where a student is absent from a class assessment due to participation in a school sanctioned or organised activity, it is the student's responsibility to negotiate their absence from class with the teacher and make alternative arrangements to complete the assessment.
- Where a student is absent due to in term holiday arrangements it becomes the student's responsibility to ensure all work missed is caught up on.

### **Prolonged absence**

Where a student is unable to attend school for a lengthy period due to injury or illness, the school will liaise with the parent/carer to discuss alternative opportunities to complete assessment requirements and seek to provide support to the student's learning program.

## **7. Changing a Subject**

- Generally, it is not possible to change electives after the first month of each semester, as to do so would place a student at risk of not completing the subject requirements. The school will only consider changes in exceptional circumstances.
- Where subject assessment requirements have not been met then the assessment will affect the overall grade achieved. This situation could arise through chronic absence or late course changes.
- All changes must have signed parental approval and must be negotiated through the Deputy Principal or their nominated representative.
- Where a student changes school during a school year, credit for the completion of work in the same subject will be given when the student and/or previous school supplies appropriate evidence.

## **8. Failure to Submit Work**

### **General**

- A subject overview will be provided to each student at the start of the term/semester. Due dates will be clearly stated, outlined and enforced. Where adjustment to a deadline is necessary, it will be made in close consultation with students and publicised.
- It is a teacher's responsibility to manage the assessment outline.
- It is a student's responsibility to provide evidence of achievement by the published timelines.
- Parents/carers will be notified in cases where concern for their child's progress emerges.

### **Extensions**

- Generally, it will not be possible for students to seek an extension of deadlines. In cases where work is not submitted on time, teachers will make their judgement on the evidence available by the deadline.
- In cases of illness or significant personal problems, extensions to assessment due date may be given at the discretion of a teacher. It is, however, the student's responsibility to negotiate this with the teacher prior to the due date. If a student does not apply in advance and receive an extension, the consequences will be the same as for missed work without an acceptable explanation of their absence.

### **Penalty for late submission of assessment**

Where a student fails to submit an assessment on time without negotiating an extension with the teacher prior to the due date then the following penalties will apply:

- Parents/care givers will be notified.
- The penalty for late work is 10% **per school day**, which will be calculated in relation to the actual mark awarded to the student for their performance in the assessment. Deductions will not force a piece of work to be awarded below 50% of the marks allocated to the assessment in the assessment outline. Students are advised to submit assessments on the due date, even if incomplete, to avoid a penalty. Percentage of marks lost each day is as follows:

*Scale of mark deductions:*

<b>1 day late:</b>	<b>10% marks taken off</b>
<b>2 days late:</b>	<b>20% marks taken off</b>
<b>3 days late:</b>	<b>30% marks taken off</b>
<b>4 days late:</b>	<b>40% marks taken off</b>
<b>5 days late:</b>	<b>50% marks taken off</b>

- Failure to submit the assessment task within that week of the assigned due date will result in a mark of zero being recorded. It is a requirement that all assessment tasks are submitted to demonstrate completion of the learning program regardless of whether marks are allocated.

**9. Cheating, Collusion and Plagiarism**

- Collusion is when a student submits work for an assessment and it shows evidence that is not his or her own work.
- Plagiarism is when a student uses someone else's words or ideas without acknowledging that they have done so (work is essentially copied). Work copied from other sources must be correctly referenced. Refer to page 167 in this diary.
- Students shown to have cheated or been involved with collusion or plagiarism in assessed work or in examinations **will not** have that work accepted as valid evidence of their achievement. Upon investigation all students involved may have a score of zero registered for that assessment.

**10. Examinations**

- Examinations are seen as a valuable means of assessing students' knowledge, skills and understanding of the key concepts and the application of them. Completion in a timed environment allows the student to perform under pressure and it is good preparation for upper school. Some Learning Areas participate in Year 10 examinations.

**Timing of examinations in Year 10**

- Some Learning Areas include formal examinations in their assessment schedules. The following rules apply for Year 10 exams.

**Examination Rules**

- When attending examinations, students must adhere to the rules for that examination.
- Details of rules will be issued with the examination timetable.
- Infringement of rules could result in a penalty.

**Attendance at examinations**

- Students must attend scheduled examinations. In exceptional circumstances, alternative arrangements may be negotiated through the Principal.
- Participating in family holidays will not be accepted as an exceptional circumstance.

**11. Students Requiring Special Consideration**

- The school will ensure that students with special educational needs are catered for in an appropriate way.

## **12. Reporting to Parents**

- Students will be kept informed of their progress throughout their teaching and learning program.
- Teachers will assess completed tasks and provide prompt assessment feedback to the student using the facilities available in Reporting to Parents.
- Parents/carers will be regularly informed about their child's progress. Students and parents/carers will be informed when it is identified that there is a risk of their child not:
  - *achieving their potential,*
  - *completing the subject requirements and receiving a U or E.*