



## **ASSESSMENT POLICY**

Assessment is viewed as a balanced process which informs student outcomes, achievements and progress. The aim of this policy is to ensure fairness and equity is maintained in all assessment tasks and between all students. This reinforces the school's focus on academic excellence by supporting students to achieve to the best of their potential.

All assessment for every subject should be included in the Assessment Planner for each year level. Some variation to the planner may be effected by the teacher in consultation with the Head of Department.

**Assessment** includes any assignment, exam, practical, oral presentation or group presentation that is a student performance measurement instrument.

**Assessment** can mean any work done in class, exam block, at home or in the student's own time. This may range from written assignments, multimedia presentations, oral presentations, performances, field studies, exams and practical work.

### **1. Common assessment practices across the whole school**

- Every student will receive a unit and assessment overview in each subject
- Overviews will contain (where applicable):
  - topics to be studied
  - assessment tasks for the semester
  - rough draft and final due dates
  - exam dates
  - excursions

### **2. Every assessment task will have a cover sheet showing the following information:**

(where applicable)

- Topic or content
- Task requirements
- Date of issue, rough draft and final due date
- Marking criteria sheet
- Declaration verifying the authorship of student work
- Appropriate monitoring guidelines
- Note any delayed assessment/special provisions applied

This should be given to students in sufficient time to ensure adequate preparation be given to successfully accomplish each assessment task

### 3. **Assessment Accountabilities**

#### *Heads of Department*

Heads of Department have assessment responsibility for ensuring that:

- Assessment is appropriate and relevant to the teaching and learning program
- All students are catered for through the variety and scope of assessment tasks
- Assessment meets program criteria
- Assessment loads are reasonable within QSA and curriculum standards
- Assessment is fair and consistent across classes
- They negotiate additional time for completion of work and delayed assessment

#### *Teachers*

Teachers have assessment responsibility for ensuring that:

- Assessment is appropriate and reflects work covered
- Assessment tasks are proportional to time allocated for units of study
- Student needs are catered for – ie students with special needs have assessment items adjusted accordingly in consultation with support staff and HOD
- Students have access to adequate resources to complete required assessment
- Students are fully aware of criteria for assessment and are given adequate time to complete assessment
- The necessary skills required to complete the type of assessment given have been covered
- A model annotated text exemplar for each written task is developed and provided to students
- Students are given regular feedback opportunities
- Students at risk of not completing assessment require parental contact via email.
- There is follow up for students who have not completed assessment

#### *Students*

Students have assessment responsibilities for:

- Completing and submitting assessment tasks **on time** and to the best of their ability
- Submitting drafts of work as required and using time management strategies
- Ensuring any digital versions of their assessment is stored on the school network
- Communicating to the subject HOD if difficulties arise that require additional time **before** the due dates
- Following the school's attendance policy
- Submitting their own work and comply with the Academic Ethics policy

### 4. **Non-submission of Work**

An 'E' Grade for a particular assessment cannot be awarded where there is no supporting evidence. Absence of any evidence will be documented as a 'not submitted'.

### *Senior School only:-*

When non-submission of assessment prevents a teacher from making valid judgements about a student's coverage of a course of study, the student may receive a 'not rated' for the particular semester. In this case, the HOD reserves the right to make the decision not to give credit for the semester. This means that the student may still receive a level of achievement based on available evidence matched against syllabus exit standards, but the number of semesters of credit recorded on a Senior Certificate needs to reflect the relative coverage of the course of study. The Principal will be notified of any such situations.

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) Regulations 2002* apply. Further information is available on [www.qsa.qld.edu.au](http://www.qsa.qld.edu.au)

In all cases, students and their parents/caregivers will be informed in writing of any decision and possible consequences that may result.

### *Semester Report Cards*

To be awarded a Semester Level of Achievement students must show evidence to meet all criteria from the assessment plan for the semester, otherwise the teacher will assign a 'not rated' (NR) on the report.

## **5. Request to complete delayed assessment**

All applications for extensions must be made prior to the due date of the assessment task. In particular, extensions of time for orals will not be granted on the same day students are to present their orals. The Head of Department of the relevant subject area must process all applications for additional time.

Applications for additional time should be supported by a medical certificate or other official documentation and by evidence of work completed to date.

### *Classes*

Where a teacher is absent for a prolonged time, or there are other identified disruptions to the school routine, there may be some adjustment to the due dates for submission of assessment in consultation with the HOD and subject teachers. In which case such a delayed due date may apply to all classes of the subject to ensure consistency in the assessment program.

## **6. Special Requirements**

### *Oral Assignments*

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 equitable for all students. Students absent on this day must, 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.

### *All Assignments*

Assignments must be the student's **own work**. Every assignment has designated class time. Students are required in this time to display evidence of their input into the assignment content/outlines. *See Assignment Policy.*

The completed assignment (and the draft copy) must be submitted by the due dates unless an extension has been granted by the subject Head of Department, based on exceptional circumstances such as:

- Extended absence due to illness (this must be supported by a medical certificate) or other school approved reason. In either of these circumstances a **Request to Complete Delayed Assessment** (available from the school office) must be completed and submitted before the due date of the assignment.
- Absence due to illness or bereavement or other special circumstances on the due date. This must be supported by a medical certificate or other documentary evidence. In such cases it is advisable to try to submit the assignment to the school via email. **It is the students responsibility to ensure the assignment is submitted on time.**

### *Senior School only:-*

Aviation High refers to the Queensland Studies Authority policy in relation to "Late Submission and Non-Submission of student responses to Assessment Instruments in Authority and Authority-Registered subjects".

[Student late and non-submission policy statement \(PDF, 74 kB\)](#)

Should an assignment NOT BE submitted by the due date and no extension or "*Special Provisions*" be given, students will be assessed on the rough copy / draft and any other evidence available at the due date.

### *Tests*

Should a test be missed for reasons such as illness, bereavement or other special circumstances the following procedures apply:

- Fill out a **Request to Complete Delayed Assessment** form (available from the school office)
- Submit the completed form to the Head of Department **IMMEDIATELY** on return to school
- Approval must be given by the subject Head of Department
- Approved form is then attached to the assessment item

This application **must** be supported by a medical certificate or other documentary evidence.

Should no extension or special provisions be given, the student will be required to sit the test on the first day back at school.

### *Exam Block Conditions – Senior School*

- Students are to attend school for the sessions they have an exam in their subjects
- Students are required to wear full school uniform
- Student entry/exit of an exam room will be determined by the subject teacher in consultation with the HOD

### *Competency Based Testing – Senior School*

#### *(Vocational Courses)*

Under Competency Based Training students are judged as “Competent” if they demonstrate success in all the learning outcomes relating to a module/unit. Each Vocational subject has a number of industry related modules embedded. Three attempts can be made to pass a competency test.

Requirements for testing are:

- All students undertake testing at the first scheduled opportunity
- One retest will be allowed within **2 weeks** of completion of the failed test
- A second retest will be allowed if the student can show evidence of undertaking further work to increase competence. This retest will be completed in the student’s own time.
- Failure to show competence on the third attempt will lead to a “Not Yet Competent” result being recorded, and to gain competency the student must revisit the complete unit of competency.

### *Recognition of Prior Learning (RPL) – Senior School*

Some Authority-registered and some Authority subjects contain vocational competencies that contain underpinning industry knowledge and work related skills.

Therefore, when a student commences Senior studies they may feel that they already have achieved competencies in a previous study or work experiences.

If the student feels they have sufficient prior experience and skills they may apply for ‘Recognition’ for those specific units of competency. The student will need to obtain an RPL Application Form and submit it, with evidence such as testimonials, qualifications, through the Vocational Education Head of Department.

Where appropriate and permitted by the Queensland Studies Authority (QSA) in a subject, a task may be revisited. **This will not occur in all subject areas.** Check with the subject teacher to see if this applies in the subject. Revisiting will be possible if:

- It takes place within a week of receiving the results of the original assessment piece.
- The conditions of the original assessment piece can be met.
- It is understood that the revisitation must replace the original performance no matter what the result.

## **7. Failure to submit Work Due to Malfunctions of Computers and Peripheral Devices**

Where assignments are completed on a computer, it is the student’s responsibility to ensure that clear evidence of hard copies and/or printed drafts are kept. These will be used to substantiate the level of task completion in the event of computer crashes, loss of USB devices, printer malfunctions etc. Students are advised to keep duplicate copies of all assignments in their network folders at the school and to email drafts to their teachers.

## 8. **Plagiarism**

The schools plagiarism policy will be adhered to in all forms of assessment and consequences for non-compliance will be enforced. The full plagiarism policy is on the school website and in the student homework diary/handbook.

## 9. **Special Provisions for Senior Assessment**

Aviation High refers to the QSA policy in relation to “Special Provisions for School-based Assessments in Authority and Authority Registered subjects”.

Special provision means making reasonable educational adjustments to assessment conditions that ensure equitable assessment for all students.

Special provisions may apply to any student, depending on the circumstances. In making a decision about special provision, the school must take into account the mandatory and significant aspects of the subject outlined in the syllabus and the school's work program.

Equity in assessment requires that all students have an opportunity to demonstrate their current knowledge and skills, free from bias and misrepresentation. Students with specific educational needs should liaise with the Head of Department if they require special consideration.

Details of the policies for special provisions can be found in the following links:

[Policy on special provisions for school-based assessments in Authority and Authority-registered subjects \(PDF, 94 kB\)](#)

The school sets assessment items to gather evidence to support school judgements regarding subject achievement.

The school will consider and endeavour to implement “Special Provisions” for students who have specific educational needs which may include:

- Physiological disabilities
- Linguistic factors
- Socio-economic circumstances
- Short term illnesses
- Life circumstances
- Special talents

Students and parents should be aware that the syllabus mandatory requirements including 55 hours of subject class time per semester need to be met by students. i.e. students must participate and engage in the “course of study”. A special provision refers to modification of assessment where reasonable adjustment is considered appropriate.

## 10. **Grievance Procedures**

Should a student feel that the assigned assessment level is not appropriate then:

- Discuss the issue with the teacher concerned
- If necessary consult the subject Head of Department who may arrange for a second opinion
- An appeal on the decision may be made in writing to the Principal

## 11. **Student Scripts in the Senior School**

For interschool comparability purposes it is necessary for the subject area to store assignments and tests at the school. However, students have the right to access those worked items and profile while at school.

Year 12 student work used to determine Exit levels of achievement must be kept at the school until all appeals are finalised. If a student wishes to arrange for the collection of certain assessment items (student work only) from the school they should notify the subject HOD in February for collection after 31 March of the year following completion of Year 12.

## 12. **Academic Ethics**

Students are expected to undertake their assessment honestly, ethically and in accordance with accepted standards of academic conduct. Any contrary behaviour is academic misconduct, for which serious consequences may be applied.

Examples of academic misconduct may include:

- Collusion
- Cheating
- **Plagiarism**, ie knowingly presenting the work or property of another person as if it were one's own

It is imperative that all sources of information that have been used in developing assignments are acknowledged by a student.

The Aviation High library has developed an up-to-date handout on **BIBLIOGRAPHY & REFERENCING** for student use. Please see the class Teacher or Librarian for a copy of the format used in the subject. (This is also available on the school website under the Library tab).

**Please refer to the schools Plagiarism Policy which should be read in conjunction with the Assessment/Assignment Policy.**

Consequences for breaches of academic ethics will depend on the degree of severity and the year level involved. **Please refer to the schools Academic Ethics Policy.**

The appropriate penalties for academic misconduct will be as determined by the Head of Department, in consultation with the class teacher and may involve the Deputy Principal and/or the Principal.

Parents/caregivers will be notified of any significant infringements of academic ethics.