1. Purpose
It is intended that this policy will inform all matters related to assessment and reporting. This policy applies to all Atherton State High School (ASHS) students, parents/guardians, and teachers. It details the different assessment and reporting procedures to be followed and the accountabilities relating to assessment. It includes systems for applying for special consideration, late submission and non-submission of assessment tasks.

2. Relevant Supporting Policies
- Late submission and non-submission of student assessment in Authority subjects and Authority-registered subjects – Queensland Studies Authority (QSA) June 2004
- Policy on Special Provisions for School-based Assessments in Authority and Authority-registered Subjects – QSA 2009
- Strategies for authenticating student work for learning and assessment – QSA
- P-12 assessment policy – QSA 2009
- Roadmap for P-10 curriculum, teaching, assessment, and reporting – Department of Education, Training, and Employment (DETE) 2011
- Atherton State High School Responsible Behaviour Plan

3. What is assessment?
Assessment is the purposeful and systematic collection of information about students’ achievements. All ASHS students are entitled to benefit from high-quality assessment programs.

4. What is the purpose of assessment?
Assessment at ASHS supports the school’s Service Commitment. Assessment should help all students graduating from ASHS to either:
- Obtain an OP (Overall Position) and go to university
- Continue with further training (trade/TAFE etc)
- Enter full time employment; or
- Enter a negotiated field for students with special needs.

Students at ASHS benefit from a formal program of standards-based assessment. The major purposes of an assessment program are to improve teaching, help students achieve the highest standards they can within their own capabilities, and provide meaningful reports to parents/guardians on students’ achievements.

Assessment is an important component of the ASHS data system. Data is used at ASHS to deliver information about students directly and efficiently to teachers, thus allowing them to better identify individual student needs and teach as effectively as possible. Assessment data forms part of the data that is used in the data system.
5. Responsibilities

**Teachers**
In school-based assessment, teachers are accountable for designing assessment programs and making judgments about the standards achieved by their students within the assessment and reporting timeframes.

Teachers will support students by providing them, where appropriate, with modeling, scaffolding, and annotated exemplar responses. They will engage students in feedback and reflection on their assessment, and will be able to articulate reasoning behind judgments of the standards achieved.

Teachers are responsible for informing parents when students do not provide work to support a judgment of achievement, and are likely to be awarded with a Not-Rated (N) level of achievement on their report card.

**Heads of Department**
Heads of Department are accountable for quality assuring assessment items using the Curriculum Quality Assurance System. This means HODs ensure all assessment is valid, clear and fair.

**Students**
Students are responsible for submitting assessment items or sitting examinations on the due day unless special consideration has been formally arranged. The student must show academic integrity.

**Parents/Guardians**
It is the responsibility of Parents/Guardians to support and encourage their children to complete all assessment by the due date. They should inform the teacher of any difficulties relating to the completion of assessment tasks and provide documentary evidence where necessary.

6. Due Dates

Timely submission of assessment is essential for students to demonstrate their learning and receive feedback. Timely submission is considered to be on or before **3:10pm on the due date.** The teacher is responsible for determining the mode of submission, either electronically or otherwise. The student is responsible for ensuring their work is submitted on time. This means planning ahead, such as saving drafts on Student G-Drive, to avoid non-submission due to technological difficulties.

In cases where students do not submit assessment by the due date, their work will be marked using evidence available on or before the due date. Usually this would be rough drafts or monitoring.
7. Non-submission of assessment
An “E” grade cannot be awarded where there is no evidence for it. Judgments on student achievement are made by comparing student work to the assessment standards descriptors. In cases where a student does not submit assessment by the due date, and there is no other evidence of their achievement, they will be awarded an N for the assessment.

8. Absence on Due Dates and Test Dates
If a student is absent from school on the due date for an assignment or on the day of a test, without special consideration, they will be awarded their grade based on the evidence available on or before the due date. If the absence was due to illness, it is the student and parent’s responsibility to contact the teacher or HOD on the due date then provide evidence, such as a medical certificate, to the teacher that explains the absence. In this case the student will submit the assessment or sit the test when they return to school. If the absence was due to special circumstances, (e.g. bereavement) parents should contact the relevant Head of Department (HOD) to discuss the circumstances of the absence. The HOD will arrange special consideration if appropriate.

9. Special Consideration
Special consideration means making reasonable adjustments to the conditions of assessment to ensure equitable opportunities for all students. Special consideration may apply to any student, depending on the circumstances. In making a decision about special consideration, the school is required to consider what adjustments to assessment conditions are reasonable in the circumstances. Reasonable adjustments for students with specific educational needs must be planned and negotiated as early as possible, so that students can be provided with appropriate support to participate in and complete course requirements. Special consideration may be organized in conjunction with case managers for students with disabilities (SWDs).

Students may apply for an extension if they have a genuine reason. This must be done before the due date and preferably as soon as it is evident the assessment timeline will not be met. To apply for an extension the student should fill out the extension request form found on Student G-Drive and submit it to the relevant HOD.

Students or parents who wish to apply for any other form of special consideration should contact the relevant HOD as soon as possible and well before the due date. Special consideration is a planned process of support that cannot be organized at the last minute.

When deciding to award special consideration the HOD will use as a guide the QSA Policy on Special Provisions for School-based Assessments in Authority and Authority-registered Subjects. An assessment modification recording sheet should be attached to the task where appropriate.
10. Academic Integrity

Assessment conditions and procedures must ensure the integrity of students’ responses. If a teacher believes that a student’s work has been compromised then it is the student’s responsibility to validate the integrity of the work.

For example:

- The teacher suspects plagiarism in an assignment. The students would need to demonstrate the work is their own through submission of drafts, source documents and research notes.
- The teacher suspects cheating on a test. The student would need to demonstrate, through class notes, drafts, pre-tests, or practice exams that the work is of similar standard to previous work.

If a teacher suspects there has been a breach of academic integrity they should investigate it. If the breach is confirmed, the sections of work in question cannot be used to make a judgment about student achievement.

One of the values in the ASHS School Charter of Values is responsibility, and it is the responsibility of students to act in a trustworthy way. Trustworthiness means:

- We seek to be fair and honest in all our dealings with others.
- We keep our word.
- We act responsibly.
- We perform tasks graciously and as best we can.
- We are truthful.

As such, students who are found to be academically dishonest have shown unacceptable behaviour. The teacher shall record the incident in OneSchool and discuss the matter with the relevant HOD. Any consequences will follow the Flowchart of Consequences for Unacceptable Behaviour outlined in the ASHS Responsible Behaviour Plan.

Strategies for authenticating student work

Teachers can use strategies to help them authenticate student work and prevent a loss of academic integrity. The QSA a policy, Strategies for authenticating student work for learning and assessment, should be used as a guide.

11. Conduct during tests

To be fair to all students sitting a test, it is important that test conditions are maintained. This means that students do not talk or act in a way that distracts others and prevents them from completing the test to the best of their abilities. As such, students and teachers are reminded that the Responsible Thinking Process is in effect during tests. Students who act in a way that disrupts others should be asked first questions. Students who disrupt again will choose to leave. The teacher will determine a level of achievement for this student using whatever evidence is available. This would usually mean marking the sections completed before the student chose to leave.
12. Reporting

Teachers who make the greatest difference to student achievement continually monitor each student’s progress and provide specific feedback to guide and extend learning. Reporting forms part of this feedback.

Written reporting occurs at the end of each semester. The grades and comments on written reports refer to the learning that has occurred in that semester only. Therefore, the semester two report card should not include grades from semester 1.

For teachers to be satisfied that they can report on student achievement the student’s work should demonstrate evidence across the range and balance of the course content and criteria within the teaching and learning sequence being reported on. If the student work does not demonstrate this then the teacher will attribute a result of N in reporting. The teacher is responsible for informing parents/guardians in advance of reporting when they determine it is likely a student will receive an N.

Students who are completing modified programs, such as SWDs, will be assessed and reported against the appropriate academic level.

13. Assessment Feedback

Students are entitled to feedback during the assessment process and after the assessment process is complete. Feedback during the assessment process occurs at designated junctures along the learning and assessment continuum. The teacher will indicate, through the task sheet, points in time when the student will receive feedback on their progress towards completion of assessment items.

Feedback given during the assessment process is not intended to provide indicative marks or extensive corrections. This feedback should inform the student of their progress towards the completion of the task. This feedback shall be equitable for all students accessing the assessment piece.

Feedback after the assessment process has completed shall occur in a timely manner. In most cases this would be within a two week period from the completion of a task. It shall relate to the standards awarded, the areas that students have shown success and opportunities for improvement.

Quality and quantity levels of feedback shall be determined at faculty levels and be consistent across students completing that assessment piece.
14. Assessment Policy FAQ for students

**What happens if I hand in my assignment late?**
Assignments handed in after the due date will not be marked by your teacher. You will be given a mark based on your draft or monitoring mark. The teacher will only mark your assignment after the due date if you have organized special consideration.

**What happens if I don’t hand in an assignment?**
Assessment that is not submitted will receive an N. Depending on the subject, this may mean you have not shown enough evidence of every criterion, and so you may get an N on your report card. For senior students this could result in a loss of QCE credit.

**What is special consideration?**
Special consideration is the modification of the conditions of an assessment for a genuine reason. An example would be being given extra time to complete an assignment because you were sick.

**What happens if I am away on the day of the test, or the due date of an assignment?**
If you are away on the day of the test or due date of an assignment, you will be awarded a grade based on your draft, monitoring mark, or pre-test. If you have a good reason, such as being sick, your parents need to contact the teacher on the day to explain. When you return to school, you will need to give evidence to your teacher (such as a medical certificate), and you will be allowed to sit the test or hand in the assignment.

**How do I get an extension?**
If you have a genuine reason, you can apply for an extension. First print out and fill in the extension form on Student G-Drive and give it to the relevant HOD to sign. Extensions must be organized before the due date.

**What happens if I cheat on a test?**
If you get caught cheating, the teacher will not mark the sections of the test you cheated on. This will mean your grade for the test will be lower. Also, cheating is against the rules, so will result in the Responsible Thinking Process being used.

**What happens if I plagiarize?**
Plagiarism is copying other peoples work and pretending it is your own. If a teacher discovers you have plagiarized an assignment, they will not mark the sections that have been copied. This will mean your grade will be lower.

**What happens if I misbehave during a test?**
The RTP is in effect during tests. If you disrupt you will be asked first questions, and if you disrupt again you will be choosing to leave to go to the RTC. You won’t get to finish the test and your teacher will give you a mark based on how much you had done before you chose to leave.
### 15. Request for special consideration

<table>
<thead>
<tr>
<th>SECTION 1 – TO BE COMPLETED BY STUDENT AND PARENT / GUARDIAN</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Student Name</strong></td>
</tr>
<tr>
<td><strong>Assessment Type</strong></td>
</tr>
<tr>
<td><strong>Subject</strong></td>
</tr>
</tbody>
</table>

**Reason for request:**

<table>
<thead>
<tr>
<th>Do you have supporting documentation to support request?</th>
<th>YES / NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>(e.g. medical certificate, signed parent authorization etc.)</td>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>Have you had time to work on this assessment in class?</th>
<th>YES / NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date: ........ / ........ / ........</td>
<td></td>
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</tbody>
</table>

**Student signature:** ……………………………………………………………

**Parent signature:** ……………………………………………………………

<table>
<thead>
<tr>
<th>SECTION 2 – TO BE COMPLETED BY SUBJECT TEACHER</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Do you support this request for extension?</strong></td>
</tr>
<tr>
<td><strong>Teacher signature:</strong> ……………………………………………………………</td>
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</tbody>
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<table>
<thead>
<tr>
<th>SECTION 3 – TO BE COMPLETED BY SUBJECT HOD</th>
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<tbody>
<tr>
<td><strong>Extension granted ?</strong></td>
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<tr>
<td><strong>Extension granted until:</strong></td>
</tr>
<tr>
<td><strong>HOD signature:</strong> ……………………………………………………………</td>
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</tbody>
</table>

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When deciding to award special consideration the HOD will use as a guide the OSA Policy on Special Provisions for School-based Assessments in Authority and Authority-registered Subjects. An assessment modification recording sheet should be attached to the task where appropriate.