

Assessment Policy

2019

Atherton State High School
Maunds Road Atherton

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1. Rationale

Assessment is the purposeful, systematic and ongoing collection of information for use in making judgements about student progress and performance. This aligns with the Queensland Curriculum and Assessment Authority (QCAA) definition and position for the purpose of assessment. Teachers, students and parents should refer to the QCAA QCE and QCIA Policy Handbook for more information.

The assessment process involves:

- Providing students with opportunities to demonstrate learning
- Gathering and recording evidence about student demonstrations of learning
- Using the evidence to make overall judgements about students' learning

2. Audience

Atherton State High School students, teachers, parents, and caregivers. This document is designed to be accessible to members of the community.

3. Purpose of Assessment Policy

The purpose of this Assessment Policy is to:

- Provide information to students and their parents/carers about the expectations for assessment and their responsibilities
- Provide guidelines and information to all staff about expectations and their roles and responsibilities
- Ensure consistency of practice in the application of assessment conditions and treatment of assessment issues

4. What is Assessment?

Assessment is the purposeful and systematic collection of information about students' achievements in scope with the above-defined purposes. It is:

Either

- Formative (uses of day-to-day, often informal, assessments to explore pupils' understanding); **or**
- Summative evaluates student learning, skill acquisition, and academic achievement at the conclusion of a defined instructional period—typically at the end of a project, unit, course, semester, program, or school year

And Either

- Internal (designed and administered at the school site); **or**
- External (designed by QCAA and administered at the school site)

5. Overview

a. Background Principles

Assessment plays an integral role in improving learning and informing teaching. Its fundamental purpose is to establish where learners are in an aspect of their learning at the time of assessment (Masters 2014).

Assessment information has multiple uses, including:

- Provision of feedback to teachers
- Provision of feedback to students and parents/carers
- Development of lifelong learners by enabling students to identify and reflect on the progress they are making, which is crucial to building self-evaluation, self-efficacy and self-responsibility for in-depth and long-term learning
- Refinement of quality teaching, by supporting teacher reflection and professional learning
- Provision of information for certification
- Measurement and evaluation of policies, programs, interventions and teaching strategies to provide better understanding of student achievement and growth



b. Engaging in learning and assessment

Students are expected to engage in the learning in the subject or course of study including the course objectives. Schools are expected to provide opportunities for learning related to the relevant unit of study. In order to be awarded a result in a subject, students must produce evidence of achievement in response to assessment planned for each unit (as determined by the Head of Teaching and Learning, the syllabus and/or learning area) to meet course requirements to be eligible for credit for any semester/unit for each subject being studied.

c. Completion of summative assessment

Students and parents/carers will be informed in a timely manner when incomplete assessment will mean that the student will not meet requirements for a subject or course result.

If a student is eligible for Access Arrangements and Reasonable Adjustments (AARA – Refer to section f) and an extension of time is granted for a specified task, this becomes the new due date for this student. In circumstances where AARA are not applicable, the following information will apply:

- For summative units, there must be evidence of a response to each summative assessment for a student to achieve a subject result. When a student does not submit a response to an assessment instrument on or before the due date set by the school, a result should be awarded using evidence available on or before the due date, e.g. class work, a draft, rehearsal notes, photographs of student work, teacher observations. Where there is no evidence of a response to each summative assessment on or before the due date as set by the school, a subject result can be allocated.
- When enrolled in a General (Senior External Examination) subject, students must complete the Senior External Examination to receive a subject result.
- When enrolled in a Short Course, students are expected to complete all course and assessment requirements. For the course of study, there must be evidence of student responses to each summative internal assessment to achieve a course result. Where a student does not complete the summative assessments by the end of the summative year, an exit result cannot be awarded. A student who does not complete all summative assessments would be required to repeat the Short Course and complete all assessments to achieve an exit result.

d. Gathering evidence of student achievement

The school is responsible for gathering evidence of student achievement on or before the due date for summative internal assessment instruments in all subjects in all units. The school will publish due dates for assessment tasks annually through the Learning and Assessment Overviews, and at the beginning of each unit of work, and will ensure evidence is gathered on or before the assessment due date. The school will also provide checkpoints and points of intervention throughout the teaching, learning and assessment process to ensure that teachers, other school staff and parents/carers have the opportunity to prevent the non-submission of a response to assessment.

e. Non-submission of a final response

In circumstances where students do not submit a final response to an assessment (other than unseen examinations), teachers make judgments based on evidence of student work collected for the purposes of authentication during the assessment preparation period.

For students who are enrolled in a subject, but do not produce evidence on or before the due date specified by the school and no other evidence is available, 'Not-Rated' (N) will be recorded in the Student Management system by the date published by QCAA.

External assessment for senior General and General (Extension) subjects is summative, and contributes to the overall subject result. Students must complete external assessment on the date published on the QCAA website.



It is not appropriate to award a lower result, mark or standard as a penalty for late or non-submission, as evidence is to be matched to the relevant syllabus marking guides or standards.

- For Applied subjects, an E cannot be awarded when there is no evidence for that standard
- For General subjects, a mark of zero for the internal assessment instrument cannot be allocated if there is no evidence
- The only result that can be awarded is Not-Rated (NR)

For students in years 7-10, a judgement will be calculated based on the evidence from in class and the draft submission. For students to be awarded an NR, no evidence across the unit has been submitted.

f. Access arrangements and reasonable adjustments (AARA)

For assessment in each subject or course offered, access arrangements and reasonable adjustments (AARA) may be approved for eligible students. The Disability Discrimination Act 1992 (DDA) and the Disability Standards for Education 2005 (DSE) seek to eliminate, where possible, discrimination against people with disabilities. AARA minimise barriers for eligible students to demonstrate their learning, knowledge and skill in assessment.

The Queensland Curriculum and Assessment Authority (QCAA) recognises that some students have disability, impairment and/or medical conditions, or experience other circumstances that may be a barrier to their performance in assessment. Access arrangements and reasonable adjustments (AARA) are designed to assist these students.

Access arrangements are action/s taken by the school so that a student with an eligible impairment that may not be covered by the definition of disability can access assessment. Reasonable adjustments are action/s taken by the school so that an eligible student with impairment as a result of disability and/or medical conditions or experiencing other circumstances creating a barrier to the completion of assessment can be assessed.

The application of AARA to student assessment is based on the functional impact of the condition for which AARA are sought. Students with the same condition may experience highly varied impacts on their education, and their ability to demonstrate their learning, knowledge and skill in assessments. Refer to Section 6 of the QCE and QCIA policy and procedures handbook 2019. V.1.0 for more information.

g. Scaffolding

Teachers will use scaffolding to develop students' knowledge and skills by gradually releasing support and responsibility to students over a course of study.

When scaffolding in an assessment context, it is important that the integrity of the requirements of the task or assessment instrument are maintained so a student's response is their own. Scaffolding or task instructions cannot be used to lead to a predetermined response or interfere with students' ability to demonstrate their knowledge and understanding of the relevant criteria.

h. Drafting

A draft is a preliminary version of a student's response to an assessment instrument. A draft can be used to provide feedback on a response as well as to authenticate student work. For feedback to be effective, the draft should be a **full response that is nearing completion**. The type of draft students submit differs depending on the subject and assessment technique. For example, if an assessment instrument requires a presentation as the response, a draft might be a rehearsal of this presentation.

Providing feedback on a draft

The purpose of feedback is to provide meaningful information about a student's strengths and areas for improvement to support them to progress their learning. Effective feedback encourages self-reflection, allows students to actively monitor and evaluate their own learning, and facilitates self-direction and motivation.

Teachers will provide feedback on a maximum of one draft of each student's response. Providing feedback is a consultative process, not a marking process. Students will not be allocated a result for the draft student



response. Draft feedback is intended to encourage a student to reflect on strategies they might use to refine their response. In providing feedback on a draft, teachers indicate aspects of the response that need to be improved or developed to meet the requirements of the assessment instrument. Teachers may indicate some key errors in spelling, grammar, punctuation and calculations, and remind students that the draft requires more editing, but will not edit or correct all errors in a draft. Feedback on a draft cannot compromise the authenticity of student work - teachers cannot introduce new ideas, language or research to improve the quality of student responses.

Teachers may use a range of suitable strategies to provide feedback on the draft response. The strategy chosen may differ depending on the mode of response and the appropriate year level and may include written feedback, verbal feedback, feedback provided through questioning or a summary of feedback and advice to the whole class.

Submission of drafts

Students will be issued with timelines for submission of assignment drafts. When an assignment draft is due, the student must submit the draft, in the format specified, to their teacher who will keep a record of submission. The draft copy with feedback will be returned to the student. Should the student not make a final submission, the draft will be marked and graded as the final assessment piece.

Failure to submit a draft

If no draft work is submitted, the class teacher will contact the parent or carer within 48 hours. The class teacher will actively encourage the student to submit their draft work for the purpose of authenticity prior to the final due date. The class teacher will provide feedback as per the drafting process. Should the student not make a draft or final submission, the result assigned on the student profile will be based on this evidence held from preparation of task.

i. Academic integrity

Accurate judgments of student achievement can only be made on genuine student assessment responses. To make judgements about student achievement, schools must have sufficient evidence of the student's own knowledge and skills to match with the relevant instrument-specific marking guide (ISM), instrument-specific standards or syllabus standards.

Teachers should:

- take reasonable steps to ensure that each student's work is their own across a range of conditions, particularly when students have access to electronic resources, are preparing responses to collaborative tasks, and have access to others' ideas and work
- collect evidence of the authenticity of student responses throughout the process (such as classwork, outlines, plans or a draft)

Students must undertake work on their assessment responses during the designated class time to ensure teachers are able to observe the development of work and authenticate student responses. Students are required to participate in authentication processes as required by schools.

Students should:

- complete responses during the designated class time to ensure teachers are able to observe the development of work and authenticate student responses
- participate in authentication processes as required by the school:
 - sign a declaration of authenticity
 - submit a draft
 - submit the final response using plagiarism-detection software, where required
 - participate in interviews during and after the development of the final response.

Parents./careers should:

- support the efforts of teachers and students to authenticate student responses by ensuring that tutors, family members or others who support students are aware of and follow the guidelines for drafting and providing feedback on a draft student response.



Responses or sections of responses that are not the student's own cannot be used to make a judgment. When authorship of student work cannot be established, or a response is not entirely a student's own work, the school will:

- provide an opportunity for the student to demonstrate that the submitted response is their own work
- make a judgment about the student's knowledge and skills using the parts of the response that can be identified as the student's own work

j. Academic Misconduct

Academic misconduct incorporates a broad range of behaviours in which students inappropriately and falsely demonstrate their learning. Academic misconduct may be considered along a continuum of breaches that range in significance of misconduct and intent. Academic misconduct involves one or more of the following:

Type of Misconduct	Examples
Cheating while under supervised conditions	<ul style="list-style-type: none">• Beginning to write during perusal time or continuing to write after the instruction to stop work is given• Using unauthorised equipment or materials• Having any notation written on the body, clothing or any object brought into an assessment room• Communicating with any person other than a supervisor during an examination, eg: through speaking, electronic device or other means such as passing notes, making gestures or sharing equipment with another student
Collusion	<ul style="list-style-type: none">• When working in a group, submitting a response that is not individual (the response submitted by each student must be the students' own work)• Assisting another student to commit an act of academic misconduct
Contract cheating/significant contribution of help	<ul style="list-style-type: none">• Asking for help on an assessment item from a tutor or a person in a similar supporting role that results in the tutor/other person completing or significantly contributing to the response• Paying for someone or a service to complete a response to an assessment
Copying work	<ul style="list-style-type: none">• Deliberately or knowingly making it possible for another student to copy responses• Looking at another student's work
Disclosing or receiving information about an assessment	<ul style="list-style-type: none">• Giving or accessing unauthorised information such as the answers to an examination prior to completing a response to an assessment• Making an attempt to give or receive access to secure assessment materials
Fabricating	<ul style="list-style-type: none">• Inventing or exaggerating data• Listing incorrect or fictitious references
Impersonation	<ul style="list-style-type: none">• Allowing another person to complete a response to an assessment in place of the student
Misconduct during an examination	<ul style="list-style-type: none">• Distracting and disrupting others in an assessment room
Plagiarism or lack of referencing	<ul style="list-style-type: none">• Completely or partially copying or altering another person's work without attribution (another person's work may include text, audio-visual material, figures, tables, images or information)
Self-plagiarism	<ul style="list-style-type: none">• Duplicating work or part of work already submitted as a response to an assessment

Penalties for academic misconduct are outlined in the QCAA QCE and QCIA Handbook and the Atherton State High School Responsible Behaviour Plan.



k. Collecting and storing assessment information

All students are required to submit all assignments by the due date as recorded on the Learning and Assessment Overview. All assignments are to be submitted to the class teacher by 4pm on the due date. The assignment must be submitted in the format specified by the class teacher and HOD.

All exams and other modes of assessment must be completed on the published due date unless negotiated with the class teacher and HOD.

l. Internal quality assurance

School quality assurance processes are conducted throughout each teaching and learning cycle. Marking moderation occurs in all learning areas for all year levels and judgements about student work are determined by subject teachers and discussed with colleagues to ensure consistency and validity.

m. Status of results

For the senior subjects, all marks for summative internal assessment for General subjects are provisional until they are confirmed through the QCAA confirmation process throughout units 3 and 4. Results for Applied and Applied (Essential) subjects and short courses may be subject to advice from the QCAA quality assurance processes.

6. Responsibilities

Principal

The Principal (or Principal's delegate) is responsible for the:

- Total assessment program in the school
- Quality assurance processes within the school
- Provision of information to the QCAA
- Communication between the QCAA and the school about the quality assurance processes
- Maintenance of school records as required by the QCAA
- Ensures that administration of assessment and judgments of standards within the school are consistent with syllabuses and the procedures outlined in the QCE handbook

Heads of Department/Subject Leaders

The Heads of Department or subject leaders typically:

- Prepare and oversee the implementation of programs of study and requirements of the QCAA
- Ensure the application of standards is consistent within QCAA General and Applied subjects, Short and VET Courses and the Australian Curriculum
- Prepare the required information for the QCAA processes of endorsement, confirmation and QCAA reviews
- Implement the recommendations from endorsement, confirmation and QCAA reviews
- Maintain records and evidence as required by the QCAA and the school

Teachers

Within each subject, teachers typically:

- Develop and deliver learning experiences and assessment opportunities for students using the relevant syllabuses and resources
- Assess student work and determine results using ISMGs, instrument-specific standard matrices or exit standards/achievement standards
- Maintain records and evidence as required by the QCAA and the school

Students

Students are responsible for:

- Meeting checkpoints as outlined on the task sheet
- Submitting both draft and assessment items on the due day unless an assessment variation or **AARA** has been formally arranged



- Showing academic integrity. Authentication of student work is mandatory
- Ensuring all procedures requiring the completion of assessment are followed and the relevant documentation submitted to the Head of Teaching and Learning within the required timeframe

Parents and caregivers

It is the responsibility of Parents and caregivers 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.

QCAA Assessors (Year 11 and 12)

QCAA assessors implement the quality assurance processes for summative internal assessment for Applied (Essential), General and General (Essential) subjects and external assessment for General and General (Extension) subjects.

7. Process

Assessment Schedules

By week 2 of each semester (each unit in senior), students will receive a printed or electronic Learning and Assessment Overview for each subject. In addition, students can also access Learning and Assessment Overviews from the school website.

Assessment Task Sheets

Students will be provided with an Assessment Task Sheet for every assessment item. The Year 7 – 10 task sheet is consistent across all learning areas. In Year 11 and 12, the assessment task sheets are as prescribed by the QCAA in the subject syllabus.

Submission of Assignments

- Assignments must be submitted to their class teacher in the format specified by the class teacher and HOD by 4pm on the due date
- In the event the class teacher is not present in class on the due date, the student must submit the assignment to the supervising teacher
- If students are required to submit assignments electronically, they must retain an electronic copy of the sent assessment item.

Assessment Extension – Requested by Students

- Extensions will be considered on a case-by-case basis
- Senior students (Year 11 and 12) must consult with their teacher in order to follow the QCAA guidelines

There are only two grounds for applying for an extension of the due date for students in Years 7 – 10 and senior units 1 and 2.

1. Illness – a medical certificate or parental contact is required
2. Extenuating circumstances
 - a. Family activities of a special nature requiring absence from school
 - Bereavement, family breakdown, etc.
 - Traditional cultural commitments
 - Representative sporting commitments
 - Long-term illness of self or family member
 - b. If a delicate family matter or personal circumstance applies, the application can be lodged directly with Guidance Officer, Community Education Counsellor, the Deputy Principal Student Services or the Principal who will consult with the relevant Head of Department.

To apply for assignment extensions, students in Years 7 – 10 and senior units 1 and 2 must follow these steps:

1. Obtain "Assessment Variation Request" form from student services as early as possible prior to the due date. The completed form will be attached to the assessment item on submission.
2. Complete and submit the request to the relevant Head of Department.



3. The relevant Head of Department will consult with the class teacher.
4. Approval or non-approval will be granted, and the student will be provided with a copy.

Exams

Students must attend all exams and oral assessments at the scheduled time. These may be undertaken in normal class time or during a specified time.

If a student is unable to attend an exam due to illness or misadventure:

- The student or family must notify the school as soon as possible before the scheduled test exam
- On return to school the student is responsible for reporting to the relevant Head of Department to make alternate arrangements
- For students in Years 7 – 10 and senior units 1 and 2 proof of illness or misadventure may be asked for on the student's return to school
- For students in senior units 3 and 4, a medical certificate on the approved QCAA template must be provided on the student's return to school

If a student has prior knowledge of an absence:

- For students in Years 7 – 10 and senior units 1 and 2, the student must complete an Assessment Variation Request form through their teacher and HOD. If approved, the student will be allowed to complete a similar assessment item as negotiated with the teacher in consultation with the relevant Head of Department
- For students in senior units 3 and 4 QCE and QCIA policy and procedures handbook requirements must be followed

Extended Known Absence - students in Years 7 – 10 and senior units 1 and 2

Absence durations defined as:

- Short – 1 week or less. Teacher may consider evidence already collected be used to form judgement on an assessment item
- Medium – 1 -2 weeks. Consideration needs to be given to the timing of the assessment piece and the absence in relation to the assessment cycle
- Long – Over 11 school days. Exemption from schooling to be completed and consideration be given as to when there will be sufficient evidence to make valid judgements at the end of the course of study

Should a student know that they will be absent for an extended period of time, they must collect an Extended Student Absence Notification form from the Head of Junior Secondary or the Head of Senior Schooling and complete the form as per the instructions.

The class teacher will talk with the student about the time they will be away and indicate any arrangements that they may need to make before the absence.

- The student should make contact with all of their teacher and take this form home once completed.
- Teachers may contact home if they feel they need to discuss the effects of the absence.
- Information may be communicated to students via their MIS school email account.

School disciplinary absences

If a student is on a school based disciplinary absence, they are expected to complete all the school work and meet all assessment dates. If a student is required to attend an exam whilst on a school disciplinary absence, they will be required to make arrangements with the Head of Teaching and Learning for the subject involved and complete the exam where possible.

8. Definitions

Assessment – Assessment is the ongoing process of gathering, analysing and reflecting on evidence to make informed judgements about the achievement or capabilities of individuals and cohorts.



Summative Assessment – Assessment whose major purpose is to indicate student achievement; summative assessments contribute towards a students' subject result

Formative Assessment – Assessment whose major purpose is to improve teaching and student achievement

Collection of work – A collection of work assesses a response to a series of tasks relating to a single topic in a module of work. The student response consists of a collection of at least three assessable components provided at different times and may be demonstrated in different circumstances and places.

Examination – An examination (exam) is a supervised test that assesses the application of a range of cognitions to one or more of the provided items such as questions, scenarios and/or problems. Responses are completed individually, under supervised conditions and in a set timeframe.

Extended response – An extended response is an open-ended assessment technique that assesses the interpretation, analysis, examination and/or evaluation of ideas and information in response to a particular situation or provided stimulus. While students may undertake some research in the preparation of the extended response, it is not the focus of this technique. An extended response occurs over an extended and defined period of time.

Investigation – An investigation assesses investigative practices and the outcomes of applying these practices. Investigation includes locating and using information beyond students' own knowledge and the data they have been given and requires students to research a specific problem, question, issue, design challenge or hypothesis through the collection, analysis and synthesis of primary and/or secondary data. An investigation uses research or investigative practices to assess a range of cognitions in a particular context. An investigation occurs over an extended and defined period of time.

Performance – A performance is an assessment technique that requires students to physically demonstrate a range of cognitive, technical, creative and/or expressive skills, and to apply theoretical and conceptual understandings through the psychomotor domain. It involves student application of identified skills when responding to a task that involves solving a problem, providing a solution or conveying meaning or intent. A performance is developed over an extended and defined period of time.

Practical demonstration – A practical demonstration assesses the practical application of a specific set of teacher-identified production skills and procedures. Responses are completed individually and in a set timeframe.

Product – A product is an assessment technique that focuses on the output or result of a process requiring the application of a range of cognitive, physical, technical, creative and/or expressive skills, and theoretical and conceptual understandings. A product is developed over an extended and defined period of time, and involves students applying identified skills in relevant contexts.

Project – In applied subjects, a project is an assessment technique that focuses on a problem-solving process requiring the application of a range of cognitive, technical and creative skills and theoretical understandings. The response is a coherent work that documents the iterative process undertaken to develop a solution to a problem and includes written paragraphs and annotations, diagrams, sketches, drawings, photographs, video, spoken presentations, physical prototypes and/or models. A project is developed over an extended and defined period of time.

New QCE Year 11 and 12

QCAA – Queensland Curriculum and Assessment Authority



ATAR – Australian Tertiary Admission Rank

QCE – Queensland Certificate of Education

AARA – Access arrangements and reasonable adjustments

General Subjects – A subject for which a syllabus has been developed by the QCAA with the following characteristics: results from courses developed from General syllabuses contribute to the QCE; General subjects have an external assessment component; results may contribute to ATAR calculations.

Applied Subject – a subject whose primary pathway is work and vocational education; it emphasises applied learning and community connections; a subject for which a syllabus has been developed by the QCAA with the following characteristics: results from courses developed from Applied syllabuses contribute to the QCE; results may contribute to ATAR calculations.

Internal Assessment- Assessments that are developed by schools; summative internal assessments are endorsed by the QCAA before use in schools and results externally confirmed contribute towards a students' final result.

Instrument-Specific Marking Guides (ISMG) – A tool for marking that describes the characteristics evident in student responses and aligns with the identified objectives for the assessment.

External Assessment – Summative assessment that occurs towards the end of a course of study and is common to all schools; developed and marked by the QCAA according to a commonly applied marking scheme.

Confirmation – Confirmation is an annual quality assurance process for General and General (Extension) senior subjects based on the reliability of quality assessment.

Endorsement – Endorsement is an annual quality assurance process applied to summative internal assessment instruments of: Essential English; Essential Mathematics; and all General subjects, including General (Extension) subjects.

9. Legislation and DET Policy

Legislation

- Education (General Provisions) Act 2006
- Education (General Provisions) Regulation 2006
- Education (Queensland Curriculum and Assessment Authority) Act 2014
- Education (Queensland Curriculum and Assessment Authority) Regulation 2014
- Disability Discrimination Act 1992
- Anti-Discrimination Act 1991
- Disability Standards of Education 2005

Relevant Policy

- QCE and QCIA Policy and Procedures Handbook 2019 v1.0
- Roadmap for P – 10 curriculum, teaching, assessment and reporting May 2018

Contact Deputy Principal Teaching and Learning

Review Date March 2020



Appendix 1 – Atherton State High School Assessment Variation Request Years 7 – 10 and Senior Units 1 and 2

Assessment Variation Request

<u>Student Name:</u>	<u>Year Level:</u>
<u>Subject:</u>	<u>Teacher:</u>
<u>Assessment Item:</u>	<u>Due Date:</u>
<u>Date of Extension:</u>	<u>Other:</u>

Please tick the following that applies:

1	Extension to timeline for upcoming assignment from HOD and Subject Teacher	
2	Extension to timeline for upcoming examination being sought from the HOD and Subject Teacher	
3	Medical condition necessitating special consideration to assessment being sought from HOD and Subject Teacher	
4	Non-medical circumstance necessitating special consideration to assessment (Bereavement, representative sport/cultural) is obtained from HOD and subject teacher	
5	Enrolment in an approved Vocational Education program	

Reason: (If medical, please attach medical certificate)

Student is making the request to vary condition because:

Declaration:

In applying for this variation, I assure Atherton SHS that I am not seeking unfair advantage over other students in this course.

Student Name (Please print) Student Signature Date

Parent/Carer Name (Please print) Parent/Carer Signature Date

Office Use Only: Action Taken	
Extension Granted	Extension NOT Granted
HOD Signature:	Teacher Signature:

THIS FORM MUST BE ATTACHED TO ASSESSMENT ITEM.



Appendix 2 - Extended Student Absence Form

Dear Teachers,

We have received advice regarding an extended absence from school for

Name of Student:

Form Class: Absence Duration:

Could you please talk with him/her about the time they will be away and indicate any arrangements they may need to make before they go in relation to their course work. In general, a teacher should consider:

- Any support material that may be provided to minimise the effect of absence to learning?
- Any planning adjustments that may be made to minimise the effect of absence to learning?
- Should 'special consideration' be applied?

Subject	Teacher Signature	Arrangements for class work/assessment to be supported by subject.
English		<ul style="list-style-type: none"> ○ Teacher to... ○ Student to...
Maths		<ul style="list-style-type: none"> ○ Teacher to... ○ Student to...
Elective:		<ul style="list-style-type: none"> ○ Teacher to... ○ Student to...
Elective:		<ul style="list-style-type: none"> ○ Teacher to... ○ Student to...
Elective:		<ul style="list-style-type: none"> ○ Teacher to... ○ Student to...
Elective:		<ul style="list-style-type: none"> ○ Teacher to... ○ Student to...

The student should make contact with all of their teachers and take this form home with them once completed to advise parents of the arrangement made.

Teachers may make contact with home if they feel they need to discuss the effects of the absence with the parent further.

Information may be communicated to students via their MIS school email account or via the email account for a parent entered on One School.

Please note Absence Durations defined as:

- *Short* - 1 week or less. Teacher may consider evidence already collected be used to form a judgement on an assessment item.
- *Medium* - 1 to 2 weeks. Consideration needs to be given to the timing of the assessment piece and the absence in relation to the assessment cycle.
- *Long* - More than 11 days. Consideration should be given as to whether there will be sufficient evident to make valid judgements at the end of the course of study.



Appendix 3 – Failure to submit drafts email sent to Parents

Date

Dear Parent/Guardian,

This email is written as a matter of courtesy to inform you that «Preferred_Given_Name» has failed to submit a draft for SUBJECT assignment by the due date. The drafting process is an integral part of your child's course which provides valuable feedback directly to your child to ensure they present a final copy that demonstrates their understanding of the general objectives of the course, therefore there is an expectation that this draft would be completed and submitted.

As the draft is now considered a late submission, any work submitted prior to the final due date of the assessment task will be used for the purpose of authenticity reasons only and the collection of evidence for student profiles. If «Preferred_Given_Name» does not make a draft or final submission, the result assigned on the student profile will be based on any evidence held by from prior checkpoints during preparation of the task.

Could I please ask for your support and encouragement in this matter by addressing this issue and its importance with your child, and encourage them to put more time and effort into future drafts for their assessment pieces. If «Preferred_Given_Name» is experiencing difficulty in understanding the requirements of an assignment I would ask that you encourage them to see the teacher and request additional help. The teacher will be more than happy to accommodate this.

If you would like to discuss this, or if there is any further information that you would like to speak about, please contact either myself or the classroom teacher.

Regards
Teacher Name

Teacher Email Signature

Copy to HOD



Appendix 4 – Failure to Submit Assignments Email – Senior 11, 12

Date

Dear Parent/Guardian

This email is written as a matter of courtesy to inform you that «Preferred_Given_Name» has failed to submit their SUBJECT assignment by the due date. The assignment is an integral part of your child's course and therefore there is an expectation that this assignment would be completed and submitted. As a result of this non submission, the following will occur;

1. Rating - A rating will be given to your child based on the monitoring process carried out by the teacher prior to the due date. This rating will be given based on assignment related work that the teacher has observed and collected in class or in draft form, and according to how well that work meets the general objectives for the course of study. If there is no evidence of assignment related work during the monitoring process, a grade of NR (Not Rated) will be awarded.
2. Late Submission – Your child may still hand in the assignment late for the purpose of feedback only.

Could I please ask for your support and encouragement in this matter by addressing this issue and its importance with your child, and encourage them to put more time and effort into future assignments. If

«Preferred_Given_Name» is experiencing difficulty in understanding the requirements of an assignment I would ask that you encourage them to see the teacher and request additional help during the drafting and feedback cycle. The teacher will be more than happy to accommodate this.

If you would like to discuss this, or if there is any further information that you would like to speak about, please contact either myself or the classroom teacher.

Regards
Teacher Name

Teacher Email Signature

Copy to HOD



Appendix 5 – Failure to Submit Assignments Email – Junior – 7 - 10

Date

Dear Parent/Guardian

This email is written as a matter of courtesy to inform you that «Preferred_Given_Name» has failed to submit their SUBJECT assignment by the due date. The assignment is an integral part of your child's course and therefore there is an expectation that this assignment would be completed and submitted. As a result of this non submission, there are now two options available to your child;

3. Late Submission – «Preferred_Given_Name» can submit whatever they have completed so far for their assignment and it will be marked by the teacher. «Preferred_Given_Name» would have to hand it in, in their next lesson, or within 1 week of the date of this letter – whichever is earliest.
4. Non Submission – «Preferred_Given_Name» could choose not to submit anything for the assignment. In this case evidence sighted or collected throughout the learning experiences in the classroom will be used to make a judgement grade. This would then have a significant impact on the overall mark «Preferred_Given_Name» will receive for this unit at the end of the semester. If «Preferred_Given_Name» chooses this option then the teacher will be requesting a parent interview to discuss the future of «Preferred_Given_Name» in this subject during the reporting period.

Could I please ask for your support and encouragement in this matter by addressing this issue and its importance with your child, and encourage them to put more time and effort into future assignments. If «Preferred_Given_Name» is experiencing difficulty in understanding the requirements of an assignment I would ask that you encourage them to see the teacher and request additional help. The teacher will be more than happy to accommodate this.

If you would like to discuss this, or if there is any further information that you would like to speak about, please contact either myself or the Head of Department.

Regards
Teacher Name

Teacher Email Signature

Copy to HOD