Assessment is the purposeful, systemic and ongoing collection of information as evidence for use in making judgements about student learning. The prime focus of assessment is to promote, assist and improve student learning so as to provide data that can be communicated to a range of people about student progress and achievements. Assessment is an integral part of the teaching and learning process and as well as providing feedback on the teaching process and student learning it is also used to provide evidence to validate judgements about student achievement.

“The assessment plan outlined in an approved work program generates a body of evidence of student work that can be matched to the syllabus criteria and standards descriptors for the purpose of making exit level of achievement judgements. Completion of the assessment plan in an approved work program should ensure that students have met the substantive requirements of the syllabus.”

**FRAMEWORK**

Summative assessment is conducted throughout each semester. Subject departments devise semester assessment programs based on approved work program requirements. Students in each year level for each subject are expected to receive an outline of assessment requirements (via teachers) and published on the webpage. This outline will include:

- type of assessment instruments being used (eg class test, assignment)
- topics assessed
- issue date of item
- due date of item.

This information will be distributed before the end of Week 3 in each semester.

**Note:**

I. Maximum of two (2) assessment items for any student of a year level on any one day (variations to this to be approved by Principal or Deputy Principals prior to scheduling).  
II. Changes to scheduled dates must be made on Calendar prior to student notification.  
III. Assessment dates to take account of calendar events affecting year levels/school (eg camps, musicals etc).

**ASSESSMENT REQUIREMENTS**

- Assessment items may include assignments, oral presentations, in-class tests or exams, observations, practical activities and other activities that provide evidence of student achievement
- When setting items for assessment, these must be in accordance with approved Work Programs and Syllabuses.  
- Teachers should explain the task and requirements for the completion of the task
- To ensure a professional presentation and standardisation, all assessment items are to have the school template for Senior of Middle School. These are found at g:teachers/assessment/templates.

**MONITORING PROCESS**

- All assignments (with a set date greater than one week) must have a monitoring process to enable judgements about authenticity of student work to be validated and to give feedback to students as they progress in the assigned task
- To encourage student participation and engagement, assessment items may involve staged or interim tasks (rather than a single deadline)
• Records of monitoring must be kept, e.g. observation checklists or notes, a copy of the draft is submitted and retained by the teacher
• Progressive monitoring and documentation of student work may be used for making a judgement of student achievement in the absence of final submission of the assessment item
• Intervention should occur when students fail to provide appropriate evidence of task progress at monitoring points. Phone contact and letters should be sent to parents

SUBMITTING ASSESSMENT
• The due date must be clearly stated
• Changes of the due date should be verified through the Extension or Special Consideration process, or in the case of the entire class by the HOD. Assessment must be handed in on the due date to his/her classroom teacher. If the teacher is not available, the assessment piece is to be submitted at the office. At no point should an assessment piece be placed on the teacher’s desk or handed to another teacher in the staffroom. All staff must keep documented evidence of submission including date submitted e.g. student signs a submission sheet or a receipt is given to the student on submission
• Assignments submitted through the Office are recorded by Office staff and placed in the teacher’s pigeonhole. A receipt is to be provided from an officer in the administration building

EXTENSIONS
Grounds for an Assignment Extension
- **Illness** - whether this be illness prior to the due date, which has inhibited the completion of the assignment, or illness on the due date of the assignment, the student will produce a parental note or doctor’s certificate OR the parent will speak to the Principal or Deputy Principal to discuss relevant circumstances.
- **Family Trauma** - parent or family representative will speak with the Principal or a Deputy Principal to discuss the circumstances.
- **Special Circumstances** - parent or family representative will speak with the Principal or a Deputy Principal to discuss the circumstances.
- **Absence due to representing the school** - where such absence could not be planned for or has impeded the completion of the assignment.

To be accepted, assignment extensions MUST be sought PRIOR TO THE DUE DATE, unless this is impossible.
1. Student collects a green “Application for Assignment Extension” form from his/her teacher or appropriate Head of Department.
2. Student sees his/her teacher and presents all work to date. The teacher makes comments and recommendation then signs the application.
3. Student sees appropriate Head of Department who makes comments and recommendation, as necessary, and then signs the application.
4. Student sees a Deputy Principal and or the Principal, states their case and presents the application.
5. Deputy Principal or Principal consults with the Head of Department and/or teacher if further clarification is required and makes the decision as to whether the extension will be granted and, if granted, establishes the new due date and time.
6. Deputy Principal and Principal notes the outcome in his/her diary, ensures that the teacher is aware of the decision and passes the application form on to either the teacher or student, whichever is most expedient.
7. It is the student’s responsibility to see the Principal, Deputy Principal or teacher regarding the outcome of the application.
8. The application form is attached to the front of the assignment.
   - **NB** - In all cases the final decision rests with the Principal
   - It is the role of the teacher and Head of Department to make recommendations only.
Blackwater State High School

ASSESSMENT POLICY
POLICY’S & PROCEDURES 2013

MARKING OF ASSESSMENT ITEMS
- Assignment items need to be marked, commented upon, recorded in mark books/folios within a week of receipt.
- Students should receive feedback following each item in regard to item and overall progress in subject.
- Students should receive feedback following each item in regard to item and overall progress in subject.
- Parents and students are entitled to access and view any assessment item. Each department should set up systems to facilitate this whilst maintaining security of items/folders.

Assignments that are handed in by the due date will be:
- Assessed and commented on,
- Credited towards the completion of the course; and
- Credited towards the student’s level of achievement for the course.

Unless covered by the arrangements in (b), late assignments will be treated as follows:
Marked on basis of work that has been seen in draft form and assessed and commented on and credited towards the completion of the course.

Parents will be notified if students fail to submit assignment work. Students jeopardise their chances of being awarded a level of achievement if they do not submit assignments.
Assignments not submitted will be profiled as a NS (non-submission) and may result in students receiving a not-rated for that semester of work.

AUTHENTICITY OF STUDENT WORK
- Teachers should be diligent in monitoring student work
- Students must be taught to acknowledge material using appropriate formats
- Where evidence of plagiarism exists teacher should
  - interview student
  - keep a written record of responses
  - provide information to HOD
  - provide information to parent
- Student must resubmit item however work should be treated as for a Late Submission and a note made on the student profile of plagiarism

PROFILING
- Student assessment items should be retained in a folio for each student and these should be stored in an organised manner according to faculty practices.
- Student profiles should be updated after marking of each assessment item and stored with the student profile
- Periodically students should be given the opportunity to view and interpret their profile to evaluate the overall strengths / weaknesses and global Level of Achievements

REPORTING
- Student reports should occur regularly in line with school reporting procedures
- Reports should indicate the student’s Level of Achievement as if they were exiting the course at that point in time.

QSA REQUIREMENTS
Departments need storage and retrieval systems for:
I. student scripts
II. work programs/assessment outlines
III. R6s etc (copies)
IV. clean assessment copies
V. marking schemes

Last printed 30/07/2014
Students in senior subjects across the state are assessed according to the work programs developed by the school in accordance with the requirements set down in syllabuses produced by Queensland Studies Authority (QSA). No student is exempt from the substantive requirements of the syllabus in any subject. In return, the school is to take into account the overall workload demands on students and ensure that assessment engages students in authentic and meaningful ways. The purpose of this document is to outline the policies of Blackwater SHS regarding management of senior assessment to guide students, parents and teachers in successful negotiation the QSA requirements.

Assessment Plans
- In every subject students will receive an assessment plan for the current semester within the first two weeks of the semester.
- This assessment plan will list all assessment items to be submitted in the semester, including due dates and any interim dates for submission of drafts or stages of assignments.
- The assessment plans will be posted on the school’s web site.

Assessment Items

Exams
- Examinations may be used for in the assessment of students in various subjects. These will cover the work as listed in the unit outline posted on the school’s web site.
- Exams will either be in class time, or in the block exam week which is scheduled for Year 12 and the end of terms 2 and 3, and for Year 11 at the end of terms 2 and 4.

Assignments
- Assignments will be set according to the work plans of individual subjects.
- Teachers must assess the progress of students’ work in assignments at regular stages to encourage student participation and to flag to students and parents the possibility of problems.
- Where possible, assignments should have several dates where work is to be submitted, for example a due date for various stages and a due date for the submission of rough drafts.
- The final deadline for submission of an assignment is to be stated as a particular week rather than a specific day.
- Students will generally be given class time in which to work on various stages of their assignments.

Late and Non-submission of Assessment
- Late submission of assessment without medical reason or prior arrangement is not acceptable.
- Prior arrangements can be organised for assignment extension by the student completing the appropriate form and having it signed by the class teacher, head of department and deputy principal or principal.
- Final approval for an assignment extension can only be given by deputy principals or principal.
- Approval for a different exam date can only be given by deputy principal or principal. This will generally only be granted for medical reasons or in case of family emergency.
- Assignments that are not ready to be submitted on the due date will be marked on the basis of work that can be handed in on the day. Where no work is able to be submitted that assessment piece will not be rated.
- In the case of frequent non-submission of assessment, it may be the case that students do not fulfil the requirements of the course as set down by the QSA syllabus.
- Students who fail to submit at least half the assessment items in a particular semester during Year 11 may not receive credit for that semester on their Senior Certificate. The QSA deems that the assessment requirements outlined in the approved work program are incomplete.
- If this situation occurs in Year 12, it will be difficult to find evidence that students have completed the substantive requirements of the syllabus. In this situation, the students would not be able to have any result for that subject on the Senior Certificate.