



Faith Lutheran College, Redlands

Faith in Christ ... prepared for life

Middle School Assessment Policy and Procedure

1.0 Assessment Policy

1.1 Definition

Assessment is the purposeful process of identifying, gathering and interpreting, and recording information about student learning for the purpose of evaluating students' progress and informing teaching practices.

1.2 Purposes of Assessment

Assessment can provide information about individuals and about groups. With respect to individuals, the purposes of assessment are to provide information:

- to students, teachers and parents about individual progress and facilitate improvement;
- to students so that they may make decisions about future learning and other life experiences;
- to teachers and other professionals so they may develop appropriate learning programs;
- to people who will assist the student in making decisions; and
- to people who will certify student's achievements.

With respect to groups, the purpose of assessment is to provide information:

- to teachers to assist them in adapting curriculum to the school context;
- to curriculum workers to assist them in developing and modifying curriculum; and
- to people who make decisions about the allocation of resources for curriculum, pedagogy, College organisation and other educational provision.

1.3 Assessment Principles

Assessment will:

- reflect and be informed by the Mission of Faith Lutheran College, Redlands and its aims;
- relate to the aims of the College Strategic Plan;
- have an authentic purpose that is explicit to the students;
- be student centred;
- take into account the Inclusive Education Policy;
- be a co-operative venture between student and teacher;
- be a continuous and developmental process where students can be provided with opportunities to meet assessment requirements;
- employ a variety of forms and approaches; these may be negotiated where appropriate;
- promote a variety of learning outcomes;
- inform future directions for learning;
- reflect and provide evidence about the range of knowledge, skills, understandings, values and attitudes that are associated with student learning;
- provide opportunities for student self-assessment;
- contribute to the professional development of teachers;
- strive for consistency; and
- comply with all of the requirements of State and Federal legislation, and external agencies such as the Queensland Studies Authority.

2.0 Assessment Procedures

It is a requirement of the Middle School that students undertake both formative and summative assessment. Following are the procedures for submitting Formative and Summative assessments in the Middle School (Year 7 to 9) and the consequence for students who do not submit work.

2.1 Definitions

- Summative assessment tasks are assessment items that appear on the Middle School Assessment Calendar and contribute towards a student's cumulative result in a subject.
- Formative assessment tasks are items used during the learning phase to monitor progress or identify focus areas for learning. This task does not appear on the Middle School Assessment Calendar and is not used for formal reporting.
- Examples of formative/summative assessment tasks would be tests, examinations, essays, extended response tasks (e.g. Science report, SOSE field report, analytic essay, orals, etc.).
- Examples of tasks which are not formative/summative assessment tasks are homework and other tasks of a similar nature.

2.2 Head of Faculty Responsibility

Heads of Faculty have the responsibility to ensure that Summative assessment items are:

- Consistent with curriculum and the College assessment principles (Section 1.3);
- recorded on the College Calendar;
- uploaded to the appropriate location on Edmodo and WebLocker; and
- distributed to students in a timely manner.

2.3 Setting of Assessment and Drafts

All assessment must be in accordance with the subject work program and assessment schedule outlined in the subject work program.

- All assessment items and drafts will have a specified due-date.
- Assessment (including orals) should, as part of the Assessment Conditions, include provision for the submission of a draft.
- Drafts should be due one to two weeks prior to the final submission date (at the decision of the Head of Faculty).
- Teachers must return drafts to allow sufficient time for students to complete a final assessment by the due date.

2.4 Submission of Assessment

It is the College expectation of students that assessment is submitted on or by the due date (recorded on the task sheet and the Calendar), unless a request to the Head of Faculty by the student has been approved.

All students submit assessment and drafts to the class teacher on or before the due date.

2.5 Student Absence on the Due Date

- If a student is absent on the due date, he or she will submit the assessment electronically where possible on the due date or on the first day back at the College if the student has no access to electronic submission;
- A note from the parent or guardian along with other appropriate documentation, will be required to ensure there is no consequence to the student for late submission. It is the student's responsibility to provide the documentation.

2.6 Non-authorized Late Submission/Non-submission of Assessment

- Students who do not submit a draft or an assessment item are to be issued an infringement, unless they have sought an extension from the Head of Faculty.
- A student who fails to submit a draft on the due date will be infringed by the teacher and

required to complete the draft in class in the next lesson. That is the draft that will be considered by the teacher.

- The classroom teacher is required to communicate with parents of the student (telephone or email) and advise the Head of Faculty.

2.7 Teacher Responsibilities

Teachers will:

- in conjunction with the Head of Faculty, write and plan assessment consistent with the subject Work Program and the College assessment principles (1.3);
- provide to the Head of Faculty, where requested, assessment dates for inclusion on the assessment calendar by the required date;
- plan and teach lessons in such a manner that allows students to develop appropriate knowledge to be assessed;
- monitor students during the learning process;
- monitor students' drafts;
- retain copies of student drafts (these can be used to determine a result if a student fails to submit a final copy);
- return 'drafts' to students, with feedback, within a reasonable timeframe;
- mark and return assessment within a reasonable timeframe (two weeks maximum);
- negotiate with students, in consultation with the Head of Faculty, for completion of assessment in subjects where there is a practical element of assessment;
- mark and return the assessment to students within a reasonable time-frame; and
- maintain records of assessment results for the purpose of reporting.

2.8 Student Responsibilities

Students will:

- retain task and criteria sheets;
- submit assessment and drafts on time;
- make a genuine effort to complete assessment and drafts;
- ensure that all work is original (not plagiarised or copied from the internet or another person);
- make a written request, from parents or guardians to the class-room teacher, to extend an assessment due date; and
- retain backup copies of any at-home assessment completed on a computer.

Assessment Submission in the Middle School

