



Faith Lutheran College, Redlands

Faith in Christ ... prepared for life.

Assessment Policy and Procedures

1.0 ASSESSMENT POLICY

This policy describes the procedures and responsibilities for assigning and submitting formative and summative assessments at Faith Lutheran College Redlands (i).

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;
- students so that they may make decisions about future learning and other life experiences;
- teachers and other professionals so they may develop appropriate learning programs;
- people who will assist the student in making decisions; and
- people who will certify students' 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;
- curriculum workers to assist them in developing and modifying curriculum; and
- people who make decisions about the allocation of resources for curriculum, pedagogy, school 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's 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 Curriculum and Assessment Authority (QCAA).

1.4 Key Terms

- 1.4.1 **Summative** assessment tasks are assessment items that contribute towards a student's cumulative result in a subject.
- 1.4.2 **Formative** assessment tasks are items used during the learning phase to monitor progress or identify focus areas for learning.
- 1.4.3 **Drafts** are designed to authenticate student assessment and provide feedback on assessment tasks to improve and direct student learning. Drafts must be a completed and edited document in accordance with the assessment task. It is important to make the distinction between feedback given as part of the teaching and learning process and structured feedback given as part of developing an assessment response. The purpose of viewing student drafts is to provide students with feedback so that improvements can be made to the response. Drafting is a consultation process, not a marking process. Teachers should not award a notional result or level of achievement for a work in draft form. Drafting feedback should ask the student to reflect on strategies they might use to refine their work. The instrument-specific criteria sheet should be used to help the students identify the areas they need to review.
- 1.4.4 **Due Date** is the date set by the teacher on which drafts or final assessment items are to be submitted; this date also appears on the College Calendar.

2.0 ASSESSMENT PROCEDURES

2.1 Setting of Assessment & Drafts

All assessment must be in accordance with the relevant QCAA Syllabus (Years 11 & 12), Australian Curriculum document (Years 7-10), subject work program, and assessment schedule outlined in the subject work program.

- 2.1.1 All assessment items and drafts will have a specified due date.
- 2.1.2 Assessment (including orals) should, as part of the assessment conditions, include provisions for the submission of a draft.
- 2.1.3 Drafts will be due one to two weeks prior to the assessment due date.
- 2.1.4 Drafts will be returned to students no less than three (3) school days prior to the final assessment due date.

2.2 Submission of Assessment

- 2.2.1 It is the College's expectation of students that assessment and drafts are submitted on or before 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.
- 2.2.2 Assessment and drafts must be submitted to the class teacher on or before the due date no later than 3:15 pm or as determined by the relevant Head of Faculty (HOF) in consultation with the Dean of Studies. This must be submitted electronically via 'Turnitin' where appropriate. Teachers may also request a hard copy.
- 2.2.3 The decision to grant an extension, which must be applied for before the due date, will be made by the appropriate HOF. Extensions may be granted for reasons of student illness, family tragedy, or circumstances deemed by the HOF to be reasonably beyond the student's control.
- 2.2.4 Electronic failure is not generally acceptable as a reason for non-submission by the due date. Students must ensure that all work is backed up and available for submission by the assessment deadline.
- 2.2.5 In the Senior School, Special Provisions are available for extenuating circumstances such as extended illness or medical condition, emotional or social factors. Special Provisions are approved by the Dean of Studies or Head of Senior School (ii), subject to conditions outlined in section 2.3.2.

2.3 Student Absence on the Due Date

- 2.3.1 If a student is absent on the due date, he or she will submit the assessment electronically to the subject teacher via 'Turnitin' on the due date or on the first day back at school if the student has no access to electronic submission;
- 2.3.2 A note from the parent or guardian along with other appropriate documentation (eg medical certificate), 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.
- 2.3.3 In exceptional circumstances, Heads of School, the Dean of Studies or the Dean of Students may permit the assessment to be submitted after the due date without documentation.

2.4 Non-Authorised Late Submission / Non-Submission of Assessment

- 2.4.1 A student who fails to submit a draft on the due date will be infringed by the teacher and required to complete and submit the draft by the next day, unless they have sought and received approval for an extension in writing from the Head of Faculty and/or Dean of Studies.
- 2.4.2 Failure by a student to submit final assessment by the due date without authorisation will result in the student being awarded a result based on the submitted draft.
- 2.4.3 Failure to submit both a draft and a final submission will result in a student receiving no result for the assessment task (iii).
- 2.4.4 Failure to submit assessment (including drafts) will render a student ineligible for subject awards, including Dux, at the end of the year.

3.0 RESPONSIBILITIES

3.1 Students' responsibilities

Students will:

- retain copies of 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 Head of Faculty and/or Dean of Studies where appropriate, to extend an assessment due date; and
- retain backup copies of any at-home assessment completed on a computer.

3.2 Teachers' responsibilities

Teachers will:

- in conjunction with the Head of Faculty, write and plan assessment consistent with the subject Work Program and the College's 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 documented feedback where appropriate and 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;

- maintain records of assessment results for the purpose of reporting, in the appropriate electronic mark book; and
- communicate (phone or email) with parents of students who have not submitted drafts or final assessment tasks, and advise the Head of Faculty.

3.3 Heads of Faculty

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

- are consistent with curriculum and the College's assessment principles (Section 1.3);
- are recorded on the College Calendar;
- are uploaded to the appropriate location on WebLocker, Office 365 and/or the College Learning Management System;
- are distributed to students in a timely manner; and
- have their results recorded and kept up to date in the College electronic mark book.

3.4 Travel before or during times of assessment

Students and families who **plan to be** absent (for reasons of travel, sporting representation etc) when a task or examination is due, must request leave from the Head of Middle/Senior School. Typically, assignments are required to be submitted and examinations sat prior to the student departing. Families should avoid travelling during times of assessment or leading up to it as it places the student at a disadvantage.

In the Senior School, QCAA policies will determine how this will be managed. QCAA policy cannot allow for Special Provisions to be extended in the form of additional time, reduction of workload or softening of standards under these circumstances.

4.0 APPEALS PROCESS

Students have the right to request a review of the assessment of their assignments and examinations.

The following procedure applies:

- 4.1 The classroom teacher should be approached by the student or their nominated advocate for clarification in the first instance.
- 4.2 If not satisfied with the clarification provided, the student or their nominated advocate may ask the teacher to reassess the assignment or exam.
- 4.3 If there is still dissatisfaction following remarking, an appeal may be made to the HOF, who will assess the work in question and make recommendations to the subject teacher. If the HOF is also the subject teacher, the appeal should be made to the Dean of Studies and /or Head of Sub-School.
- 4.4 After the teacher has acted on these recommendations and the student or their nominated advocate has been given a written statement of the action taken, the appeals process is closed.
- 4.5 Any appeal to the Principal/Head of Sub-School may be concerned only with the implementation of the above process.

5.0 ACADEMIC INTEGRITY

At Faith Lutheran College Redlands, honesty is fundamental to all aspects of academic work. Maintaining academic honesty is the responsibility of all members of the College community, and students are held to the highest standards of conduct in this regard; failure to do so is referred to as malpractice.

All assignments, written and oral, completed by a student for assessment must use that student's own language and expression. Where sources are used or referred to, whether in the form of direct quotation or paraphrase, such sources must be fully and appropriately acknowledged. The use of 'Turnitin' software is designed to identify instances where such expression or acknowledgement has not occurred.

- 5.1 Faith Lutheran College Redlands defines malpractice as the attempt by a student to gain an unfair advantage in any assessment component. Malpractice includes:
 - 5.1.1 plagiarism: representing the ideas or work of another person as the student's own.
 - 5.1.2 collusion: supporting malpractice by another student, as in allowing one's own work to be copied or submitted for assessment by another.
 - 5.1.3 duplication of work: presentation of the same work for different assessment components of the same or another subject.
 - 5.1.4 any other behaviour that gains an unfair advantage for a student or that affects the results of another student (eg. taking unauthorised material into an examination room, misconduct during an examination, and other similar behaviour).
- 5.2 Using the words and ideas of another person to support one's arguments while following accepted practices is an integral part of any intellectual endeavour, and integrating these words and ideas with one's own in accepted ways is an important academic skill. However, all ideas and work of others, regardless of their source, must be acknowledged. When submitting a piece of work for assessment the student must be able to declare "This is my own work".
- 5.3 Any form of electronic media must be treated in the same way as books and journals. The sources of all photographs, maps, illustrations, computer programs, data, graphs, audio-visual and similar material must be acknowledged if they are not the student's own work. Passages that are quoted verbatim must be enclosed within quotation marks and references provided.
- 5.4 It is important that students understand the difference between collusion and collaboration. For most assessment components candidates are expected to work independently with support from teachers. However, sometimes the internal assessment of a subject requires collaboration with other students. This might occur in two ways:
- 5.5 Where students work together to collect data and produce an independent assessment item (such as might happen in happen in a scientific practical or investigation). In this form of collaborative work, the final work must be produced independently, despite the fact that it may be based on similar data. Students are encouraged to discuss and debate their ideas, but in an academic task of any sort, discussion is a preliminary and limited stage only and a means of stimulating one's own approach and thinking, and must be followed by individual and unaided research, thinking and writing.
- 5.6 Where students work together to collect data, write a document and produce a collective assessment item (such as might happen in English with a forum or a Drama performance). In this form of collective work, the final submitted product will appear identical, but students are assessed on the performance. In this form of assessment, a student must be able to demonstrate his or her contribution to the final assessment item. This might occur through reflection (written self-evaluation) or through teacher observation and discussion.

- 5.7 If a member of staff has reason to suspect that part or the whole of a student's work is not authentic, that work will not be accepted for submission for assessment. It will then be treated in accordance with the provisions of the Assessment Submission Policy.
- 5.8 A student must undertake tests and examinations from his/her own knowledge and ability. Taking unauthorised material into an examination room, assisting other students during an examination or misconduct during an examination are deemed to be malpractice and will result in further action being taken by the Director of Studies and/or the Head of School.
- 5.9 Where malpractice has been deemed to have occurred, students will be required to repeat the task under the supervision of the class teacher in the first instance. Parents will be contacted by the Head of Faculty and a note will be made on the student's electronic record.
- 5.10 Where malpractice has occurred in an ongoing capacity, the matter will be referred to the Dean of Studies. Students will be required to repeat the required work under supervision, the Head of Faculty will contact parents and further notes will be recorded on the student's electronic record. Any further instances will be referred to the Head of Sub-School for disciplinary management. This may involve suspension or other appropriate penalties as applied by the Head of Sub-School.

Notes:

- (i) This Policy is informed in part by the following sections of the 'A-Z of Senior Moderation' document produced by the QCAA: 'Late Submission and Non- submission of Student Responses to Assessment Instruments in Authority and Authority- registered Subjects' and 'Policy on Special Provisions for School-based Assessments in Authority and Authority-registered Subjects'.
- (ii) Refer to 'Special Provisions for School-based Assessments in Authority and Authority-registered Subjects' for guidelines and principles for Special Provision.
- (iii) 'Late Submission and Non-submission of Student Responses to Assessment Instruments in Authority and Authority-registered Subjects'.

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