



Faith Lutheran College, Redlands

Faith in Christ ... prepared for life

Senior School Assessment Policy and Procedure

1.0 Assessment Policy

This policy describes the procedures and responsibilities for assigning and submitting **formative and summative assessments** in the Senior School.¹

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.

Assessment can provide information about individuals and about groups.

1.2 Purposes of Assessment

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 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;
- 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 Studies Authority.

1.4 Definitions

Summative assessment tasks are assessment items that appear on the College 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 College Assessment Calendar and is not used for formal reporting.

Drafts are feedback given on formative assessment tasks to improve and direct student learning.

Due date is the date set by the teacher and appears on the College calendar that drafts or final assessment items are to be submitted.

2.0 Assessment Procedures

2.1 Setting of Assessment and Drafts

All assessment must be in accordance with the QSA syllabus (Year 11 and 12), subject work program and assessment schedule outlined in the subject work program.

- All assessment items and drafts will have a specified due-date.
- Assessment (written and oral) should include provision for the submission of a draft.
- Drafts will be due one to two weeks prior to the assessment due date.
- Drafts will be returned to students no less than three (3) days prior to the final assessment due date.

2.2 Submission of Assessment

- It is a requirement of the Senior School and of the Queensland Studies Authority that Senior Students (Year 11 and 12) undertake both formative and summative assessment.
- It is the College's 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.

2.3 Student Absence on the Due Date:

- If a student is absent on the due date, he or she will submit the assessment electronically **to the subject teacher** 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 to be no consequence to the student for late submission. It is the student's responsibility to provide the documentation.
- 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

2.4 Non-authorized Late Submission/Non-submission of Assessment:

- A student who fails to submit a draft on the due date will be infringed by the teacher and required to complete the draft.
- Students who have not completed the draft assessment maybe excluded from classes until the required draft assessment has been completed or until the final submission date whichever comes first.
- Failure by a student to submit final assessment by the due date without authorisation may result in the student being awarded a result based on the submitted draft.
- Failure to submit both a draft and a final submission will result in students receiving no result for the assessment task.ⁱⁱⁱ
- Failure to submit assessment (including drafts) will render a student ineligible for subject awards, including Dux, at the end of the year.

3.1 Responsibilities

3.2 Student

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 class-room teacher, to extend an assessment due date; and
- retain backup copies of any at-home assessment completed on a computer.

3.3 Teacher

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 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;
- maintain records of assessment results for the purpose of reporting; and
- record and kept up to date results on 'electronic mark-books'.

3.4 Head 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);
- recorded on the College Calendar;
- uploaded to the appropriate location on WebLocker 2.0 and the College LMS (e.g. Edmodo);
- distributed to students in a timely manner; and
- results are recorded and kept up to date on college 'electronic mark-books'.

2016 Student Organiser
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ⁱ This Policy is informed in part by the following QSA documents: *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 Queensland Studies Authority, "Policy on Special Provisions for School-based Assessments in Authority and Authority-registered Subjects" for guidelines and principles for Special Provision.

ⁱⁱⁱ (Queensland Studies Authority policy document: "Late Submission and Non-submission of Student Responses to Assessment Instruments in Authority and Authority-registered Subjects").