



Junior Assessment Policy

Year 7-10



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1. STUDENT RESPONSIBILITY

Students are expected to:

- submit responses to **assignments** on or before the due date
- present all **tasks** in the designated timeslot on the due date
- attend all **exams** on the scheduled date
- submit work that is their own (eg. not plagiarised, not AI generated)
- record checkpoints and draft and final response due dates in their diaries/planners/outlook calendar
- plan and manage their time to meet the due dates
- adhere to the specific requirements for each assessment item eg. word length
- inform the school as soon as possible if they have concerns about assessment load or meeting due dates. Contact should be made with their Teacher, Head of Department or Guidance Officer.

2. ASSIGNMENTS

2.1 Assignment Definition

An assignment is considered to be an assessment that is to be completed in the students' own time. There may be time allocated during class to work on the assignment. An assignment is submitted without the need for an oral or physical presentation being made by the student.

2.2 Submission of Assignments

- Students off-campus on a school-related activity (eg. excursion or traineeship) must ensure the draft or final copy is submitted on or before the due date.
- For instances of illness on the due-date, parents or students are to submit the draft assignment or final assignment by email to the Teacher or deliver as a hard-copy to the Administration Office.
- Extensions may be granted due to students being absent from school for long periods as a result of illness or misadventure[#]. Contact must be made prior to the draft or final due date. **See Section 5 - Extensions**
- For instances of misadventure[#] on the due-date, contact the school immediately. **See Section 5 - Extensions**

([#]Misadventure: Events that are beyond the student's control such as illness/accident, family emergency, bereavement or unforeseeable technical issues)

2.3 Assignment Drafts

- Students will work on assignments during designated class times and show evidence of progress at scheduled checkpoints. The schedule of checkpoints will be outlined on the assessment task sheet. Teachers will use these checkpoints to identify and support students to complete their assessment.

- Heads of Department will be notified and Parents/Caregivers will be contacted if checkpoints are not met. The submission of a draft is the most significant checkpoint.
- If the draft is not submitted on the due date, students will be required to produce a draft at school during their class time or lunchtime on the day the draft is due. Parents/Caregivers will also be contacted by the class Teacher via text message, phone or email.

2.4 Final Assignment

- The final copy is to be submitted on or before the due date.
- The due date will be as shown on the assignment, unless an extension has been approved via the Assessment Extension Application process.
- The final copy will be due a minimum of 5 school days after the draft due date, to allow appropriate time for teacher feedback to be actioned.
- Refer to the assignment task sheet on how to submit the assessment eg. email teacher or hand in a hard copy during class.
- Where an assignment is not submitted by the due date, the assignment grade will be based on the student's submitted draft.

3. TASKS (speeches, performances, presentations)

3.1 Task Definition

A task is an assessment item that is to be submitted in more than just written form. These items include speeches, creative spoken responses, performances (dance, drama, sport, music, etc), multimodal presentations, practical demonstration of skills (Food preparation, ITD project, etc).

3.2 Submission of Tasks

- Students off-campus on a school-related activity (eg. excursion or traineeship) must negotiate with the teacher either:
 - a presentation date to ensure the assessment is completed before the due date; or
 - a pre-recording of the task, submitted on the due-date.
- For instances of illness on the due-date, parents or students are to immediately:
 - submit the written evidence of their work to the teacher (eg. text of the speech, music score, choreography directions, powerpoint or other visual presentation); **and**
 - contact the teacher to seek an approval for an extension of the presentation date (via Extension Application form). **See Section 5 - Extensions**
- Extensions may be granted due to students being absent from school for long periods as a result of illness or misadventure[#]. Contact must be made prior to the due date. **See Section 5 - Extensions**
- For instances of misadventure[#] on the due-date, contact the school immediately. **See Section 5 - Extensions**

([#]Misadventure: Events that are beyond the student's control such as illness/accident, family emergency, bereavement or unforeseeable technical issues)

3.3 Draft Task

- Students will work on tasks during designated class times and show evidence of progress at scheduled checkpoints. The schedule of checkpoints will be outlined on the assessment task sheet. Teachers will use these checkpoints to identify and support students to complete their assessment.
- Heads of Department will be notified and Parents/Caregivers will be contacted if checkpoints are not met. The submission of a draft is the most significant checkpoint.
- If the draft is not submitted on the due date, students will be required to produce a draft at school during their class time or lunchtime on the day the draft is due. Parents/Caregivers will also be contacted by the class teacher via text message, phone or email.

3.4 Task Presentation

- The task is to be presented on the published due date.
- Where a task is not presented on the due date, the assessment grade will be based on the student's submitted draft.
- Students will be expected to present their tasks to the class as an audience, as a part of the assessment requirements. The students can choose to negotiate with the teacher (prior to the due date) to access changed presentation condition options that include:
 - pre-record and give to class Teacher by the due date on a USB
 - present during class time to Teacher and Peers.

4. EXAMS

4.1 Exam Definition

An exam is a formal written test undertaken in-class with strict conditions of individual, silent work.

4.2 Sitting Exams

- Students are to sit an exam on the set date as informed by the student's Assessment Schedule or as advised by the Teacher/Head of Department.
- If a student is unable to sit an exam due to illness:
 - Parents/Caregivers must make immediate contact with the class Teacher.
 - The student will sit the exam during the first lesson for that subject upon their return to school.

4.2 Exam Protocols

Behaviour during exams is to be of the highest standard so as not to impact on the work of others and to ensure authenticity of student responses:

- Students must arrive at the exam room on-time.
- It is the student's responsibility to bring all required materials and equipment.
- Teachers will advise students on the specific exam conditions and the best place to store bags, phones, etc.
- Students must not access mobile phones, smart watches or other devices during an exam.
- Students may not communicate with anyone other than the exam supervisor during the exam.

- Supervising teachers cannot provide advice or assistance to students regarding the materials, content or questions on the exam paper.
- To support students with time management, exam supervisors will clearly communicate time junctures such as 30 minutes before the finish time.

5. EXTENSIONS

- Parents/Caregivers are to make contact with the class teacher to apply for an extension via email or phone.
- An extension will not be granted in the event of computer failure - it is the student's responsibility to save a backup copy of their assignment.
- **When requesting an extension of time**, the Parent/Caregiver must:
 - make contact directly with the teacher to explain the circumstances.
 - complete an **Assessment Extension Application Form**. See Appendix 1 or it can be found on our website. [\(link\)](#)
 - clearly outline the circumstances impacting the student's capability to complete assessment within the set timeframe.
 - provide relevant documentation if possible (eg. medical certificate).
- The Teacher will:
 - confer with the relevant Head of Department for approval.
 - email the Student and Parent/Caregiver the completed Assessment Extension Application form showing the approved/not approved status and any changes to the assessment conditions and due-date.
 - The Head of Department may approve for a student to be exempt from the need to complete the assessment in extenuating circumstances (eg. family bereavement, prolonged illness). In this case, evidence gathered during class may be considered to determine the student's overall grade (eg. revision sheet, OneNote tasks, in-class quiz).
- Where the circumstances affect more than one piece of assessment:
 - The case will be referred to the Guidance Officer.
 - The Guidance Officer will meet with the student, assess the relevant documents (eg. medical certificate) and negotiate new assessment conditions and due dates with the relevant Head of Department.
 - The Guidance Officer will email the Student, Parent/Caregiver and relevant Heads of Department the new assessment due-dates and assessment conditions.



6. FAILURE TO COMPLETE ASSESSMENT

- When an assignment or task is not submitted by the due-date[#]:
 - #A new due-date that has been set in response to an application for extension is to be treated as the due-date in reference to requirements set out in this policy.*
 - The student's draft work will be used to determine the assessment grade.
 - Where a draft has not been submitted, evidence gathered during class (as the student has been working on the assessment) may be considered to determine the assessment grade.
 - Not Rated (N) will be awarded where limited evidence exists. Teachers will confer with Head of Department for approval to award an 'N' grade. Awarding a lower standard as a penalty is not valid.
 - The circumstances will be communicated to the parents/caregivers.
- When an exam is not sat on the assessment date:
 - The student will be required to sit the exam in the next lesson they are in attendance for that subject.
 - Teachers and Heads of Department will contact parents/caregivers by phone to have absent students brought to school to complete end-of-term exams prior to the school holidays.
 - Irrespective of the time lag between the exam date and the next date of attendance (eg. end of term exam not completed prior to school holidays), the student will be required to complete the exam.
 - Students will be rated on their completed exam, and therefore unable to be awarded an N (Not Rated) for exams.

7. ACADEMIC MISCONDUCT

Cheating is breach of the Student Code of Conduct and relevant disciplinary action can be taken under the terms of the Code. Suspension is stated as a possible consequence for these inappropriate and unacceptable behaviours.

7.1 Plagiarism (Assignments/Tasks)

- Plagiarism involves students presenting someone else's work or ideas as their own, by incorporating it into their work without full acknowledgement.
- In the event that plagiarism is evident in the draft or final copy:
 - Only the work that can be verified as the student's own will be marked.
 - Parents/Caregivers will be contacted by the class Teacher via phone call or email.

7.2 Cheating (Exams)

- Situations involving cheating are described as those in which students bring any unauthorised prepared materials and or unauthorised equipment into an examination room. Students will be advised by their Teacher, prior to the exam, what equipment they will be permitted in the exam room.
- Accessing material from any source other than their own allowed materials will be deemed as cheating. Examples include, but are not limited to:

- revision notes used during an exam.
 - any work of another student or person.
 - use of a mobile phone; a “smart” watch; any other electronic communication device; a programmable calculator (unless authorised by the Teacher).
- In the event that a student is caught cheating in an exam:
 - The Student will be allowed to continue to complete the exam on a new exam paper or they may be required to sit a comparable exam.
 - The Teacher is to complete an Incident Record Form and refer to the Head of Department. Refer to Appendix 2.
 - The Head of Department will investigate and contact will be made with the Parent/Caregiver regarding assessment consequences and disciplinary action.

7.3 Other (Exams / Tasks)

- Incident Record Form (Appendix 2) is to be completed by the Supervising Teacher if a student:
 - is late to an exam / task presentation
 - needs to leave the classroom due to illness, misadventure or emergency
 - disrupts the exam / task
 - uses a prohibited item in the exam room (eg. mobile phone)

8. ASSESSMENT ADJUSTMENTS

- Assessment Adjustments occur when the Teacher makes reasonable adjustments to the conditions of assessment to ensure equitable opportunities for all students.
- Students or Parents/Caregivers are welcome to contact the Teacher if they believe their child requires Assessment Adjustments - ie. students with a verified disability/diagnosis.
- Assessment Adjustments may include:
 - Extension of the due date for an assignment
 - Extra time to complete an exam
 - Provision of a scribe to write the student’s response in an exam
 - Permission to use a computer to type an exam
 - Permission to use a calculator
 - Additional scaffolding to support the student in understanding the requirements of the task:
- **Refer to Appendix 3** for the List of Adjustments/Modification to Assessment.

9. APPEALS

- Students or Parents/Caregivers can appeal any decisions regarding a level of achievement (LOA) awarded or an extension request. Students or Parents/Caregivers are to email or phone the relevant Head of Department outlining their concerns. Head of Department will investigate and contact Parent/Caregiver regarding outcome of Appeal.

APPENDIX 1 – ASSESSMENT EXTENSION APPLICATION



YEAR 7 – 10 ASSIGNMENT EXTENSION APPLICATION

This form is to be completed by the student and signed by a parent/caregiver and then submitted to the relevant Head of Department.

STUDENT NAME: _____ FORM: _____
SUBJECT: _____ TEACHER: _____

Assessment Item Name: _____
Assessment Item Type: [] Assignment [] Task [] Exam
Due Date: _____

Reason for extension request:
[Empty box for text entry]

Documentation provided (e.g. medical Certificate) [] YES [] NO
Parent/Caregivers Signature _____ If emailed from parent/caregiver then signature is not required.

HEAD OF DEPARTMENT APPROVAL

HOD Name: _____ Date: _____
New Due Date: _____
[] Extension Approved.
[] Extension Not Approved.

Comments:
[Empty lines for text entry]

- *A printed copy of this form is to be:
1. given to the student
2. emailed to Parent/Carergiver
3. recorded in OneSchool (record of contact)

Staff (link)
This form can be located on our website (link)



APPENDIX 3 – ADJUSTMENTS/MODIFICATION TO ASSESSMENTS

Student Name:

Subjects:

Assessment Piece:

Teacher:

Date:

Timing	Scheduling	Setting	Presentation	Response
<i>The amount of time allocated</i>	<i>When assessment occurs</i>	<i>Where assessment is completed</i>	<i>How an assessment appears communicated to a student</i>	<i>How a student responds to the assessment</i>
<p>Additional Time</p> <ul style="list-style-type: none"> <input type="checkbox"/> A brief extension to the overall time needed to complete an assessment (i.e 5 or 10 minutes extra per 30 minutes) <input type="checkbox"/> Additional time so the assessment can be completed in smaller sections (i.e split over 2 lessons) <input type="checkbox"/> Additional time to allow for other adjustments that impact on the time it takes to complete the assessment <p>Frequent Breaks</p> <ul style="list-style-type: none"> <input type="checkbox"/> The student fatigues easily, which impacts on their response to the assessment <input type="checkbox"/> The student's anxiety levels may impact on the quality of their response to the assessment <input type="checkbox"/> The student has difficulty maintaining concentration during a lengthy activity <input type="checkbox"/> The student requires time for ongoing feedback 	<p>Number of sessions</p> <ul style="list-style-type: none"> <input type="checkbox"/> Adjustments to the number of sessions used to complete the assessment <input type="checkbox"/> Break up a large assessment into smaller sections (not exam based) <p>Order of Sessions</p> <ul style="list-style-type: none"> <input type="checkbox"/> Start assessment with section that engages the student <input type="checkbox"/> Start assessment with section that student finds easier <input type="checkbox"/> Choose time of day that suits the physical or medical need 	<p>Location</p> <ul style="list-style-type: none"> <input type="checkbox"/> Consider the venue (e.g. Do the acoustics and visual conditions provide optimal opportunities for the student? Does the student need a separate venue?) <ul style="list-style-type: none"> <input type="checkbox"/> Reduce distraction <input type="checkbox"/> Minimise background noise <input type="checkbox"/> Provide wheelchair access <input type="checkbox"/> Reduce the anxiety of the student <input type="checkbox"/> Intensive support (reader/scribe/assistive technology) <input type="checkbox"/> Small group work <input type="checkbox"/> Completed in LEAD or with case manager/support person <p>Seating</p> <ul style="list-style-type: none"> <input type="checkbox"/> Consider physical or sensory needs to maximise visibility, audibility and physical access to resources, learning opportunities and support as required <input type="checkbox"/> Plan seating arrangements (e.g. does the student need to sit close to the front to see and hear the presenter clearly?) 	<p>Cues & Prompts</p> <ul style="list-style-type: none"> <input type="checkbox"/> Highlighting key words or phrases in directions <input type="checkbox"/> Refocus the student when there are distractions <input type="checkbox"/> Help a student remain focused on the assessment, move forward, or stop <p>Directions</p> <ul style="list-style-type: none"> <input type="checkbox"/> Present it as pictures, symbols or signed <input type="checkbox"/> Emphasised using coloured highlighting for key words <input type="checkbox"/> Presented using text to speech software <p>Scaffolding</p> <ul style="list-style-type: none"> <input type="checkbox"/> Proforma used for response space <input type="checkbox"/> A symbol bank <input type="checkbox"/> A word bank (if appropriate) <p>Format of the text</p> <ul style="list-style-type: none"> <input type="checkbox"/> Large print and/or changes to letter and sentence spacing <input type="checkbox"/> Braille <input type="checkbox"/> Less text on page <input type="checkbox"/> Digitalised text (text-to-speech software) 	<ul style="list-style-type: none"> <input type="checkbox"/> Use alternative ways of demonstrating competency, for example through oral responses instead of written <input type="checkbox"/> Tools with adaptations, such as pencil grips or hand grips <input type="checkbox"/> Specialised writing tools <input type="checkbox"/> Special paper <input type="checkbox"/> Keyboards to type <input type="checkbox"/> A scribe <input type="checkbox"/> Speech-to-text software <input type="checkbox"/> Assistive technology to provide a response to an assessment <input type="checkbox"/> Finger or eye pointing (if appropriate) <input type="checkbox"/> Reader <input type="checkbox"/> ICP – marked at a different year level

Comments: