



# **Junior Assessment Policy**

## ***Year 7-10***



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## 1. STUDENT RESPONSIBILITY

Students are expected to:

- submit responses to scheduled assignments and other assessment items on or before the due date
- attend all exams on scheduled date
- submit work that is their own (i.e. not plagiarised)
- 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 instrument e.g. word length
- inform the school as soon as possible if they have concerns about assessment load and meeting due dates. Contact should be made with their Teacher, Head of Department or Guidance Officer.

## 2. ASSIGNMENTS

### 2.1 Submission of Assignments

- Requests for extensions are made via the class Teacher. An Assessment Extension Application form is to be completed (Appendix 1); also available on School's website <https://nerangshs.eq.edu.au/curriculum/testing-and-assessment>.
- Students off-campus on a school related activity (e.g. excursion, traineeship, etc.) must ensure the draft or final copy is submitted on or before the due date.
- 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, otherwise the draft will be marked.

### 2.2 Draft Copy

- The assignment draft must be submitted on the due date.
- If the draft is not submitted, 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 be contacted by the class Teacher via text message, phone call or email.
- Students will work on assessment during designated class times and show evidence of progress at scheduled checkpoints. The schedule of checkpoints will be outlined on the assessment task sheet or on their subject OneNote. 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.

### 2.3 Final Copy

- The final copy is to be submitted on or before the due date.
- The final copy is to occur 5 school days after the draft due date to allow for teacher feedback.
- Refer to the assignment task sheet on how to submit the assessment i.e. email teacher or hand in a hard copy during class.

- Where an assignment is not submitted by the due date, the assignment result will be based on the student's draft copy, unless an Assessment Extension Application is completed.

#### 2.4 Absence on the Due Date caused by Illness

- Students must submit the assignment draft or final copy on the due date even if they are absent due to illness. The assessment is to be submitted by email to the Teacher or delivered as a hard-copy to the Administration Office.
- In the event of not being able to submit the assignment:
  - Parents/Caregivers are to make immediate contact with the Teacher to apply for an extension via email or phone call – Admin Office (07) 5503 7888. An Extension Application form is to be completed.
  - The Head of Department will consider the extension application and notify Parents/Caregivers of outcome.
- Should there be an ongoing pattern of late submission of assignments, students will be referred to the Head of Department or Guidance Officer.

#### 2.5 Absence on the Due Date Caused by Misadventure

- Parents/Caregivers are to contact the Teacher to discuss the circumstances (e.g. bereavement) that prevent submission on the day assessment is due. A new submission date will be negotiated. An Assessment Extension Application form is to be completed and approved by Head of Department.

### 3. EXTENSIONS FOR ASSESSMENT DUE TO ILLNESS

When requesting an extension of time:

- Requests must be made prior to the due date. The Parent/Caregiver must make contact directly with the Teacher to explain the circumstances.
- The student is to complete an Assessment Extension Application Form and provide relevant documentation if possible (e.g. medical certificate). Parent/Caregiver must clearly outline the circumstances impacting on the student's capability to complete assessment within the set timeframe.
- Teacher to give to Head of Department for approval.

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 (e.g. medical certificate) and negotiate new assessment conditions and due dates with the relevant Head of Department.
- The Guidance Officer is to email the Student, Parent/Caregiver and relevant Head of Department the new assessment due dates and conditions.

## 4. LATE AND NON-SUBMISSION OF ASSESSMENT OR REFUSAL TO COMPLETE ASSESSMENT TASK

- When an assignment is not submitted by the due date (and an extension has not been granted), the student's draft work will be used to determine the assessment grade.
- Where a draft has not been submitted, evidence gathered during class working on the assignment task may be considered to determine the assessment grade.
- Not Rated (N) is to be awarded where limited evidence exists. Teachers must confirm 'N' with Head of Department for approval. Awarding a lower standard as a penalty is not valid.

## 5. 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.
  - Student to sit the exam the first lesson upon return to school.
  - Student to complete Assessment Extension Application Form – **Year 10 only**.
  - The Head of Department may approve for a student to be exempt from sitting the exam due to extenuating circumstances (e.g. family bereavement, prolonged illness). In this case, evidence gathered during class revising unit content may be considered to determine the grade (i.e. revision sheet, OneNote tasks).
- 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 should 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 put bags, phones etc.
  - Students must not bring in to the exam room any specifically-prohibited items such as mobile phones, smart watches, computers/ipads etc.
  - Students may not communicate with anyone other than the exam supervisor during the exam.
  - Supervising teachers cannot provide advice or assistance to students with questions regarding the materials, content or questions of the examination.
  - To support students with time management, exam supervisors will clearly communicate time junctures such as 30 minutes before the finish time.

## 6. ACADEMIC MISCONDUCT

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

### 6.1 Plagiarism

- 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.

### 6.2 Cheating

- 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.

### 6.3 Other

- Incident Record Form to be completed by the Supervising Teacher if a Student:
  - is late to an exam
  - needs to leave the room due to illness or misadventure/emergency
  - disrupts the exam
  - brings in prohibited items in the exam room i.e. mobile phone.

## **7. ORAL PRESENTATIONS / PERFORMANCE TASKS**

- Students will be expected to present oral/performance tasks to the class, as a part of their assessment requirements.
  - Condition options:
    - pre-record and give to class Teacher by the due date on a USB
    - present during class time to Teacher and Peers.

## **8. ASSESSMENT ADJUSTMENTS OR MODIFICATIONS**

- 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 i.e. 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
  - Assessment Modifications may include:
    - Additional scaffolding to support the student in understanding the requirements of the task
    - Lowering or raising the difficulty level of the task.
- \* *Refer to Appendix 3 for the List of Adjustments/Modification Guidelines.*

## **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 ASSESSMENT EXTENSION APPLICATION**

This form is to be completed by the student and signed by a Parent/Caregiver and then submitted to the Head of Department.

<b>STUDENT NAME:</b>	_____	<b>FORM:</b>	_____
<b>SUBJECT:</b>	_____	<b>TEACHER:</b>	_____
<b>ASSIGNMENT:</b> <input type="checkbox"/>	_____	<b>DUE DATE:</b>	_____
<b>EXAM:</b> <input type="checkbox"/>	_____		

**Reason for extension:**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Documentation provided (e.g. medical certificate)  YES  NO

Parent / Caregivers Signature \_\_\_\_\_ Student Signature \_\_\_\_\_

**HEAD OF DEPARTMENT APPROVAL**

**STUDENT NAME:** \_\_\_\_\_ **FORM:** \_\_\_\_\_

**New due date of Assignment/Exam:** \_\_\_\_\_

**Comments if required:**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

An extension  is /  is not approved.

**HOD Signature:** \_\_\_\_\_ **DATE:**        /        /

\*A copy is to be given to the student and/or emailed to Parent/Caregiver and recorded in OneSchool.



**APPENDIX 2 – INCIDENT RECORD FORM**



**INCIDENT RECORD FORM**

Date: \_\_\_\_\_ Year/Subject/Examination: \_\_\_\_\_ Room: \_\_\_\_\_

Incident Details (tick the relevant box and write an explanation of incident) Refer to HOD.
<b>Student Name:</b> _____ <b>Form:</b> _____  <b>Time of incident:</b> _____  <input type="checkbox"/> Late arrival <input type="checkbox"/> Illness or misadventure <input type="checkbox"/> Disruption or emergency <input type="checkbox"/> Misconduct
<b>Teacher Name:</b> _____ <b>Teacher Signature:</b> _____

## APPENDIX 3 – ADJUSTMENTS/MODIFICATION TO ASSESSMENTS



### Adjustments/Modifications to Assessments

<b>Student Name:</b>		<b>Subject:</b>		<b>Assessment Item:</b>		<b>Date:</b>	
<b>Consider the following:</b>							
<ul style="list-style-type: none"> <li>• Expect all students to be able to demonstrate what they know and can do</li> <li>• Provide multiple opportunities for students to demonstrate what they know and can do</li> <li>• Plan early for any adjustments</li> <li>• Select adjustments that are appropriate for the individual student</li> <li>• Involve the student in the choice of the strategy</li> <li>• Make sure the student is familiar with the strategy to be employed</li> <li>• Cater for student learning strengths when planning adjustments</li> <li>• Incorporate appropriate adjustments into teaching and learning experiences and assessment</li> <li>• Regularly review and refine adjustments</li> <li>• Record the use of adjustments in teacher and individual planning documentation</li> <li>• Create a PLP (if applicable) to document the adjustments for the particular student</li> </ul>							
<b>Timing</b>	<b>Setting</b>	<b>Presentation</b>			<b>Response</b>	<b>Other</b>	
<input type="checkbox"/> Additional time <input type="checkbox"/> Rest break <input type="checkbox"/> Break assessment into small sections <input type="checkbox"/> Ongoing feedback <input type="checkbox"/> Create a timeline to complete tasks	<input type="checkbox"/> Alternative seating <input type="checkbox"/> Small group work <input type="checkbox"/> Resources (head phones, visual cues etc) <input type="checkbox"/> Supervision	<input type="checkbox"/> Change format of assignment/text <input type="checkbox"/> Audio instead of visual <input type="checkbox"/> Larger print, change letter and sentence spacing <input type="checkbox"/> Less text on page <input type="checkbox"/> Text-to-speech software <input type="checkbox"/> Highlight key words and phrases <input type="checkbox"/> Uses symbols and visuals <input type="checkbox"/> Read text aloud to student <input type="checkbox"/> Read more than once <input type="checkbox"/> Provide concrete examples <input type="checkbox"/> Where possible have hands on activities <input type="checkbox"/> Simplify task instructions <input type="checkbox"/> Outline with blanks <input type="checkbox"/> Sentence starters <input type="checkbox"/> Graphic organisers <input type="checkbox"/> Word banks <input type="checkbox"/> Segmenting tasks			<input type="checkbox"/> Verbal-scribe who writes answers word for word, including punctuation. <input type="checkbox"/> Verbal-recording device <input type="checkbox"/> Written – pencil grips, writing tools, special paper <input type="checkbox"/> Written-speech-to-text <input type="checkbox"/> Computer or word processing <input type="checkbox"/> Calculator permitted	<input type="checkbox"/> Reduce the number of items for assigned task <input type="checkbox"/> Reduce the length of the assignment <input type="checkbox"/> Reduce the number of problems <input type="checkbox"/> Reduce the number of terms the student must learn at once <input type="checkbox"/> Computer programs to reinforce ideas <input type="checkbox"/> _____ <input type="checkbox"/> _____	