

# St James College



## ASSESSMENT POLICY AND PROCEDURES

### PURPOSE

Assessment is a purposeful process to identify the progress of student learning and the achievement of outcomes. Assessment is integral to the planning of learning experiences. The St James assessment policy is aimed to ensure:

- all students are treated fairly.
- no student is advantaged or disadvantaged.
- results are reliable and valid.
- All assessment is the student's own work.

The major purposes of the assessment program are to:

- improve teaching - the purpose is to provide essential information to the evaluation of the teaching/learning process.
- help students achieve the highest standards they can within their own capabilities - assessment should provide students with the opportunity to become active participants in their learning and demonstrate success at their highest level
- provide meaningful reports to parents/carers on students' achievements - assessment provides educational accountability to all stakeholders
- provide information for the issuing of certificates of achievement
- provide information to those people who need to know how well groups of students are achieving (school authorities, the State Minister for Education and Training and the Minister for the Arts, the Federal Minister for Education, Science and Training).

It is common practice to label assessment as being *formative*, *diagnostic* or *summative* according to the major purpose of the assessment. The major purpose of formative assessment is to help students attain higher levels of performance. The major purpose of diagnostic assessment is to determine the nature of students' learning and then provide the appropriate feedback or intervention. The major purpose of summative assessment is to indicate the standards achieved by students at particular points in their schooling. It is geared towards reporting and certification.

### PRINCIPLES

Assessment:

- occurs through observation, consultation, and focussed analysis by the student, the teacher, peers and community members as appropriate.
- uses a variety and balance of assessment techniques.
- is continuous – formative and summative.
- is carried out in an authentic, valid and reliable way.

The following ten principles guide the St James College assessment practices:

1. Assessment is clearly linked to making judgments about how well students have achieved the outcomes/objectives within the scope of the content/subject matter of syllabuses.
2. Assessment is an integral part of the teaching and learning process.
3. Assessment is a key element of the professional practice of teachers.
4. Informed teacher judgment is at the heart of good assessment practice.
5. Assessment practices are responsive to the diverse needs of students and are underpinned by equity principles.
6. Assessment judgments are standards-based.
7. In school-based assessment where assessment is continuous, all assessment is formative.

8. In school-based assessment, summative judgments about standards are made by teachers at key junctures of schooling for reporting purposes.
9. Reports of student achievement are defensible and comparable, based on sound evidence and shared understanding of outcomes/objectives and the scope of content/subject matter in syllabuses.
10. Reports of student achievement are readily interpreted by their intended audiences.

### **Assessment instruments**

High-quality assessment instruments:

- have construct validity (the instruments actually assess what they were designed to assess)
- have face validity (they appear to assess what you believe they are intended to assess)
- give students clear and definite instructions
- are written in language suited to the reading capabilities of the students for whom the instruments are intended
- are clearly presented through appropriate choice of layout, cues, visual design, format and choice of words
- are used under clear, definite and specified conditions that are appropriate for all the students whose achievements are being assessed
- have clear criteria for making judgments about achievements (these criteria are shared with students before they are assessed)
- are used under conditions that allow optimal participation for all
- are inclusive of students' diverse backgrounds
- allow students to demonstrate the breadth and depth of their achievements
- only involve the reproduction of gender, socioeconomic, ethnic or other cultural stereotypes if careful consideration has determined that such reproduction is necessary.

### **Management strategies**

- Students will use the term planner in the diary in order to timetable any assignments over the term. This ensures each student has an idea about the balance of assessment across the term and can plan and map out their time appropriately.
- In the Senior school written assessment tasks involving extended writing should be submitted using Turnitin software.
- EXAM BLOCK timetables are given to senior students as soon as possible – outlining the day, time and length of the exam.

### **Drafts**

- A due date for draft assignments will be included on the task sheet. It is highly recommended that students submit a draft in order to receive feedback from the teacher. In the event that the assignment is not submitted on the due date the teacher can use the draft to make judgments in respect to the criteria. Therefore, the student's overall level of achievement can be based on the evidence provided in the draft. If a draft is not submitted the teacher can insist that the student complete a draft during the lesson or during a detention after school hours.

### **Non-Submission of Assessment**

#### **1. Years 11 and 12 – Authority and Authority - Registered Subjects**

To ensure the integrity of the levels of achievement reported for senior certification, students must meet the mandatory requirements of a syllabus for Authority and Authority-registered subjects. The mandatory requirements are stated in all syllabuses.

Non-submission policy relates to students not submitting a response to an assessment instrument by the due date. The practice of awarding a lower standard as a penalty for lateness is not valid in a standards-based system of externally moderated school-based assessment. Judgments of student achievement in Authority and Authority-registered subjects are made by matching a body of evidence provided by students' responses to assessment instruments to the standards associated with exit criteria outlined in the relevant syllabus. In cases where students do not submit a response to an assessment instrument by the due date, judgments should be made using evidence available on or before the due date.

## Making Judgements

A standard can only be awarded where evidence has been demonstrated. In cases of non-submission of student responses, an “E” standard can not be awarded where there is no evidence for it.

Judgments of student responses to assessment instruments are made using standards associated with exit criteria. Procedures are enacted consistently across all subjects within the school. In cases of late submission of student responses to assessment instruments, judgments are based on evidence available on or before the due date. In cases of non-submission of student responses to assessment instruments, standards are not awarded when there is no evidence.

Subject teachers must be proactive in developing strategies to collect and gather evidence about student achievement throughout the two-year course in the teaching, learning and assessment process. In consultation with Heads of Faculties, teachers must establish effective mechanisms for gathering evidence prior to student submission or completion of assessment tasks (e.g. class work, collected drafts, rehearsal notes, photographs of work, teacher observations).

In cases of late and non-submission of student responses, judgments in Authority and Authority-registered subjects are made by matching student responses to assessment instruments with the standards descriptors outlined in the relevant syllabus. Evidence proactively collected as part of the teaching, learning and assessment process may be used to make judgments when, for example, a student: partially completes an assessment instrument; does not submit the assessment instrument by the due date; does not complete a scheduled assessment instrument; refuses to do an assessment instrument.

The practice of awarding a lower standard as a penalty for lateness is not valid in a standards- based system of externally moderated school-based assessment. A standard can only be awarded where evidence has been demonstrated. Therefore an “E” standard for a non-response for a particular assessment instrument cannot be awarded if there is no evidence for it. In incomplete student folios, the level of achievement decisions must match the evidence in the student folio.

Completion of **all assessment is a course requirement in all subjects**. If a student fails to submit substantial assessment items in one subject area it may be deemed that the student has failed to meet the requirements of the syllabus or school study plan and therefore the student will either not be awarded semester credits for this subject or in some cases a level of achievement will not be awarded for the subject. This may affect eligibility to receive an O.P.

When proactive measures for late and non-submission have been exhausted, and a student has not demonstrated coverage of the course: The student may still receive a level of achievement based on available evidence matched against stated syllabus exit standard descriptors. Consideration should focus on the number of semesters of credit granted for a level of achievement in the subject. The number of semesters of credit recorded on a Senior Statement should reflect the relative coverage of the course of study.

If a student does not sit for an exam or submit an assessment piece, in accordance with the timelines set down by the school, the following actions will be taken:

- The student will be notified that in order to complete the syllabus/school study plan requirements, the assessment piece must be completed.
- Upon completion of the task, the student will receive written feedback from the teacher however the **work will not be graded**.
- (Grades for an assessment piece can be awarded if sufficient evidence has been submitted prior to the due date. For instance, if a rough draft was submitted an appropriate grade could be awarded based on the evidence in the draft).
- The student’s profile sheet will indicate that the work was submitted late or that the exam was completed after the timelines set down by the school.
- In the calculation of the student’s final level of achievement any piece of work which was not completed in accordance with the timelines set down by the school, will not be used as evidence to make judgements in respect to the relevant criteria and exit standards; however, it will be used as evidence to demonstrate completion of syllabus requirements. It is likely that this will affect the students overall level of achievement. Final levels of achievement will be determined in consultation with the class teacher, HOF and a member of the College Leadership Team.

- A *Notice of non-submission of assessment task* form will be completed by the teacher and the *Assessment Non-completion Student Response Sheet* will be completed by the student and will be sent home on the same day the assessment was to be completed. This letter will indicate that the student has failed to sit an exam or submit an assessment item in accordance with the timelines set down by the school, as a result, he/she will receive no grade for this piece of work. Teachers will place a note in the diary and send copies of the completed form to the House Dean, Head of Faculty and student file. Pastoral Co-ordinators will follow up on students with two or more notifications, Heads of Departments will track student progress within each subject. Students are referred to the Senior Co-ordinator or Deputy Principal as necessary. However, to meet syllabus/school study plan requirements he/she must complete the task.

See flowchart: P:\Staff\Assessment Non Submission\Flowchart.ppt

See Student Response form: P:\Staff\Assessment Non Submission\Assignment Non-completion student response sheet.doc

See Letter Pro forma: P:\Staff\Assessment Non Submission\assessment due notice.doc

## 2. Stand Alone VET Subjects

- If a student has not completed an assessment task by the due date the student will be asked to complete the task during the lesson. Failure to complete the task during this lesson will result in the student receiving a detention. The time of this detention will be at the discretion of the teacher. If the assessment item is not completed prior to the relevant term's exam block the student's privilege of only attending school during exams, will be withdrawn, until the task is completed.
- If a student is absent on the due date, arrangements need to be made to deliver the assignment to the school by 3pm on that day. If this is not possible, the assignment should be handed in on the **first day the student returns to school** (NOT THE NEXT TIMETABLED LESSON). Students will be required to show a note from their parents explaining the absence in order to ensure no penalty is incurred.
- A list of students who have not completed assessment will be forwarded to the Senior Co-ordinator.
- A letter will be sent home indicating that: an assessment task was not completed and, that this may affect the student's eligibility to receive the relevant certificate.

## 3. Recognition of Prior Learning (RPL):

St. James College. is continuing to develop cross-referencing between departments and programs which link to TAFE and industry. The following policy of giving recognition to knowledge and skills acquired by students has been developed.

Recognition of prior learning (RPL) is the acknowledgment of skills and knowledge obtained through:

- Formal training (conducted by industry or education);
- Work experience (including informal training); and
- Life experience

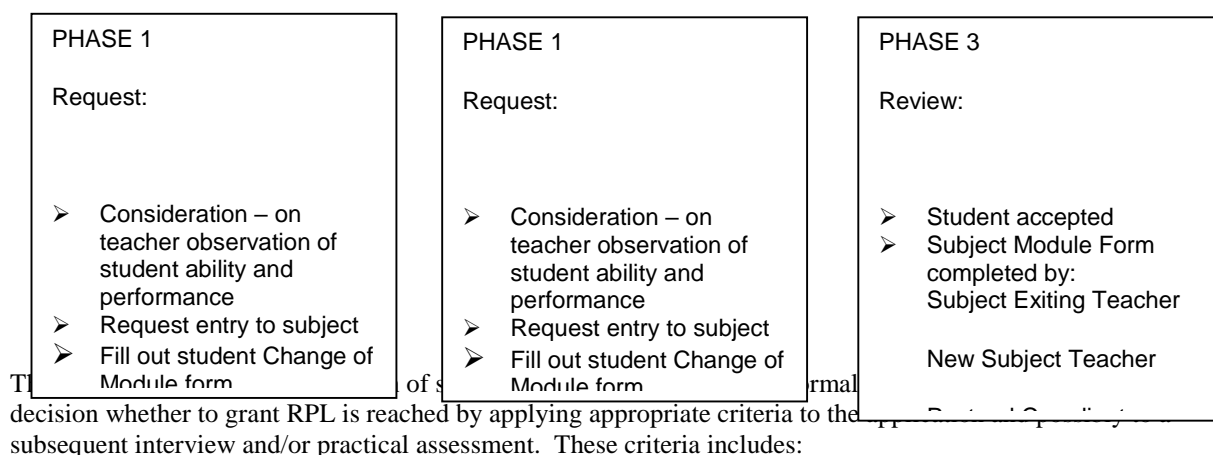
The main focus of RPL is the learning outcomes, in the form of skills and knowledge of these experiences, not how, when or where the learning occurred. This is a crucial underlying principle of RPL – it makes the distinction between formal and informal training unnecessary, by focusing on the outcomes rather than the location of learning.

RPL offers a number of potential advantages, in particular:

- the completion of formal education studies in a shorter period of time;
- the elimination or reduction of duplication in learning already acquired;
- in learning already acquired;
- an efficient response to industry skill shortages;
- a fairer access to studies which the individual may wish to undertake;
- increasing career and education options through ability of training and credentials;
- stronger links between industry and education;
- greater understanding and recognition of workplace training needs; and
- a cost of reduction in education/training provision for industry, education and the individual

RPL relates formal training, life experience and work experience to a set of clearly defined vocational outcomes and provides the individual with wider career options. It will have a direct impact on course recruitment processes and may improve the attractiveness of study options.

The RPL model (see below) outlines a process that can be followed to assess student's skills and knowledge. It traces the pathway that an applicant would follow in order for an assessment to occur. Assessment of prior learning may involve all three phases of the model or only one or two steps.



decision whether to grant RPL is reached by applying appropriate criteria to the subsequent interview and/or practical assessment. These criteria includes:

- authenticity;
- currency;
- quality;
- relevance;
- transferability; and
- validity of documented skills.

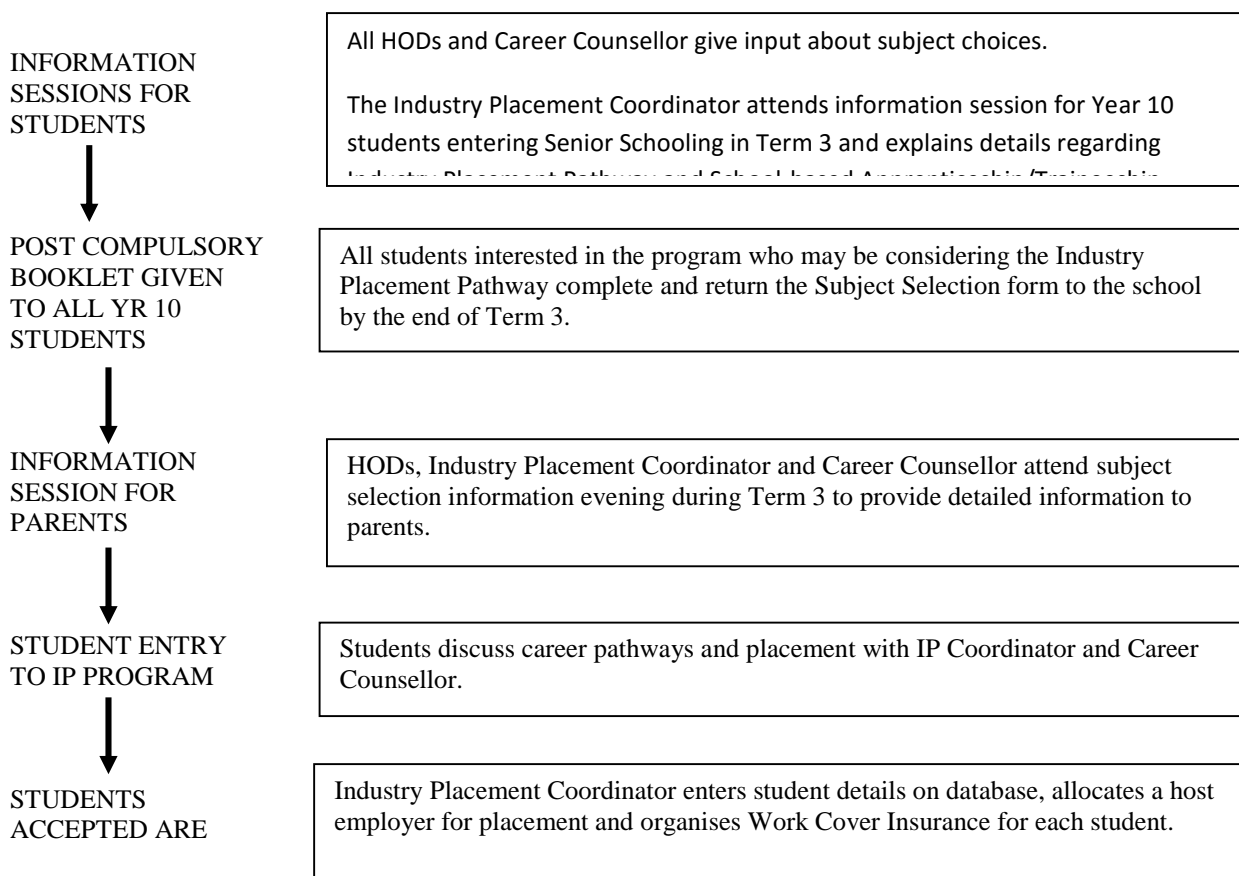
Adapted from Broadmeadows College of TAFE (1990)

Recognition of Prior Learning: Training and Application Manual for Education.

#### 4. Industry Placement Procedures

Students undertaking vocational courses in the Post Compulsory years participate in structured work place learning as part of the Certificate I of Work Education, and for Work Readiness and Certificate II in Workplace Practices.

The Head of Vocational Education manages the program.



PLACED WITH  
HOST EMPLOYER



STUDENTS ARE  
INTERVIEWED  
BY EMPLOYER &  
INDUSTRY  
AGREEMENT FORM  
IS SIGNED

Students will be provided with an Vocational Placement Agreement form. They must make an appointment with their host employer within one week of receiving this form, have the form signed, investigate hours of work, dress standard, transport arrangements etc. and undertake workplace induction. The agreement form is to be returned to the IP Coordinator within 2 weeks of receiving it, or before placement begins, whichever comes first. The signed form is forwarded to the employer with a letter of confirmation and thanks together with an explanation of employer WH&S responsibilities.



LOG BOOKS  
PROVIDED

Industry Placement Coordinator explains Log Book requirements to students at the commencement of Yr 11 and 12. Log Books must be completed.



VISITS BY  
INDUSTRY  
PLACEMENT  
TEACHERS

Industry Placement teachers are allocated to students at the beginning of each term. Each teacher will receive report forms for students and first visit will take place during first 2 weeks of placement to explain training requirements. This will be followed by a visit or a phone call per week for assessment of competencies.



CHANGE/CANCEL  
PLACEMENT  
AGREEMENT  
Or  
LODGE  
GRIEVANCE

Students wanting to change, cancel or lodge a grievance on their placement must first speak with their IP teacher and/or IP coordinator.  
  
Where a new placement is required, the student must continue with their current placement until notified of the new host employer and start date. The student will be required to have their log book up to date before they change placement. (PLEASE NOTE: Students will remain with the same host employer for a minimum of one term.)



LOG BOOK  
RETURNS &  
RECORDING  
OF RESULTS

Students must return Log Books to IP Coordinator within one week of completion of placement. The Curriculum Administration Assistant records competences attained by each student on the QCAA processed at the end of Year 12. For students who leave early, certificates and statements of attainment are posted to them. Copies are kept on student records.

## 5. Cross Marking of Students' Work

All modules taught by more than one teacher will have cross marking of students assessment items. If only one teacher is teaching the modules, the Head of Faculty will cross mark student assessment items.

## 6. Storage of Results

Records of students results are to be kept for a period of 6 years (in accordance with QCAA requirements). These records will be kept on disk in the Administration Department of St James College. Student files are to kept in a nominated cabinet until such time as the appeal period for the QCAA has lapsed. At this time the files may be destroyed. Student profile sheets will be kept for a period of 6 years in accordance with the QCAA requirements. A disk copy of all results will be kept by each HOF in a separate building to the Administration for safety.

## 7. Years 8, 9 and 10

If a student does not hand in a final assessment piece by the due date the following consequences will result:

- A note will be placed in the student's diary indicating that the assessment task has not been completed.
- If a student is absent on the due date, arrangements need to be made to deliver the assignment to the school by 3pm on that day. If this is not possible, the assignment should be handed in on the **first day**

**the student returns to school (NOT THE NEXT TIMETABLED LESSON).** Students will be required to show a note from their parents explaining the absence in order to ensure no penalty is incurred.

- A list of students who have not completed assessment in Years 7 - 10, will be forwarded to the Middle Coordinator. A list of students who have not completed assessment in Years 9 & 10 will be forwarded to the Deputy Principal.
- A letter will be sent home indicating that students who have not submitted assessment tasks will be required to complete a detention. If the assessment item is still outstanding at the time of the detention, the student will be required to complete the task, otherwise the detention will be of a community service nature.

#### **8. Extensions (Years 7-12)**

- Extensions may be granted if a student applies, at least 3 days prior, to the due date. This is a negotiated process in consultation with the classroom teacher and the Head of Faculty (HOF). In exceptional circumstances the House Dean may grant an extension where application is made outside the three day notice period. The HOF will sign the task sheet 'extension granted'.
- Absenteeism due to participation on camps and/or school excursions are **NOT** necessarily grounds for granting an extension. This can **ONLY** be negotiated with HOFs. The task sheet should then be signed by the HOFs.
- If a student is absent on the due date, arrangements need to be made to deliver the assignment to the school by 3pm on that day. If this is not possible, the assignment should be handed in on the **first day the student returns to school (NOT THE NEXT TIMETABLED LESSON)**. Students will be required to submit a **medical certificate** in order to receive a grade for the piece of work.

#### **9. Exams (Years 7-12)**

- If a student is unable to sit for an exam at the appointed time then the school is to be informed.
- A medical certificate or other relevant evidence **MUST** be provided for Year 11 and 12 students on the day of their return and the exam may need to be completed at a negotiated time.
- Any student can appeal any decisions made in respect to extensions to the Assistant Principal – Studies.

#### **10. Exemption (allowing non-completion of some particular piece of assessment)**

An exemption should only be allowed when there is sufficient alternative information to make a judgment about an exit level of achievement without the student having to complete a particular assessment instrument. For example, an exemption may be appropriate where a student has missed an assessment instrument due to illness or because of some other legitimate absence, and completing the assessment would place an unreasonable burden on the student.

An exemption is inappropriate if it results in insufficient evidence being available to make a judgment about the student's exit level of achievement, or the student being unable to meet the mandatory requirements stated in a syllabus or study area specification.

#### **11. Reasonable Adjustments for Assessment**

In order that all students have equal access to the curriculum and opportunity to demonstrate their knowledge, skills and understanding, staff are required to thoughtfully consider reasonable adjustments to curriculum delivery and assessment if appropriate for individual students.

Students eligible for adjustments could include:

- students diagnosed with disabilities in the categories of:

Intellectual Impairment  
Speech Language Impairment  
Autism Spectrum Disorder  
Social Emotional Disorder  
Hearing Impairment  
Vision Impairment  
Physical Impairment

- students with a diagnosed specific learning disability or learning difference
- students for whom English is an additional language or dialect

- students from diverse linguistic and cultural backgrounds
- students from Aboriginal and Torres Strait Islander backgrounds
- A student affected by temporary medical, emotional or physical circumstances can be eligible for adjustments with the approval of a CLT member

Negotiated adjustments or provision of special arrangements to vary the conditions under which assessment occurs, should not constitute an unfair advantage or produce results which indicate a student has knowledge or skills he/she does not possess. The integrity of syllabus requirements must be maintained.

Granting of negotiated adjustments is a negotiated process involving Heads of Faculty, Teaching and Learning Support, teachers, students and parents.

- The process can be initiated by parents, student or school staff
- Eligibility is discussed
- Supporting documentation is sighted
- Details of Negotiated adjustments are agreed upon and communicated to all staff

Queensland Curriculum & Assessment Authority and QTAC applications outline guidelines and policies for student participation in NAPLAN Testing for the Core Skills Testing.