



Comet Bay College

Seek Excellence



**LOWER SCHOOL
YEAR 7-9
ASSESSMENT
POLICY**

2022





YEAR 7-9 SCHOOL ASSESSMENT POLICY V130324

This policy is informed by the teaching and learning culture at Comet Bay College and has been developed in accordance with regulations set by the School Curriculum and Standards Authority (SCSA). Comet Bay College has high expectations of our student body. We encourage students to take responsibility for their learning and to achieve success. It is our aim for staff, students and parents to work together in order to allow students maximum opportunities to successfully complete their assessment program, to "Seek Excellence".

Assessment procedures must be valid, fair and allow discrimination among students across the full range of ability levels.

WHAT WILL TEACHERS DO?

- Develop a teaching/learning program that adheres to current School Curriculum and Standards Authority guidelines, to be submitted to their Dean by the end of Week 4 Term One.
- In all courses, a significant majority (at least 50% for Years 7-9) of student work and assessments will be supervised and completed in class, and used to validate learning that occurs at both school and elsewhere.
- Ensure that assessments are an integral part of teaching and learning; educative; fair; designed to meet specific purpose/s; lead to informative reporting; lead to school-wide evaluation processes; provide significant data for improvement of teaching practices. Assessment tasks will have the following characteristics: authentic; challenging; validity; reliability; clearly differentiate among students across the full range of ability levels.
- Maintain accurate records of student achievement and assessment and meet school and external time frames for assessment and reporting. This includes using Reporting to Parents (RTP) as a marks book. For all Lower School Maths English, Science and Humanities and Social Sciences (MESH) classes Years 7 – 9 there must be a mark recorded on RTP by the end of Week 7 Term One, and end of Week 6 Term Three. For all other NON-MESH classes Years 7 – 9 there must be a mark recorded on RTP by the end of Week 7 Term One, and end of Week 7 Term Three.
- After each task, send to the parents an Individual Task Mark report showing the approximate position of the child in the cohort on the same assessment outline.
- In consultation with their managers, teachers will be flexible in the assessment requirements with students on alternative/flexible programs and provide modified programs and take prior work into consideration, if the student transfers part of the way into the course or requires a modified assessment program
- Provide ongoing and timely feedback to student, using marking and answer keys, as well as frequent feedback during class time, with a maximum time for feedback being 1-2 weeks.
- Provide the following information to all students in year groups for all courses:
 - o A course outline that included the following information:
 - The content
 - The sequence in which the content will be taught
 - The approximate time to teach each section of the unit/course



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SECURITY OF ASSESSMENT TASKS

- Where there is more than one class studying the same course, most or all of the assessment tasks will be the same or very similar. In such cases, to ensure no student is unfairly advantaged, the question papers/tasks used for in-class assessment will be collected at the end of the lesson. In their own interests, students must not discuss the nature of tasks with students from other classes until after all classes have completed the task.
- Discussion of tasks will be considered a breach and students will be penalized.
- Where schools use the same assessment task or exam as other schools, or use externally prepared tasks, the task/exam and the student responses will be retained by the teacher until the task/exam has been completed by all schools.
- In some circumstances, tasks will not be released, but will be available to students during class time for revision and feedback purposes.

END of TERM TESTS

SCHEDULING OF END OF TERM TESTS

- All End of Term Tests will be scheduled at the end of Term 3, from Monday to Wednesday in the last week of term.
- Due to NAPLAN scheduling only year 8 will have an end of Term Test, from Monday to Wednesday in the last week of Term 1
- Each LA may only set 1 test during each test period

PROCEDURES FOR ABSENCE FROM ASSESSMENTS and TESTS

SICKNESS AND MISADVENTURE (ILLNESS AND OTHER REASONS)

- If a student does not attend an assessment or test they will sit the assessment at an appropriate time on their return
- If a student does not attend an assessment or test for any other reason besides sickness, eg: attending a funeral, state or national representation, an approved vacation, the student and parents must submit a request to the appropriate Associate Principal for their non-attendance to be accepted as a valid reason and the student will be exempt. If this is not approved then they will sit the assessment or test on their return,
- When students are identified as being at educational risk through IEP, GEP, BMP, RMP teachers may organise for the student to complete missed assessment tasks at an alternative venue/time without a parental request.

FAILURE TO SUBMIT OR COMPLETE ASSESSED WORK

(ASSESSMENTS LONGER THAN 1 DAY AND HOMEWORK TASKS)

- When an assessment task has not been submitted by the due date, the teacher will notify parents. Teachers will make their judgement on the evidence available at the deadline.
- If there is no evidence available a penalty of 10% per school day late, will be applied for non-valid reasons for late submission and 50% for 5 or more days late. This does not apply to students with a valid extension.



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- Any student who does not complete an assessment will be required to complete the assessment in their own time, at the direction of the school and will receive a penalty of 10% per school day late up to 50% for 5 or more days late.
- Work submitted excessively late, as determined by the Dean and teacher, may not be marked. The Dean and teacher will consider reporting deadlines and other matters when considering marking excessively late work.
- When homework tasks are not submitted by the due date, the teacher will notify the parents. Teachers will make arrangements with students and/or the parents for the work to be completed at another time (this may include during recess/lunch).

REQUESTING EXTENSIONS

- A student may apply to the class teacher for an extension to the due date for an assignment.
NB: This must be applied for prior to the due date.
- Extensions may be given in consultation with the Dean, at the discretion of a teacher in cases of valid reasons, e.g. factors beyond the control of the student have resulted in the late submission of work.

PROCEDURES TO BE IMPLEMENTED IF ASSESSMENT IS AFFECTED BY A CATASTROPHIC EVENT

- If assessment is affected by a catastrophic event (for example: severe weather, fire, school closure due to plague or illness) which means students and/or staff are unable to attend the school worksite, or planned assessments are disrupted, scheduled assessment tasks will be postponed to a later date, or amended. If the event leads to disruption over a period of time, schedules of assessment will be adapted.

STUDENTS WITH SPECIAL LEARNING NEEDS

- Students with a special education need will have assessments (written, practical and school examinations) modified to enable them to demonstrate their understanding – this may include changes to the task or timing of the task.
- Students who are unable to complete an assessment task because of their special education needs will be provided with alternative opportunities to demonstrate their knowledge, skills and understandings.
- The Comet Bay College Enrichment Program and Tier 2/3 Intervention Guidelines 2019 outlines expectations for the teaching, learning, assessment and reporting of students with specific needs. Teachers should use these guidelines when working with students at educational risk. Further support for teachers can be sought from the Dean of Teaching and Learning, Dean of Learning Support and the Associate Dean Targeted Learning Programs.



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ASSESSING STUDENT ACHIEVEMENT

- In each course a number of assessment tasks occur during the semester/year. Some tasks are completed in-class and others are completed out-of-class. Each task provides evidence of student achievement.
- SCSA Achievement Standards describe the attributes of C-Grade student performance to be demonstrated at the end of the year. SCSA Judging Standards and annotated student work samples identify the level of performance required for each grade (A-E), in all learning areas.
- It is expected that the Achievement Standard will be demonstrated by students and thereby observed by teachers in both formative and summative assessments.
- The teacher uses the total weighted mark from all assessment tasks, formative assessment results and "on balance" judgements against descriptors when assigning a grade at the completion of a course.
- The requirements for each assessment task will be clearly described in writing (i.e. what the student needs to do, often indicating the steps involved for extended tasks). A marking key or answer key will also be provided.
- Some courses may include assessment tasks to be completed by a group of students. In such cases teachers will use strategies to enable them to assess the performance of each individual in the group. Typically this will be described in the task brief provided to the students at the commencement of the task.

REPORTING OF STUDENT ACHIEVEMENT

- Achievement is reported at the end of Semester 1 and 2. The report provides a comment for each course and the following information:
 - A grade for the course/s
 - A mark for the course/s.
 - A mark for the semester exams, if applicable
 - Marks and grades are provisional, subject to moderation, marks adjustment and change, until accepted by the School Curriculum and Standards Authority.

USE OF NON-ORIGINAL MATERIAL FOR ASSESSMENT PURPOSES

- Students are not permitted to submit for marking, as original, any work which is:
 - Prepared or substantively contributed to by another person
 - Copied or downloaded from the internet without acknowledging the source
 - Paraphrases or summarises the work of others without acknowledgement.
 - Ideas or images of others used in assessment tasks or ATAR practical examinations must be attributed (the original creator acknowledged).
 - Images, ideas, or works of art can be appropriated (borrowed or re-used in the context of a new work, presented in a new way which gives it a new meaning) but must be acknowledged.



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AUTHENTICATION OF STUDENT WORK

(INCLUDING CHEATING, COLLUSION, PLAGIARISM, APPROPRIATION)

- If a student is believed to have engaged in inappropriate behaviour (such as cheating, plagiarism or collusion) the school will inform the student and parent/caregiver.
- The teacher or Dean will investigate whether this behaviour has occurred and if it constitutes cheating, collusion or plagiarism. The student will be provided with right of reply in this investigation.
- Where it is established beyond reasonable doubt that behaviour constituting cheating, collusion or plagiarism has occurred, the school will inform the student and the parent/caregiver of the result of the investigation and penalty.
- The penalty will be a mark of zero applied for the task or part of the task in which the behaviour occurred.
- If it is established that there has been clear collusion or plagiarism of students' work, then all students involved will be penalised, unless it can be demonstrated that a student had no knowledge or participation in the collusion or plagiarism.
- The penalty will be a 50% - 100% reduction of the students' marks based on the extent of cheating, collusion or plagiarism, this will be determined by the Dean and/or relevant AP.
- In alignment with SCSA assessment regulations, all watches must be removed and put away for any in class assessment, failure to comply may result in the student receiving 0 for that assessment.

AUTHENTICATION OF OUT OF CLASS ASSESSMENTS

- To authenticate student achievement in out-of-class assessments, a combination of the following strategies will be used:
 - Teachers monitor ongoing progress of the task, for example monitoring a log-book documenting stages of the task
 - Task is administered in-class with access to reference notes
 - Validation of the out-of-class task by an in-class assessment task in test conditions after the submission of the out-of- class task
 - Completion of task partially at home and partially at school
 - Requirement of a student signed declaration stating all unacknowledged work is the student's own.

ASSESSING INDIVIDUAL PERFORMANCE ON GROUP TASKS

- To ensure the marking of a group assessment task takes into account different achievement of individuals within a group, teachers will typically use the following strategies:
 - Teacher monitors individual and group progress
 - Use of teacher monitored logbook to document stages in the task
 - Peer evaluation.



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CHANGING SUBJECTS/COURSE

- The assessment profile will be adjusted, for a student entering late into a course, so as not to disadvantage the student. Students cannot change courses after the due date without School Curriculum and Standards Authority approval.
- All course changes are dependent on the ability of the school to provide for the change and must have parental support. All applications to change courses must be submitted to the Associate Principal in writing.
- Course changes must be completed by the end of Week 4 of the course (unless in exceptional cases).
- Where a student changes school and/or course during a school year, credit for the completion of work in the same course will be negotiated upon the student and/or previous school supplying appropriate evidence.

ASSESSING STUDENTS TRANSFERRING BETWEEN COURSES AND/OR UNITS

- Students will be able to transfer between courses in limited circumstances. The following things will be considered in determining whether or not a student is permitted to transfer:
 - Sufficient room in other courses
 - Circumstances of the student, for example medical requirements
 - Capacity of the student to cover the content of the education program they have missed
 - Capacity of the school to provide support for the student to cover the education program they have missed
 - Impact on other students

TRANSFER EARLY IN A PROGRAM

- The school will do as appropriate:
 - Provide extra work to cover the program they have missed
 - Provide missed assessment tasks for the student to complete
 - Have student complete similar tasks
 - Remove missed task/s and issue an amended course outline and weightings.

LATE TRANSFERS

- Will only be made in exceptional circumstances, such as serious illness or personal situations. The school will consider possible modified assessment outlines in these circumstances.

ASSESSING OF STUDENTS TRANSFERRING BETWEEN SCHOOLS

- The teacher will use the total weighted mark from all completed assessment tasks, formative assessment results and "on balance" judgements against descriptors when assigning a grade at the completion of a course.



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RETENTION AND DISPOSAL OF STUDENT WORK

- Students are responsible for retaining all of their marked written assessment tasks and folios. The school will retain all non-written assessment tasks. This material is required by teachers when assigning grades at the completion of the course or pair of units, and may be required by the School Curriculum and Standards Authority for moderation purposes. The use of the materials for any other purpose requires the written permission of the student.
- The school may establish an assessment file for each student for each course in which to hold assessment tasks. Students will have access to this file for revision purposes. The school retains the files until the marks have been accepted by the School Curriculum and Standards Authority. The written assessment tasks and/or folios are available to students for collection after the marks have been accepted. Some tasks sheets and answer keys will not be made available for collection, for example where they have been created by another party and their distribution is restricted, or where distribution will affect the school's capacity to use the materials in the future. All materials not collected by students at the end of a school year/term, and all non-written assessment tasks will be securely disposed of by the school.

ASSESSMENT REVIEW AND APPEAL PROCESSES

Parents should first contact the teacher if there are concerns about student achievement in any assessed work or for explanations about subject grades.

