Assessment Policy: Prep – Year 10

Purpose

Assessment is an essential and integral part of the development of teaching and learning. It is a continual process, informing decisions about classroom practice and planned curriculum to ensure best outcomes for student learning. It provides a framework within which educational objectives may be set and student progress charted and expressed. It forms the basis for planning the next educational steps in response to each student's needs. Evidence collected through the College' assessment processes is used in assigning grades and writing comments for Prep – Year 10 semester reports.

As a College, we value the following when constructing assessment activities:

- They must be valid and be based on Australian Curriculum standards or prescribed in the respective QCAA syllabus
- They need to provide opportunities for students to access and discuss criteria on which they will be assessed
- They should allow students to demonstrate their learning in a variety of different modes and contexts
- They must be reliable, fair and free from bias to accurately represent a student's knowledge, understanding and skills
- They need to enable students and teachers to use feedback to enhance the learning process
- They need be inclusive and allow for individual students' needs
- They need to be regularly updated, monitored and revised according to the changing needs of students

Scope

Applies to all teaching staff and students involved in Prep – Year 10 at Chinchilla Christian College.

Policy

At Chinchilla Christian College, we believe that assessment serves three main purposes:

- Informing teachers, students and parents about what the student is already able to do.
- Informing teachers, students and parents about what has been achieved at a particular stage of learning.
- Facilitating the setting of realistic goals for student learning.

Each teacher has a responsibility to assess students, keep accurate records of their assessment and verify their assessment. A diversity of assessment types should be used to provide students with opportunities to demonstrate the achievement of a variety of outcomes in different ways.

Types of Assessment

Assessment as Learning (Formative Self-Assessment)

Involves students in the learning process where they monitor their own progress, ask questions and practice skills. They use self-assessment and teacher feedback to reflect on their learning, consolidate knowledge and work towards identified learning goals.

Assessment for Learning (Formative)
Enables teachers to use information about students' knowledge, understanding and skills to inform their teaching. Teachers provide feedback to students about their learning and how to improve.

Assessment of Learning (Summative)
Teachers use this evidence of student learning to assess student achievement against learning goals and standards.

<u>Assessment strategies</u>
Use authentic and contextual learning opportunities and analyse student responses against set criteria with rubrics, both student and teacher version.

Types of Assessment	
Formative	**Summative**
Teacher observation	Work samples
Questioning	Self-evaluation
Anecdotal records	Group tasks
Work samples	Student portfolios
Peer evaluation	Student conferences
Self-evaluation	Assignments
Group tasks	Exams
Student portfolios	Integrated tasks
Student discussions	Presenting to an audience
Student conferences	Quizzes
Presenting to an audience	Oral presentation
Quizzes	Extended research tasks

<u>Assessment Expectations</u>

Students' Own Work
Students are to do their own work when completing assessment unless they are directed to work with others in the task's guidelines. Feedback provided by staff and families while a student is completing an assessment task is to be minimal and only for the purpose of encouraging students to make enhancements to their work. Others are not to do any of a student's work for them.

Due Dates
Due dates for assessments are listed on the Assessment Calendar, which is published at the beginning of each term. Failure to submit an assessment by the due date will result in a student's draft being marked. If no satisfactory draft has been submitted, parents will be notified, and the student will be internally suspended from regular classes until sufficient work has been completed for the assessment.

Drafts
Drafts for assessment tasks are to be submitted before the final copy is due. Parents will be notified if their student does not submit a draft or submits an incomplete draft. Repeated non-submissions/incomplete submissions will result in a formal consequence for the offending student.

Extensions
If an extension of time is needed, the student must negotiate with their teacher at least three school days prior to the due date, using the Assessment Extension Request Form (Appendix 1), unless extenuating circumstances (such as illness) occur.

Illness
If students are unable to complete an assessment task because of circumstances beyond their control, the teacher may set an alternative task or use other samples of work to evaluate a topic or subject, depending on the situation. The request for consideration must be forwarded to the teacher promptly. If illness results

in the late return of an assessment task, the student must provide the teacher with a written explanation – a letter from their parents and/or medical certificate.

Late Submission
Final copies of assessment tasks that are submitted late, without prior arrangement, will result in a Responsible Thinking Referral and the student will use break times at school to complete the task. Late submission of assessment tasks will also involve the parents/carers of the student being informed.

Changes to Due Dates
Circumstances sometimes require alterations to be made to due dates. Any changes with due dates will be communicated to students and their families.

Plagiarism
Plagiarism is using words and ideas of other people and submitting it as your own work. Some common forms of plagiarism include:

- Submitting a downloaded assignment from the internet.

- Copying another students' assignment and submitting it as your own work.

- Presenting work from another source, as if it were your own (e.g. copying a section of a book, using the generated response from an 'artificial intelligence' (AI) program, and submitting it as your own work, without acknowledgement, is plagiarism).

- Using ideas without acknowledging the source (e.g. copying an idea from a source, changing some words or the sentence structure (either manually, via software or AI) and not acknowledging the source, is plagiarism).

- Copying the written expressions of someone else without proper acknowledgment.

- Quoting from a source 'word for word', without using quotation marks is plagiarism.

Any assignment submitted must be the student's own work. A student may read what other people have written about the topic, but the assignment or essay should be based on his/her own ideas and should be written in the student's own words. Ideas and quotes from other sources must be acknowledged via correct referencing.

Students who have plagiarised other people's work will be deemed to have cheated in the assessment item. He/she will be required to re-do the assignment however the student will not receive a result for the work.

Revision Record

Version	Approval Date	Authorised by	Effective Date	Review Cycle	Next Review
1.0	28 August 2020	Nathan McDonald	28 August	4 years	August 2024
1.1	28 August 2020	Nathan McDonald	1 January 2021	4 years	August 2024
2.0	6 February 2024	Nathan McDonald	6 February 2024	4 years	February 2028

Assessment Extension Request

Complete this form to request an extension for the due date of your assignment. This form must be submitted **3 DAYS** *prior to the due date* and **WILL NOT** be accepted on the day an assessment is due. A written letter from your parent/carer must accompany this form. Include any relevant supporting documentation including Medical Certificates, Specialist referral/other that explains the reason for you being unable to submit work on the due date published in the Assessment Calendar. You must also include a copy of your task sheet, and a draft/completed work that you have finished to date of this extension request. Your draft/work may be used as evidence to determine your task result if your application is not approved, and if you do not submit any additional work to your teacher by the due date published in the Assessment Calendar.

For further information, please read https://www.chinchillacc.qld.edu.au/parent-student-handbook
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Submit this form to **Head of Senior Studies** (Year 11/12 only) and **Head of Secondary**.
You will receive notification within 24 hours of the outcome of your extension request.

Student FULL NAME:	**Year Level:**
Subject:	**Subject Teacher:**
Title of Assessment Task:	
Is this a group assignment? (choose relevant box)	**Yes ☐ No ☐**
Handout Date: ___/___/202X	**Due Date:** ___/___/202X

Clearly explain your reason for requesting an extension for the assessment task above:

Have you attached your Parent/Carer letter?   Yes ☐   No ☐
Have you attached your task sheet?   Yes ☐   No ☐
Have you attached your draft?   Yes ☐   No ☐
Have you attached Doctor Certificate, Letter?   Yes ☐   No ☐

Length of your Extension Request ___ (day/s)   Proposed Due Date: ___/___/202X

Student Name _____ Signature _____ Date ___/___/202X

Parent/Carer Name _____ Signature _____ Date ___/___/202X

To be completed by the Head of Secondary or Head of Senior Studies only

Date Received: ___/___/202X
Not Approved ☐   Your draft/work may be used to determine your result if you do not submit completed assessment by the due date published in the assessment calendar.
Approved ☐   Your revised Due Date is ___/___   **Day/s of extension:** ___
Teacher/s Notified ☐   **Student Notified** ☐   **Parent/Carer Notified** ☐

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