



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.

Assessment strategies

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

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.

Junior Secondary Assessment Expectations

Assessment Calendars

Due dates for assessments are listed on the Assessment Calendar, which is published at the beginning of each term. Circumstances sometimes require alterations to be made to due dates. Any changes with due dates will be communicated to students and their families via email.

Draft Submissions

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 when it is due. 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).

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.

Final Submissions

Final copies of assessment tasks that are not submitted, without prior arrangement, 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 withdrawn from regular classes until sufficient work has been completed for the assessment. Repeated non-submissions/incomplete submissions will result in a formal consequence for the offending student.

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
3.0	12 February 2025	Nathan McDonald	12 February 2025	4 years	February 2029

APPENDIX 1

Assessment Extension Request

This form is to be used when an **absence is known in advance** (e.g. *extended sporting commitment or long-term illness*). It is to be submitted at least **three days** prior to the due date and include any relevant supporting documentation.

This form is **not necessary for 'sudden' circumstances** beyond a student's control (e.g. a medical emergency). In these cases, families should contact their child's teacher for consideration, as outlined in in the 'illness' section of the assessment policy. Please note, with most absences caused by illness, students are still expected to hand in assignments (via digital submission) from home.

Submit this form to admin for the **Head of Secondary**.
You will receive notification within 24 hours of the outcome of your extension request.

Student's FULL NAME:	Year Level:
Subject:	Subject Teacher:
Title of Assessment Task:	
Is this a group assignment? (tick relevant box) Yes <input type="checkbox"/> No <input type="checkbox"/>	
Draft Due Date:	Final Due Date:

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

Length of your Extension Request: _____ (day/s)

Proposed (new) Draft* Due Date: ___/___/___

Proposed (new) Final Due Date: ___/___/___

Student Name: _____ Signature _____ Date ___/___/___

Parent/Carer Name: _____ Signature _____ Date ___/___/___

To be completed by the Head of Secondary

Date Received: ___/___/___
Not Approved <input type="checkbox"/> Your draft/class 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 <input type="checkbox"/> Your revised Draft* Due Date is ___/___/___ Day/s of extension: ___ Your revised Final Due Date is ___/___/___ Day/s of extension: ___
Teacher/s Notified <input type="checkbox"/> Student Notified <input type="checkbox"/> Parent/Carer Notified <input type="checkbox"/>

**only if applicable, otherwise, leave blank.*