RATIONAL

Assessment is an ongoing process — gathering evidence to determine what each student knows, understands and can do — to inform teaching and support student learning. Assessment also provides data to inform reporting on the achievement of individual students or groups of students. The Melbourne Declaration on Educational Goals for Young Australians defines three broad purposes for assessment:

- Assessment for learning — enabling teachers to use information about student progress to inform their teaching.
- Assessment as learning — enabling students to reflect on and monitor their own progress to inform their future learning goals.
- Assessment of learning — assisting teachers to use evidence of student learning to assess student achievement against goals and standards. ([P-12 curriculum, assessment and reporting framework](#)).

STATEMENT OF INTENT

This document outlines the principles which inform decisions around student assessment at Corinda State High School. The practices it describes apply to all students; however we recognise that the twin aims of consistency and equity need to be resolved by Teachers, Heads of Department and Administration. It is the purpose of this document to communicate a shared understanding of the purposes and principles of assessment ([QCAA P-12 Assessment Policy](#)) and the standard procedures we follow in:

- examination requirements;
- submitting student work;
- applying for an extension of time to complete an assessment task; and
- late submission and non-submission of student responses to assessment instruments.

RELEVANT LEGISLATION AND POLICY

- Policy
- [QCAA A-Z of Senior Moderation (July 2015)](#)
  - Section 1.1: Late submission and Non-submission of Student Responses to Assessment Instruments in Authority and Authority-registered subjects
  - Section 1.2: Special Provisions for School-based Assessments in Authority and Authority-registered Subjects
  - Section 4: Strategies for authenticating student work for learning and assessment
- Building student success, A guide to the Queensland curriculum, assessment and reporting framework
- Subject area syllabus documents.
RESPONSIBILITIES

SCHOOL RESPONSIBILITIES

- Provide an Assessment Overview to students for each subject, every semester.
- Provide assessments instruments in an appropriate time frame, consistent with the relevant subject syllabus document and work program.
- Support students with adjusted assessment where appropriate.
- Provide appropriate class time for assessment, consistent with the relevant subject syllabus document and work program.
- Provide feedback to students on both rough draft and final assessment tasks in a timely manner. (see individual faculty drafting policies)
- Enact moderation procedures which ensure a consistency of standards is maintained in the marking of assessment.
- Provide assessment instruments with a cover sheet showing the following information:
  - topic or area of study
  - task requirements
  - date of issue, due date
  - criteria and standards
  - declaration verifying the authorship of student work
  - monitoring guidelines or draft details.

STUDENT RESPONSIBILITIES

- Store Assessment Overviews appropriately, for example glued in subject book, and share them with parents/caregiver.
- Fulfil course requirements, including the submission of all assessment by the due date.
- Ensure all assessment submitted is the original work of the student.
- At Corinda State High School we use the APA 6th ed style of referencing for all assessment pieces. School Referencing Policy (see guide in student planner).
- Present a full draft to teachers by the monitoring date
- Communicate anticipated difficulties in completing assessment requirements with the teacher and follow the correct procedures to apply for an extension, should that be necessary, before the due date (see Unforeseen Circumstances page 3).
- Seek clarification from the teacher who awarded the result before appealing any result.

PARENT/CAREGIVER RESPONSIBILITIES

- Encourage students to submit all drafts and final assessment by the due date.
- Inform the appropriate school staff of any difficulties relating to the completion of assessment items before the due date.
- Provide documentary evidence where necessary. (See Application for special consideration)
EXAMINATIONS

- Students are given notice when examinations are scheduled and should therefore avoid all appointments that clash with examination dates.
- Examinations may be held during scheduled blocks at the end of each semester or during normal lessons.
- Prior warning given if changes occur.

MISSED EXAMINATIONS

Advance Notice:

- Students must complete an Application for special consideration form to advise the school of an unavoidable absence immediately they become aware of it. Documentary evidence must be supplied.

Unforeseen Circumstances:

Should a student be absent on the day of an examination, the administration office must be contacted by the student, parent or caregiver on the day of the test. This information will be passed on to the appropriate HOD.

In both cases, a completed Application for special consideration with supporting evidence of the reason for the absence must be provided to the appropriate HOD immediately upon the student’s return to school. Appropriate evidence might include: medical certificate, notification of selection in a representative team etc.

It is at the discretion of the HOD as to the suitability of the student being offered an opportunity to sit for an early or late examination.

ASSESSMENT TASKS OTHER THAN EXAMINATIONS

CLASS TIME AVAILABLE

Class time is made available for partial completion of any assessment instrument. Hence all students will have at least a partially completed assessment task to submit on the due date.

DRAFTS

- All assessment pieces include a monitoring phase.
- Students are required to submit drafts to allow teachers to provide feedback and make judgments about student performance prior to the due date of final submission. This should also ensure that students are eligible for credit for their studies.
- Assessment cover sheets indicate the monitoring date
- Possible consequences for not drafting include but are not limited to – contact with parents, student maybe required to stay in at lunch, after school, etc. Reference to the failure to meet school requirements is made on page 10 of the school’s Responsible Behaviour Plan for Students.

ORALS

On the first day the class orals begin, all students must submit a copy of the notes/palm cards they intend to use for their presentation. This makes the preparation time more equitable for all students. Students absent on this day should, at least, email their notes/palm cards to the class teacher to arrive in time. In the case of group orals where absence occurs, the group is to complete the task with a substitute who works from the group script. Group members will be individually assessed on that performance. To ensure ease of access by a substitute, all group
members must keep a copy of the whole group script. On the first day of return to class, the absent student is expected to complete the oral, with other group members merely supporting the process.

**TECHNOLOGY USE**

If a computer failure delays the submission of an assessment piece, students must notify their subject teacher immediately and negotiate alternative arrangements.

If the computer problem occurs on the day the assessment piece is due, hard copy drafts must be provided as evidence of work completed. If in the case of printer failure, the student is to either submit the assessment on USB, submit via electronic drop box or email the assessment to the school (info@corindashs.eq.edu.au) and detail the teacher to be contacted. Hand-written submissions will also be accepted.

It is the student’s responsibility to keep backup copies of work.

**SUBMITTING ASSESSMENT ON THE DUE DATE**

Timely submission of assessments is essential for students to demonstrate mandatory aspects of the course and in order for feedback to be given. Timely submission of assessment is considered to be by the end of the school day, ie. 3:00 pm on the due date.

The work (even if incomplete) will be marked, commented upon, and credited towards the student’s semester result. For predominately non-written pieces of assessment, e.g. orals, the due date for written support material will be the first day of presentation (see page 2 Late submission of student responses to an assessment instrument, QCAA A-Z of Senior Moderation (July 2015)).

**REQUEST FOR AN EXTENSION OF TIME TO COMPLETE AN ASSESSMENT TASK**

An extension of time to complete an assessment task will be granted ONLY in cases of genuine prolonged illness or exceptional circumstances. Parents/caregivers who believe that their student/child has a case for an extension of time should apply to the appropriate HOD before to the due date to discuss the circumstances. Acceptable evidence, supported by documentation, must be presented to the HOD (any documentation must be accompanied by a completed Application for special consideration).

In particular extensions for orals are not granted on the same day students are to present their orals.

In those cases where an unforeseen emergency has prevented an assessment item being submitted on time, the parent/caregiver of the student must personally discuss the situation with the relevant HOD as soon as practicable.

Each case will be considered on its merit. The appropriate HOD/Deputy Principal are the only people authorised by the Principal to decide whether an extension of time will be permitted. The class teacher will also be asked to provide advice on the appropriateness of granting the extension (see flowchart).

**STUDENT ABSENT ON DUE DATE FOR ASSESSMENT TASK**

Students in year 10, 11 and 12 who are absent with a genuine reason on the date an assessment task is due must submit their work to the electronic drop box, or if required make every effort to submit a hard copy of the assessment task on that day. The parent or guardian of the student absent on the due date for the assessment task must contact the administration office (3379 0222 or info@corindashs.eq.edu.au) on the day the assessment task is due to explain the situation. Should a student be absent for any reason, acceptable evidence, supported by documentation, must be presented. If unable to hand in the assessment task on the due date, the student must hand in or complete the assessment task on the day the student returns to school. To avoid late submission students should access the electronic drop box or email the assessment task to the teacher directly or via info@corindashs.eq.edu.au.
Students on suspension are required to submit assessment by the due date.

**LATE OR NON-SUBMISSIONS OF STUDENT RESPONSES TO ASSESSMENT INSTRUMENTS, WITHOUT EXTENSION APPROVAL**

Judgments of student responses to assessment instruments are made using standards associated with exit criteria.

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.

Insufficient evidence to make a judgment for that semester may appear on the internal report. Students will still be required to submit the outstanding assessment item in order to receive credit for that semester.

In cases of non-submission and significant lack of evidence, the Principal may consider the course coverage and achievement in the objectives of the course of study to be insufficient to be able to award a level of achievement for the subject. This may jeopardise a student’s eligibility for VET Qualification, OP and/or a QCE. In this situation, s84 Part 4 Education (Queensland Curriculum and Assessment Authority) Regulation 2014 applies. Further information is available on [www.qcaa.qld.edu.au](http://www.qcaa.qld.edu.au).

**SPECIAL PROVISIONS**

‘Special provisions’ means making reasonable educational adjustments to conditions of assessment to ensure equitable opportunities for all students. Special provisions may apply to any student, depending on the circumstances. In making a decision about special provisions, the school is required to consider what adjustments to assessment conditions are reasonable in the circumstances.


Students with specific educational needs should liaise with the Head of Department Integrated Student Services if they require reasonable adjustment. See [Reasonable Educational Adjustment form](http://www.qcaa.qld.edu.au). For further information on this refer to [Equity in Education](http://www.qcaa.qld.edu.au) on the QCAA website.
Flowchart: Request for Extension (Application for Special Consideration)

1. Student requests for extension prior to due date.

2. Students complete an Application for special consideration and provide evidence to HOD. There must be a suitable draft as well as a medical certificate or other official documentation.

3. HOD discusses with the classroom teacher.

4. HOD advises classroom teacher and student approved / not approved via form.
16 May 2016

Dear Parent / Guardian

I am writing to advise you that ................................................................. had an assessment piece on ................................................................. to be completed by ........../........./...........

This assessment piece is a compulsory part of the assessment program ................................................................. and contributes to the overall level of achievement in that subject for the semester.

According to our records, the assessment piece described above has not been submitted by the due date, nor has the relevant person received an acceptable explanation or a request for an extension.

In cases of non-submission and significant lack of evidence, the Principal may consider the course coverage and achievement in the objectives of the course of study to be insufficient to be able to award a level of achievement for the subject. This may jeopardise a student’s eligibility for an OP and/or a QCE. In this situation, s84 Part 4 Education (Queensland Curriculum and Assessment Authority) Regulation 2014 applies. Further information is available on www.qcaa.qld.edu.au.

We seek your help in assisting your son / daughter to maximize the remaining chances of success in this subject by punctual completion of all future oral and written assessment pieces.

Head of Department

Class Teacher
LETTER ADVISING OF A LATE OR NON-SUBMITTED ASSESSMENT PIECE (JUNIOR STUDENTS)

16 May 2016

Dear Parent / Guardian

I am writing to advise you that .......................................................... had an assessment piece on .......................................................... to be completed by ........../........./..........

This assessment piece is a compulsory part of the assessment program .......................................................... and contributes to the overall level of achievement in that subject for the semester.

According to our records, the assessment piece described above has not been submitted by the due date, nor has the relevant person received an acceptable explanation or a request for an extension.

In cases of non-submission and significant lack of evidence, the Principal may consider the course coverage and achievement in the objectives of the course of study to be insufficient to be able to award a level of achievement for the subject. This may jeopardise the student’s eligibility for future subject selection.

We seek your help in assisting your son / daughter to maximize the remaining chances of success in this subject by punctual completion of all future oral and written assessment pieces.

Head of Department

Class Teacher
16 May 2016

LETTER ADVISING OF CONCERNS

Dear Parent / Guardian

I wish to notify you that I am beginning to have some concerns about the likelihood of your son/daughter achieving his/her potential in the coming pieces of assessment.

My concerns are based on the following:

I have made known to your student the concerns that I have and I feel that you also should be informed.

I will be encouraging your student to improve the commitment to achieving in this subject and feel sure that you will support me in this endeavour.

Please feel free to contact me at school if you wish to discuss this matter further.

Yours faithfully

Head of Department

Class Teacher

Parents are asked to sign below and return this letter to the subject teacher.

................................................................................................................

Parent’s Signature ................................................................................. Date

Great state. Great opportunity.
As per the QCAA Policy - Adjustments should take into account the nature of a student’s disability or the reason for the student’s specific educational needs

Student name: ___________________________ Date of birth: ___________________________
Case Manager: ___________________________ Date: ___________________________

Adjustments required for assessment include:

- Signing ☐
- Specialised Equipment ☐
  Equipment required
- Reader (where reading is not the skill being assessed) ☐
- Scribe ☐
- Interpretation and comprehension of assessment items for students with language difficulties (where language skills are not being assessed) ☐
- Additional time
  - Examination 10 minutes extra time for each half an hour of the examination ☐
  - Assessment piece 3 additional days for each written assessment piece ☐
- Alternative Venue ☐
- Other ☐

Principal ___________________________ HOSES ISS ___________________________ Student ___________________________
APPLICATION FOR SPECIAL CONSIDERATION

Student name: ___________________________ Form Class: ___________________________

Subject: ___________________________ Teacher: ___________________________ HOD: ___________________________

I request Special Consideration regarding assessment due to the circumstances outlined below. This situation has affected/will affect my school work from ................ to ................

Outline of circumstances requiring Special Consideration (to be completed with Guidance Officer):

________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________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CORINDA STATE HIGH SCHOOL

FLOWCHART: APPLICATION FOR SPECIAL CONSIDERATION FOR YEARS 10-12

STUDENT
Students apply for Special Consideration through Guidance using the Application for special consideration form.

GUIDANCE OFFICE DISCUSSES SITUATION WITH STUDENT
Receives supporting documents e.g. Medical Certificate.
Decision to grant Special Consideration will be determined by the Guidance Officer.

GUIDANCE OFFICER IDENTIFIES THE REQUIRED SPECIAL CONSIDERATION TO BE GIVEN
Eg. Extension to due dates, extra time for exam, exam completed at a separate location, assessment to be completed but to be considered atypical on overall student profile.

FORM EMAILED TO RELEVANT HOD AND TEACHERS
HOD outlines requirements with teacher.
Teacher discusses requirements with student and how they will be catered for in the particular subject.

COPY OF FORM STAYS WITH HOD AND WILL BE ATTACHED TO STUDENT’S SUBJECT PROFILE
Original to student file in Office.
Electronic copy OneSchool – Student File

HOD KEEPS RECORD OF TYPES OF CONSIDERATION AND DATES
Assessment is an ongoing process. Assessment as learning — enabling students to reflect on and monitor their own progress to inform their future learning goals.

**STUDENT RESPONSIBILITIES**

- Store Assessment Overviews appropriately, for example glued in subject book, and share them with parents/care givers.
- Use time management skills and student planner to meet deadlines.
- Save assessment pieces or other assessment work regularly to home folder and email drafts to your own email as well as backing up on a USB.
- Fulfil course requirements, including the submission of all assessment by the **due date**.
- Ensure all assessment submitted is your original work.
- Use the School Referencing Policy (see guide in student planner).
- Present a draft to teachers by the monitoring date. (See individual faculties’ draft policies)
- Communicate anticipated difficulties in completing assessment requirements with the teacher and follow the correct procedures to apply for an extension with the HOD, should that be necessary, **before the due date**.
- Seek clarification from the teacher who awarded the result before appealing any result.
- **SafeAssign** — Teachers will create an account with SafeAssign through the Learning Place where students submit their assessment pieces/drafts/etc electronically by the due dates. Hard copies of assessment pieces will be required for some areas of study, also expected by due dates.

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**No submission** by due date (hard copy/SafeAssign electronic copy) will mean that result will be based on the draft/notes/evidence submitted up until this due date (see school and QCAA policy).

- If student is absent on due date, the student still needs to submit assessment. They can submit to SafeAssign/email teacher by due date.
- If student is absent on due date or for examination, school must be contacted if at all possible.
- Medical certificates may be used to gain extensions for missed exams/in class assessments but extensions applications should submitted before the due date. Please contact appropriate HOD if absent for examinations. Complete Application for Special Consideration form.

If no draft or final assessment piece = NR rating and a OneSchool entry.

Deputies/HOD’s for other assessments.

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**No submission** by due date and time (hard copy/SafeAssign electronic copy) will mean that result will be based on the draft/notes submitted up until this due date. If away on due date the student still needs to submit assessment (unless medical certificate/note from parent/guardian supplied on their return). They can submit to SafeAssign/email teacher by due date and time. A hard copy to be submitted when they are back at school. Lack of assessment by due date should result in the teacher referring student to the Subject HOD and the student will work on the assessment piece during a lunchtime detention.

Teachers who have ISS students should discuss with the relevant case managers regards assessment timelines on an individual basis.

Special Circumstance students will be determined by Deputies for exam blocks and Deputies/HODs for other assessments.
Assessment is an ongoing process — gathering evidence to determine what each student knows, understands and can do — to inform teaching and support student learning. Assessment also provides data to inform reporting on the achievement of individual students or groups of students. Assessment for learning — enabling teachers to use information about student progress to inform their teaching.

Assessment Instruments
- Provide assessments instruments in an appropriate time frame, consistent with the relevant subject syllabus document and work program.
- Provide assessment instruments with a cover sheet showing the following information: Topic or area of study, task requirements, date of issue, due date, criteria and standards and monitoring guidelines or draft details.
- Class time is made available for partial completion of any assessment instrument. Hence all students will have at least a partially completed assessment task to submit on the due date.
- All assessment pieces or instruments other than examinations include a monitoring phase. (See individual faculty draft policies.)
- Parent/Guardian contact and implementation of strategies to gather evidence of student work if drafts are not submitted.
- It is recommended a teacher sets up a virtual classroom which also creates a class email distribution list so the students have an electronic version of resources.
- Teachers should remind students to save assessment piece regularly to home folder and email drafts to their own email as well as backing up on a USB.
- SafeAssign - Each student should access SafeAssign through the Learning Place. Teachers should give their access with the task sheet. Drafts and final versions to this web based drop box, along with hard copies of assessment piece should be expected by the due dates.

Yr 10-12

Failure to Submit Draft

Letter home or phone call or email - Students need to submit drafts before due date i.e. SafeAssign/email/hard copy. Parents/caregivers need to be contacted plus one school documentation. Detentions or other appropriate strategy to collect evidence is required.

Yr 7-9

Failure to Submit Final submission

Letter Home or Phone Call - The student needs to submit drafts or make sufficient progress before due date depending upon task requirements. Parent/caregiver needs to be contacted plus documentation on one school. Detentions or other appropriate strategy to collect evidence is required.

Extension - See HOD before due date

No submission by due date and time (hard copy/SafeAssign electronic copy) will mean that result will be based on the draft/notes/evidence submitted up until this due date (QSA and school policy).

Evidence proactively collected as part of the teaching, learning and assessment process may be used to make judgments.

If away on due date-the student still needs to submit assessment. They can submit to SafeAssign/email teacher by due date.

If no draft, evidence or final assessment piece=NR rating and a One school entry plus HOD must be advised of decision and the steps followed to collect evidence from student.

No submission by due date and time (hard copy/SafeAssign electronic copy) will mean that result will be based on the draft/notes/evidence submitted up until this due date (see school policy).

Evidence proactively collected as part of the teaching, learning and assessment process may be used to make judgments.

If away on due date-the student still needs to submit assessment. They can submit to SafeAssign/email teacher by due date.

Lack of any quality assessment or completion by due date should result in the teacher using proactive strategies such as detentions to assist students management.

If no draft, evidence or final assessment piece=NR rating and a One School entry plus HOD must be advised of decision and the steps followed to collect evidence from student.

Great state. Great opportunity.