Assessment Policy and Guidelines

2014 -2015
Rationale
At Taminmin College we believe assessment for learning, of learning and as learning is integral to the achievement of high quality learning outcomes. Assessment is an essential part of the teaching and learning process and as such effective assessment procedures need to be explicit.

Beliefs about Assessment
Effective and informative assessment practice involves teachers using a variety of assessment strategies that give students multiple opportunities, in varying contexts, to demonstrate what they know, understand and can do. Effective and informative assessment strategies are designed to ensure equal opportunity for success regardless of student’s age, gender, physical or other disability, culture, background language, socio-economic status or geographic location. Good assessment practice involves teachers making judgements, on the weight of assessment evidence, about student progress towards the appropriate criteria for judging performance.

Values
This policy is underpinned by the Taminmin College values of

- Respect
- Honesty

Assessment Scope
This policy includes all students at Taminmin College from years 7 to 12.

The Assessment Process at Taminmin College
All documentation regarding assessment of a course is kept centrally in the Curriculum Folder on Staff Public

a. A Teaching and Learning Program is developed for each course offered from 7-12 at the College. These are on the approved Taminmin College template and submitted via Head of Department to the Principal’s Delegate in accordance with the timeline approved at the beginning of each semester.

b. A Learning and Assessment Plan (LAP) is developed for each Year 10 Australian Curriculum and SACE Stage 1 and 2 course that is consistent with relevant curriculum documents. These are submitted via the Head of Department to the Principal’s Delegate in accordance with the timeline approved at the beginning of each semester.

c. An assessment timeline is developed from the Teaching and Learning Program and/or LAP. Assessment timelines are completed on the approved template, in the Templates folder on the U drive and published on the Taminmin College website.

d. A range of assessment tasks, both formative and summative, are developed to allow students to provide evidence of their learning in a variety of ways. Assessment tasks are consistent with the Teaching and Learning Program and/or LAP.

e. Task sheets are supplied to all students for summative tasks. These conform to the Assessment Task template and include the criteria to be used for assessment.
f. Summative assessment tasks are graded using the criteria specified in the relevant curriculum document and given on the task sheet.
g. Quality assurance practices (planning, clarifying, confirming and reviewing and improving) are undertaken between all classes of the same course in all year levels; and also those that form part of the same assessment group at Stage 2 level.
h. Summative grades are recorded in the spreadsheets located on Staff Public.
i. The criteria for awarding grades are consistent with NT Board of Studies and SACE policy. In years 7-9, the final grade assigned is based on a holistic judgment against the range of evidence presented by the student against the Australian Curriculum achievement standards or the Northern Territory Curriculum Framework. In years 10-12, holistic judgment of a student’s achievement against the relevant subject performance standards in summative tasks is made.
j. Folios of student work are maintained for verification purposes. These are kept for 6 months after the results have been confirmed.
k. Students at risk of not achieving a C or better in the following compulsory elements of the NTCET – the Personal Learning Plan, Stage 1 Literacy and Numeracy courses – will be provided with opportunities to supply additional evidence by the end of the semester in which they studied the subject to bring their grade to the C standard or better.

Responsibilities

Teacher Responsibilities

Teachers have a responsibility to:

a. follow the Taminmin College School Assessment Processes.
b. set reasonable and appropriate deadlines for submission of assessment.
c. incorporate check points into assessment tasks done over a period of time and/or that have a weighting higher than 20%.
d. follow the ‘At Risk’ process for students.
e. provide feedback to students on both formative and summative work in a timely manner. Criteria for assessment provide a useful framework for provision of feedback. Feedback does not involve making direct changes to a students work.
f. check all items submitted on the due date and note any non-submissions of student work. They are to cross check this with any extensions that may have been granted.
g. follow the non submission process.
h. mark student work in a timely manner.
i. be aware of the subject assessment requirements by consulting the relevant curriculum document.
j. have classroom activities, procedures and practices that provide an adequate level of supervision of student developed work to ensure that the final piece submitted is a student’s own.
k. maintain due dates for assessment unless extensions have been negotiated.
l. ensure that evidence of student demonstrations of achievement is current and accessible to justify reporting to parents at any time.
m. maintain appropriate document records. Eg LAPs and Teaching and Learning programs
n. provide opportunity for students who do not achieve a C grade or better in the Personal Learning Plan, Stage 1 Literacy and Numeracy courses to supply additional evidence to bring their grade to a C or better.
Student Responsibilities

Assessment Rules
Assessments may be directly supervised or indirectly supervised. Tests are examples of assessments that are directly supervised while research investigations are examples of assessments that are indirectly supervised.

For all assessments, students have a responsibility to:

a. submit work that is their own
b. submit work on time
c. not permit any other student to copy their work
d. not permit any other student to otherwise use their work (unless an assessment requires this)
e. not use work of any other student (unless an assessment requires this)
f. not use work of any others in circumstances that can be defined as undue assistance (e.g. tutors, family, or friends)
g. not collude with another student or others to undertake an assessment (e.g. an investigative report, survey or examination)
h. not be guilty of any breach of good order or propriety.
i. In addition, for indirectly supervised tasks, students have a responsibility to
   i. follow procedures outlined by their teacher for submitting assessment tasks by the due date or the renegotiated due date if an extension has been granted.
   ii. conform to the requirements at each stage of development of work as required by the teacher, and present the work during the developmental stages according to these requirements
   iii. clearly identify and reference the ideas or words used in their assessment that are from another person’s work, including information from the Internet, books, pamphlets, etc.; quoted work should be kept to a minimum to avoid plagiarism.
j. For directly supervised tasks, students have a responsibility to not
   i. have in their possession any electronic device (including mobile phones and electronic dictionaries) apart from approved calculators (where permitted)
   ii. directly or indirectly help any other student
   iii. permit any other student to copy from or otherwise use their papers
   iv. directly or indirectly accept help from any other student
   v. use any papers of any other student
   vi. have in their possession any book or notes (apart from the materials permitted for that test, assignment, or examination), or any other means that would improperly help them in their work

Parent/Guardian Responsibilities

a) be aware of assessment requirements of their child’s courses;
b) support their child to submit work that is their own without providing undue assistance;
c) contact the class teacher if they are concerned over any matter concerning assessment.
Criteria For Judging Performance

Three curricula are used at Taminmin College:
Australian Curriculum – Years 7-10
Northern Territory Curriculum Framework (NTCF) – Years 7-10
SACE Board of South Australia – Years 10-12

Consistent with NTBoS and SACE Board policy, the following methods are used to make judgments on learning and achievement.

Years 7-9
The grade assigned is based on a holistic judgement against the range of evidence presented by the student against the Australian Curriculum achievement standards of the Northern Territory Curriculum Framework.

Years 10-12
The final grade assigned is a holistic judgment of a student’s achievement against the relevant subject performance standards in summative tasks.

Evidence from formative work done in and out of class may be used to provide evidence against the assessment criteria in the event that students are not able to submit an assessment task for a valid reason that is verified by the parent/guardian or a health care professional.

Assessment Deadlines

Due Dates
The due date is the date on which the assessment item must be submitted. Due dates help teachers and students manage workloads. They also ensure the integrity of assessment by providing equal opportunity for all students to complete the task.

Extensions
Extensions to due dates can be approved for a valid reason. Extensions to due dates must be negotiated as soon as is practicable prior to the due date and must be supported by evidence. Evidence can be a completed extension negotiation form (see Appendix), a medical certificate or equivalent from a health care professional or note from a parent or guardian.

Dates for Examinations
It is an expectation that students attend examinations. The date of an exam is the due date for this assessment task. Extensions cannot be granted. The school should be contacted on the day of the exam or earlier if a student cannot sit an exam. If the absence is for a valid reason, a predicted grade based on evidence from similar tasks completed during the course will be given.

For SACE Stage 2 external exams, the only reason accepted by the SACE Board for missing an exam is on medical grounds. The NTCET Coordinator must be contacted in this event.
At Risk Process

The At Risk process is utilised in the event that a student misses an intermediate due date or a teacher is concerned about the progress of a student on academic grounds.

Intermediate due dates are provided to students to help them manage their workloads; to assist teachers to provide developmental feedback and allow teachers to verify student work. If a student fails to meet an intermediate due date, the following will occur:

- the teacher makes contact with the parent/guardian advising them that their child has not yet provided evidence of commencing the assessment;
- the teacher records the contact and outcome in the activity log in SAMS;
- the teacher will provide opportunity for the student to produce evidence prior to the assessment deadline.

For concern about progress that does not involve the non submission of work,

- the teacher contacts the parent and records the outcome in the activity log in SAMS;
- the teacher involves support personnel as appropriate to develop an intervention strategy;
- if the issue continues, refer to Head of Department for further follow up.

At intervals during the semester, Heads of Department will monitor students’ achievement in classes in their area of responsibility and highlight students who are at academic risk to the relevant Assistant Principal.

The At Risk process is summarised in the appendix as a flow chart.

Failure to submit

Should a student fail to submit a summative assessment task by the due date, or the renegotiated due date, this may be recorded as insufficient evidence against assessment criteria. This may put the student at risk of achieving a final grade of C or better. Parents will be informed in writing of the non submission.

Modifications to Assessment

Special Provisions

Some students have circumstances which make it difficult for them to complete the assessment and learning requirements of their subjects. Such circumstances are illness, impairment or personal circumstances or misadventure. Special Provisions are arrangements put in place to support students completing their assessments in these circumstances. Possible arrangements include the provision of an extension, a reduction in assessment tasks or a modification to the way the assessment is conducted. Any arrangements made must be fair to all students, including those who do not have special provisions.

Special provisions can’t be used to compensate for work that hasn’t been done due to matters of the student’s own choosing, such as holidays, or for things that could have been avoided. Special provisions are available for students who are significantly impaired and could not otherwise participate in the assessment.

The onus is on the student to apply for special provisions and all applications must be supported with evidence. The evidence required will depend on the nature of the circumstance but will often be evidence from a health care professional. Special provisions may not be applied for retrospectively.

Special Provisions for years 10-12 are administered by the NTCET Coordinator.
**Late Commencement**

Students who commence a course late due to circumstances beyond their control, and after some assessment has already been completed, may have their assessment modified. Any modifications will ensure that the student still has opportunity to address all learning requirements. Modifications can include provision of an extension, a reduction in assessment tasks or to the way assessment is conducted. Any arrangements made must be fair to all students and modifications may not be possible in all subjects or at all year levels.

Work from courses completed in other schools may be used as evidence in addressing the learning requirements of courses offered at Taminmin College. The onus is on the student to provide this evidence.

In years 10-12, there is still the expectation that students will engage with the full content of the courses despite a late commencement.

Students who have completed full semester courses interstate or overseas that are the equivalent of Stage 1 and 2 need to supply evidence of completion to the NTCET Coordinator so that credit towards the NTCET can be applied for. Credit is only granted for those subjects where the student has achieved the equivalent of a C grade or better.

**Supervision and Verification & Breaches of Rules**

**Supervision and Verification**

Students must submit work that is their own. No part of a student’s work may be copied from any other person’s work or be based on an undue level of assistance from another person such as a teacher, parent, guardian, tutor or another student.

Teachers’ practises for supervising student activity and providing feedback in various forms should be planned to minimise the opportunity for plagiarism.

A range of appropriate practises follows:

- Closely monitoring what students are doing, talking to them, and giving advice. Primarily, this helps students to learn, but it also shows up discrepancies in performances.
- When long assignments are given, requiring parts of the assessment task to be done in the classroom, studio, or laboratory, and expecting oral and written progress reports to be made.
- Regularly reviewing and modifying assessment tasks and discarding ones from former years.
- Maintaining deadlines for assignments and keeping submitted work secure.
- Using a wide variety of assessment items, for example; formal and informal, short tests, examinations, essays under supervision, fieldwork, practical or laboratory activities, research and other assignments, oral presentations. Such a program enables a thoughtful balance of assessment activities to be used, which can provide a base for detecting anomalies.
- Advising students of potential plagiarism or poor referencing during the drafting stages of their work.
- Encouraging students to use a variety of source materials (including primary data), minimise direct quoting of material and reference all ideas and sources appropriately.
- Setting tasks that encourage student reflection and analysis of information rather than fact or information gathering.
- Requiring students to sign a statement verifying that the work is their own.
Breach of Rules
A breach of rules occurs when a student does not conform to the Assessment Rules as detailed in Student
Responsibilities. The Principal and/or the Principal’s delegate will determine the penalty to be applied if a
breach of rules occurs in Years 7-10, Stage 1 or Stage 2 school assessment.

If there is a breach of rules in a Stage 2 external assessment, the breach must be referred to the SACE Board. A
student may have their grades (and the associated numerical value) or marks or scores for the assessment
cancelled or amended, and be liable to such further penalty, whether by exclusion from future external
assessments or otherwise, as the SACE Board determines.

Appeals Process
An appeals process is available when a student believes that a decision in relation to assessment and the
assessment policy has not been carried out in accordance with the values and processes detailed in this policy
or a curriculum document.

Students should raise the matter with the teacher or person concerned as soon as is practicable or within three
working days of the issue arising. If the issue is not resolved within three working days, then the student should
refer the issue to the Head of Department. The matter may then be referred to an Assistant Principal. The
Principal retains the final right of arbitration and this decision will be binding on all parties.

Definitions
Australian Curriculum
The Australian Curriculum is prescribed in mathematics, English, Science and History from years 7-10. The
Australian Curriculum sets out through content descriptions and achievement standards what students should
be taught and achieve as they progress through school.

Assessment group
At Stage 2, school and external assessment results are organized by assessment group. Students belonging to
the same assessment group are considered to belong to the same class for assessment purposes. It is essential
that quality assurance processes are followed to ensure that assessment judgments are applied in the same way
to all members of the same assessment group. Different classes of the same subject both within Taminmin
College, and outside of the College may be part of the same assessment group.

Assessment timeline
These detail the following the estimated time that assessments within the course are due. Assessment timelines
allow students and teachers to plan their teaching and learning schedule and manage their workload. Templates
for Middle and Senior School Assessment timelines are available on the U drive, in the AAA Policy
Folder/Assessment Policy/Templates.

Assessment timelines are handed out to students and are available on the Taminmin College public website.

External Assessment
Summative assessment that is graded by the SACE Board. External assessments are only in SACE Board Stage 2
subjects and are weighted at 30%.

Formative assessment
This is the on-going assessment of student learning. It is diagnostic and gives feedback to students on their
strengths and weaknesses. Formative assessment informs both teachers and students about student
understanding and skills. Formative assessment is an essential tool for allowing teachers to form and/or adjust the teaching/learning process within their courses.

**Learning and Assessment Plan (LAP)**

A LAP documents the intended program of learning and assessment for a SACE Board or Year 10 Australian Curriculum course. It is developed by the course teacher/s using the appropriate curriculum document to be suitable for their student cohort and the learning context. LAPs are submitted to the Principal’s delegate within a timeline provided each semester and are approved by the SACE Board or DECS. LAP templates are available on the SACE Board website for Stage 1 and 2, and from the Senior Years team of the Department of Education for Year 10 Australian Curriculum courses.

**Northern Territory Certificate of Education (NTCET)**

The NTCET is based on the South Australian Certificate of Education and is administered by the SACE Board of South Australia.

**Northern Territory Curriculum Framework**

The curriculum document used for all Year 7-10 courses outside of Australian Curriculum courses such as English, mathematics, science and history.

**Plagiarism**

The submission of another’s work as the students own. Plagiarism is a Breach of Rules.

**Quality Assurance Assessment Cycle**

The Quality Assurance Assessment Cycle consists of the four phases shown below:

In the **planning** phase teachers plan and design assessment that will allow students to demonstrate their learning against the relevant assessment criteria.

In the **clarifying** stage, teachers work collaboratively to review and ensure that the assessment opportunities provided are valid and reliable, provide scope for students to show learning across the full range of achievement and that judgements of achievement are appropriate and comparable to other teachers.

In the **confirming** phase, final grades are assigned to the body of student evidence presented. Teachers work collaboratively to ensure that there is consistent judgement of achievement against the assessment criteria within a class or assessment group and within the school. At Stage 1 and 2, samples of student work are sent for moderation to the SACE Board or the Department of Education to ensure that these judgements are consistent across the system.
In the improving phase, data is used to review assessment design and judgement of the standard. Teachers identify strengths and weaknesses of the teaching, learning and assessment program and plan improvements. Ongoing reflection is an essential component of the quality assurance and assessment cycle.

**Redrafting**

The practice of rewording, restructuring or redesigning a piece of work for the purposes of improving it. Redrafting is undertaken before the final assessment. The number of times a piece of work may be redrafted and submitted for feedback may be determined by the curriculum document. When not determined by the curriculum document, the teacher determines the number of drafts that may be submitted. When determining the number of drafts that may be submitted teachers should take into account student and teacher workloads and when provision of feedback may compromise the authenticity of the students work. A maximum of two drafts should be sufficient to provide students with adequate feedback.

**Redeemability**

Refers to the resubmission of an item of summative assessment for the same subject after it has already been graded. This is not permitted. Therefore teachers cannot provide grades for drafts as this would be deemed as carrying out summative assessment. They can however provide feedback with suggestions for improvement.

**Reuse of Assessed Work**

This refers to submitting for assessment work in one subject that has already been assessed in another subject. This is a Breach of Rules.

**SACE Board of South Australia**

The statutory authority that oversees all legislative requirements of the South Australian Certificate of Education (SACE). The NTCET is overseen by the SACE Board.

**School Assessment**

Summative assessment that is graded by the class teacher.

**Summative Assessment**

Summative assessment measures the extent to which students have achieved learning outcomes at a particular point in time. Grades for summative assessment in years 10-12 contribute to a student’s overall course grade.

**Teaching Program**

Teaching programs document the way that a curriculum will be implemented at the school level. The program documents the teaching and learning experiences that will be used to support students in developing the skills, knowledge and understandings required. A template for the teaching program used at Taminmin College is in Middle School and Senior School is located on the U drive, in the AAA Policy Folder/Assessment Policy/Templates.
Supporting Documents

Curriculum, Assessment and Reporting Policy and Guidelines: Transition to Year 9, NT Board of Studies

SACE Board of SA (2012) SACE Assessment Responsibilities: SACE Board and Schools Code of Practice

SACE Board of SA (2012) Guidelines for the Recognition of Courses
https://www.sace.sa.edu.au/documents/652891/3c7f0b00-bef1-4ef5-abc7-80c3bb6c6e70?v=1

SACE Board of SA (2013) SACE Policy Assessment and Reporting for SACE Subjects

SACE Board of SA (2014) SACE Assessment and Quality Assurance of Board-Accredited Subjects Policy
https://www.sace.sa.edu.au/documents/652891/f43976e1-2eb3-4064-b772-a53be35a8dc1?v=1

SACE Board of SA (2014) SACE Redrafting, Reuse of Assessed Work and Assessment Deadlines and Submission Dates Policy and Procedures
https://www.sace.sa.edu.au/documents/652891/2de72c68-d013-4420-8287-17e200d151a5?v=1

SACE Board of SA (2012) SACE Special Provisions in Curriculum and Assessment
https://www.sace.sa.edu.au/documents/652891/03b758b6-eae2-4e88-b251-1c800d466dbc?v=1

SACE Board of SA (2012) SACE Supervision and Verification of Students’ Work
https://www.sace.sa.edu.au/documents/652891/91d6c2ae-1e6d-4d07-8c03-6abd619f1070?v=1
Appendix

1. Academic At Risk Process

- No evidence provided by student at check point
- Teacher concern at academic progress

Teacher contacts parent. Intervention and contact documented in activity log of SAMS. HOD notified.

- Student provides evidence by due date
- Strategy put in place

- Yes
- No

- Effective
- Not Effective

- Failure to submit notification to parent
- Refer to HOD for further advice

- Students at risk identified by HODs at identified times during the term.
  Names forwarded to AP for analysis and intervention
Extension Negotiation Form

Student Name: ____________________________________________________________

Class:  _________________________________________________________________

Teacher: ________________________________________________________________

Item of Work: ____________________________________________________________

Issue Date: ___________________________  Due Date: ___________________________

Reason for extension: _____________________________________________________

Comments:  ______________________________________________________________

Negotiated Extension Date: ________________________________________________

Student Signature: __________________________ Date: _________________________

Teacher Signature: __________________________ Date: _________________________

Parent/Guardian Signature: ______________________ Date: _____________________

All extensions must be negotiated as soon as practicable before the due date.