

Mount St Bernard College



Assessment Policy
Handbook



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MISSION STATEMENT

Drawing our inspiration from the Gospel of Jesus and the Mercy Tradition, we empower young people through our commitment to education to become persons of faith, learning and hope, and so contribute to their communities. We are committed to the values of:

- **Community** – living and giving gracious hospitality in the spirit of family,
- **Mercy** – acting justly with a compassionate heart,
- **Respect** – valuing self, others, environment and the purpose of school,
- **Excellence** – striving towards personal best, and
- **Wisdom** – gaining life enhancing knowledge and skills.

Students at MSB are expected to work within the guidelines of:

- Respect,
- Participation and
- Personal Best



ASSESSMENT

The purpose of the assessment policy is to encourage student participation and engagement in their courses, and to ensure that students have the opportunity to achieve the best assessment results possible in equitable and consistent conditions. Assessment is structured within the framework of the relevant College Work Programs

Adequate time and resources should be available to students completing assignments for assessment, and the process required in developing the item (such as planning, research and note-taking, writing and drafting, editing, re-writing and final presentation), should be taught, revised and/or clarified by the classroom teacher. Regular monitoring of the progress students are making with their assignments will assist the teacher to identify difficulties and instigate appropriate intervention as required, as well as assisting in the authentication of student work, and possible requirement to ascertain a level of achievement on the due date.

PRINCIPLES OF ASSESSMENT

1. Assessment is integral to the curriculum and is designed to inform, support and improve learning outcomes. The assessment items used will be directly linked to the subject's Work Program or Junior Curriculum documents and will appropriately develop or assess skills, knowledge and/or processes in that area.
2. Assessment will be suited to the developmental level of the student.
3. An assessment schedule is provided each semester to assist students to develop study and work habits. This will enable them to take responsibility for their own learning, meet commitments and organise their study schedule accordingly.
4. Assessment policy, and the processes for dealing with late and non-submission of assessment, will be fair and equitable and meet with QCAA policy.

ASSESSMENT SCHEDULE

An Assessment Schedule is published by the College at the beginning of each term, after all teachers have communicated details of all assessment planned for the term to the Assistant Principal. Students should use this information to plan their home study schedule for the term, and teachers may note the fluctuation of workload for students. Several pieces of assessment due on the same day is not a valid justification for an extension.

Any change of assessment dates must be negotiated between the teacher and the Assistant Principal, and then communicated to all students. Individual extensions or alternative assessment will be instigated by the student through consultation with the class teacher and the appropriate request form. This must be submitted at least 48 hours prior to the due date for consideration. Last minute and extenuating circumstances will be addressed on an individual basis.

In any particular term, assignments should not be due within the week prior to the commencement of end of term exams. The only circumstances that are exempt from this are:

1. When the assignment is the only piece of assessment (for that subject) being completed during the exam period,
2. When the exam set for a subject requires no previous study time, and/or,
3. The assignment is completed predominately in class time.

ASSIGNMENT POLICY

Assignments form an integral part of the learning and assessment of most subjects, and must be completed so that the student can be reported on as completing the course of study.

1. Adequate time will be given to plan and execute the assignment task.



2. Clear guidelines will accompany the assignment: Assignment/task sheet with assessment criteria and clear explanation of the task, due date and details of the process to undertake to assist the student in completion of the task. Also included will be: a clear definition of length, structure, time and method of presentation, along with specific dates for drafts to be submitted and expected resource procedures and materials.
3. Both class time and student's own time will contribute to the completion of the assignment, with the basis formed during class time.
4. Students may access teacher assistance both during class time dedicated to assignment work and in prearranged time outside class. This is the student's responsibility.
5. The length and rigour of assignments is directed by the QCAA syllabus for senior students and the teacher and curriculum middle leader for junior subject and will usually increase during the course of study.
6. Teachers are aware that some students may come from non-English speaking backgrounds or have other special needs. In order to preclude a disadvantage to these students, teachers may provide extra assistance, modify the task appropriately, or alter the length or other conditions of the task. Refer to 'QCAA POLICY' section below.
7. Teachers will contact parents during the assignment process if they have concerns regarding a particular student's progress. As part of teacher monitoring of student work, drafts must be submitted. See 'CONSEQUENCES OF NOT SUBMITTING OR SUBMITTING AN INSUFFICIENT DRAFT OR CHECKPOINT'.
8. Assignments will be submitted to the class teacher during their lesson on the assignment's due date.

QCAA POLICY

This policy should be read in conjunction with the following documents:

- Policy on Special Provisions for School-based Assessments in Authority and Authority-registered Subjects (January 2009)
Website: www.qcaa.qld.edu.au
- Late submission and Non-submission of Student Responses to Assessment Instruments in Authority and Authority-registered subjects (January 2009)
Website: www.qcaa.qld.edu.au

Appendix: Application form - Extension and Special Consideration for Assessment.
Notice of Late / Missed assessment

EXTENSIONS

Time extensions for an assignment may be granted provided that the student instigates an application form – *Extension and Special Consideration for Assessment*, at least 48 hours (2 school days) before the due date of the assignment. The extension will only be valid when the form is signed and returned to the student. It must also be attached to the front of the assessment when it is finally submitted by the student.

Appropriate and significant reasons to apply for special consideration/extension include:

- An extended absence due to illness (medical certificate attached),
- Bereavement or significant family upheaval,
- Other circumstances of hardship.

Students granted extensions will not be penalised provided their assignment is completed and submitted with the approved extension form, on or before the extended due date.



ABSENCE

If a student is absent on the due date of an assignment, arrangements must be made to deliver the assignment to the school (on the due date) either in person or electronically. Parents are to contact the appropriate teacher to discuss the student's reasons for absence. Senior students (Yr 11 and 12) will need to provide a medical certificate, if citing medical reasons for non-attendance.

LATE OR NON-SUBMISSION OF ASSIGNMENTS

Students who do not submit assessment will be required at an Academic Detention to complete that assessment item. Teachers will report this to the relevant Head of Department.

Assessment items submitted after the due date by students in Years 7 -10, without sufficient evidence of special circumstances or an *Extension and Special Consideration for Assessment* form, will be assessed according to criteria relevant to the task. The results will be recorded on the student's profile, together with an annotation regarding its lateness. The teacher will use this information in making a judgement about the contribution of that piece of assessment to the overall achievement of the student at the end of semester.

Students in Years 11 and 12 are assessed in terms of criteria and standards applied to a body of evidence. In order to provide equitable information on student achievement, teachers are required to closely monitor student's performance throughout assessment tasks. In this way teachers are able to use student's rough drafts and other information to assess student achievement on the due date if assignments are late or not submitted. A judgement cannot be made if there is no evidence to demonstrate the student's performance against the relevant criteria. A standard can only be awarded where evidence has been demonstrated and documented. Consequently an 'E' standard for an assessment item cannot be awarded if there is no evidence of work, and in that case the item will be awarded an 'NS' (non-submission). Students will be required to complete their assessment item during an Academic Detention.

For frequent non-submission of student work, consideration needs to be given to whether a level of achievement can be awarded. Substantive requirements of the syllabus must be completed. In senior school subjects, this may mean that a student will not obtain a grade for four semesters of study. Where substantive requirements have been met, yet assessment requirements for awarding an Exit level of Achievement are incomplete, a student may still receive a level of achievement but consideration may be given to the number of semesters of credit awarded by the school for the course of study. Both the student and the QCAA must be contacted in this circumstance.

Students absent for extenuating or medical reasons for an extended period of time will be offered special consideration. It is not appropriate to assess students who have missed the teaching and learning of a unit of work, on that unit of work. On an individual basis, teachers will determine if the student will have missed assessment items crucial for the evidence and grading of a particular assessment criteria, within the course of study. If necessary, teachers will then modify a later task to include that criteria, for that student only. This will enable the student to provide evidence of achievement against all criteria for the course of study. The principal will provide a covering letter for the student's folio of work confirming that the student was offered special consideration for extenuating circumstances. This will not affect the student's exit level of achievement.

ACADEMIC DETENTION

Students are required to complete and submit all assessment items as prescribed by the respective work program and in accordance with the Semester Assessment Planner. Students will be directed to submit at least one draft or observation checkpoint for all assessment items other than exams. A



date for the draft or observation checkpoint(s) will be placed on the Assessment Planner. The aim of the Academic Detention is to complete the assessment task.

- Students who have not submitted a full and complete draft, or met an observation checkpoint in its entirety will be required to complete a TWO (2) hour detention.
- Students who fail to submit the final and completed assessment item on the due date will have their draft or observation checkpoint marked. The grade will be recorded and stand as the student's assessment grade on the student's assessment profile.
- Students who are absent on the date of submission for assessment tasks MUST present a medical certificate (for illness) or letter directed to the teacher stating the reason for the absence. A failure to submit this documentation will lead to the detention standing
- Academic detentions run from 3.10 – 5.10 each Thursday

Students who fail to comply with this process and / or fail to submit any work or not turn up for assessment items will activate further behaviour management consequences

SELECTIVE UPDATING

If a student wishes to upgrade their grade on an assessment task, they must undertake a new task of similar standard and complexity as the previous one, as resubmission of previously graded tasks is not permissible. Application for selective updating must be made through the subject teacher and be approved by the Head of Department, in a time frame that is amenable with the finalisation of student results at the end of semester.

AUTHENTICATION OF STUDENT WORK

All QCAA syllabuses require an establishment of authorship of student work. Students should produce working drafts of their work that clearly documents the development of their ideas and response to the task. Students will also acknowledge all resources used appropriately in their Bibliography and within their body of work. Teachers will support this process by providing students with clear expectations and teaching APA referencing within their subject. Plagiarised information will be deleted before the work is graded.

EXAM POLICY

All students are required to attend school for exams and tests at the scheduled time and all students will sit in exam conditions for the duration of the exam period. Absent students will sit the exam upon their return, and provide a note or medical certificate if in senior. Senior students are only required to attend school during block exams when they have a scheduled exam.

Any special circumstances affecting a student's examination performance should be discussed with the Deputy Principal.

EXAM BLOCKS

Exam papers for exam block are to be stored in the Deputy Principal's office. Supervising teachers will collect the relevant exams from the office and advise students of start and finish times. The supervising teacher will mark the roll provided by the class teacher in the exam folder, to provide evidence of attendance.

All students will conduct themselves appropriately at all times and study quietly while waiting for their exam to commence. No student will be permitted to leave the examination room early, staff



will need to accompany students requiring a toilet break (the office may need to be called for assistance). Teachers will provide active supervision.

At the conclusion of the session, all papers will be collected and returned to the class teacher. No blank papers will be left for students to access.

STORAGE OF STUDENT WORK

Student will be given feedback by their teachers during class time. Marked work is to be retained for the duration of the academic year within individual subject based student folios and summarised in an attached student profile sheet.

These folios will be stored securely until the end of June of the next year following the graduation of that Year 12 class. Any semester of an English or Mathematics subject used as a notional sound for Queensland Certificate of Education (QCE) certification, will be retained for quality assurance practices, until the next QCAA external review. A student folio containing only the required semester's work will be stored securely until the review has been completed and then shredded.

REPORTING

Mount St Bernard College will issue written reports indicating student's achievement at the end of Semesters One and Two. A level of achievement will be assigned for each subject reflecting a rating of A to E. An interim report will also be issued at the end of Term One. Formal parent/teacher/student conferencing will be held at least twice a year, with the ongoing option of parent appointments with teachers or the Leadership team available upon request. It is expected that if a student is finding difficulties within a subject area, that subject teacher will contact the student's parents to discuss the issue and refer the student to the Head of Department.