

# ASSESSMENT POLICY

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<b>Related Documentation:</b>	

## **RATIONALE**

To provide teachers and students with feedback which will guide amendments to programs to ensure suitable strategies are being implemented for individual students.

To provide accurate and fair marks and grades for College reports, Record of School Achievement grades and assessment tasks.

## **POLICY FOR EQUITY IN ASSESSMENT TASKS**

The College recognises the need for equity in assessment tasks so that all students have the opportunity to achieve their full potential. The College acknowledges the fact that unforeseen circumstances can occur during the school year which may affect a student's performance. Therefore, documented procedures may be implemented to ensure equity in the assessment of students at MacKillop College. These procedures cover illness and misadventure, malpractice, estimates, the review of marks and "catch up" exams.

## **PROCEDURES**

### *Assessment Plans*

Each KLA designs an Assessment Plan for each course which will create a profile of the student according to published Board Course Performance Descriptors.

## **ASSESSMENT CALENDARS**

Assessment Tasks are placed on the College assessment calendars for each year group at the start of each term. It is then emailed to each student, published in the newsletter, uploaded to moodle and uploaded to the College's website. Once set, any changes to the dates must be approved by the Leader of Curriculum in consultation with the relevant Leader of Learning.

## **ASSESSMENT TASKS**

Students are notified, in writing, a minimum of two weeks prior to the task about the nature and weighting of the task and the outcomes to be assessed.

## **EXTENSIONS**

Year 7-12 students must apply, in writing, to the Assistant Principal for an extension at least three days prior to the due date of the task. All other students should approach their classroom teacher who will consult with the Leader of Learning before determining whether an extension will be granted.

## **ABSENCE – DUE TO ILLNESS OR MISADVENTURE**

If a student is absent on the day of a task the procedure is:

- (i) Ring the College before 8.45am or a deduction of 10% will result for Year 7 – 9 students and 30% for Year 10 - 12; and
- (ii) On the day of return, the student must provide a parental note (Year 7 to 9), a medical certificate (Year 10) or other documentary evidence to the subject teacher or Leader of Learning and complete the task at the next available time slot on their immediate return.

In circumstances where the completion of a substitute task is not feasible, is unreasonable or where the conditions of the missed task are difficult to duplicate, the Assistant Principal may authorise the use of an estimate based on other appropriate evidence. (ACE Manual Ref: 4.4.2)

In all other cases where a student fails to complete an assessment task, a score of zero will be recorded. In such a situation, parents will be notified in writing as soon as practical after the task. This letter must be signed by the parents and returned to the Assistant Principal. (ACE Manual Ref: 4.4.2)

### **NON-DISCRIMINATORY TASKS**

Where a task is deemed not to have discriminated effectively across a cohort, then the task shall be deemed invalid. In this case the Leader of Curriculum in consultation with the Leader of Learning will:

- advise students and parents immediately;
- design a new task that effectively discriminates the student group keeping in mind the original outcomes notified in the original task; and
- record the new marks in place of the old task on the official Markbook.

### **PERCENTAGE PENALTIES FOR MISSED OR LATE TASKS**

Year 10 – 12 students deductions of:-	Year 7, 8 and 9 students deductions of:-
1 Day – 30%	1 Day – 10%
2 Days – 50%	2 Days – 20%
3 Days – 70%	3 Days – 30%
4 Days – 90%	4 Days – 40%
5 Days – 100%	5 Days – 50%

After five days, Year 10 – 12 students will receive zero and the parents will be notified, in writing, on the appropriate form. After 5 days a student in Years 7, 8, or 9 will only be eligible for 50% of the possible mark and will be required to complete the task.

### **WHERE STUDENTS ARE IN DIFFERENT CLASSES IN A PARTICULAR SUBJECT**

Assessment strategies will be designed so that comparisons can be made and the students considered, for assessment purposes, as part of the one group.

### **MALPRACTICE AND PLAGIARISM IN TASKS**

Malpractice is any activity undertaken by a student that allows them to gain an unfair advantage over others. It includes, but is not limited to:

- copying someone else’s work in part or in whole, and presenting it as their own;
- using material directly from books, journals, CDs or the internet without reference to the source;
- building on the ideas of another person without reference to the source;
- buying, stealing or borrowing another person’s work and presenting it as their own;
- submitting work to which another person such as a parent, coach or subject expert has contributed substantially;
- using words, ideas, designs or the workmanship of others in practical and performance tasks without appropriate acknowledgement;

- paying someone to write or prepare material;
- breaching school examination rules;
- using non-approved aides during an assessment task;
- contriving false explanations to explain work not handed in by the due date; and
- assisting another student to engage in malpractice.

The Leader of Learning and class teacher should determine the extent of malpractice and then consult with the Assistant Principal and the Leader of Curriculum for guidance on each suspected case. If malpractice is proven, a zero mark should be considered for that task. In some circumstances, a substitute task may be administered with significantly different supervision. In the case of plagiarism, non plagiarised material should be marked. Where the majority of the submitted work is plagiarised then the complete task will be awarded zero marks.

Whichever approach is taken, the penalty should be appropriate to the seriousness of the offence.

### **CHEATING**

Students deemed to have cheated during an exam will receive zero marks for that exam. Parents or guardians will be contacted and an interview with the Subject Coordinator and the Campus Principal may be arranged.

### **WHAT DOES MACKILLOP DO TO ASSIST STUDENTS AVOID MAPRACTICE IN ASSESSMENT TASKS?**

All students are enrolled in the AMOW course (All My Own Work) which is developed by the BOSTES. The course is designed to cover such topic areas as 'Correct referencing procedures, acknowledging sources and more. This course is compulsory for all students wishing to be awarded the HSC at the end of Year 12, however, the College considers this course is of great benefit to all Year 10 students and will assist in giving students the necessary skills required to avoid the potential of malpractice in tasks. This course will be completed throughout the year at times to be advised.

### **MARKING**

All assessment tasks are marked according to clear marking criteria in a fair and impartial manner.

### **FEEDBACK**

Assessment tasks are returned to students within a suitable timeframe (two weeks is the general rule). Feedback, including a mark and comment, must accompany the task.

### **MARKBOOK**

All marks for assessment tasks are recorded on the Accelerus program.

### **ALLOCATION OF COMMON GRADES YEAR 7 - 11**

Grades for the college Report and Record of School Achievement are allocated using the Course Performance Descriptors as prescribed by BOSTES. These descriptors were revised to align with new outcomes and content in English, Mathematics, Science and History as at 31.8.15.

### **Procedure for awarding the Common Grade Scale**

Subject teachers under the guidance of their Leader of Learning will:

1. establish an assessment program that consists of a number of assessment tasks;
2. ensure that the assessment tasks cover the full range of outcomes;
3. determine the weightings or relative importance of each task;
4. award marks for each completed task;
5. combine the marks (with allocated weightings) awarded in each task to obtain a total mark for each student;
6. on the basis of these marks, determine the order of merit for the group;
7. refer to the course performance descriptors to relate the order of merit to grades awarded and
8. review the grade awarded to each student to make sure that no anomaly has occurred. The order of merit obtained by the summation of marks may require adjustment after consideration of students' achievement at or near each grade cut-off.

A description of each grade is recorded on the report.

Detailed assessment procedures specific to the Record of School Achievement and need for Year 7 – 9 assessbooks HSC courses are included in the appropriate Assessment Handbooks.

### **PROCEDURE FOR THE AWARD OF 'N' IN THE RECORD OF SCHOOL ACHIEVEMENT**

The BOSTES has delegated the Principal the authority to determine if students seeking the award of Record of School Achievement at the College have satisfactorily completed each Board Developed and/or Board Endorsed Course in which they are enrolled in accordance with the requirements issued by the NSW BOSTES.

If at any time it appears that a student is at risk of receiving an 'N' Award (non-completion of course requirements) in any course, the Assistant Principal will warn the student as soon as possible and advise the parent/guardian in writing. The written notification will be given in time for the problem to be corrected and will provide advice as to the possible consequences of an 'N' determination in a course on the Record of School Achievement.

The Assistant Principal will:

- advise the student in writing of the task(s) or actions to be undertaken in time for the problem to be corrected;
- advise the parent or guardian in writing;
- request from the parent a written acknowledgement of the warning;
- issue at least one follow-up letter if the problem has not been corrected; and
- retain copies of the warning notice(s) and other relevant documentation.

Students who have not complied with the requirements for satisfactory completion of a course at the time of finalising assessments, cannot be regarded as having satisfactorily completed the course. The Principal will then issue an 'N' determination and advise the BOSTES.

Where a student is issued with an 'N' determination in a mandatory course, that student will become ineligible to be awarded the Record of School Achievement in that year.

### **APPEALS AGAINST 'N' DETERMINATIONS**

Where the Principal has determined that a student is to receive an 'N' determination, the student and parent will be advised in writing. The Principal will also advise, in writing a student's right to 'Appeal' this decision. If a student wishes to appeal this decision, the appeal should be made in writing to the Assistant Principal and Leader of Curriculum. Copies of appeal forms are available from the Assistant Principal.

The Assistant Principal will:

- convene an appeal panel made up of the Assistant Principal, the Leader of Curriculum and the relevant Leader of Learning;
- instruct the appeals panel to hear and review all evidence in relation to the appeal, including interviews with the student, parent and teacher(s) involved;
- instruct the appeal panel to follow guidelines as set down by the BOSTES for the conduct and completion of a College Review;
- form a recommendation from the panel based on the evidence provided;
- inform the student and parent in writing of the decision of the panel; and
- keep copies of all appeal forms, and other documentation at the school.

If the appeal is upheld, the Assistant Principal will send notification of the new grades to the BOSTES.

If the appeal is declined, the 'N' determination will stand.

Since the appeal is directed to the progressive reporting and assessment by the College, the BOSTES will not revise individual tasks or test marks.

### **REVIEW OF ASSESSMENT MARKS AND PENALTIES Year 7-12 PROCEDURE**

If at any time a student believes they have been unfairly treated with respect to the awarding of marks or penalties in a course of study, they have the right to appeal that mark. The appeal must be made, in writing, within five school days from when the student received the mark. The letter should outline the following:

- The name of the student;
- The course of study being undertaken;
- The original grade or mark awarded for the task and
- A clear explanation of the grounds for appeal with attached evidence (the assessment item if possible).

When an appeal against the award of an assessment mark or penalty has been received the Assistant Principal (Curriculum) will:

- inform the class teacher and the Leader of Learning that an appeal has been received;

- refer the appeal to the Assessment Appeals Committee which includes an Assistant Principal - Curriculum, the Leader of Curriculum and the relevant Leader of Learning;
- instruct the committee to review all evidence in relation to the appeal, which may include interviews with the student, parent and teacher(s) involved;
- advise the committee to follow guidelines as set down by the BOSTES for the conduct and completion of a School Review;
- form a recommendation from the committee based on the evidence provided;
- endeavour to inform the student and parent of the decision in writing, within 10 school days of receiving the appeal and
- keep copies of all appeal forms, and other documentation at the school.

#### **POLICY AND PROCEDURE FOR MISSED EXAMS YEARS 7-10**

It is school policy that a student who is absent from an exam without the approval of the Principal or Assistant Principal two weeks prior to the due date of the exam, will receive zero for that exam(s), with the following exception:

- Illness/Misadventure and cases of exceptional circumstances; in such circumstances catch-up exams or estimates will be allowed for funerals, school approved activities and illness provided the school is notified before 9.00am on the day of the exam.
- The school requires written notification of foreseen absences from the parent/guardian at least two weeks prior to the exam date for an estimate to be given or for a catch up exam to be written in the week following the exam.

#### **PROCEDURE**

- All missed exams will be completed during the week following the exam period where a mirrored exam timetable will run.
- Students who miss the catch up day will receive a zero or an estimate (only if exceptional circumstances apply), calculated by the subject teacher in consultation with the relevant Leader of Learning.
- Exam papers of absent students will be collected 15 minutes into each exam. Supervisors are asked to write students' names on absent papers.
- Please note: In order to fulfil the course requirements of all subjects and to avoid an "N" determination, Stage 5 and 6 students who have not completed an exam or an assessment task during the exam period are still required to write the exam, even though an estimate or zero mark has been awarded.

#### **YEAR 7-10 ABSENCE POLICY**

##### **ABSENCE DUE TO ILLNESS OR INJURY FOR AN EXTENDED PERIOD OF TIME**

When a student is away from school for an extended period of time due to illness, we would like them to use the time to recuperate fully before their return to school. In light of this, a student should ask a friend in the class to collect worksheets and upon their return, complete any important activities and/or worksheets and take screen shots of class work as directed by the class teacher. Students can ask their teacher if the unit of work is online. If so, students can complete class work online.

If a student has an injury which stops them from attending school and they are otherwise fit and well, we ask that parents contact the school and work can be provided to keep the student as up to date as possible.

### **ABSENCE DUE TO FAMILY HOLIDAYS**

When families decide to take holidays during school time, a subject teacher is not expected to set class work for the absent student. The student should engage in and enjoy the family's experience of journey and discovery. The student should ask a friend in the class to collect worksheets and upon their return, complete any important activities and/or worksheets and take screen shots of class work as directed by the class teacher. It is expected that the student will complete this work in their own time. Students can ask their teacher if the unit of work is online. If so, students can complete class work online.

### **PROCEDURE FOR SETTING ASSESSMENT TASK DATES**

Accurate, predetermined dates for assessment tasks are essential in our communication with staff, students and parents.

The following is a procedure for the setting of dates for assessment tasks:

#### **Timeline (to be adjusted for terms which maybe 9 or 11 weeks in length)**

- Week 6; Leader of Learning consult subject teachers for the dates of tasks for the following term
- Week 7; Friday, Leaders of Learning submit proposed dates for all tasks, Years 7-12, within their KLA to the LoC
- Week 8; Leader of Curriculum consults Leader of Learning regarding clashes
- Week 9; Leader of Curriculum circulates draft calendar to Leaders of Learning for confirmation
- Week 10; Assessment calendar for the next term circulated to all staff, students and parents via email, newsletter, moodle and website
- Term 4 transition to Term 1 the following year; Leaders of Learning plan dates at Planning day Term 4 (depending on the progress of the timetable) – dates finalised and submitted to the LoC by the Friday of Week 1 and then circulated to all staff, students and parents via email, newsletter, moodle and website in Week 2

#### **Change of dates:**

- Any changes to the set dates for the tasks need to be approved by the Leader of Curriculum, two weeks prior to the proposed change of date for the HI and/or IC task.
- Subject teachers or Leader of Learning are required to email the Leader of Curriculum a copy of the task notification and task two days prior to informing students.

### **Catch-up In Class Assessment Tasks – Procedure for Year 7-10**

- Students have five school days to complete a catch-up in class assessment task.

- The “Catch-up Assessment Form and Log” is to be completed online by the supervising teacher. This replaces the need to write the names on the folders for catch up tasks. Please go to the College Moodle page, log in and go to *Staff Links* where you will see *Catch up Assessment form*.
- Catch-up tasks (with each relevant student’s name) are to be placed in the relevant Year folder/subject sleeve by the supervising teacher.
- The teacher in charge of the exam (supervisor) is to place in the relevant Year folder/subject sleeve two to three spare copies of the assessment task.
- When students have started catch-up tasks an email is sent to all staff ([pmac-staff@lism.catholic.edu.au](mailto:pmac-staff@lism.catholic.edu.au)) notifying them of students who have attended catch-ups for their records. This list will itemise the student’s teacher and year.
- Once students have completed a catch-up task, it will be placed in the LoL’s pigeon hole and they will receive an email with an itemised list of students to confirm this has been done.
- If a student is not on the absentee list and did NOT attend catch-up without prior notice, they will still be permitted to do the task if they attend in the relevant five day period but they may receive zero for that task.
- If the student has not completed the catch-up task within the allowed five days for either being absent from school or was at school and did not attend catch-up, the exam paper is returned to the relevant LoL’s pigeon hole with a pink slip advising the time period has expired. An email will be sent to the LoL providing a list of these students and the reason for the non-completion of the task ie absent from school or was at school and did not attend. This email will be cc’d to the Leader of Pedagogy and Leader of Curriculum.
- On each assessment task completed after the first day a log will be kept to advise if the relevant student was absent from school or was at school & did not attend catch-ups. This log is so the LoL and/or teacher is aware that:
  - (i) the student completed the task on their first day back to school and is to receive their actual task mark;
  - (ii) the student is to receive an estimate as they were away for the entire relevant period or
  - (iii) the student may receive zero due to being at school and not attending the catch-up assessment task and will be required to attend an after school detention.

### **THE USE OF ESTIMATES FOR REPORTING**

It is important to acknowledge that student illness and misadventure occurs in the assessment process. At these times the College may need to use estimated marks to generate results for reporting purposes. We do this in order to provide parents and students with an indication of student progress in subject areas.

This can happen in the following ways:

- estimate a mark by mathematical calculation for a missed task. This is a mathematically sound process which examines a student’s performance in all tasks completed and generates an estimate based on relative performance compared to all other students in the cohort and
- estimate a mark by professional judgement. Some assessment tasks assess more specific skills, especially in practical subjects. In these instances the subject teacher will be asked to create an estimate based on the professional judgement of the student’s performance in these specific areas or skills. These judgements can be

formed based on class tasks, teacher observation and relative performance between the student and the class as whole.

### **PROCEDURE FOR AWARDING ESTIMATES FOR REPORTING**

When a student has been deemed eligible for an estimate through misadventure or illness, the following procedure should be followed:

- Compare the marks and ranks achieved by the student in the first task completed, with comparable marks and ranks of students in other, similar tasks;
- Use data collected from assessment for/as learning activities in class and compare it to the performance of other students with a similar rank;
- Based on these comparative ranks and professional judgement, an estimate can be awarded;
- If more than one task has been completed, use the estimate function in Accelerus to generate the mark;
- Once the reporting period is completed, the estimated mark should be deleted, noted in the alerts column and readjusted as the student completes subsequent tasks;
- The final estimate should be made when the student completes the remaining tasks set for the course and
- There needs to be flexibility because individual cases can vary. Remember to consult the Leader of Curriculum and your Leader of Learning.

### **STAGE 6 ASSESSMENT POLICY**

#### **PURPOSE / RATIONALE:**

Assessment refers to the various methods used to measure students' achievements over a wide range of course objectives. The areas of assessment used should be the observable and measurable knowledge and skills objectives from a syllabus. Assessing student achievement is an integral part of teaching any course, which provides feedback to teachers, parents and ultimately students on the progress being attained.

#### **BROAD GUIDELINES:**

In establishing an assessment program it is important that:

- i. the type of assessment tasks used are appropriate to the objectives being assessed and enable teachers to make accurate judgements
- ii. it will generally be necessary to use a number of different assessment tasks in order to ensure that student achievement in all the knowledge and skills objectives is assessed.

Students must be given feedback on their achievement in assessment tasks. The feedback may take the form of marks, grades, comments or a combination of some of these.

At the start of each term the (Leader of Curriculum) will collect from teachers the due dates of Preliminary and HSC assessment tasks for the term and issue as assessment planner to students. These dates should be adhered to strictly, according to assessment notification, to allow students the ability to plan their time accurately.

Teachers of senior classes should be familiar with the BOSTES Bulletin and the College publication "HSC Assessment Guidelines Handbook". HSC assessment in a Standard Reference Framework and Towards Best Practice in Assessment Task (College Pub).

Assessment at MacKillop College is of 2 types:

- 1) College Assessment – This will contribute towards the information shown on Year 11 reports, or in Year 12, will provide students with valuable practice of skills and provide teachers with feedback about students and programs of work.
- 2) HSC Assessment – This type of assessment is associated with HSC Courses, and forms the basis for the Assessment Mark for each student in each course. This mark is forwarded to the BOSTES shortly after Trial HSC Exams.

In both cases, students should be notified in writing of the nature and timing of assessment tasks, as well as their relative value, at the commencement of each course. Assessment task planners will be completed by teachers prior to the start of each term and distributed to students by as early as possible at the beginning of each new term.

Following is a summary of some common issues, which arise in relation to HSC Assessment.

#### **NATURE AND PURPOSE OF ASSESSMENT**

The BOSTES defines the nature and purpose of assessment as:

**"The mark determined for each student studying a Board-developed or a Board-endorsed course which represents a measure of the student's achievement relative to other students by the end of the HSC course.**

***The assessment will be based on achievements measured throughout the HSC course, and will encompass all syllabus objectives and outcomes other than those relating to values and attitudes.***

***The assessment of Board-developed courses is intended to provide an indication of a student's attainment of a wider range of syllabus objectives than is measured by the HSC examination alone, though it must cover all the objectives measured by the examination. The assessment allows due weight to be given during a course to student achievement which although evident to the class teacher, may not be adequately assessed in an external examination alone".***

The emphasis on the "**wider**" suggests that our assessment tasks should give students opportunities for achievement which are not necessarily presented by a formal examination. Also, our assessment should not attempt to be an estimate of future HSC Exam performance, rather a measure of actual achievement in a variety of tasks.

#### **NATURE OF TASKS**

The board states that:

**“Each school will determine the various tasks, such as tests, assignments, projects, on which the assessments are based, and the marks to be allocated to each task”.**

Given that our assessment is providing “an indication of a student’s attainment of a wider range of syllabus objectives than is measured by the HSC Examination alone”, it follows that our assessment program should consist of at least some tasks which are outside the scope of a formal examination. The treatment of our whole assessment schedule, and each task, merely as practice for the HSC Exams, therefore, will probably fail to test a “wider range of syllabus objectives”, and so be outside of the spirit of HSC Assessment.

### **BOSTES EXPECTATIONS**

The Board states:

***“The Board expects students to undertake all assessment tasks set. The minimum requirement is that the student makes a genuine attempt at assessment tasks which contribute in excess of 50 per cent of available marks. Students who do not comply with the assessment requirements in any course will have neither a moderated assessment mark nor an examination mark awarded for that course”.***

Hence, the Board places the onus on the course teacher to judge whether or not a student has made a “genuine attempt” at each task. The professional judgement of the individual teacher is obviously relied upon here, and we are all very capable of exercising this judgement, so should not be afraid to challenge students whom we know have not made a serious attempt at an assessment task.

### **INFORMATION TO STUDENTS**

The following is an extract from the Board outlining our duty of informing students about assessment schedules. Points (v) and (vi) are covered for all courses in our assessment handbook, while points (i) to (iv) should be outlined by each individual course teacher.

“Inform students in writing of the assessment requirements for each course before the commencement of the HSC course. This written advice to students must include:

- i) the components and their weightings for each course as specified in the Assessment and Objectives Guide in the relevant Subject Manual;
- ii) the nature of each assessment task (e.g. assignment, test, project, etc);
- iii) an indication of when the various assessment tasks will take place. In addition, there must be provision for adequate notice of the precise timing of each assessment task;
- iv) the mark value of each task in relation to the total number of marks for the course;
- v) details of the administrative arrangements associated with each task (e.g. student absence, late submission of work, etc.); and
- vi) details of the school’s policy on malpractice in assessment tasks”.

### **NON-COMPLETION OF ASSESSMENT TASKS**

The Board says the following on student failure to submit assessment tasks:

“If a student fails to submit an assessment task specified in the assessment program and the teacher considers that student has a valid reason, e.g. illness or endorsed leave, an extension of time may be granted or a mark be awarded based on a substitute task.

In exceptional circumstances, e.g. where the completion of a substitute task is not feasible or reasonable, or where the missed task is difficult to duplicate, the Principal should authorise the use of an estimate based on other appropriate evidence. (This should be in the form of a Z-score, as calculated by Accelerus).

Where there is no valid reason for non-completion of an assessment task, a zero mark must be recorded for that task.

If a student's attempt at a particular task scores zero, it is a matter for the teacher's professional judgement whether the attempt is a genuine one".

### **NUMBER OF TASKS**

The Board of Studies recommends a minimum of 3 and maximum of 5 assessment tasks in any one course. MacKillop College staff have set the following guidelines regarding assessment tasks.

While being aware of the dangers of over-assessing our pupils, we also need to be mindful of the fact that our assessment tasks need to be numerous enough to:

- a) allow pupils to show achievement of outcomes over a range of activities;
- b) not 'condemn' students to a poor ranking because of poor performance in one task; and
- c) allow for realistic estimation of performance (i.e. a Z score) in a missed task, based on performance in other tasks attempted.

The weighting of individual tasks will be closely linked to the number of tasks. Weighting should generally make tasks significant enough for a good performance to maintain or improve a student's ranking in the group, while not allocating such importance to one task that recovery from a poor performance is not possible. Generally, weightings should not be less than 10%, or greater than 35%.

### **SUBMISSION OF ASSESSMENT TASKS**

The Board makes the following point on the importance of various aspects of assessment marks submitted to them:

***"In presenting their assessments, schools should note that it is not the absolute value of the assessment mark that is important, but the position in the school's rank order and the relative difference between students' assessments for the course".***

Teachers should be fully conversant with detailed rules and guidelines laid down for students in the current Assessment Handbook, issued by the College to students at the start of the course. In order to ensure fairness and equity for all students, it is essential that all teachers adhere to the assessment guidelines.

Where a student feels they will be unable to submit a task on time, they may apply to the Leader of Curriculum or Assistant Principal for an extension. This application must be made on the appropriate form supplied in the Assessment Handbook. Where a task is missed due

to illness and/or misadventure, application to complete the task at a later date should be made to the Leader of Curriculum or Assistant Principal on the appropriate form.

1. Applications for extensions should NOT be made verbally, nor should they be made directly to the class teacher.
2. Where a task is missed for valid reasons, every effort will be made to have the student complete the task, or a suitable substitute.
3. Estimates will only be given for tasks under extraordinary circumstances.

Where it is necessary to generate an estimate mark for any particular task (i.e. a “Z” Score) this can be done by using Accelerus. As the estimate will be based on the student’s performance in other assessment tasks, a fairer assessment will be obtained if it is generated as late as possible in the HSC Course, so that a maximum number of other tasks are completed on which to base the estimate (e.g. if necessary, the computer can produce an estimate for your first task, based on all later tasks attempted).

The following is an extract taken from the Stage 6 Assessment Handbook, 2015.

All Stage 6 students have been given a copy of this booklet and the information has been explained to them at year assemblies.

#### **PENALTY RULES GOVERNING ASSESSMENT TASKS**

Percentage penalties for missed or late tasks:

- one day late **or part thereof** – 30% of the available marks
- 2, 3 or 4 days late – 20% of the available marks for each day
- 5 days late – remaining 10% of the available marks.

These penalties include weekend days.

IN ALL CASES – Students are strongly advised to notify the school as early as possible if they anticipate any difficulties in submitting or completing any assessment task.

It remains the responsibility of the student to complete tasks according to instructions and to seek any consideration if this is not possible.

**Appeals** must be made, in writing, to the Assistant Principal within 5 school days of when the student received the mark. This appeal will be examined by the Assessment Appeals Committee. This committee’s decision will be final.

See procedures for review of Assessment.

#### **TYPE OF ASSESSMENT TASKS**

There are two types of assessment tasks:

Type 1 – **IN CLASS ASSESSMENT TASK** e.g. tests, exams, in-class essays, practical tasks, administered on a given date.

Type 2 – **HAND IN TASKS** e.g. tasks prepared predominantly out of class and submitted on a given date e.g. essays, research projects, reports.

### **RULES APPLYING TO TYPE 1 – IN CLASS ASSESSMENT TASKS**

Students should not present for an assessment task having already missed classes that day.

If a student is unable to attend classes prior to an assessment task then it will be presumed that the student would not be well enough to perform to the best of their ability in the assessment task if attempted that day. The student should, therefore, obtain a doctor's certificate on that day, and present it to the Assistant Principal or Leader of Curriculum as soon as possible.

In general, where an "in class" or exam task has been missed, students should be prepared to attempt that task (or a substitute) **immediately** on their return to school, which may involve their withdrawal from normal lessons in order to complete the task. Students will need to obtain a doctor's certificate and present it to the Assistant Principal or Leader of Curriculum **before 8.55a.m.** (on the day of their return to school). It must not be assumed that estimates or "z" scores will be used for missed in class assessment tasks.

Failure to comply with these procedures will incur the penalties as detailed in "Percentage Penalties for Missed or Late Tasks" stated previously.

Absence from the College or lessons in the **TWO DAYS** prior to an assessment task (or 1 day if due on a Tuesday), must be explained by a Doctor's Certificate, unless the absence is due to attendance at a school organised or approved activity. The Doctor's Certificate **MUST** be presented to the Assistant Principal or Leader of Curriculum immediately on return to the College after the absence. Otherwise the students will incur the penalties as detailed in "Percentage Penalties for Missed or Late Tasks" stated previously.

### **RULES APPLYING TO TYPE 2 – HAND IN ASSESSMENT TASKS**

Where a student is absent on the day that a hand in task is due to be submitted as an assessment, **arrangements must be made for the material to be delivered to the College** as early as possible that day, but **no later than 8.55a.m.** Delivery of research material in the afternoon by a student who has not attended classes that day would be deemed as unacceptable by the College and will incur the penalties as detailed in "Percentage Penalties for Missed or Late Tasks" stated previously.

### **SPECIAL CONSIDERATION FOR ILLNESS/ACCIDENT/MISADVENTURE**

Where accident, illness or misadventure prevents a task being completed on time, an application for consideration on the above grounds should be submitted on the special form on or preferably before, the due date. Copies of these forms are available from the Assistant Principal or the Leader of Curriculum. It is mandatory to present a Doctor's Certificate if illness is to be the grounds for special consideration.

The application form is to be submitted to the Assistant Principal or Leader of Curriculum. Extensions of time should not be sought verbally from course teachers. In general, where an in-class task has been missed, students should be prepared to attempt that task (or a

substitute) immediately on their return to school, which may involve withdrawal from normal lessons in order to complete the task.

Report to the Assistant Principal **before 8.55a.m.** Estimates or "Z" scores will only be used as an absolute last resort.

Students should not assume that such requests will be granted, and should obtain written confirmation of the results of such requests from the Assistant Principal.

Where grounds for accident / illness / misadventure exists, then the following provisions may apply:

- a) an Extension of Time may be granted;
- b) a 'Substitute Task' (and a time limit) may be given by the teacher;
- c) an 'Estimate' may be given by the teacher, but this will only be used in exceptional circumstances. E.g., Where the completion of a substitute task is not feasible, is unreasonable, or where the missed task is difficult to duplicate. The teacher may authorise the use of an estimate based on other appropriate evidence; and
- d) a "Z" score based on marks gained in previous Assessment Tasks may be calculated by the course teacher. A "Z" score would only be used under exceptional circumstances. As a general rule, every effort will be made to have a student complete the original, or a substitute, assessment task.

The final decision as to which of the above alternatives will be adopted will be made by the Assistant Principal in consultation with the Leader of Curriculum.

#### **FAILURE TO COMPLETE AN ASSESSMENT TASK**

In all other cases where a candidate fails to complete Assessment tasks totalling 50% or more of the final course assessment mark, the Principal must certify that the course has not been completed satisfactorily.

#### **FAILURE OF TECHNICAL EQUIPMENT**

Failure of equipment such as electronics devices and printers etc. will NOT be accepted as a reason for failure to submit an Assessment Task. Students are strongly advised to print material on a progressive basis, and retain all rough work relating to a task, so these may be submitted if a failure of equipment occurs. Students should also keep back-up copies of all work in progress in different storage locations/devices. Students are also strongly advised to aim to complete tasks well before the due date, so any problems which may occur can be overcome on time.

#### **CHANGES TO COLLEGE POLICY**

College policy as detailed in this book may be changed in the light of experience gained, and / or as unforeseen problems arise, or to improve the efficiency of the Assessment system. If this occurs:

- a) Students will be notified in advance and  
No student will be penalised / disadvantaged as a result of changes made, in regard to assessment marks / rank gained, up to the time of change.