



JUNIOR SECONDARY ASSESSMENT POLICY (Years 7-10)

Annandale Christian College seeks to be a vibrant learning community under the Lordship of Jesus Christ, where all stake-holders (i.e. parents, students, staff and interested members of the wider local community):

- *are valued as Christ's image bearers*
- *willingly accept their individual and collective roles and responsibilities within the college environment and*
- *actively pursue positive Godly relationships with all other members of the college community in order that all have the opportunity to serve, lead, teach, learn and achieve to their full potential.*

PREAMBLE

Assessment is the process of collecting, identifying, interpreting, evaluating, recording and reporting evidence of student performance. It informs the teaching and learning process and reports on the student's outcomes in each unit of work, often, but not necessarily, in relation to standards. It is a requirement that schools assess students and report regularly to students, parents (in particular) and the wider community.

At Annandale Christian College assessment should be based on Biblical principles and reflect the values, mission statement and aims of the school. It should also comply with Queensland Curriculum and Assessment Authority (QCAA) and Commonwealth requirements with respect to ongoing registration and accreditation.

All assessment should be based on the following foundations:

- God has given each student different gifts and talents. Assessment should be qualitative, honest and truthful (Ephesians 4:15), based on a paradigm of acknowledging each student's gifts and the fact that each student is special to God and has a plan and purpose in life (Matthew 18:5-14).
- Each child is of inestimable value and this value is independent of their gifts. Each child's gifts are from God who made us and are distributed sovereignly and therefore are nothing to boast about.
- Assessment should recognise effort/gifting and be flexible (i.e. open to modification), based in a caring relationship where the teacher genuinely knows the student and seeks to encourage development of the gifts God has given them (Ephesians 4:29).
- Feedback should emphasise student strengths and weaknesses (Ecclesiastes 12:14) and not simply ranking students (though this latter function is required as a requirement by QSA and ACARA).
- As a general principle, teachers should also encourage students to employ self-assessment methods (Galatians 6:4) where appropriate in order to develop sound self-management techniques and general learning capabilities.

Assessment Procedures

1. Notification of Assessment

Assessment will include a variety of approaches (written, oral, visual, practical, formal, informal, observational) that allows students to demonstrate achievement in a range of contexts. It will include diagnostic, formative and summative assessment and should be based on outcomes described in the QCAA and Australian Curriculum syllabuses relating to the course being taught.

Secondary students are notified of due dates for all assessment items in each subject area via the Assessment Calendar issued in paper and electronic format during Week 3 of each term. These dates must be adhered to in normal circumstances. Due dates may only be altered after consultation with the Head of Secondary.

When assessment is given, Secondary students will be provided with documentation (the Assessment/Assignment Outline) which identifies:

- a) the name and nature of the assessment task;
- b) the conditions under which the assessment task must be completed;
- c) guidelines relating to the task'
- d) the assessment criteria for the task; and
- e) the Due Dates for both the Draft and Final Assessment pieces.

2. Completion of Assessment

Students are required to complete all assessment items outlined in the Assessment Calendar.

Annandale Christian College acknowledges the time and resources necessary to complete assessment tasks and therefore, students are given time in class to work towards assessment tasks (unless the assessment criteria does not allow for this). In general, sufficient time is allocated in class to allow students to write a draft assignment. Students not working on the assessment task during allocated class time can expect to be detained (during lunch breaks or after school).

Students must complete all aspects of assessment tasks to the best of their ability. A fully-completed assessment task is one which meets all the requirements identified in the Assessment/Assignment Outline including: length, conditions, genre, layout and criteria.

3. The Drafting Process

A draft is an assessment response that is approximately 75% complete (i.e. nearly good enough to submit for assessment) and likely to be the student's second or third attempt at the task. Prior to submitting a draft, students may be required to submit a written outline or to discuss their approach to the task with their teacher.

The purpose of the teacher viewing drafts is to provide the student with feedback so that they may improve their response. Drafting is a consultation process, not a marking process. Teachers should not award a notional result or level of achievement for the criteria for a work in draft form. The teacher's role is to indicate the most significant areas needing improvement. Drafting feedback should ask the student to reflect on strategies they might use to refine their work. The instrument-specific criteria sheet should be used to help the students identify the areas they need to review. Any situation where a student's work, or any part of the work, has been produced or revised by the teacher is to be avoided.

Student Responsibilities:

- a) draft, revise and produce their own work
- b) use task sheet and class notes provided to guide them in producing work that meets task requirements
- c) produce a complete draft that has been proof-read to submit to the teacher
- d) ensure work is their own work (unless indicated using in-text referencing, a Bibliography or other forms of acknowledgement indicated on the task sheet)

What sort of feedback will be provided?

In providing feedback, teachers will indicate aspects of the response which need to be improved or developed in order to meet the criteria.

Students may be advised to:

- a) consider other aspects of the content for inclusion
- b) work on their role as writer/speaker and show more awareness of their audience
- c) give priority to the most important points by rearranging the sequence and structure of ideas.

Teachers may:

- indicate some textual errors and indicate that the draft requires more careful editing - they may not correct or edit all the textual errors in the draft
- provide some written feedback on drafts submitted before the due date
- provide a summary of feedback and advice to the whole class.

How many drafts can be submitted?

This may vary according to Year Level and assessment type. In general, the drafting process allows students to demonstrate the principle of increasing independence as they progress through Secondary school and approach tertiary and/or vocational pathways. However, as a guide, students will be permitted to submit up to two drafts.

4. Submission of Assignments/Assessment

Students must submit assignments to the subject teacher (or be ready to complete other forms of assessment) in their specific subject classes on the date set out in the Assessment Calendar and identified on the Assignment/Assessment Criteria sheet.

All students do have until 12.00pm (midnight) on the day the assignment is due to submit their assignment. An assignment that is submitted outside of the relevant subject class time is to be taken to the subject teacher (staffroom) or the Secondary Office, where the secretary will acknowledge receipt of the assessment piece and then pass it onto the relevant teacher. It is the student's responsibility to speak to the subject teacher the next day to ensure they have received the assignment.

After 12.00pm on the due date, the assignment is deemed to be late and will not be marked against the criteria unless an extension has been granted by the Head of Secondary. If a student fails to submit their work by this 12.00pm deadline, the teacher will allocate an assessment rating based on the work they have sighted in class and/or with drafts submitted during the assessment process.

Criteria sheets and drafts or journals (subject-dependent) are to be handed in with assignments. Assignments will not be accepted without a criteria sheet. **It is the student's responsibility to photocopy another sheet if the original is forgotten or misplaced.**

5. Extension Requests

Students can obtain an *Assignment Extension Request* form from the Secondary office. The extension application must be fully completed by the student and their subject teacher before it is personally handed to the Head of Secondary for consideration.

The *Assignment Extension Request* must be submitted a minimum of 24 hours prior to the assignment due date and the reason for the extension request must be clearly outlined. (Note: Computer or printer failure or loss of work due to home computer issues are not considered valid reasons. Students are reminded that they can save work to their drive on the College's computer network and it is the student's responsibility to back up their work to ensure loss of data does not occur.) Students deemed to have failed in their responsibility to use in-class time effectively are unlikely to be granted an assignment extension.

One 'free' extension is available to each student each calendar year.

6. Late Assessment

If a student is sick on the day an assignment is due, the parent/guardian must notify the teacher and Secondary Office by a note, phone call or email. The assignment must be handed in to the relevant teacher before Period 1 on the day they return to school. Students may be required to submit a medical certificate on the day they return to school.

For students suffering long term illnesses, Access Arrangements and Reasonable Adjustments (AARA) can be given by the Head of Secondary to complete a selection of assessment instruments. Documentation by health professionals is imperative in these circumstances.

If a student is not present on the day that the assignment is due without an adequate excuse (chiefly of a medical nature), then their draft copy or the evidence available on their school drive is what the teacher will mark. In the instance that the student does not have sufficient draft evidence to support a reasonable attempt at meeting the assignment guidelines, then the student will be withdrawn from class and made to produce an acceptable response to the task immediately on returning to school. Likewise, if a student is absent on the day a test instrument is due to be completed under test or examination condition, without appropriate reasons, then the student will be withdrawn from classes and be made to sit the exam immediately on their return to school.

7. Absence for An Oral Seminar Presentation

Students who miss an oral or seminar presentation must present their oral or seminar presentation to the classroom teacher at the next available and convenient time after negotiation with the classroom teacher. On return to school the student must immediately negotiate this with the classroom teacher. If students do not present the oral or seminar presentation at the agreed time, the same penalties will apply as per late assignments or exams not completed.

8. Teacher Feedback /Perusal of Exams and Obtaining Copies of Past Exams

Assessment feedback will be provided to students in a timely manner by their teachers after sitting an examination or submitting an assignment/oral, remembering the closer assessment is to learning, the more effective it will be. Feedback should be qualitative as well as quantitative. Feedback will be provided to help students understand and facilitate the next steps in their learning, in conjunction with their teacher.

Parents who desire to view their student's completed test are welcome to make an appointment with the relevant teacher through the Secondary Office. Copies of tests will not generally be available to parents or students. Tests remain the property of Annandale Christian College.

9. Plagiarism

"Plagiarism is the act of misrepresenting as one's own original work the ideas, interpretations, words or creative works of another. These include published and unpublished documents, designs, music, sounds, images, photographs, computer codes and ideas gained through working in a group. These ideas, interpretations, words or works may be found in print and/or electronic media."

(University of Queensland Website, 2009: <http://www.library.uq.edu.au/training/plagiarism.html#what>)

It is the student's responsibility to prove ownership of their work by the use of in - text referencing, bibliographies and drafts to substantiate that the work is their own. If a case of plagiarism is discovered, the student will be asked to redo the assessment item and then it will be treated as a late submission. All instances of plagiarism will be referred to the Head of Secondary and disciplinary action will be taken.