



FOREST LAKE STATE HIGH SCHOOL

Assessment of Learning Policy

Statement of Purpose

The FLSHS Assessment of Learning policy guides the use of assessment for student learning and determination of results in each subject. The policy also outlines the process for dealing with late and non-submission of assessment. Assessment is part of the teaching and learning process and designed to gather evidence of what students know and can do. Evidence of student achievement will be gathered in a continuous process throughout the course of the teaching, learning and assessment program.

1 Principles

- 1.1 Expectations of assessment instruments and **due dates** will be made clear to teachers, students and their parents/carers.
- 1.2 Procedures will be enacted **consistently across subjects** within the school in a fair and equitable manner.
- 1.3 Opportunities will be provided for appropriate members of school staff to **intervene** to provide feedback to students and in order to avoid cases of late and non-submission.
- 1.4 Judgements of student responses will be made
 - by matching the student work with **syllabus standard descriptors**
 - based on **evidence available on or before the due date**.
- 1.5 All students, including those with **specific educational needs**, will have opportunities to demonstrate their knowledge and skills.

2 Assessment Instruments

- 2.1 This policy refers to assessment instruments such as **tests/examinations** which take place under supervised conditions in class and **assignments** which have a variety of formats including projects, performances, research, field work, creative or practical activities.
- 2.2 Assessment instruments will explicitly detail the conditions for the assessment on the task sheet, including directions regarding in class and out of class work to be completed.

3 Monitoring

- 3.1 Students will be monitored as they undertake the requirements of an assessment instrument, as part of a developmental process.
- 3.2 Assignments will incorporate monitoring stages. These will be planned dependent on the task, learning area and the students involved e.g.
 - research, plan, concept diagram
 - draft, diagram, drawing, model
 - publication, presentation.

These stages will be indicated on the task sheet and the due dates detailed on the assessment task sheet. The dates for submission of the draft and final due date will also be listed in the assessment planner.

- 3.3 Teachers will monitor progress on the task at these junctures and may provide written feedback, observations or conferencing. Teachers will attempt to collect evidence of students' progress in assignment work, e.g. drafts, at pre-determined times before the due date.
- 3.4 Teachers will make contact with parent/carers if a student does not provide evidence of progress by due dates. Contact may be in the form of phone call, email, or letter. Parent support will be beneficial to student's success.

4 Late or non-submission

- 4.1 If an assignment is not submitted by the due date, a standard will be awarded based on any evidence gathered before the due date, e.g. class work, drafts, rehearsal notes, teacher observations
- 4.2 In the case of non-submission where there is no evidence, standards are not awarded and an N result will be recorded.

5 Special Provisions

- 5.1 The needs of all students will be considered in a proactive way to design inclusive learning and assessment programs, and to provide opportunities for alternative assessment arrangements where appropriate. Any decisions regarding special provisions must be made in consultation with, and approved by, the Head of Department.
- 5.2 Special provisions may apply to any student with specific educational needs, depending on the circumstances.
- 5.3 Reasonable adjustments will be made to conditions of assessment to ensure equitable opportunities for all students.
- 5.4 Alternative assessment arrangements may be made to provide students with opportunities to demonstrate their current knowledge and skills.
- 5.5 The school will maintain the intent and rigour of the course of study. Assessment criteria and standards are not modified to suit particular students.
- 5.6 An exemption from an assessment task will be approved only when there is sufficient alternative information to meet the mandatory course requirements and make a judgement about student achievement.
- 5.7 Extensions may be granted by the Head of Department and must be applied for before the due date. Documentary evidence may be required, and extensions will only be granted in exceptional or unforeseen circumstances, e.g. illness, family issues.
- 5.8 In some extenuating circumstances an exemption or extension may be granted retrospectively, by the Head of Department, in consultation with the Deputy Principal.

6 Procedures

- 6.1 If a student is absent on the day of a scheduled examination or when an assignment is due:
 - a medical certificate (Year 11 and 12) or parent/carer note (Years 7 -10) with a suitable explanation for the absence must be provided.

- the assessment must be completed/submitted as soon as possible on their return to school. At the latest, the exam should be sat or the assignment submitted, by the first lesson of that subject upon return to school.
- 6.2 Medical certificates are submitted by the student to the main office. If a student does not submit, or is absent for assessment, without a suitable explanation judgements will be made on any evidence available on or before the due date (e.g. teacher observations, drafts, planning documentation).
- 6.3 When proactive measures outlined in this policy have been exhausted, and a student has not demonstrated coverage of the course of study the student may receive a level of achievement based on available evidence matched against stated syllabus standard descriptors
 - Consideration must be given to sufficiency of coverage of the course of study (*A student who has an incomplete folio or profile, due to late or non-submission of assessment will generally not be able to demonstrate a depth and breadth of achievement of the syllabus requirements.*)
 - The student will receive no credit (N - not rated) if insufficient evidence is available for that semester unit.
 - Heads of Department refer students with assessment concerns to the relevant Deputy Principal for further intervention and to authorise an N rating for a semester report.

7 Academic Misconduct

- 7.1 This refers to any type of cheating that occurs in relation to any formal academic exercise. It can include but is not limited to plagiarism and cheating.
- 7.2 Plagiarism can be:
 - word-for-word copying, closely paraphrasing of sentences or paragraphs or copying and pasting from one or more sources which are the work or data of other persons without clearly identifying their origin by appropriate referencing
 - submitting work which has been produced by someone else on the student's behalf as if it were the work of the student
 - using another person's ideas, work or research data without appropriate acknowledgment
 - producing work in conjunction with other people (e.g. other students, a tutor, parents) when it is purported to be work from the student's own independent research.

The section of work that is plagiarized will not contribute to any result for that piece of assessment; the remainder will be judged against the criteria for that assessment piece.
- 7.3 Cheating is any attempt to give/obtain assistance or advantage in any formal academic exercise (like an examination) without due acknowledgment and or approval. This may be by the use of written information or using personal electronic devices. The portion of the assessment item that was cheated on will not contribute to the students results for that semester.
- 7.4 Academic Misconduct by any student is a serious issue and:
 - Students who are found to have engaged in Academic Misconduct may be subject to behavioural and academic penalty.

- Consequences for senior students can be particularly serious, with implications for their subject results, OPs(Overall Position) and/or their eligibility for QCE(Queensland Certificate of Education).
- Students who are found to have engaged in Academic Misconduct in Vocational (**VET**) subjects may be expected to re-submit all competencies in which the misconduct occurred.
- All incidents of academic misconduct will be entered into the OneSchool database.

Further information (all available on QCAA website www.qcaa.qld.edu.au)

- *QCAA 2015 Student Assessment policy*
- *QCAA 2015 [The A-Z of Senior Moderation \(PDF, 388 kB\)](#) incorporating late and non-submission and special provisions*