



# Junior School Assessment Policy

## Contents

|                                                       |    |
|-------------------------------------------------------|----|
| Introduction .....                                    | 3  |
| Planning Inclusive and Flexible Assessment Tasks..... | 3  |
| Assessment .....                                      | 4  |
| Drafting Process .....                                | 6  |
| Late Submission .....                                 | 7  |
| Academic Integrity .....                              | 8  |
| Reporting .....                                       | 9  |
| Requesting an Extension.....                          | 10 |
| Glossary.....                                         | 11 |
| References .....                                      | 11 |

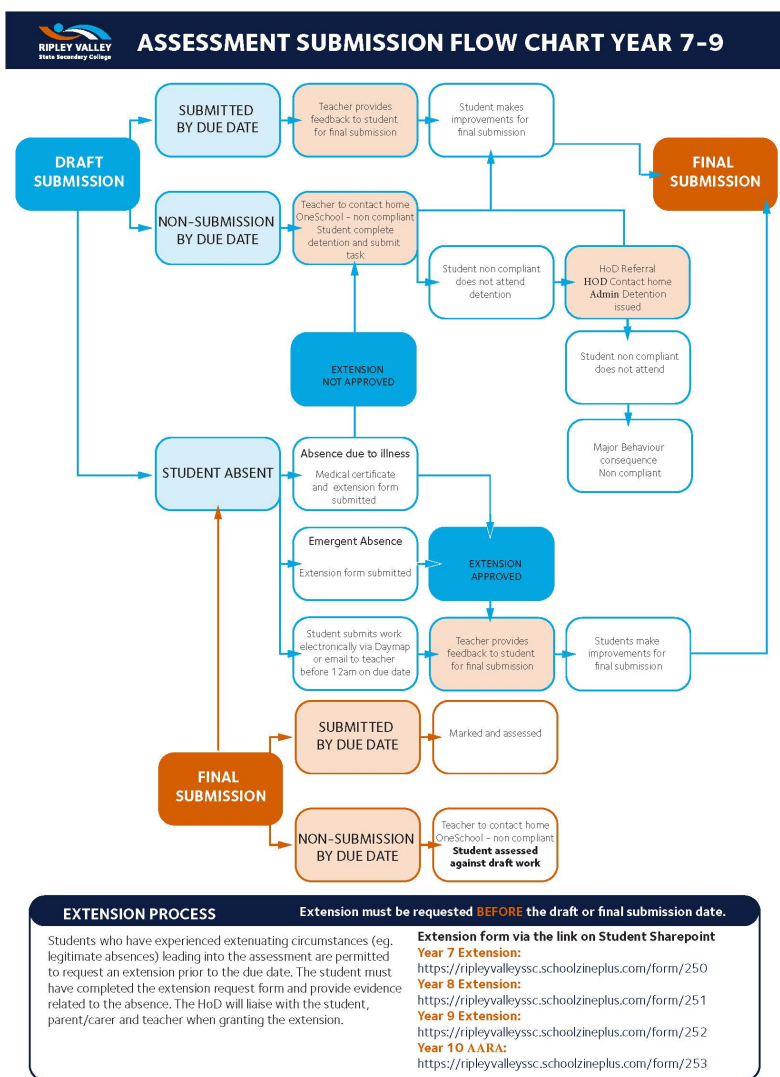
# Introduction

The Ripley Valley State Secondary College Junior School Assessment Policy outlines the College’s expectations of teachers, students and parents/carers during the Teaching, Learning and Assessing Cycle for students in Years 7-9. The education of our students is our core business and is supported by the College’s culture of high expectations of student behaviour and achievement.

## Planning Inclusive and Flexible Assessment Tasks

In line with the College’s Inclusion Policy, teachers refer to Personalised Learning Plans (PLPs) and adjust assessment tasks when required for individual students in their classes. These adjustments are made in consultation with the relevant teaching staff and HoD Inclusion. Our Pedagogical Pillar - Accessibility of Learning is a key element that is considered when planning all assessment tasks.

The below flow chart shows the Assessment Submission process for students at RVSSC and is found in the Student Diary.



## Assessment

Assessment is the ongoing process of gathering, analysing and reflecting on evidence to make informed judgments about the achievement or capabilities of individuals and cohorts. (QCAA, 2018)

|                                  | <b>Formative</b>                                                                                                                                                                                    | <b>Summative</b>                                                                                                                                                                                                                                                                                                                                                                  |
|----------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Purpose</b>                   | Collection of information about: <ul style="list-style-type: none"> <li>• student understanding of concepts</li> <li>• retention of knowledge</li> </ul>                                            | Used to assess student progress at the completion of a unit of work                                                                                                                                                                                                                                                                                                               |
| <b>Use</b>                       | Ongoing through unit of work                                                                                                                                                                        | Informs Reporting to Parents/Carers                                                                                                                                                                                                                                                                                                                                               |
| <b>Student</b>                   | Complete during lesson under teacher/teacher aide instruction                                                                                                                                       | <ul style="list-style-type: none"> <li>• Informed of Assessment at beginning of Unit</li> <li>• Assessment Instructions are released to students via Daymap</li> <li>• Complete Assessment as per information on Daymap</li> <li>• Receive and act upon coaching comments from teacher at completion of unit</li> </ul>                                                           |
| <b>Staff action</b>              | Used to: <ul style="list-style-type: none"> <li>• inform needs of learners</li> <li>• select differentiation strategies</li> <li>• select content needing to be taught in further detail</li> </ul> | <ul style="list-style-type: none"> <li>• Teach required content and genre for Unit</li> <li>• Inform students of assessment and release task instructions via Daymap</li> <li>• Collect and provide feedback on student assessment work at drafting juncture</li> <li>• Mark student assessment providing coaching comments</li> <li>• Complete Report to parent/carer</li> </ul> |
| <b>Parent/carer notification</b> | Notified of any progress concerns based upon formative tasks                                                                                                                                        | <ul style="list-style-type: none"> <li>• Assessment Instructions, Planner and Results available via Daymap</li> <li>• Notified of any progress concerns during assessment cycle</li> <li>• Report Card</li> </ul>                                                                                                                                                                 |
| <b>Possible Techniques</b>       | Cloze Exercises<br>Checking for Understanding<br>Physical Movement<br>Strategies Exit Slips                                                                                                         | Examination<br>Extended Response<br>Investigation<br>Performance<br>Product<br>Project<br>Practical Demonstration                                                                                                                                                                                                                                                                 |

## RVSSC Junior Assessment Task Instructions

When assessment is made available to students via Daymap, it will contain the following information:

- Subject
- Task Title and Type (includes Unit information)
- Draft and Final Due Dates
- Context
- Conditions of assessment
- Instructions

Task Sheets will be available electronically via Daymap once released to students. They will remain accessible during the assessment period.

## Assessment Due Dates

In order to support students in the development of time management strategies and task completion a set due date will be clearly stated on Assessment Task Sheets. Assessment is required to be submitted via the upload facility within Daymap by midnight on the due date. Parents/carers, students and the College will be able to track submissions within Daymap to ensure assessment has been received.

Some subjects require students to complete spoken/signed assessment and multimodal presentations. For this assessment technique, students are required to submit both a transcript and a live or pre-recorded video of their presentation. For equity, all spoken/signed/practical assessment is due at the end of the draft/assessment lesson.

Alternative arrangements are to be negotiated with the Year Level HOD for students who are unable to complete a live presentation in front of the class. These negotiations must be completed and agreed upon prior to the assessment due date.

Examinations will be held during the timetabled lesson for the curriculum area unless otherwise communicated.

## Drafting Process

Assessment Tasks will include information for students, parents/carers and teachers about checkpoints leading into assessment completion. These checkpoints are designed to support students in the management of their time and progress towards task completion. As part of this process, students will be required to submit a draft of their assessment to the subject teacher.

The purpose of viewing a draft is to provide a student with feedback so that they can improve their response. Providing feedback on a draft is a consultative process, not a marking process. Teachers should not allocate a notional result for draft student responses. Teachers will provide feedback to students a minimum of one week prior to the final due date.

|                            | Years 7 – 9                                                                                     |
|----------------------------|-------------------------------------------------------------------------------------------------|
| Level of feedback provided | Indicate most textual errors<br>Summary of feedback to class                                    |
| Maximum number of drafts   | Two                                                                                             |
| Contact with parent/carer  | If the student is showing insufficient progress towards the assessment at the drafting juncture |
| Late submission of drafts  | Students are required to submit a draft; late drafts may not receive written feedback           |

## Late Submission

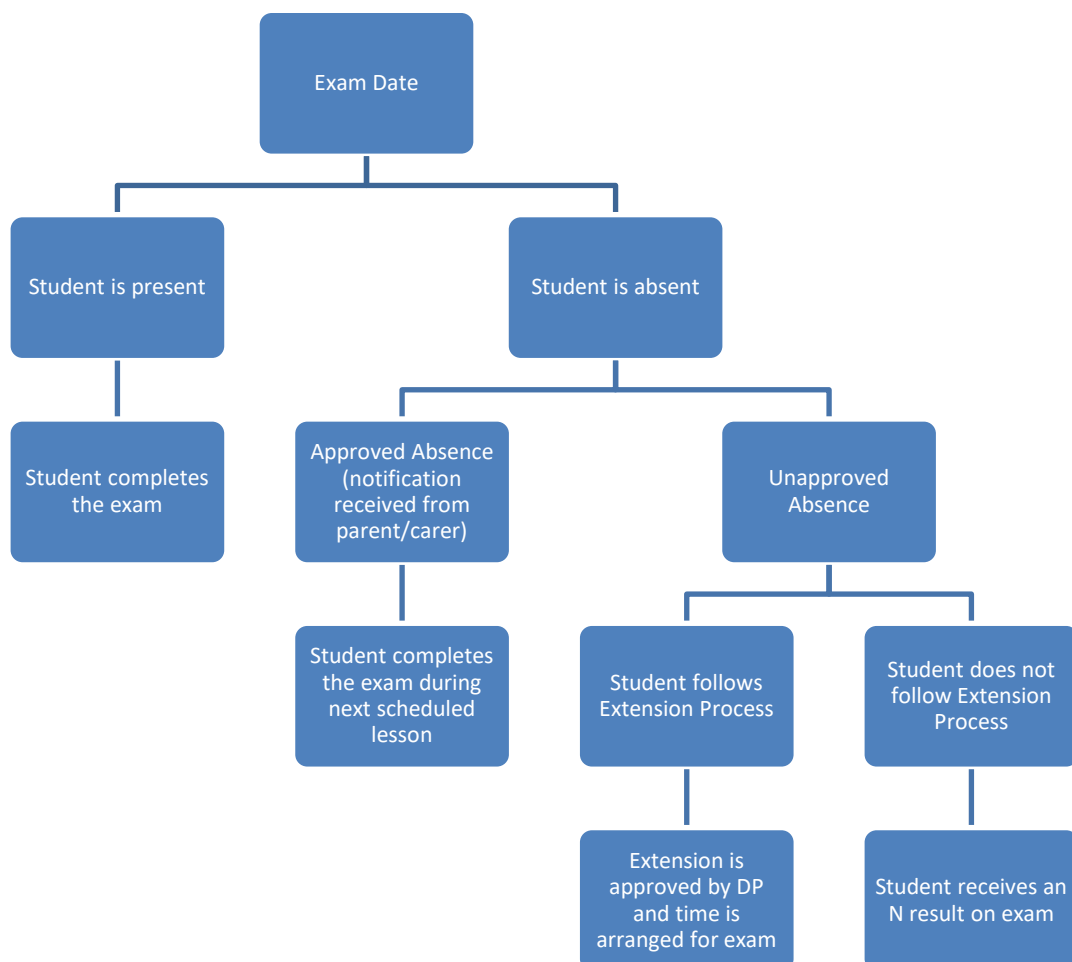
When a student submits a response to an assessment instrument after the day of the set due date, a result will be allocated using evidence available on or before the due date. This could be based upon class work, drafts, rehearsal notes, photographs of the student work in progress or teacher observations. (QCAA, 2018)

Where there is no evidence of student work, an N result will be allocated. This may result in a student not receiving an overall subject result for the unit of work.

Students with a legitimate reason for late submission must refer to *Requesting an Extension* and have an approved extension for late work to be accepted after the day of the set due date.

When a student is absent for a scheduled exam, the parent/carer is required to notify College Administration to ensure this is an approved absence. This ensures that the student is able to complete the exam during the next lesson. If the absence is unapproved, students are required to follow the Extension Process or an N result will be given for the missed exam.

The below flow chart outlines this process:



# Academic Integrity

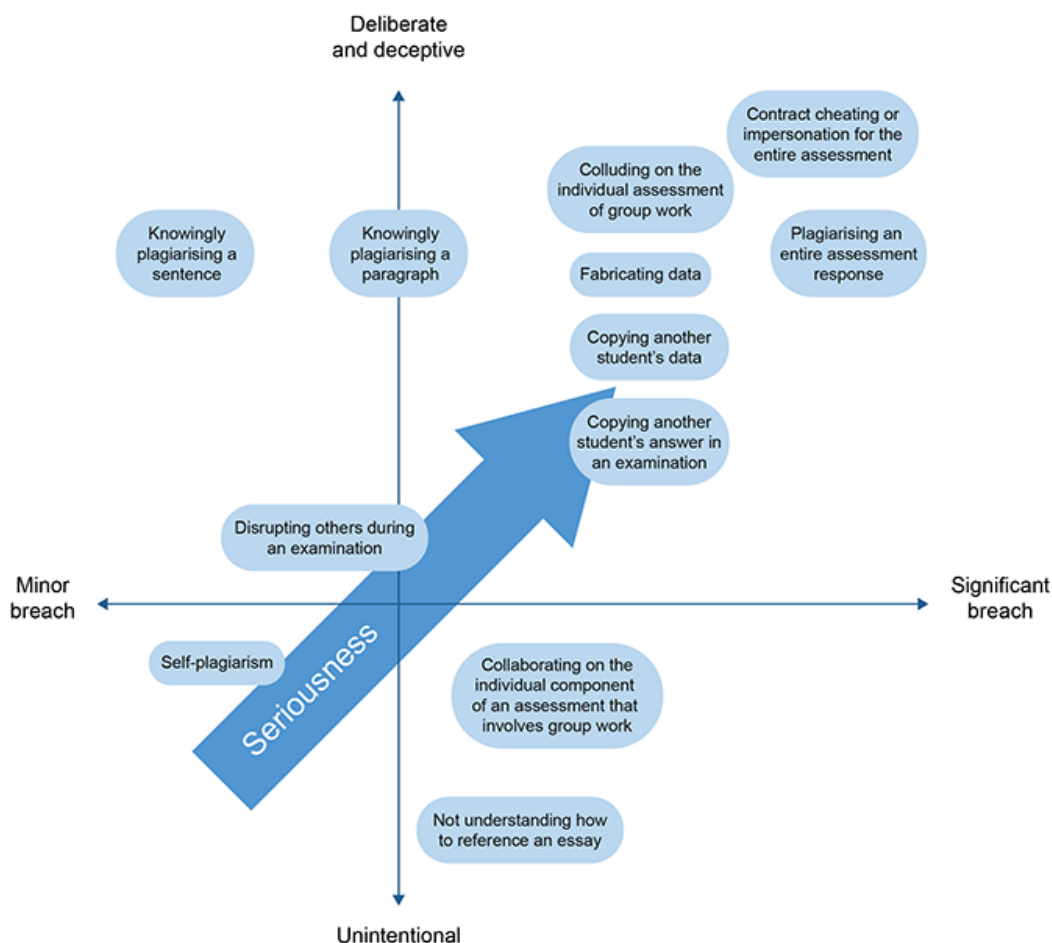
Academic misconduct incorporates a broad range of behaviours in which students inappropriately and falsely demonstrate their learning. Academic misconduct may be considered along a continuum of breaches that range in the significance of misconduct and intent.

Plagiarism is copying another person’s work without acknowledgement. Plagiarism includes copying another student’s work, copying and pasting from the internet and/or using Generative AI to produce a response. Plagiarism is an unethical practice and a breach in academic integrity that is dealt with under the RVSSC Student Code of Conduct.

RVSSC implements a range of Authentication Strategies to support students in demonstrating Academic Integrity. Breaches of Academic Integrity are dealt with under the RVSSC Student Code of Conduct.

Consequences may include:

- receiving a result based on authenticated work only
- completing an alternate task under supervised conditions at an alternate time
- completing the task under supervised conditions during a lunch break
- completing the task under supervised conditions at an after school detention
- significant breaches may result in suspension/exclusion



The below diagram may assist in determining the seriousness and intent of an incidence of academic misconduct.

See Glossary for types and definitions of Academic Integrity breaches.



## Reporting

Student results on summative assessment pieces are used to inform the official Report Card for all students in the College. These results are reported to parents/carers on a Report Card and expressed on a 5 point (A- E scale). All students and their parents/carers are able to access summative assessment results for individual assessment items via Daymap.

At RVSSC, reporting occurs based on the below schedule:

|            | <b>Term 1</b>                                                                                                                                         | <b>Semester 1</b>                                                                                                                                                  | <b>Term 3</b>                                                                                                                                         | <b>Semester 2</b>                                                                                                                                                  |
|------------|-------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Years 7-10 | Interim Report <ul style="list-style-type: none"> <li>• Academic Achievement based upon Term 1 Unit</li> <li>• Effort</li> <li>• Behaviour</li> </ul> | Summative Report <ul style="list-style-type: none"> <li>• Academic Achievement based upon completed Sem 1 Unit/s</li> <li>• Effort</li> <li>• Behaviour</li> </ul> | Interim Report <ul style="list-style-type: none"> <li>• Academic Achievement based upon Term 3 Unit</li> <li>• Effort</li> <li>• Behaviour</li> </ul> | Summative Report <ul style="list-style-type: none"> <li>• Academic Achievement based upon completed Sem 2 Unit/s</li> <li>• Effort</li> <li>• Behaviour</li> </ul> |

## Requesting an Extension

All assessment due dates are set around providing students and staff with sufficient time to receive, mark and moderate assessment prior to Reporting timelines. Where a student is requesting an extension of assessment due dates, RVSSC will consider these external timelines before approving any extension. The policy for requesting an extension applies to all year levels to ensure all students are prepared with time management skills for their adult lives.

### Before the due date

Students who have experienced extenuating circumstances (eg. legitimate absences) leading into the assessment are permitted to request an extension prior to the due date. The student must have completed the extension request form for their year level and provide evidence related to the absence. The Year Level HoD will liaise with the student, parent/carer and teacher when granting the extension.

### Internal College Process:

1. Student or Teacher identifies that an extension may be required
2. Student completes online form with assistance from Parent/carer
3. Completion of the form automatically sends it to the Year Level Team
4. Year Level HoD consults with teacher and student/parent/carer
5. Year Level HoD makes decision about extension
6. If approved, Year Level HoD informs student and parent/carer in writing (via email/Daymap)
7. Year Level HoD enters extended due date in Daymap for all relevant assessment
8. Year Level HoD uploads a Contact in One School; include Teacher and Deputy Principal in contact referral

### After the due date

Students who are absent from school on the due date of an assessment task and wish to have a late submission accepted, must present the Deputy Principal with a medical certificate or other form of evidence related to the absence and complete the extension request form for their year level. Late assessment will only be accepted via the Year Level Deputy Principal and an approved extension. This process is also followed for students who are absent (unapproved) for scheduled exams.

### Internal College Process:

1. Student or Teacher identifies that an extension may be required
2. Student completes online form with assistance from Parent/carer
3. Completion of the form automatically sends it to the Year Level Team
4. Deputy Principal consults with Year Level HoD, teacher and student/parent/carer
5. Deputy Principal makes decision about extension
6. If approved, Deputy Principal informs student and parent/carer in writing (via email/Daymap)
7. Deputy Principal enters extended due date in Daymap for relevant assessment
8. Deputy Principal uploads a Contact in One School; include Teacher and House HoD in contact referral

## Glossary

### Academic Integrity

|                                                          | Example                                                                                          |
|----------------------------------------------------------|--------------------------------------------------------------------------------------------------|
| Cheating while under supervised conditions:              | Communicating with other students in an exam                                                     |
| Collaborating:                                           | working with other students to develop a response and then submitting it as your individual work |
| Colluding:                                               | letting someone copy your work or copying someone else's work                                    |
| Contract Cheating:                                       | arranging for an online service to complete all or part of your assessment response              |
| Disclosing or receiving information about an assessment: | Removing a marking guide from a teacher's desk and looking at it prior to an assessment          |
| Impersonation:                                           | Having someone complete an exam or performance pretending to be you                              |
| Fabricating:                                             | Making up or listing incorrect or false references in your bibliography                          |
| Misconduct during an exam:                               | Distracting or disrupting others during an exam                                                  |
| Plagiarism or lack of referencing:                       | Using another person's work – text, images, audio, video, etc – without referencing              |
| Self-plagiarism:                                         | resubmitting work that you have already submitted as a response for assessment                   |

## References

Australian Government: Department of Education and Training. (2019, January 01). *Nationally Consistent Collection of Data: School Students with Disability*. Retrieved from Nationally Consistent Collection of Data: School Students with Disability:  
<http://www.schooldisabilitydatapl.edu.au/home>

QCAA. (2018). *QCE and QCIA Policies and Procedures Handbook*. Brisbane: Department of Education.