

ASSESSMENT POLICY

Assessment

At Miami State High School we have a responsibility to ensure that all students are treated fairly with respect to assessment and to ensure that rules of fairness are seen to be applied consistently. We must also ensure that we apply the conditions set in the accredited work programs.

Principles of assessment consist of assessment that is clearly linked to making judgements about how well students have achieved the general objectives within the content of syllabuses and guidelines. Summative judgements about standards are made by teachers at key junctures for reporting purposes. Assessment includes Tests, Examinations, Assignments, Presentations, Practical activities and any other instrument considered suitable.

Information provided for all types of assessment will include:

- A statement of objectives and procedures,
- A clear explanation of length, structure, work time, method of presentation emphasis or various sections required,
- Dates for submission of drafts and final copies,
- The contribution to the overall assessment and the standards required for a specific level of achievement,
- Information on assessment requirements should be issued to students at the start of each term or assessment schedule.

Tests/Examinations

Testing is defined as student work that is carried out during designated exam, test, class or exam block periods.

Tests/Examinations provide students with the opportunity to demonstrate their knowledge and ability to apply this knowledge under strictly observed conditions with time restrictions, and will be preceded by class practice in the type of testing instrument to be used.

Test/Examination Procedure

- Where there is a valid excuse for absence (e.g. illness supported by a doctor's certificate or extenuating family circumstances supported by the Principal), a notional score or grade of achievement, based on formative assessment carried out during the unit of work, may be awarded.
- Students in a particular class must sit for tests at the same time, as set by the class teacher.
- Students must be marked present on the morning class roll, and attend all lessons prior to a test on a given day to have marks credited.
- Students may not take lessons off to "study" for tests.

ASSESSMENT POLICY

Assignments

An assignment is defined as any student work that necessarily involves out of school activity. It does not include regular homework or ongoing class exercises.

Assignments provide students with the opportunity to become involved in learning experiences requiring extended time, extensive planning and careful editing. Assignments should be used for summative assessment purposes when they are the most suitable and efficient instruments to assess particular skills, processes and knowledge required by the Australian Curriculum. The general objectives of assignments include:

- training students in the use of research skills,
- giving students the opportunity to be assessed on work not done under examination conditions,
- training students to prepare and present work in an orderly way.

Assignment Procedure

- All assignments will adhere to the Miami State High School Assessment Policy.
- The type of assessment and submission dates are to be notified to students in class upon commencement of a new unit of work.
- Tasks set across years 7 to 12 should emphasise gradually increasing student independence, however student ownership should be able to be easily ascertained and validated and carry a declaration to this effect.
- Amendments to due dates are only to be made when approved by the relevant Head of Department. Any change must be clearly conveyed to both students and parent/carer.
- Assignments will be assessed according to the criteria or achievement standards included with the cover sheet. Written feedback to the student based on the criteria is an important follow up to an assignment.
- The length of an assignment should not normally exceed 500 words, or orals exceed 8 minutes.
- Students may not take lessons off, including sport, to “work on” assignments.
- Group work will be subjected to the same assessment requirements as other assessment.

Extension Process

The Head of Department may grant an extension where exceptional circumstances exist. These include but are not limited to:

- Extended absence due to illness which is supported by a medical certificate or documentation relating to an existing medical condition (recorded in One School or in published special provisions documentation provided by the Guidance Officer).
- Absence due to a family bereavement or special circumstance supported by parental communication to the Head of Department, Guidance Officer, Deputy Principal or Principal.
- A student physically unable to participate due to an injury supported by a medical certificate.
- A student has been suspended.

Students seeking an extension must:

- Apply to the relevant Head of Department using the Application for Extension form prior to the due date.
- Provide details or drafts of work completed up to the time of seeking the extension.

ASSESSMENT POLICY

Submission of Assignments

- Assignments in all year levels must be submitted to the class teacher by the student on or before the due date by 4:00pm.
- Assignments must have a cover page and have all pages securely attached, including the task and criteria sheet.
- If a student is absent on the day an assignment is due, the work must be delivered to the school if possible. Where this is not possible contact must be made with the school. This assignment must be submitted to the teacher and documentation must be provided on return to the school.

Student absence for a test

If a student fails to attend a test the following conditions apply:

- Parent/carer contact will be made and recorded in OneSchool via a phone call, email or standard letter signed by the teacher and/or the Head of Department.
- Documentation must be provided (medical certificate, written proof of selection in a region/state/national team)
- The exam will be completed immediately on the students return or at a time determined by the teacher or the Head of Department.

Oral/Performance Tasks

If a student does not complete an oral/performance on the due date and there is a valid excuse the following applies:

- The student performs immediately on the students return or at a time determined by the teacher or Head of Department.
- In cases where students fail to complete an oral/performance, judgements will be made using evidence available on or before the due date.

Late Assignments

- Students will be given lesson time to complete a draft for every assignment. This draft will serve as the final copy should the student fail to submit a final copy by the due date. If a draft has not been produced, time will be given to complete a draft.
- This draft will be credited towards the completion of the course.
-

Plagiarism

Where plagiarism is detected or suspected the Teacher will:

- Clearly indicate to students the section/s of suspected plagiarism and the need for the student to significantly amend the work.
- Notify the relevant Head of Department and inform the student's parent/carer of plagiarism concerns.

ASSESSMENT POLICY

At submission:

- The student is to be interviewed and given the opportunity to prove ownership or authenticity of the work.
- If plagiarism is proved a result is awarded based on the original component of the task completed.

Incomplete Course Requirements

Years 7/8/9

- Will be graded on evidence that they submit if an agreed extension date has not been approved. If students are newly enrolled (1- 5 weeks) and are unable to fulfill task requirements they may be reported as 'Not Rated' (N) only.

Computer/Equipment Failure

- No special provision will be given for computer 'failure' or 'equipment malfunction'. The student will be required to submit their USB stick and/or rough drafts on the due date.
- Students must ensure that all work submitted electronically is received by the class teacher by the due date.

Disputes

- All disputes regarding assignments are to be directed firstly to the class teacher, then the Head of Department and finally
- If there is still a dispute through the administration of Miami State High School.

SWD (Students with Disability) Assessment Guidelines

Under the Australian Government's Disability Standards for Education 2005, schools are responsible for making special provisions in school-based assessments. Special provisions is a positive act of making reasonable adjustments to assessment requirements and conditions to ensure that assessment is equitable for all students. All students, including those with specific educational needs, should have opportunities to demonstrate their current knowledge and skills.

ASSESSMENT POLICY

Junior School & ICPs

Some of our SWD may be on an ICP in the Junior School, and the assessment task should reflect the year level juncture being assessed which is based on the level of content taught throughout the term.

Reasonable educational adjustments take into account the nature of a student's disability or the reason for the student's specific educational needs. Examples of reasonable adjustments include, but are not limited to:

- **Time:** Students with a verified disability are allowed an extra 5 minutes per 30 minutes of assessment time. Allowing additional time for students to complete assessable tasks (e.g. written tests or assignments) to give them the opportunity to demonstrate their knowledge and skills.
- **Alternate Setting:** SWD are able to sit assessments in a different environment if needed to reduce anxiety, or any other valid reason, such as access to specific equipment, space or more suitable environmental conditions.
- **Reader:** Students who are unable to independently access learning materials (read and comprehend in a reasonable timeframe), and have the provisions of a reader in their classes, may have assessment read to them. Providing a reader to communicate a text where reading is not the skill being assessed.
- **Signing Interpreter / Auslan Language Model:** Permitting signing instead of speaking for students who are Hard of Hearing or Deaf.
- **Scribe:** Students who have limitations with being able to write efficiently, legibly, become lethargic or have limitations with their physical ability, and have a teacher or a teacher aide scribe their work in class, may also have a scribe in assessments. Due to the need to speak, they are also entitled to access a suitable environment so as to not disturb other students. A scribe can provide an exact transcription of student responses to assessment items where a physical impairment does not permit a student to write.
- **Technology:** Students who have limitations with their ability to write, use pen and paper, and regularly access a computer in class, may also use a computer to record responses in an assessment and provide an electronic or paper copy to their assessing teacher. Likewise, a student may use software programs, such as screen readers, text to speech or magnifying programs to help access or communicate information. Computer simulation instead of laboratory work for students with physical impairments may be considered.
- **Scaffolded Task Sheets:** Some students will benefit from a more visual, sequential or scaffolded task sheet. As well as working at a different year level juncture, students may require a simplified task sheet to be more independent and clear on the assessment task requirements.