

## 1. Rationale

The purpose of Assessment is to enhance learning through ascertaining what a student knows, understands and is able to do. Effective assessment enables a teacher to use information about student progress to inform their teaching. It also enables students to reflect on and monitor their own progress to inform their future learning goals. Further, it assists teachers to use evidence of student learning to assess student achievement against goals and standards.

## 2. Definition

- 2.1. 'Assessment' refers to work completed by students for the purposes of making judgements towards final results (as opposed to homework or other activities).
- 2.2. 'Invigilated assessment' refers to tasks that are completed at school, supervised by staff to ensure that the students' own learning is demonstrated.
- 2.3. 'Non-invigilated assessment' refers to assessments that are completed at home and/or at school (e.g. research projects).
- 2.4. 'Timed-Assessments' refer to assessments that are completed at school under invigilated conditions within a strict specified timeframe.

## 3. Scope

This policy applies to all staff, students and parent at Mazenod College.

## 4. Principles

- 4.1. The principles of assessment are aligned with the SCSA Assessment Principles and Practice:
  - assessment should be an integral part of Teaching and Learning
  - assessment should be educative
  - assessment should be fair
  - assessments should be designed to meet their specific purposes
  - assessment should lead to informative reporting
  - assessment should lead to school-wide evaluation processes.
- 4.2. The College Assessment Policy will align with external moderation procedures, including those of SCSA and Registered Training Organisations. Schools are required to participate in formal SCSA moderation processes which aim to establish comparability in grades across schools.
- 4.3. Assessment is a key component of grading. The Students need to recognise that grades allocated by the school may be subject to change as a result of these processes. Students will be informed as soon as is practicable if such changes were to be made. All results are therefore provisional only.

## 5. Procedures (Years 7-10)

### 5.1. Student Responsibility

As the learner, it is the responsibility of the student to

- maintain a good record of attendance, conduct and progress (a student who is absent from a class for five lessons or more in a term is deemed to be 'at risk' of not achieving the best possible result).
- initiate contact with teachers concerning absence from class, missed in-class assessment tasks, requests for extension of the due date for out-of-class assessment tasks and other issues pertaining to assessment, prior to the assessment task due date.
- attempt all in-class assessment tasks on the scheduled date and submit all out-of-class assessment tasks by the due date, completing all tasks to the best of their ability.
- avoid any behaviour that compromises the validity of any assessment for himself or any other students. This includes, but is not limited to cheating, plagiarism or providing/seeking information about assessments that would provide an unfair advantage to anyone.
- maintain an assessment file that contains all completed written assessment tasks. In some courses, this assessment file may be stored in class but students will be able to take assessments home for revision purposes.
- keep a copy of electronic assessments following submission.

### 5.2. Teacher Responsibility

As the leader of learning within the classroom, it is the responsibility of the teacher to:

- provide a course outline and assessment outline to students at the start of the course
- ensure that assessment adjustments
- give students sufficient notice of when assessment tasks are due.
- ensure that assessment details and results are released on SEQTA in a timely manner.
- provide students with access to a course outline and an assessment outline
- ensure that all assessment tasks are fair, valid and reliable
- provide students with timely assessment feedback and with guidance about how best to undertake future tasks
- maintain accurate records of student achievement
- meet College and external timelines for assessment and reporting
- inform students and parents of academic progress, as appropriate.

### 5.3. Parent/Carer Responsibility

As the first educators of our students, it is the responsibility of parents and carers to:

- support the College in developing student resilience by maintaining student accountability for their submission and completion of assessment tasks
- talk to their sons about their learning in a way that promotes a growth mindset
- informing the College when their son is absent on the day of an assessment.

### 5.4. Cheating and Plagiarism

- If cheating or plagiarism in any assessment task is established beyond reasonable doubt then the student will be required repeat the task or complete an alternative task on a detention basis. In Assessment Structure courses, a mark penalty will apply at the discretion of the Head of Learning Area. Students who allow their work to be copied may be penalised at the discretion of the teacher in consultation with the Head of Learning Area.
- Cheating refers to any action that compromises the validity and security of an assessment and includes discussion of assessment materials when classes complete assessments at different times.

## 5.5. Extensions

In the case of out-of-class assessments an extension may be given for serious reason based on written request sighted before the due date. Students should make this request themselves to reinforce their ability to advocate for their own learning.

## 5.6. Late Submission and Absence from Assessments

- If a student is unable to be at school on the day of an assessment task, or on the day an assessment task is due to be handed in, parental contact must be made on that day with the school justifying the absence. In the case of illness, a doctor's certificate may be required for verification. If a student misses an assessment or submits it late, the subject teacher in consultation with the Head of Learning Area will decide whether the reason given is sufficient to warrant exemption from penalty.
- Where a student does miss an assessment task due to justifiable reason, the student will normally complete the task as soon as practicable upon his return to school. This will generally be in the student's own time. If doubt arises as to the validity of the task, the teacher in consultation with the Head of Learning Area may arrange an alternative task.
- Where the reason is deemed insufficient to warrant exemption from penalty:
  - in the case of Out of Class Late Assessment:
    - parental contact made by teacher and recorded in SEQTA
    - 10% of the available marks penalty per school day penalty
    - detention to complete the task.
  - in the Case of In-class Assessment:
    - parental contact made by teacher and recorded in SEQTA
    - 10% of the available marks penalty
    - student to complete assessment at a time set in conjunction with the Head of Learning Areas.
  - Allowances will not be made for students who miss assessments as a result of organised holidays during school time.

## 5.7. Assessment of Students with Disability or Injury

- Students with a diagnosed disability will, where their disability, impairment or medical condition will significantly affect their access to a particular assessment task, have written and/or practical assessment tasks (including school examinations) adjusted by the teacher in a way that is consistent with the Curriculum Adjustment Plan or Individual Education Plan.
- If a student is unable to complete an assessment because of an injury, the teacher will advise of an alternative time or procedure so no penalty occurs.
- Where a long-term injury or disability prevents a student from participating in the normal learning process, the teacher in consultation with the Head of Learning Area will advise the student of the possibility of not being able to complete all course objectives and hence the risk of not completing the course. Where possible, the teacher, in consultation with the Head of Learning Area, may accommodate such students by alternative procedures within the scope and spirit of the assessment structures of the course.

## 5.8. Appeals

A student not convinced that this policy has been fairly applied in his case, may, after discussion with his subject teacher, appeal to the Head of Learning Area in the first instance and then to the Deputy Principal (Teaching & Learning). Appeals should be made in writing.

## 6. Review History

| Year | Reviewed by: | Amendments / Review  |
|------|--------------|--|
| 2010 | CLT          | Policy released  |
| 2017 | CLT          | Review   |
| 2018 | CLT          | Reformatting   |
| 2021 | CLT/ALT      | Whole school Assessment Policy redeveloped as Y7-10 and Y11-12 separately. |