

# Kedron State High School



# JUNIOR ASSESSMENT

Last updated: 25<sup>th</sup> November 2024

# POLICY

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## 1. SCOPE

The Junior Assessment Policy is designed to inform decisions around summative assessment practices from Year 7 to Year 10. **Assessment includes any assignment, exam, practical, oral individual or group presentation that is a measure of student performance.**

Schools are responsible for ensuring that school communities are aware of the assessment requirements. At Kedron State High School, the Assessment Calendar for each year level will be published early each semester so that parents and students are aware of all assessment commitments and can plan study programs accordingly.

- Students are expected to complete all course and assessment requirements
- Work must be authenticated as the student's own work
- A student must produce evidence of learning throughout the teaching and learning cycle.

## 2. PURPOSE

The purpose of assessment is to provide an **opportunity for students to demonstrate what they know, understand and can do.**

The aim of this policy is to ensure fairness and equity are maintained across the school in relation to the submission of evidence of learning or the completion of examinations, therefore supporting students to achieve to the best of their ability.

## 3. POLICY STATEMENT

### 3.1 ASSESSMENT: EXAMINATION

Students must attend on days when examination assessment is scheduled. If a student in Year 7 to 10 is unable to attend school on the day of an examination, a medical certificate from an independent health professional is the preferred documentation. If this is not possible, parent contact may be acceptable.

Students who miss examinations during their normal class lessons may be able to sit for these examinations. Faculty Heads of Department will decide processes for sitting examinations.

Students who miss examinations and no evidence of learning is available to make a judgement for reporting purposes, a result of Not Rated **MAY** be provided on the report card, in consultation with the Deputy Principal of the relevant sector.

### 3.2 ASSESSMENT: ASSIGNMENT (HAND IN TASK)

#### 3.2.1 SUBMISSION OF ASSIGNMENTS

- Assignments should be submitted as prescribed on the task sheet. All junior assignments are to be **submitted by 4pm**. If the response is submitted late, the classroom teacher will consider consequences aligned to the Student Code of Conduct for the student.

### 3.2.2 NON-SUBMISSION OF AN ASSIGNMENT

Where students do not submit a final response to an assignment, teachers make judgments based on evidence from the preparation of the response that is available on or before the due date based on monitoring strategies such as drafts, responses to work at checkpoints, classwork, teacher observations, rehearsal notes.

For students who are enrolled in a subject, but do not produce evidence on or before the due date as specified by the school and no other evidence is available, a result of Not Rated **MAY** be provided on the report, in consultation with the Deputy Principal of the relevant sector.

### 3.2.3 ABSENCE ON THE ASSESSMENT HAND IN DATE

Absence from school on the due date of any assignment does not remove the responsibility for completion and submission of that response by the deadline.

Where this is not possible (in the case of practical assessments for example), the student will need to speak with their teacher and/or the relevant Head of Department. Unless in extreme circumstances, no assignment extensions can be requested after the deadline.

## **3.3 MANAGING RESPONSE LENGTH**

Students must adhere to assessment response lengths as specified by the task sheet. In Years 7 – 9: Teachers will identify that the student has exceeded the word length and counsel students about potential academic consequences. Exceeding the word limit may have an impact on the final grade (e.g., the communication criteria may be impacted due to the student not being concise and purposeful with their selection of evidence).

In Year 10: Teachers will mark only the work up to the required length, excluding evidence over the prescribed limit. In spoken tasks, students will only be marked on the content presented within the prescribed time limit.

## **3.4 AUTHENTICATION OF STUDENT WORK**

All assessment submitted at this school **MUST** be the student's own work and be able to be proven to be so. All assessments must adhere to authentication processes. Examples of authentication may include:

- drafting and/or evidence of learning during the teaching and learning cycle;
- submission of the final response using plagiarism and AI detection software, where required;
- referencing the use of Artificial Intelligence;
- participation in interviews during and after the development of the final response.

**When authorship of student work cannot be established, the responsibility lies with the student to prove authorship.**

Assessments that are found to contain plagiarism and/or are copied from or written by someone else, including Artificial Intelligence (AI), the student will face penalties. Penalties may include, but are not limited to:

- the awarding of a grade commensurate with the work seen by the teacher in class, or that part of the work which is proven to be completed by the student;

- academic audit;
- other consequences aligned to the Student Code of Conduct.

### **3.5 EXTENSIONS**

Students, parents and caregivers are reminded that extensions will not be automatically granted and often are not the preferred option. Any possibility that an assignment may not be able to be completed by the due date, needs to be communicated to the class teacher as early as possible so that strategies may be put into place to assist students to complete assessments by the due date.

Reasons which indicate a lack of effort or commitment by the student are not acceptable reasons for make a request to extend the due date.

If a student has had an extended absence prior to the due date, or exceptional circumstances exist, the student may request an extension of the due date. Extensions must be applied for prior to the due date using the Application for Extension Form. This form needs to be submitted to the Faculty Head of Department, who will be the decision makers in each case. Faculty Heads of Department and Sector Deputy Principals may need to liaise to determine whether an extension will be granted. Once the form has been completed by parents and signed by Faculty Head of Department, the Application For Extension Form must be uploaded to OneSchool. Any documentation that can be provided to support an Application For Extension needs to be supplied with the form.

Only in extreme circumstances, verified by parents (e.g., unexpected illness) can an extension be requested on or after the due date.

Failure of technology will generally not be considered acceptable grounds for an extension to be granted. Students should utilise backup mechanisms such as email, cloud storage, USB, external hard drive.

Attendance at out of school activities, including sport and alternative pathways will generally not be considered acceptable grounds for an extension to be granted.

### **3.6 SUSPENSIONS**

Students on internal withdrawal are to complete the assessment whilst in the Sector Office.

If suspended, students must submit all non-practical assessment as per the assessment policy.

If suspended, students must complete all practical assessment as negotiated with the Head of Department in consultation with the teacher.

Students who are absent for examinations due to suspension will negotiate a new date to complete the task with the Faculty Head of Department.

Students who are absent from school on an ***Exemption from Attendance*** can expect to sit examinations and submit assessment immediately upon their return to school unless otherwise negotiated with the Sector Deputy Principal.

### **3.7 STUDENTS ON ALTERNATIVE PATHWAYS**

School-based assessment take priority over TAFE/ training/ university/ apprenticeship or traineeship days. It is the student's responsibility to inform the external provider/ employer well in advance of assessment dates and make alternative arrangements for making up any missed time. If there are clashes with alternative pathway assessment dates, it is the student's responsibility to engage with VET Head of Department and Sector Deputy Principal to negotiate submission of both assessments.

### **3.8 DEVELOPMENT OF STUDENT ASSIGNMENT RESPONSE**

Students will be provided with a detailed task sheet for each summative assessment, outlining a description of the task and the conditions of the task (including length, due date and submission requirements). Each task will include the Steps for Success, which is a scaffold that outlines The Kedron State High School Writing Process. A draft can be used to provide feedback on a response as well as to authenticate student responses.

### **3.9 FEEDBACK**

Throughout the teaching and learning cycle, teachers will provide ongoing feedback at various checkpoints.

Teachers may use a range of suitable strategies to provide feedback. Possible strategies include:

- Written feedback;
- Verbal feedback;
- Feedback provided through questioning;
- A general feedback and advice to the whole class.

Junctures to check for evidence of learning will:

- be detailed on student task sheets
- monitor student progress
- be used to establish student authorship.

Students may work on assessment during class at designated times and may show evidence of progress at scheduled checkpoints. Teachers will use these checkpoints to identify and support students to complete their assessment.