



Rockhampton Girls Grammar School

Est 1892

SECONDARY SCHOOL ASSESSMENT PROCEDURE

Purpose of the Procedure

The purpose of this procedure is to set down Rockhampton Girls Grammar School guidelines for the setting and completion of assessments for Year 7 to Year 12 students.

Who must comply with this Procedure?

- Students
- Teachers
- Parents/Carers

Scope of this Procedure

The procedure applies to all school assessments in all subjects for all students. It covers deadlines, method of submission, absenteeism, late and non-submitted work, plagiarism and requests for extensions.

Responsibilities

Responsibilities of Students

Students are expected to be familiar with all aspects of the Secondary School Assessment Procedure. Students must adhere to all guidelines established.

Responsibilities of Teachers

Students will receive an outline of the Semester's assessment in each subject via TASS Student Café. Any change to the Semester outline will be communicated to students through subject teachers after consultation with the Deputy Principal.

All assessments must state task conditions including:

- The date given
- The date due
- The type and length of response
- Suitable reference material where appropriate
- Time allowed for assessment
- Marking criteria

Regular reminders are to be given and checks on progress made so that students can be assisted to meet deadlines.

In Years 11 and 12 assessment procedures must be in line with accredited work programs.

Years 7 to 10 assessment procedures must be in line with ACARA documentation.

Student work must be retained for reviewing. Student work in Years 11 and 12 must not be returned to students or destroyed until directed by the Dean of Senior Studies, normally at the end of the first term after graduation. Student assessment in Years 11 and 12 is to be shown to students in the classroom for feedback and collected by the teacher during that lesson after individual discussion. Year 7 to 10 work may be returned at the end of the relevant semester.

Responsibilities of Parents and Carers

Parents who need to remove their children from school should apply well in advance to the Deputy Principal.

When students miss an examination or assignment because parents withdraw their child, there is no onus on the school or staff for special arrangements to be made regarding assessment items missed. If a student is absent for a number of assessment items, it may be more appropriate when the teacher is calculating the overall score for the Semester for an Unable to Assess grade to be given. In Years 11 and 12, this is likely to result in a reduction of Semesters of Credit for that subject. This may put qualifications at significant risk.

Students may be expected to sit their examinations or complete assignments on their return to school with the grades to be used for feedback purposes only.

Procedures

Drafting of student assessment responses

A draft is a body of evidence that is provided by students in response to assessment instruments. This should be a response that is nearly good enough to submit for assessment. In Senior years, it is likely to be the student's second or third attempt at the task. Before submitting a draft, students may be required to submit a written outline about their approach and/or discuss their approach with their teacher. Submission of student drafts allows teachers to monitor student work and help students improve the quality of their responses. It is a formalised process whereby teachers provide students with structured feedback. Note that it is important to make the distinction between feedback given as part of the teaching and learning process and structured feedback given as part of developing an assessment response. The purpose of viewing student drafts is to provide students with feedback so that improvements can be made to the response. Teachers use the objectives and instrument-specific standards to help students identify areas to review and suggest strategies students might use to improve their work. Drafting feedback should ask the student to reflect on strategies they might use to refine their work. It is a consultation process, not a marking process, and teachers should not award a standard for a work in draft form.

Increasing independence develops as students accept greater responsibility for their own learning. To achieve this, teachers will progressively reduce both the number of drafts for feedback and the amount of annotations and corrections provided as a student progresses through the Secondary School.

When providing feedback on drafts, teachers should indicate aspects of the response which need to be improved or developed in order to meet the objectives and instrument-specific

standards. Teachers may also provide a summary of their feedback and advice to the whole class.

It is essential for students to complete a draft of their assessment. Where appropriate, students are to submit drafts and assessments through ‘Turnitin’ on or before due dates. Where ‘Turnitin’ is not appropriate, the method of submission will be directed by the teacher. If student submission of the final assessment piece is not received by the due date, the teacher will mark the last received draft version of the assessment piece. The only exception will be if an extension has been granted in writing by the teacher and Deputy Principal (Year 7 to 9) or Dean of Senior Studies (Year 10 to 12).

The table below gives an example draft submission strategy. It is important to note that in years 11 and 12 some syllabuses have their own specific drafting policies which must be adhered to. Students in year 11 and 12 should check with their teacher if there are separate drafting policies.

Example draft submission strategy Instrument	Year 7 to 10	Year 11	Year 12
Written	<ul style="list-style-type: none"> • teacher consultation • Structured feedback highlighting areas of weakness • submit outline and/or • submit up to two drafts / teacher checks 	<ul style="list-style-type: none"> • teacher consultation • Some structured feedback highlighting areas of weakness • submit outline and/or • submit one draft 	<ul style="list-style-type: none"> • teacher consultation • General feedback on content • submit one draft or outline
Spoken/Multimodal*	<ul style="list-style-type: none"> • teacher consultation • submit one draft • provide structured feedback during rehearsal / development 	<ul style="list-style-type: none"> • teacher consultation • submit one draft • provide general feedback during rehearsal / development 	<ul style="list-style-type: none"> • teacher consultation • submit one outline • provide general feedback during rehearsal / development

*A multimodal presentation is one that uses a combination of modes, such as visual, electronic, physical, audio and/or spoken modes. It must combine a minimum of two modes, with both significantly contributing to the presentation and assessment decisions. Possible multimodal presentations include documentaries, digital presentations, e.g. webpages, computer simulations and presentations using software.

Submission of Assessment (Assignment Drafts)

Where appropriate (as directed to by the teacher), assignment drafts will be submitted by students by the due date and time through the online software ‘Turnitin’. Where ‘Turnitin’ is not appropriate, the teacher will direct the format of submission.

Submission of Assessment (Assignments)

Where appropriate (as directed to by the teacher), assignments will be submitted by students by the due date and time through the online software 'Turnitin'. Where 'Turnitin' is not appropriate, the teacher will direct the format of submission. Turnitin OriginalityCheck allows teachers to check students' work for improper citation or potential plagiarism by comparing it against continuously updated databases. Every Originality Report provides teachers with the opportunity to teach their students proper citation methods as well as to safeguard their students' academic integrity.

Submission of Assessment (Examinations and Practical Performances)

Practical performances and examinations will be undertaken by students on the date prescribed by the teacher.

Pre-deadline Requests for Extensions to Deadlines (Assignments, Examinations and Practical Performances)

Claims for extension of time due to illness or injury will be considered by the Deputy Principal (Year 7 to 9) or Dean of Senior Studies (Year 10 to 12) on merit. Students need to complete a 'Request for alternate assessment date' form prior to the assessment due date. This form has to be signed by the appropriate subject teacher, student and parents. Evidence for the reason for an extension request must be produced. For example, in the case of extended illness, a medical certificate must be provided. Decisions about the special consideration application will be made by the Deputy Principal (Year 7 to 9) or Dean of Senior Studies (Year 10 to 12) in consultation with the subject teacher.

Post-deadline Requests for Extensions to Deadlines (Assignments, Examinations and Practical Performances)

Students in Years 7 to 12 who miss an assessment task due to sudden illness or injury may be required to provide a medical certificate.

Please note that special arrangements apply for student absence during the Queensland Core Skills Test.

Late or Non Submission of Assessment (Assignments, Examinations and Practical Performances)

If a student does not submit a response to an assessment item by the due date (or an approved extension date) teacher judgement will be made using evidence available on or before the due date. Contact with the parents/carers from the classroom teacher will be made. In the instance of incomplete assessment, a student's overall level of achievement will be decided upon in accordance with the existing evidence in the student folio. No penalty for lateness will apply. An 'E' response cannot be awarded for work not submitted as there is no evidence to support such a level of achievement. If insufficient evidence exists to allow a grade to be assigned at the due date, a grade of 'Unable to Assess' (UA) will be applied. This may result in a loss of credit which would put the attainment of qualifications at significant risk.

Assigning of Grades

Judgements are to be made by matching student responses to assessment instruments with the standards descriptors outlined in the relevant QCAA and/or ACARA documentation. All students must be aware of criteria standards for grading.

Failure of Technology

Technology failure and poor home internet access are not usually considered to be legitimate reasons for non- submission on the due date. Students are expected to take adequate precautions to guard against losing computer files and against poor home internet access. Student work saved correctly on the school network is backed up each day by the school. It is the student's responsibility to save work in the correct manner.

Plagiarism

Plagiarism is the act of representing another's work or ideas as your own. Rockhampton Girls Grammar School treats instances of plagiarism seriously. Students are responsible for ensuring all work is their own original creation; or, where research has been conducted, that sources are correctly acknowledged through APA referencing conventions.

Teaching staff are collectively responsible for supporting students to understand what plagiarism is and why it is unacceptable. Teachers are expected to explicitly teach APA referencing conventions to ensure that students are equipped with the tools to properly acknowledge sources of information and ideas.

In the event that a student is found to have plagiarised another's work, the classroom teacher is to inform the Deputy Principal (Year 7 to 9) or Dean of Senior Studies (Year 10 to 12) and provide evidence of plagiarism (e.g. highlighted or annotated copies of student work and original source). The student will be expected to meet with the Deputy Principal (Year 7 to 9) or Dean of Senior Studies (Year 10 to 12) to discuss the incident.

Teachers may not penalise a student for plagiarising by assigning a lower grade to the original submission. A teacher may assign a grade based only on the work that they are able to verify is the original creation of the student. If insufficient verified original work is present, a grade of 'Unable to Assess' will be given. This may result in a loss of credit which would put the attainment of qualifications at significant risk.

PROCEDURE RELEASE DETAILS

Date of Procedure: March 2017

Reviewed by: Deputy Principal

Review Date: As required

Access Public Availability: Rockhampton Girls Grammar School Website

RELATED POLICIES AND DOCUMENTS

Girls Grammar Parent and Student Handbook

Girls Grammar Student Planner

Girls Grammar Staff Handbook

Girls Grammar Values Statement Girls Grammar Confirmation of Enrolment Contract