



## 2020 SSHIPS ASSESSMENT POLICY & PROTOCOLS

### Rationale

The purpose of assessment is to provide timely feedback, as well as information about student achievement. Southport State High Independent Public School (SSHIPS) believes that assessment should be aligned with what students have learnt as well as The Australian Curriculum and Queensland Curriculum and Assessment Authority (QCAA) policies.

### Accountabilities

#### *School*

- Publish Junior Secondary term assessment calendar to parents.
- Publish an assessment calendar available on OneSchool detailing due dates for drafts and final submission of assessment before week 3 each semester.
- Provide students with assessment instruments in an appropriate timeframe and ensure the task sheet provides clear descriptions of requirements.
- Ensure task sheets for assignments clearly indicate the due date for a draft and the due date for the final submission. Provide time in class to annotate and deconstruct task sheets for deeper understanding.
- Ensure students are aware of the criteria and standards for assessment and are given time to complete the task.
- Provide students with timely and targeted feedback on progressive work and draft items.
- Provide support for students, such as the Homework Centre.
- Contact home when students are at risk of failing a subject or have not submitted a draft or final assessment by the due date.
- Implement consequences for students who fail to follow the requirements of the assessment policy, such as detention, risk of cancellation process and/or assessment not awarded a standard (N Grade / N Rating).

#### *Students*

- Access the assessment calendar on OneSchool to identify when assessment is due and plan for this with families.
- Ensure all assessment tasks submitted are the original work of the student and cited work is referenced using the APA/Harvard system.
- Attend all exams on the scheduled date and time.
- Save all electronic assessment work on at least two different storage devices.
- Complete and submit drafts and final assessment tasks on time and to a satisfactory standard (electronic or hard copy as per task sheet or teacher instruction).
- Communicate in a timely manner if difficulties arise that require an assessment adjustment or modification.
- When on a traineeship, excursion or other activity, organise to submit assessment prior to the due date or email your teacher (with permission) on the due date by 3.30pm. A hardcopy should be given to the teacher at the beginning of the next lesson.



- Follow the requirements outlined for Years 7-9 (Special Provision) and Years 10-12 (Combined Special Provision / Access Arrangements and Reasonable Adjustments [AARA]), which includes missed exams.
- Students with a disability: contact Case Manager for support and considerations.

### *Parents*

- Access the assessment calendar on OneSchool to identify when assessment is due and plan for this with students.
- Encourage students to work consistently on assessment tasks and to meet all due dates.
- Track the progress of drafts and assessment to ensure they are submitted on time
- Follow the requirements outlined for Years 7-9 (Special Provision) and Years 10-12 (Combined Special Provision / AARA), which includes missed exams.
- Parents of a student with a disability: contact Case Manager for support and considerations.

## **Submitting Assessment**

### *Exams*

Exams are completed in class, during block exams or during shutdown on the scheduled date. Students absent on the day of an exam should follow the Special Provisions / AARA process for their year level.

### *Assignments*

- Assignments should be submitted according to the instructions of the teacher/task sheet. If submitting in hard copy, the task sheet should be securely attached.
- If you have a class on the due date, submit the hardcopy assignment to the teacher in class. If you wish to continue working on the assignment that day, you must submit an updated copy by 3.30pm (see next point for procedure).
- If you don't have a class on the due date, assignments will be due by 3.30pm and must be handed directly to your teacher or submitted to the Administration Office, where a receipt will be issued or emailed to teacher. You may only email your assignment to your teacher if your teacher has provided express permission.

### *Shutdown exams*

- Shutdown exam timetables will be issued to each student (Years 10-12 only) two weeks prior to exams.
- Students are required to attend school for their scheduled shutdown exams only; at all other times students study at home or in the study room provided at school.
- Students must be in full formal school uniform at all times they are at school.
- Students must stay until the end of the exam and will not be permitted to leave early.
- Students who are behind on certificate/diploma assessment may be required to come into school and catch-up on outstanding work.



### *Block exams*

- Block exams are conducted at school and cater for exams in excess of 70 minutes. The normal school and student timetable operate as per normal and students are required to resume class at the conclusion of their exam.
- Year 7-12 students may engage in block exams.

### *Practical Assessment*

- Students absent for practical assessment must contact the school and relevant teacher on the day of the assessment to notify of absence. Supporting documentary evidence must be provided as per the Special Provision / AARA process (detailed below) upon their return to school in order to be considered for an extension.
- In most cases, the student must present and submit the practical task on their first lesson back.
- If practical work is required to be submitted in a group, the group will present the task with a substitute student (if required) on the due date. When the absent student returns to school, the group then presents again. (Students who perform on both occasions may be graded on their highest performance level of achievement).

### **Special Provision: Years 7-9; Combined Special Provision / AARA: Year 10-12**

The QCAA recognises that some students may have disability impairment and/or medical conditions, or experience other circumstances that may be a barrier to their performance in assessment. Special Provision / AARA are designed to assist these students. The application of Special Provision / AARA to student assessment is based on the functional impact of the condition for which Special Provision / AARA are sought. Students with the same condition may experience highly varied impacts on their education, and their ability to demonstrate their learning, knowledge and skill in assessments.

### *Eligibility*

Students are eligible to apply for Special Provision / AARA based on the following categories:

- Disability (cognitive; physical; sensory; social/emotional)
- Illness
- Misadventure
- Representing country/state in sporting, academic, military or cultural activities.

### *Ineligibility*

- Unfamiliarity with the English language
- Teacher absence or other teacher-related difficulties
- Matters that the student could have avoided (e.g. misreading an examination timetable, IT issues)
- Matters of the student's or parent's/carer's own choosing (e.g. family holidays), or
- Matters that the school could have avoided (e.g. incorrect enrolment in a subject).



### *Applying for Special Provision: Years 7–9 (Assignments/Missed Exams)*

1. Student/parent contacts HoD ASAP to discuss issue impacting learning, discuss eligibility and obtain 'Application for Special Provision' paperwork. Sensitive cases referred to (GO); SWD cases referred to Case Manager/HoSES.
2. The student/parent must complete the application and attach documentary evidence to substantiate the impacting event/condition, and return these to the relevant HoD. (For examples of documentary evidence, refer to the relevant application form at the end of this document.)
3. HoD reviews supporting documents to establish eligibility. After consultation with the teacher, the HoD may recommend a reasonable adjustment.
4. The HoD will document the decision on the 'Application for Special Provision' form and provide a copy to the student and teacher, and keep a copy as a record.
5. The student is then obligated to adhere to the HoD recommendation. For exams, unless stated otherwise, it is an expectation that the student will complete their exam on their first day back at school.

### *Applying for Special Provision / AARA: Years 10-12 (Assignments)*

1. Student/parent contacts Student Services ASAP to discuss issue impacting learning, discuss eligibility and obtain application. Sensitive cases referred to (GO); SWD cases referred to Case Manager/HoSES.
2. The student/parent must complete the application and attach documentary evidence to substantiate the impacting event/condition, and return these to Student Services. (For examples of documentary evidence, refer to the relevant application form at the end of this document.)
3. GO reviews supporting documents to establish eligibility. (In Year 12, the GO will sometimes need to apply to QCAA for approval.)
4. GO relays confirmation of eligibility/ineligibility for SP / AARA (in line with QCAA guidelines) to student, parent, teacher and HoD.
5. The student is then obligated to speak with each teacher regarding conditions of SP / AARA and adhere to the negotiated arrangement.

### *Applying for Special Provision / AARA: Years 10-12 (Exams)*

1. The parent must contact Student Services or the relevant Dean of Students ASAP to discuss the student's circumstances and obtain application paperwork. Only in emergencies and unforeseen circumstances should this be the morning of the actual exam. Sensitive cases referred to Guidance Officer (GO).
2. The student/parent must complete the application and provide documentary evidence to substantiate the impacting event/condition, and return these to Student Services. (For examples of documentary evidence, refer to the relevant application form at the end of this document.)
3. GO reviews supporting documents to establish eligibility. (In Year 12, the GO will sometimes need to apply to QCAA for approval.)
4. GO relays confirmation of eligibility/ineligibility for SP / AARA (in line with QCAA guidelines) to student, parent, teacher and HoD.
5. In most cases, the student will be required to complete the exam on their first day back at school.



### *Students with a disability/verification (SWD/SWV): Adjustment, Modifications and Considerations*

- The student and/or parent consult with the Case Manager, who will contact the relevant HoD/s. Approval is at the discretion of the HoSES (Years 7-9; 12) or the GO (Year 10-11). All adjustments must still allow student to demonstrate assessment objectives. Modifications may vary.
- Adjustments and consideration (scribe, time, sectioned exams, small group presentations) are aligned as per the PLP or ICP.

*PLEASE NOTE: Student absences known in advance should be reported to the Dean of Students who will request that parents complete an Exemption Application, if applicable. Students will then liaise with the GO regarding possible Special Provision / AARA.*

### **Misconduct during Exams**

- Any form of misconduct in exams (including cheating) or other forms of assessment will be treated as a major incident. Any incidents of deliberate misconduct will be dealt with by the relevant Head of Department. This may result in the assessment task 'not being rated' or only considering sections that are the original work of the student.
- Plagiarism is the practice of taking someone else's work or ideas and passing them off as one's own. Plagiarised work will be disregarded in assignments and the teacher will award a standard based on the student's original work only.

### **Appeals**

- Refer to the school [Complaints Policy](#).



### **N Rating** (awarded on report card)

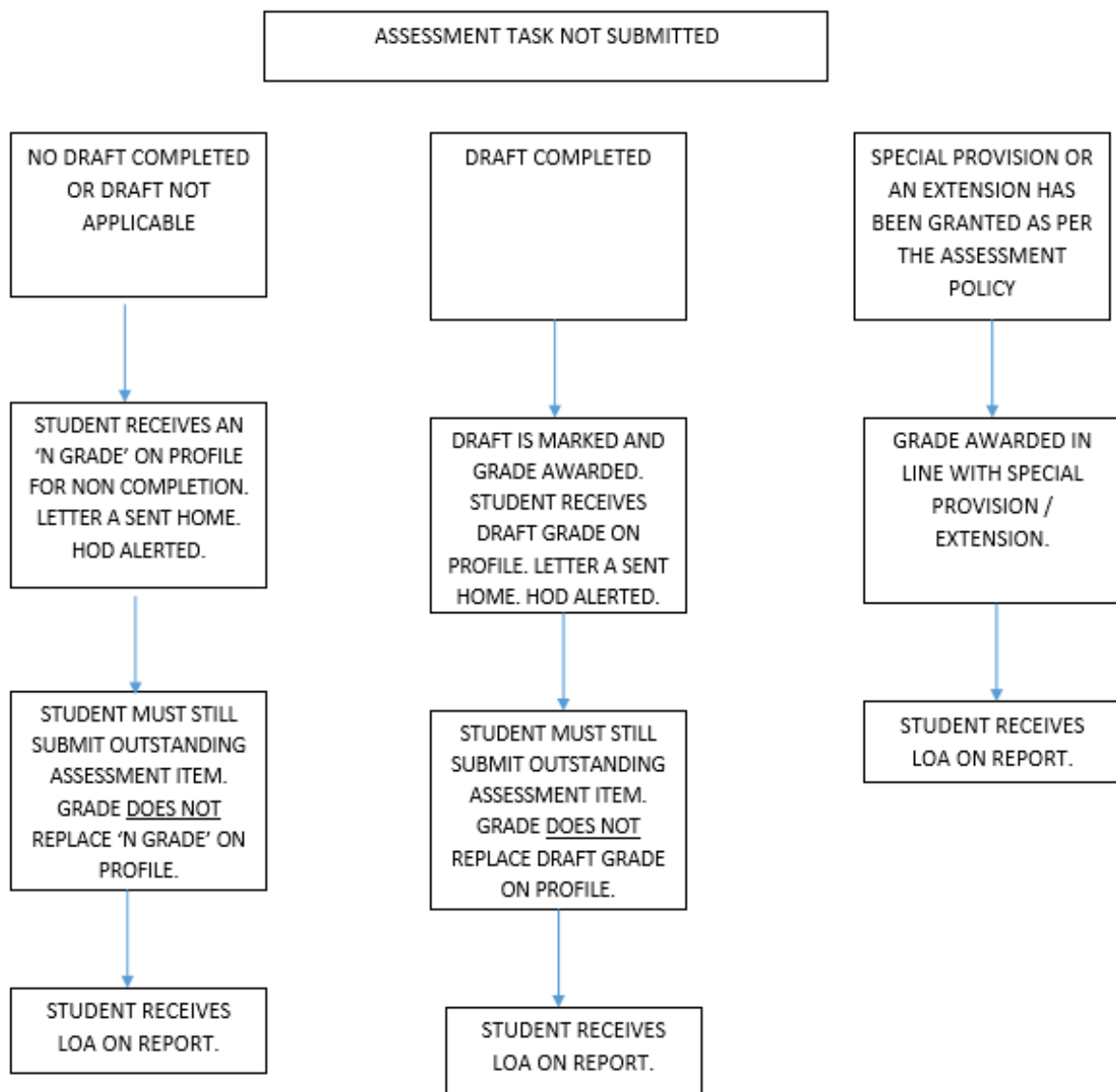
“N’ is used on a student’s report F (Prep) -12 when there is insufficient evidence to make a judgment about student achievement in the reporting period.” ([P-12 curriculum, assessment and reporting framework](#)). Where a student does not attend school regularly (<50%) and sufficient evidence is not available, an ‘N Rating’ is awarded on the student’s report card.

### **N Grade** (awarded on student profile)

An ‘A – E LOA’ is used on a student’s report card when there is sufficient evidence to make a judgment about student achievement in the reporting period. Where a student attends school regularly (>50%) an ‘A – E LOA’ is awarded at reporting junctures.

Sufficient evidence may include:

- Draft
- Formative assessment tools







*\*Collect application from HoD or on our website*



<b>Date:</b>	<b>Student Name:</b>	<b>Grade:</b>
<b>SUBJECT/S REQUIRING S.P.</b>		<b>TEACHER and HoD</b>
<b>SPECIAL PROVISION CATEGORY (student/parent to tick)</b>		
<input type="checkbox"/> Disability (before continuing, contact Case Manager for assistance) <input type="checkbox"/> Illness (medical report needed – see box below) <input type="checkbox"/> Misadventure/other (e.g. bereavement, natural disaster, car accident, etc.) <input type="checkbox"/> Representing country/state in sporting, academic, military or cultural activities		
<b>STUDENT STATEMENT (parent may assist)</b>		
Please explain the impact that your disability, illness or situation has had / will have on your assessment:		
<b>OFFICIAL DOCUMENTATION PROVIDED (student or parent to tick)</b>		
<input type="checkbox"/> Medical report from health practitioner <input type="checkbox"/> EAP <input type="checkbox"/> Confirmation of participation in national/state sporting or cultural event <input type="checkbox"/> Other (this could include police report, witness statement, agency report, official notice, etc.): _____ *Letters from parents are not considered official documentation		
<b>HoD Recommendation (For advice regarding sensitive cases, refer to GO)</b>		
<b>HoD Signature:</b>	<b>Teacher signature:</b>	
<b>Parent signature:</b>	<b>Student signature:</b>	



**\*Collect application from Student Services on our website**



**Special Provision / AARA Application Form (Years 10-12)**

<b>Date:</b>	<b>Student Name:</b>	<b>Grade:</b>
<b>SUBJECT/S</b>		<b>TEACHER and HoD</b>
<b>CATEGORY A: (Staff member to tick) →</b>		<input type="checkbox"/> Temporary <input type="checkbox"/> Intermittent <input type="checkbox"/> Permanent
<b>CATEGORY B (Staff member to tick) ↓</b>		<b>DOCUMENTATION REQUIRED</b> (Student/family to tick the evidence provided with application) ↓
<input type="checkbox"/> Cognitive		<input type="checkbox"/> *Medical report (see below) <input type="checkbox"/> EAP verification
<input type="checkbox"/> Physical		<input type="checkbox"/> *Medical report (see below) or <input type="checkbox"/> EAP verification
<input type="checkbox"/> Sensory		<input type="checkbox"/> Medical report (see below) or <input type="checkbox"/> EAP verification
<input type="checkbox"/> Social/Emotional		<input type="checkbox"/> *Medical report (see below) or <input type="checkbox"/> EAP verification
<input type="checkbox"/> Illness or Misadventure		<input type="checkbox"/> Medical report (see below), and/or <input type="checkbox"/> Misadventure could include police report, witness statement, agency report, official notice, etc. Please specify: _____
<input type="checkbox"/> Representing country/state in sporting, academic, military or cultural activities		<input type="checkbox"/> Principal Approved Attendance Exemption (more than five days absent) <input type="checkbox"/> Confirmation of participation (event details, location, dates, etc.)
<b>STUDENT STATEMENT (student to complete – family member or case manager may assist)</b>		
Please explain the impact that your disability, illness or situation has had / will have on your assessment:		
<b>MEDICAL REPORT (registered practitioner to complete medical report; practitioner must not be related to student)</b>		
Medical report/certificate attached to application <u>must provide the following</u> information		
<input type="checkbox"/> diagnosis of disability and/or medical condition <input type="checkbox"/> date of diagnosis <input type="checkbox"/> date of occurrence or onset of the disability and/or medical condition <input type="checkbox"/> symptoms, treatment or course of action related to the disability and/or medical condition <input type="checkbox"/> information about how the diagnosed disability, impairment and/or medical condition affects the student participating in assessment, particularly timed assessment when considering external assessment <input type="checkbox"/> professional recommendations regarding possible access arrangement or adjustment (see over page: *Examples of SP/AARA)		
<b>STUDENT SIGNATURE AND DATE</b>		<b>PARENT SIGNATURE AND DATE</b>
_____ date: _____		_____ date: _____
<b>OFFICE USE ONLY</b>		
<input type="checkbox"/> Application denied or <input type="checkbox"/> Approved		<input type="checkbox"/> Separate school statement attached
<input type="checkbox"/> Relevant documentation attached to application		<input type="checkbox"/> Parent, student, HOD emailed decision outcome
<input type="checkbox"/> *Additional documentation provided but not listed above:		
<b>APPROVED SP / AARA DETAILS (GO to email all stakeholders)</b>		
GO signature: _____		Date: _____





## Teacher Protocol for Conducting Examinations

[Starting the examination]

Please say the following:

*“Please ensure your mobile phone is turned off and in your bag.*

*Do not turn over the examination paper until I instruct you to do so.*

*Do you have everything you need for the examination?*

*Use blue or black ink for all written text. Pencil may be used only for graphs, diagrams or charts. Coloured pencils are not permitted*

*Read all instructions very carefully. Do not answer more questions than required.*

*Write as clearly as possible using both sides of each page. If you require more pages on which to write your answers, please ask.*

*Write your name at the top right-hand corner of every page you use (including graph paper if appropriate).*

*Write question numbers in the left-hand margin. Leave the right-hand margin blank.*

*After I finish this instruction, you will have five / ten minutes to read the questions carefully.*

*During this reading time you are not allowed to write (or use a calculator).*

*You are not permitted to leave the exam until completion time.*

*You may now open your examination paper. Your reading time starts now.*

(Allow five / ten minutes' reading time.)

*Your reading time is over. You have (state time allowed) for this examination paper.*

*You may start to write.*

*The time is (give the precise start time).”*

[During the examination]

Make these announcements at appropriate times. Where possible, display a countdown timer.

*“The time remaining is 10 minutes.”*

[Ending the examination]

*“The examination has ended. Please stop writing immediately and close your examination paper.*

*Place the examination paper separately on your desk/table ready for collection.*

*There is to be no talking until all papers are collected.”*



### Student Guidelines for Sitting Examinations

