



# Assessment Policy

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## Introduction

This policy outlines Darwin High School's policy and procedures for assessment. It is written for teachers, students and their parents and guardians. The policy applies to all courses offered at Darwin High School.

## Values

This policy is underpinned by the following Darwin High School values:

- *Integrity.* Assessment processes and procedures will be fair, valid and reliable for all students.
- *Responsibility.* There is a shared responsibility between the school, teachers, students and their parents and guardians in the assessment process.
- *Cooperation.* The school, teachers, students and their parents and guardians cooperate to ensure that assessment processes and procedures are fair to all.

## The Assessment Process at Darwin High School

All documentation regarding assessment of a course is kept centrally in the Teacher Pub folder on the Darwin High School server.

- a. A Teaching and Learning Program is developed for each SIEU, Year 10, Stage 1 and Stage 2 course offered. These are submitted via the Faculty Senior to the Principal's Delegate in accordance with the timeline published at the beginning of each semester.
- b. A Learning and Assessment Plan (LAP) is developed for each Australian Curriculum and SACE Stage 1 and 2 course that is consistent with relevant curriculum documents. These are submitted via the Faculty Senior to the Principal's Delegate in accordance with the timeline published at the beginning of each semester.
- c. An Assessment Schedule is developed from the Teaching and Learning Program and/or LAP and entered into the assessment database, Accelerus. Assessment schedules are available on the Darwin High School web site <http://www.darwinhigh.nt.edu.au/curriculum>
- d. Formative and summative assessment tasks consistent with the Teaching and Learning Program and LAP are developed.
- e. Task sheets are supplied to students for all summative assessment tasks. These contain the following: the school logo, subject name, year, assessment task title, date issued, date due, weighting, criteria for assessment, intermediate check dates for extended tasks, mode of submission, conditions of assessment and any other activities designed to prepare the student for the task.
- f. Summative assessment tasks are graded using the criteria specified in the relevant curriculum document and given on the task sheet.
- g. Quality assurance processes are undertaken between multiple classes of the same course and between classes that form part of the same assessment group at the school level. Time is provided each term for quality assurance processes to occur.
- h. Grades for summative assessment are recorded in Accelerus.
- i. Folios of student work are maintained for verification processes. These are kept until results are confirmed.
- j. Students at risk of not achieving a C grade or better in the following compulsory elements of the NTCET – the Personal Learning Plan, Stage 1 Literacy and Numeracy courses - will be provided with opportunities to supply additional evidence by the end of the semester in which they studied the subject to bring their grade to the C standard or better.

## **Assessment Deadlines**

### **Due Dates**

The due date is the date on which the assessment item must be submitted. Due dates help teachers and students manage workloads. They also ensure the integrity of assessment by providing equal opportunity to all students to complete the task.

### **Extensions**

Extensions to due dates can be approved for a valid reason. Extensions to due dates must be negotiated as soon as is practicable and must be supported by evidence. Evidence can be a completed extension negotiation form (see appendix), a medical certificate or equivalent from a health care professional or note from a parent or guardian.

### **Dates for Examinations**

It is an expectation that students attend Examinations. The date of an exam is the due date for this assessment task. Extensions cannot be granted. The school should be contacted on the day of the exam or earlier if a student cannot sit an exam. If the absence is for a valid reason, a predicted grade based on evidence from similar tasks completed during the course will be given.

For SACE Stage 2 external exams, the only reason accepted by the SACE Board for missing an exam is on medical grounds. The NTCET Coordinator must be contacted in this event.

### **Failure to submit**

If a student fails to submit a summative assessment task by the due date, or the renegotiated due date, a grade that is the equivalent of zero is recorded. The Darwin High School At Risk Procedures are followed advising parents and guardians.

### **Assessment Weightings**

Summative assessment tasks are weighted in accordance with recommendations in the relevant curriculum document.

Summative assessment tasks that have a weighting of more than 20% will have intermediate checks built into them to allow the teacher to determine progress towards completion of the final task.

Trial exams at Stage 2 are internal exams and may contribute to the school assessment to a maximum weighting of 5%.

## **Responsibilities**

### **Teacher Responsibilities**

Teachers have a responsibility to:

- a. follow the Darwin High School Assessment Processes.
- b. set reasonable and appropriate deadlines for submission of assessment.
- c. incorporate check points into summative assessment tasks done over a period of time and/or that have a weighting higher than 20%.
- d. follow the 'At Risk' process for students.
- e. provide feedback to students on both formative and summative work in a timely manner. Criteria for assessment provide a useful framework for provision of feedback. Feedback does not involve making direct changes to a students work.
- f. mark student work in a timely manner.
- g. be aware of the subject assessment requirements by consulting the relevant curriculum document.

- h. have classroom activities, procedures and practices that provide an adequate level of supervision of student developed work to ensure that the final piece submitted is a student's own.
- i. maintain due dates for assessment unless extensions have been negotiated.
- j. record grades for summative school assessment into Accelerus in a timely manner after grading.
- k. maintain appropriate document records. Eg LAPs
- l. provide opportunity for students who do not achieve a C grade or better in the Personal Learning Plan, Stage 1 Literacy and Numeracy courses to supply additional evidence to bring their grade to a C or better.

## Student Responsibilities

### Assessment Rules

Assessments may be directly supervised or indirectly supervised. Tests are examples of assessments that are directly supervised while research investigations are examples of assessments that are indirectly supervised.

For *all* assessments, students have a responsibility to:

- a. submit work that is their own
- b. not permit any other student to copy their work
- c. not permit any other student to otherwise use their work (unless an assessment requires this)
- d. not use work of any other student (unless an assessment requires this)
- e. not use work of any others in circumstances that can be defined as undue assistance (e.g.tutors, family, or friends)
- f. not collude with another student or others to undertake an assessment (e.g. an investigative report, survey or examination)
- g. not be guilty of any breach of good order or propriety.
- h. In addition, for indirectly supervised tasks, students have a responsibility to
- i. follow procedures outlined by their teacher for submitting assessment tasks by the due date or the renegotiated due date if an extension has been granted.
- j. conform to the requirements at each stage of development of work as required by the teacher, and present the work during the developmental stages according to these requirements
- k. clearly identify and reference the ideas or words used in their assessment that are from another person's work, including information from the Internet, books, pamphlets, etc.; quoted work should be kept to a minimum to avoid plagiarism.

For directly supervised tasks, students have a responsibility to not

- a. have in their possession *any* electronic device (including mobile phones and electronic dictionaries) apart from approved calculators (where permitted)
- b. directly or indirectly help any other student
- c. permit any other student to copy from or otherwise use their papers
- d. directly or indirectly accept help from any other student
- e. use any papers of any other student
- f. have in their possession any book or notes (apart from the materials permitted for that test, assignment, or examination), or any other means that would improperly help them in their work

## **Modifications to Assessment**

It is a student's responsibility to

- a. apply for special provisions and provide evidence to support the application.
- b. negotiate arrangements in advance for assessment and class work for planned absences such as sporting trips, cultural excursions or work placements.

## **Special Provisions**

Some students have circumstances which make it difficult for them to complete the assessment and learning requirements of their subjects. Such circumstances are illness, impairment or personal circumstances. Special Provisions are arrangements put in place to support students completing their assessments in these circumstances. Possible arrangements include the provision of an extension, a reduction in assessment tasks or a modification to the way the assessment is conducted. Any arrangements made must be fair to all students, including those who do not have special provisions.

The onus is on the student to apply for special provisions and all applications must be supported with evidence. The evidence required will depend on the nature of the circumstance but will often be evidence from a health care professional. Special provisions may not be applied for retrospectively.

Special Provisions are administered by the NTCET Coordinator.

## **Sporting and Cultural Excursions**

Darwin High School recognises the value of extended sporting and cultural trips. These are however not grounds for special provisions. Alternative arrangements for obtaining classwork and submission of assessment need to be negotiated well in advance of the absence.

## **Late commencement**

Students who commence a course late due to circumstances beyond their control, and after some assessment has already been completed, may have their assessment modified. Any modifications will ensure that the student still has opportunity to address all learning requirements. Modifications can include provision of an extension, a reduction in assessment tasks or a modification to the way the assessment is conducted. Any arrangements made must be fair to all students and modifications may not be possible in all subjects.

Formative and summative work from courses completed in other schools may be used as evidence in addressing the learning requirements in courses offered at Darwin High School. The onus is on the student to provide this evidence.

There is still an expectation that students will engage with the full content of the course despite a late commencement.

Students who have completed full semester courses interstate or overseas that are the equivalent of Stage 1 and 2 need to supply evidence of completion to the NTCET Coordinator so that credit towards the NTCET can be applied for. Credit is only granted for those subjects where the student has achieved the equivalent of a C grade or better.

## **Supervision and Verification**

Students must submit work that is their own. No part of a student's work may be copied from any other person's work or be based on an undue level of assistance from another person such as a teacher, parent, guardian, tutor or another student.

Teachers' practises for supervising student activity and providing feedback in various forms should be planned to minimise the opportunity for plagiarism. A range of appropriate practises follows:

- Closely monitoring what students are doing, talking to them, and giving advice. Primarily, this helps students to learn, but it also shows up discrepancies in performances.
- When long assignments are given, requiring parts of the assessment task to be done in the classroom, studio, or laboratory, and expecting oral and written progress reports to be made.
- Regularly developing new tests, assignments, and projects, and discarding ones from former years. If parallel classes are taught, varying the tests from one class to another.
- Maintaining deadlines for assignments and keeping submitted work secure.
- Using a wide variety of assessment items, for example; formal and informal, short tests, examinations, essays under supervision, fieldwork, practical or laboratory activities, research and other assignments, oral presentations. Such a program enables a thoughtful balance of assessment activities to be used, which can provide a base for detecting anomalies.
- Advising students of potential plagiarism or poor referencing during the drafting stages of their work.
- Encouraging students to use a variety of source materials (including primary data), minimise direct quoting of material and reference all ideas and sources appropriately.
- Setting tasks that encourage student reflection and analysis of information rather than fact or information gathering.
- Requiring students to sign a statement verifying that the work is their own.

Please refer to the *SACE Board Supervision and Verification of Students Work Policy* for more information.

## **Breaches of Rules**

A breach of rules occurs when a student does not conform to the Rules of Assessment. The Principal and/or the Principal's delegate will determine the penalty to be applied if a breach of rules occurs in SIEU, Year 10, Stage 1 or Stage 2 school assessment.

If there is a breach of rules in a Stage 2 external assessment, the breach must be referred to the SACE Board. A student may have their grades (and the associated numerical value) or marks or scores for the assessment cancelled or amended, and be liable to such further penalty, whether by exclusion from future external assessments or otherwise, as the SACE Board determines.

## **Appeals Process**

An appeals process is available when a student believes that a decision in relation to assessment and the assessment policy has not been carried out in accordance with the values and processes detailed in this policy or a curriculum document.

Student should raise the matter with the teacher or person concerned as soon as is practicable or within three working days of the issue arising. If the issue is not resolved, within three working days the student should then refer the matter to the Faculty Senior. The matter may then be referred to an Assistant Principal. The Principal retains the final right of arbitration and this decision will be binding on all parties.

## **Definitions**

### **Accelerus**

This is the electronic reporting tool used by Darwin High School.

### **Assessment group**

At Stage 2, school and external assessment results are organized by assessment group. Students belonging to the same assessment group are considered to belong to the same class for assessment purposes. It is essential that assessment judgments are applied in the same way to all members of the same assessment group. Different classes of the same subject both within Darwin High School, and outside of Darwin High School may be part of the same assessment group.

### **Assessment schedule**

These detail the following: the name of the course, school subject code, the year and the semester the course is being offered, teacher name and email address, description and weighting of each assessment task and a scheduled due week. Assessment schedules are available on the Darwin High School website (<http://www.darwinhigh.nt.edu.au/curriculum>) in approximately Week 4 or 5 of each Semester.

### **External Assessment**

Summative assessment that is graded by the SACE Board. External assessments are only in SACE Board Stage 2 subjects and are weighted at 30%.

### **Formative assessment**

This is the on-going assessment of student learning. It is diagnostic and gives feedback to students on their strengths and weaknesses. Formative assessment informs both teachers and students about student understanding and skills. Formative assessment is an essential tool for allowing teachers to form and/or adjust the teaching/ learning process within their courses.

### **Learning and Assessment Plan (LAP)**

A LAP documents the intended program of learning and assessment for a SACE Board or Australian Curriculum course. It is developed by the course teacher/s using the appropriate curriculum document to be suitable for their student cohort and the learning context. LAPs are submitted to the Principal's delegate within a timeline provided each semester and are approved by the SACE Board or DECS.

### **Northern Territory Certificate of Education (NTCET)**

The NTCET is based on the South Australian Certificate of Education and is administered by the SACE Board of South Australia.

### **Plagiarism**

The submission of another's work as the students own. Plagiarism is a Breach of Rules.

### **Quality Assurance processes**

These ensure that judgments against assessment criteria are made consistently and at the appropriate standard within a class, between classes of the same subject and classes that belong to the same assessment group. Quality assurance processes occur at the school level and the system level.

### **Redrafting**

The practice of rewording, restructuring or redesigning a piece of work for the purposes of improving it. Redrafting is undertaken before assessment. The number of times a piece of work may be redrafted and submitted for feedback may be determined by the subject outline at Stage 1 and 2. When not determined by the subject outline, the teacher determines the number of drafts that may be submitted. When determining the number of drafts that may be submitted teachers should take into account student and teacher workloads and when provision of feedback may compromise the authenticity of the students work. A maximum of two drafts should be sufficient to provide students with adequate feedback.

## **Redeemability**

Refers to the resubmission of an item of summative assessment for the same subject after it has already been graded. This is not permitted. Therefore teachers cannot provide grades for drafts as this would be deemed as carrying out summative assessment. They can however provide feedback with suggestions for improvement.

## **Reuse of Assessed Work**

This refers to submitting for assessment work in one subject that has already been assessed in another subject. This is a Breach of Rules.

## **SACE Board of South Australia**

The statutory authority that oversees all legislative requirements of the South Australian Certificate of Education (SACE). The NTCET is overseen by the SACE Board.

## **School Assessment**

Summative assessment that is graded by the class teacher.

## **Summative Assessment**

Summative assessment measures the extent to which students have achieved learning outcomes at a particular point in time. Grades for summative assessment are recorded in Accelerus and contribute to a student's overall course grade.

## **SIEU**

Secondary Intensive English Unit located at Darwin High School.

## **Teaching Program**

Teaching programs document the way that a curriculum will be implemented at the school level. The program documents the teaching and learning experiences that will be used to support students in developing the skills, knowledge and understandings required. Programs will include the following: a rationale, the learning requirements being addressed as described in the relevant curriculum document; a description of the pedagogy to be used in developing skills and knowledge and the resources to be used; the timing of formative and summative assessment in the teaching and learning cycle; signature of faculty senior; signature of Principal or Principal's Delegate; Date of program Approval. Teaching Programs are to be submitted via the Faculty Senior to the Principal's Delegate in accordance with the timeline published at the beginning of each Semester.

## Supporting Documents

Darwin High School (2013) *At Risk Procedures* <http://10.254.14.61/dhsintra/index.html>

SACE Board of SA (2012) *SACE Assessment Responsibilities: SACE Board and Schools Code of Practice*  
[http://www.sace.sa.edu.au/c/document\\_library/get\\_file?uuid=ff5de06e-4f1e-402b-8968-aa2bf5827b5d&groupId=10336](http://www.sace.sa.edu.au/c/document_library/get_file?uuid=ff5de06e-4f1e-402b-8968-aa2bf5827b5d&groupId=10336)

SACE Board of SA (2012) *Guidelines for the Recognition of Courses*  
<http://www.sace.sa.edu.au/documents/652891/3c7f0b00-bef1-4ef5-abc7-80c3bb6c6e70>

SACE Board of SA (2013) *SACE Policy Assessment and Reporting for SACE Subjects*  
<http://www.sace.sa.edu.au/documents/10336/f946372a-18c2-4f5a-aa42-2eadfde86bea>

SACE Board of SA (2013) *SACE Assessment and Quality Assurance of Board-Accredited Subjects Policy*  
<http://www.sace.sa.edu.au/documents/652891/0b963a6f-267d-4f1d-a50e-574d0ab4a534>

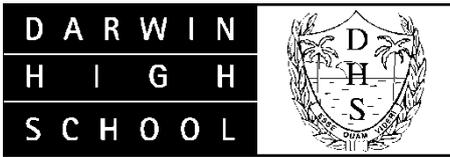
SACE Board of SA (2012) *SACE Redrafting, Reuse of Assessed Work and Assessment Deadlines and Submission Dates Policy and Procedures* <http://www.sace.sa.edu.au/documents/10336/a0cb5b45-4079-4fae-9fab-8d84073f39d1>

SACE Board of SA (2012) *SACE Special Provisions in Curriculum and Assessment*  
<http://www.sace.sa.edu.au/documents/10336/a61b8a1a-5d44-45e2-b209-fee93a217e09>

SACE Board of SA (2012) *SACE Supervision and Verification of Students' Work*  
<http://www.sace.sa.edu.au/documents/10336/79d834a3-dba0-4d19-a493-7ddb6b5eecd>

# Appendices

## Extension Negotiation Form



### Extension Negotiation Form

Student Name: \_\_\_\_\_

Class: \_\_\_\_\_

Teacher: \_\_\_\_\_

Item of Work: \_\_\_\_\_

Issue Date: \_\_\_\_\_ Due Date: \_\_\_\_\_

Work completed thus far sighted or draft submitted.

Comments: \_\_\_\_\_

\_\_\_\_\_

Term planner/diary with conflicting events or assignments noted or assignment sheets with conflicting due dates sighted.

Comments: \_\_\_\_\_

\_\_\_\_\_

Reason for extension: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Negotiated Extension Date: \_\_\_\_\_

**If work is not submitted by 3:30 pm on this date a mark of zero will be awarded.**

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Teacher Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Parent/Guardian Signature: \_\_\_\_\_ Date: \_\_\_\_\_

***All extensions to due dates must be negotiated as soon as is practicable and should not be negotiated during class time. Appropriate times include before or after school, during recess, lunch, or study lines.***

## At Risk Procedures



### **"At Risk" Procedures**

**Teachers are to identify students who are considered to be "at risk" and follow the procedure below:**

- Email or send a list to the Front Office highlighting the students "at risk" and identifying the reason
  1. Failure to submit a summative Task
  2. Poor performance in a summative Task

#### **Front Office**

- Admin staff are to generate a letter for the parents outlining the teacher's concern
- Admin staff to enter details on SAMS and on Excel Spreadsheet

#### **Year Coordinator/Assistant Principal**

- The letters are to be signed by the Year Coordinator and Assistant Principal and returned to the front office to be sent home