

Assessment Information

Collinsville State High School's assessment policy details the policies and procedures that promote active student participation and engagement in learning and assessment across Years 7 – 12. Collinsville State High School's expectations for teaching, learning and assessment are grounded in the principles of academic integrity and excellence. Schools, teachers, parents/carers and others who support students in their learning have responsibility for promoting and maintaining academic integrity. Collinsville SHS utilises the following procedures to develop student skills and model appropriate academic practices.

Authentication

Accurate judgments of student achievement can only be made on student assessment responses that are authenticated as their own work.

In cases where a student response is not authenticated as a student's own work, procedures for managing alleged academic misconduct will be followed.

Submission

All assessment evidence, including draft responses, will be submitted by the due date. Assessment instruments may be submitted via the following modes:

- paper-based copy and/or physical product given directly to the teacher.
- paper-based copy and/or physical product to the school office, where a receipt will be issued.
- electronically via email to the subject teacher or Head of Department by 11:59pm on the day the assessment is due.

Checkpoints, Drafting and Feedback

Collinsville SHS teachers use monitoring processes to check student progress towards successful completion of assessment tasks. Checkpoints will:

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

Students will work on assessment during designated times and are responsible for meeting the requirements at scheduled checkpoints for monitoring. Teachers will use these checkpoints to identify and support students to complete their assessment. Teachers will contact Heads of Departments and parents/carers if checkpoints are not met and where they identify risks to successful completion of assessment.

A draft may take a variety of forms (written piece, rehearsal of a performance, product in development) and is a key checkpoint used as a part of the teaching and learning process. It is an opportunity for a teacher to provide feedback and gather evidence of achievement. Drafts might be used as evidence of student achievement in the case of illness or misadventure, or non-submission for other reasons.

Feedback is a consultative process; not a marking process and may be written, verbal, provided through questioning or provided to an individual or to the whole class.

In Years 7 – 9: Teachers provide timely written feedback on *up to two drafts*.

In Years 10 – 12: Teachers provide timely written feedback on *a maximum of one draft*.

The subject teacher will contact parents about the non-submission of drafts, and the processes to be followed.

Managing non-submission of assessment by the due date

In circumstances where students are enrolled in a subject, but do not submit a final response to an assessment (other than unseen examinations) and where evidence of student work:

- is available, teachers make judgments based on this
- was not provided on or before the due date and no other evidence is available, 'Not-Rated' (NR) will be awarded.

In circumstances where a student response is judged as NR, the student may not meet the requirements for that subject.

NOTE: In Years 7 – 10, if a student is absent for an exam, the student will complete the exam the day they return to school at the office before they return to class.

Applications for extensions to due dates for unforeseen illness and misadventure

- Students and parents/carers must contact the Head of Department as soon as possible and submit the relevant supporting documentation. The Principal gives final approval for extensions.