ASSESSMENT POLICY

1.0 Introduction

1.1   The main purpose of assessment is to provide information for teachers, students and parents on a student's point in time achievement. This information is used by teachers as a diagnostic tool to help to support and challenge students in their learning.

1.2   The School has a significant obligation to ensure that its assessment is valid, reliable and fair. The first two are controlled by the School, but the third – fairness – depends on both students and teachers working together.

2.0 Submissions and Scheduling

2.1   **Students will be clearly advised of a date and time for testing and assignments**.

Equitable amounts of time will be given to students for test revision or in the preparation of assignments. For students in Years 11 and 12, this must be in accordance with syllabuses requirements.

2.2   **Students will be provided with a task and criteria sheet/Instrument Specific Marking Guides (ISMG) for all assignments**.

This clearly outlines the requirements.

2.3   **Submitting assignments and other assessable work by the due date is a condition of assessment**.

It is a school requirement that students have consistent and equitable conditions on all assessment tasks. A due date is vital as it ensures that all students have equitable time to work on a piece of assessment. Students are expected to have their work ready for final submission at the time of their scheduled lesson on the notified due date. In the event of an assignment being due where there is no scheduled lesson; teachers will clearly note the time, place and required mode of submission.

2.4   **Students are expected to be in attendance for the whole day when assessment is due**.

This is unless advised otherwise by the school (an example of this would be during block testing in the senior school). Voluntary absence may be seen to provide an unfair advantage for a student in the preparation for examinations and for assignments. If a student is absent on the day of a test or on the day that an

assignment is due the student must supply either a medical certificate (mandatory for Years 11 and 12, highly encouraged for Years 7 – 10) or written documentation from parent(s) or guardian(s) verifying the reason for absence and indicating a knowledge of the test or assignment (mandatory for Years 7 – 10 in the absence of a medical certificate). After such absences it is the student's responsibility to negotiate with the teacher and/or Subject Coordinator immediately after returning to school, so that the student can meet the assessment requirements.

2.5   When submitting an assignment, a student is required to submit it in its completed form to the relevant teacher who will maintain a record of receipt of the assignment.

The submission can be made digitally or manually. Students must not give the assignment to another teacher unless that teacher has the assignment register for the class.

2.6   Electronic submission can only take place where the teacher has organised to allow this.

Teachers will clearly communicate to students whether this option is available to them. In some instances, teachers may allow the emailing of assignments.

It is a student's responsibility to ensure that technology-based assessment submissions are submitted in the correct file format and Hillbrook area of storage. Students are to keep a backup of their work as required in the assessment submission guidelines provided in the assessment item.

2.7   When scheduling assessment, every effort is made to ensure that students do not have more than two examinations on one day.

2.8   When scheduling due dates for assessment, there is no restriction on the number of assignments due on a particular day.

If students find that their particular combination of subjects results in an unusually heavy assessment load, they should consult with one of the Deputy Principals well before the due dates.

2.9   Sometimes students may have a genuine need for an extension, due to illness or serious personal or family problems.

In this case, the student needs to see the relevant Subject Coordinator as early as possible before the due date to discuss the possibility of an extension. Written documentation and supporting evidence will be required. Please use Hillbrook's Extension Guidelines to facilitate the extension process.

2.10   If students do not submit assessment work, they will be in danger of not fulfilling course requirements.

2.11 **Class teachers will record the nature of the incomplete submission**.

They would typically advise the teacher and/or Subject Coordinator, the Home Teacher and the student's parents.

2.12 **Where Year 11 or 12 students have not completed their assignment by the due date, they must still submit work that can be marked by their teacher**.

This could take the form of any draft work or notes they have made on the topic, or a partially completed practical project. In some cases the teacher will have seen/collected draft work or have collected materials at checkpoints. This may be marked as the student's response. Alternatively, the student may be directed to use the lesson on that day to write or prepare a response to the set topic. This response will be assessed in place of the assignment. The latter requirement is at the discretion of the teacher and/or the relevant Subject Coordinator.

2.13 **These conditions may not be applied in the Junior School, where greater opportunities for flexibility may exist for an extended due date while students learn organisational and time management skills.**

2.14 **Where an assignment has been completed, but not brought to school**.

2.14.1 If a parent/sibling is at home, they can drop it into school before the due date/time; or

2.14.2 Students can arrange for an email of a complete copy of the assignment to their teacher, or submit electronically before the due date/time. This must be negotiated with their own teacher. If a hard copy is also required, it must be submitted on the next school day.

2.14.3 In the event that a student cannot achieve one of the above, students may be required to write a response during the lesson. Alternatively, teachers may be able to use work completed for checkpoints or drafts as a demonstration of the student's work when marking.

2.15 **For group or oral presentations, the same conditions [as above] apply. The following are additional considerations:**

2.15.1 It is not always possible to complete all oral or group presentations in one day. However, student scripts or notes can verify they have finished the preparation part of the task. Therefore, all documentation is due on the first day of oral or group presentations. Students are expected to be prepared to present at any advised time from the due date onwards.

2.15.2 The order of presentation will typically be determined through random draw or as the result of volunteers.

2.16   **In some circumstances there may be variations to this policy within subjects based on specific syllabus or subject requirements**.

In these situations the requirements will be clearly stated to students. Circumstances may be different in areas with significant practical components, or where group work is more common.

2.17   **At times, the provision of extra assistance or slight variations to conditions may be recommended by the Enrichment Centre teachers**.

These recommendations are always considered in light of the principle of fairness.

3.0   Authentic Student Work

3.1   **The Importance of Authentic Work**

3.1.1   Authentic work is that which has been produced by the student, without undue assistance from others. In the interests of validity, reliability and fairness, it is essential that all assessment is the result of the student's own efforts.

3.1.2   Cheating or plagiarism in an assessment item is a most serious matter, and if discovered, the infringing student will be severely penalised. Refer to **Process for Handling Plagiarism**.

3.1.3   To support ethical behaviour and authentic student work, students in Years 11 and 12 may submit all written assignments through the software system, 'Turnitin'. Submitting as a draft assists students to check for improper references and authenticity of their work. Final submission through 'Turnitin' supports the authenticity of their work.

3.2   **The Role of Checkpoints or Drafts**

3.2.1   They are a means of ensuring the authenticity of the assignment. Assignments must be original pieces of work developed and written by the student who is submitting the assignment. Therefore there should be a high degree of consistency between the final product and work submitted along the way.

3.2.2   A draft will allow teachers to provide support in the process of completing an assignment.

3.2.3   Checkpoints assist students to be organised in their approach to assignment work.

3.2.4 For these reasons, checkpoints and a draft are an integral part of some assignment work and as such must be completed by the dates specified in an assignment.

3.3 Guidelines for Drafting Assignments

3.3.1 A draft is a preliminary version of a student's response to an assessment instrument.

3.3.2 Teachers and other participants in the teaching and learning process play a significant role providing feedback on draft student responses.

3.3.3 Drafting should relate to the syllabuses requirements for each subject and decisions made by Subject Coordinators in accordance with these requirements.

3.4 Years 11 – 12 Drafts

3.4.1 Teachers may provide feedback on the draft response in a variety of ways: in writing or orally; to an individual or to the whole class; and/or through questioning.

3.4.2 Providing feedback on a draft is a consultative process.

3.4.3 Feedback should encourage a student to reflect on strategies they might use to refine their responses. Feedback on a draft must not compromise the authenticity of student work. Teachers should avoid introducing new ideas, language or research to improve the quality of a student response.

3.4.4 Teachers may indicate some textual errors, however, should not correct or edit all the textual errors in a draft.

3.4.5 Feedback should occur on a draft that is submitted by the draft due date, or at a different date due to extenuating circumstances.

3.5 Years 7 – 10 Drafts

3.5.1 Courses of study are developmental processes, not collections of discrete or unrelated topics. In keeping with this, student work should take on greater independence as students progress through school.

3.5.2 Students should begin to approach their drafting in this manner from Year 7 and continue to develop this throughout their schooling, understanding that drafting is an ongoing consultative process with their teachers.

3.6 Referencing

3.6.1 In-text referencing (or citations) present the most important bibliographic details in a short form. They are written, in brackets, at the end of the relevant sentence or section of writing. A reader is then able to go to the bibliography if they would like to check the source more thoroughly.

3.6.2 Referencing is important because it shows your ability to undertake research in a professional way. It demonstrates that you have the skill to integrate the result of your research into your assignment. References provide your readers with the opportunity to follow up on the sources upon which your assignment was based. Evidence of careful referencing gives your readers confidence in your work and enable you to ethically acknowledge your debt to the work of others, and protects you from the charge of plagiarism. You should only include items in your bibliography if you have referenced them.

3.7 Managing Response Length

3.7.1 The strategies to manage response length of student submissions (particularly in Years 11 and 12) include:
- Marking only the evidence in the student response that meets the assessment conditions for response length, excluding evidence outside the required length
- Allowing a student to redact a response to meet the required length before a judgment is made on the evidence in the student response.

3.8 Plagiarism

3.8.1 Plagiarism is copying another person's work or ideas without acknowledgement. Plagiarism includes cutting and pasting from the Internet and/or using Generative AI to produce and submit as a response. Plagiarism is a highly unethical practice. If plagiarism occurs, the consequences will have a serious impact on the student's results.

3.8.2 Students can avoid plagiarism by [a] following the research process carefully, [b] always summarising their own notes from sources (unless intending to write a direct, word for word quote), [c] recording the reference details carefully so that you can reference in your drafts and final copy, [d] referencing all quotes, facts and main ideas.

3.8.3 Detailed advice on how to reference, including books, websites, articles, interviews, etc is available in the Reference Guidelines in the student study notebook.

3.8.4 In Years 11 and 12, students submit written assignments through the software system, 'Turnitin', to support the authenticity of their work.

4.0 Process for handling plagiarism

To be authentic, a piece of work must be a student's own. It is not work that is copied, nor is it work that has been completed wholly or in part by another person. It is the student's original piece of work. So, upon submission, the student should know, and be able to explain all aspects of their work.

If a student submits work which is not authentic there are important issues of equity and ethical behaviour that must be addressed.

If it appears that a student has submitted work that is not authentic, the following process will be followed.

FIRST OCCASION

1. The Class Teacher and Subject Coordinator will discuss the situation with the student, and determine whether the piece of work is the student's own.

2. If it is established that the student's work is not authentic, the Year Coordinator member will be informed and will check TASS student notes to confirm that this is a first occasion infringement. The Class Teacher and the Subject Coordinator will discuss the key issues of trust and ethical practice with the student. The student will be given the opportunity to respond.

3. The Class Teacher and Subject Coordinator will work with the student to ensure that the student has a clear understanding of what is authentic work and how this is achieved. If plagiarism is an issue they will also explain why referencing is important and essential.

4. The class teacher will inform the student's parents of the matter, and the process we are following with the student.

5. The Subject Coordinator and Class Teacher will assign a penalty for the assessment task. They will use their professional judgement to determine the degree and extent of the penalty, e.g. the penalty may apply to part of the assessment or to the entire task, depending on the circumstances.

6. The student will be asked to demonstrate, in writing, his/her understanding of authentic work and the key issues of trust and ethical practice. The student will also be asked to make a commitment to ethical practice in his/her school work.

7. The Subject Coordinator or class teacher will record the details in TASS student notes.

8.   The Subject Coordinator will inform the student and parents of the consequences of a second infringement.

SECOND OCCASION

1.   The Class Teacher and Subject Coordinator will discuss the situation with the student and determine whether the piece of work is the student's own.

2.   If it is established that the student's work is not authentic, the Year Coordinator will check TASS student notes to confirm that this is a second occasion infringement. The Year Coordinator and the Subject Coordinator will discuss the key issues of trust and ethical practice with the student. The student will be given the opportunity to respond.

3.   The Year Coordinator and Subject Coordinator will work with the student to ensure that the student has a clear understanding of authentic work and how this is achieved. If plagiarism is an issue they will also explain why referencing is important and essential.

4.   The Year Coordinator will inform the student's parents of the matter, and the process we are following with the student.

5.   The Subject Coordinator and Class Teacher will assign a penalty for the assessment task. The fact that this is a second infringement (regardless of the subject area) will be an important consideration when determining the penalty.

6.   The student will be withdrawn from school for one day and will be asked to demonstrate, in writing, his/her understanding of authentic work and the key issues of trust and ethical practice. Following the withdrawal period the student will meet with the Subject Coordinator and the Year Coordinator to discuss the key issues. The student will also be asked to make a commitment to ethical practice in his/her school work.

7.   The Year Coordinator will record the details in TASS student notes.

8.   The Year Coordinator will inform the student and parents of the consequences of a third infringement.

THIRD OCCASION

1.   The Class Teacher and Subject Coordinator will discuss the situation with the student and determine whether the piece of work is the student's own.

2. If it is established that the student's work is not authentic, the Year Coordinator member will be informed and will check TASS student notes to confirm that this is a third occasion infringement. The Year Coordinator and a member of the SLT will discuss the key issues of trust and ethical practice with the student. The student will be given the opportunity to respond.

3. The Year Coordinator and SLT will work with the student to ensure that the student has a clear understanding of authentic work and how this is achieved. If plagiarism is an issue they will also explain why referencing is important and essential.

4. The Year Coordinator will inform the student's parents of the matter, and the process we are following.

5. The Subject Coordinator and the Class Teacher will assign a penalty for the assessment task. They will use their professional judgement to determine the degree and extent of the penalty. The fact that this is a third infringement will be an important factor in determining the penalty.

6. The student will be withdrawn from school for up to a week to consider the issues of trust and ethical practice as they relate to his/her future at Hillbrook. Following the withdrawal period the student may negotiate his/her way back to school with the Year Coordinator and a member of the School Leadership Team.

7. The Year Coordinator will record the details in TASS student notes.

8. The student and his/her parents will be informed by a member of the School Leadership Team that a further infringement would leave little room for the student to receive a formal result in that subject and remain enrolled in the school.