



## JUNIOR SECONDARY ASSESSMENT POLICY

### 1. Purpose

To establish the processes for the assessment of Junior Secondary curriculum at Clifton State High School.

### 2. Scope

This policy applies to all Junior Secondary students enrolled at Clifton State High School. It sets out the:

- guidelines for the provision of formative and summative assessment in Junior Secondary school, including assignment and examination requirements;
- processes to be followed by students and teachers when applying for an extension of time to complete an assessment task;
- processes to be followed by students and teachers in the event of a late submission or non-submission of Summative assessment tasks;
- guidelines for consideration of special provisions; and
- roles and responsibilities of the Head of Department for Junior Secondary and Classroom teachers.

All Junior Secondary students enrolled at Clifton State High School are subject to this policy.

### 3. Overview of Assessment

Assessment is an integral part of the teaching and learning process. Assessment at Clifton State High School has been designed to align with curriculum and pedagogy as set out by the Australian Curriculum and Reporting Authority (ACARA, 2019). The assessment items are underpinned by equity principles and are designed to be responsive to the diverse needs of students undertaking Junior Secondary schooling at Clifton State High School.

#### 3.1 Formative Assessment

Formative assessment in Junior Secondary schooling is assessment *for* learning AND assessment *as* learning. Formative Assessment:

- is ongoing, resulting in a range and balance of evidence compiled over time to reflect the depth and breadth of students' learning;
- provides information to teachers, students and parents about the progress and achievements of individual students;





- enables the determination of the nature and scope of students' learning so that appropriate feedback or intervention can be provided and students can achieve to the best of their abilities;
- allows students to demonstrate and check their knowledge and understanding of content and skills specific to the subject against the learning goals, success criteria and achievement standards of the subject area;
- assessment as learning allows for peer assessment to be incorporated to benefit the students receiving feedback as well as the peer assessor who is able to compare the quality of their own work against the sample.

### 3.1 Summative Assessment

Summative assessment in Junior Secondary schooling is assessment *of* learning. Summative assessment at Clifton State High School:

- measures students' ability to demonstrate the curriculum achievement standards as set out by the Australian Curriculum and Reporting Authority (ACARA);
- is evidence-based with the use of established standards/continua to make defensible and comparable judgments about students' learning;
- is transparent so as to enhance professional and public confidence in the processes used, the information obtained and the decisions made;
- is created, distributed, marked and moderated in accordance with the Australian Curriculum guidelines and is as such reliable, consistent, dependable and repeatable;
- is accessible by affording each student opportunities to demonstrate what they know and can do; and
- examples/mirrors assessment instruments students will experience in Senior schooling where possible.

### **4.0 Assessment Submission**

Students will be notified of submission requirements at the distribution of assessment, as stated in the conditions on the task sheet. Teachers may require the collection of drafts as part of the authentication of student authorship.

#### 4.1 Drafts and Check dates

It is the classroom teacher's responsibility to ensure that students submit drafts and/or check dates as per the specifications on the summative assessment task sheet. It is suggested that the student submit no more than two drafts for feedback. The classroom teacher will provide feedback to the student (this may take a variety of forms including





written and/or verbal) in a timely manner so changes can be made prior to the due date. It is the student's responsibility to ensure they submit the draft by the required date.

In the event a student does not submit a full and complete draft on or before the draft due date:

- the teacher records non-submission;
- where possible, the teacher keeps the student in at a break to complete the draft;
- teacher contacts home to notify of non-submission of draft; and
- contacts are recorded on OneSchool.

## 4.2 Extensions & Missed assessment

### *4.2.1 Late submission of Assignments*

In the event a student fails to submit a summative assessment task by the due date without reasonable excuse, the student may be subject to a penalty. At teacher and HOD discretion, students may be granted an extension of time for the submission of assessments.

### *4.2.2 Whole class/cohort extension or exam date change:*

- subject teacher discusses with HOD Junior Secondary the need for extension; and
- if approval is provided, classroom teacher advises the students and parents of new assignment due date or exam date by either letter, email or school behaviour.

### *4.2.3 Individual student request for extension:*

- student provides note from parent to HOD Junior Secondary at least 48 hours prior to assessment/exam date;
- HOD JS discusses the extension request with the classroom teacher;
- HOD JS advises the student, parent and classroom teacher if approved or not; and
- HOD JS records contact/s in OneSchool as appropriate.



#### 4.2.4 Procedure for missed exam (unplanned absence):

- parent advises school and provides medical certificate or explanation for absence. If no parent contact, classroom teacher is to notify home of missed exam;
- classroom teacher records non-attendance at exam and advises HOD JS; and
- student completes exam on first lesson back.

#### **Special Provisions**

As part of Clifton State High School's promotion of equitable outcomes for all students, a range of circumstances may be considered for students identified as requiring special provisions. The most common circumstances given special consideration in Junior Secondary school relate to:

- verified, imputed or diagnosed disabilities;
- medical/health concerns or absences;
- flexible learning arrangements;
- extended absences; and

#### **Roles & Responsibilities**

##### *Head of Department Junior Secondary:*

- monitor and maintain assessment tracking for all subjects and all summative tasks;
- distribute student Assessment Planners in Week 3 of each Semester;
- monitor Unit Plan scheduling in OneSchool to inform student Assessment Planners;
- liaise with classroom teachers to complete moderation; and
- monitor and provide approval for extensions - class/cohort/individual.

##### *Classroom teachers:*

- plan for, write, mark and report as per Australian Curriculum achievement standards for the relevant subject area;
- provide class time to complete formative and summative assessment;
- use the Junior Secondary assessment template to write summative assessment, including identifying the AC Content Descriptors to be assessed and the QCAA Standard Elaborations for criteria;





- submit summative assessment tasks to the HOD Junior Secondary at least one week prior to the hand out date to students for approval and photocopying;
- direct any requests for extension (class/cohort/individual) to the HOD Junior Secondary for approval;
- monitor completion of summative assessment as per conditions stated on the task sheet;
- monitor and complete CSHS Adjustment cover sheet as required for individual students, this may be done in consultation with the Case Manager, HOD Junior Secondary and/or HOSES; and
- plan for and provide feedback on drafts and/or check dates for summative assessment.

## 5.0 Endorsement

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A/Principal

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