



Baradine Central School Stage 4 Assessment Policy

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INTRODUCTION

Introduction

Students should be aware that assessment is a very important part of their studies. Assessment grades (A to E) for Stage 4 subjects are based entirely on the assessment tasks and this grade is recorded on the semester reports. Students are advised that all assessment tasks are to be completed to the best of the student's ability.

This publication contains the Baradine Central School's assessment policy and Year 8 students should use this guide and the published assessment schedules regularly, in order to help their preparation and organisation during the year.

C. Clarke
Principal
Baradine Central School

Academic Expectations

Class work

Students are expected to:

- be on time for every class;
- have the correct books and equipment;
- respect the teacher;
- focus on their class work; and
- respect other students.

Homework

All students may have up to four types of homework every night:

- 1) work set by the teacher to be completed by a given date;
- 2) study (this is student self-directed work) and includes
 - a) writing up notes taken in class
 - b) summarising readings and notes
 - c) practising questions
 - d) preparing essays
 - e) memorising facts and formulae;
- 3) working on assignments or projects; and
- 4) reading ahead.

Time spent

Year 8 students should be spending on between 1½ to 2 hours in total per night.

- 10 to 15 minutes per subject.
- Up to 20 minutes may be required for English and Mathematics.

Meeting Deadlines

To avoid stress, do not leave working on assignments and projects, until the day before they are due.

- Begin working on assignments and projects the day they are issued.
- Set aside time every day to work on assignments and projects.

Organisation and Planning

The following are hints for students to help cope with the busy school week and to maximise the chance of academic success.

Planning for the school day

The night before:

- a) check the timetable for the next day very carefully; and
- b) pack school bag with all books and equipment needed.

Planning for working at home

Below are some hints on organising the student's work area at home.

- Ideally, students should have at home a quiet work area that is free from distractions and well ventilated.
- Students will find it helpful to have their work area organised with a place for everything and everything in its place. This may require the purchasing of additional folders, bookshelves and office storage solutions.
- All the items for each subject can be stored together for ease of access. Say a student is looking for the assignment sheet for English, if this sheet has been placed in manila folder and clearly labelled "English Assignments" and this is kept within the section where all English items are stored, locating it should be very easy and thus keep stress levels down.
- A space on the desk should be kept clear for carrying out work on tasks.
- When finished working on a task, return the items to the subject folders and the section set aside for storage of items for that particular subject.

Planning ahead

Calendar

Place a calendar in the workplace so that the student can look ahead at a glance and plan for due dates and events. It should also help in making sure tasks are completed on time. This will help both students and their family in understanding when the student will be very busy.

Things to record on your calendar are:

- due dates for assignments and projects;
- events such as sport carnivals;
- parent evenings; and
- exam dates.

When students are given these dates, they should write them up on the calendar that night.

Home Timetable

Drawing up a weekly home timetable is very helpful for students to manage their time at home. The timetable should include:

- time to spend on homework, study and assignments for each subject each day;
- rest breaks; and
- regular sporting, music and other commitments.

Priorities

Identify distractions

There are so many distractions in the world today that can easily prevent a student from doing homework. Some of the most common are:

- gaming consoles;
- computer games;
- Internet chat;
- SMS chat;
- phone chat;
- watching TV and DVDs;
- too many social gatherings;
- friends dropping around at a time that was planned to complete homework; and
- listening to music whilst trying to study.

Turn distractions into rewards

This method involves doing homework first. After homework is completed, it can be very relaxing and enjoyable to reward oneself with some of the things that could have been distractions.

How to take control of the distractions

Below are some hints on controlling distractions once they have been identified.

- Parents should be involved in helping to control distractions.
- Turn internet off or unplugged during homework time.
 - Set a time limit on the internet when researching for assignments.
- Turn off mobiles and chat programs during homework time.
 - Organise with friends specific chat times outside of homework time.
- Organise with friends, times they can and cannot drop in.
- Social gatherings should be organised so as not to interfere with the assignment and examination schedules:
 - not the day before assignments are due; and
 - social gatherings should not happen the week before and during an exam period.
- TVs and Game Consoles should be removed from the homework room. Time limits also placed on their use.
- When studying turn the music off. A quiet well ventilated environment will always produce the best results. Thus, allowing the student to give the task at hand their full attention. Students should get into the habit of practising for exams in a quiet area.
- For other work, music may help by keeping the student relaxed whilst carrying out laborious tasks.
- Record favourite TV shows that are on air during homework time. They can be watched as a reward after homework time.
- Set a regular bed time and rise time. Sleep researchers advise that between 7 to 8 hours sleep per night is best. This will ensure the student is alert during the day and will be able to take full advantage of the all learning experiences.

Baradine Central School Assessment Rules and Procedures

Assessment Task Sheets

For all assignments, projects and presentations students will be issued with assessment sheets that contain the following information:

- the name of the task;
- date due;
- topic focus;
- clear instructions as to what is required from the student to successfully complete the assessment;
- outcomes assessed; and
- marking scale for each section (marks will not be based on student's character or attitude).

Students will be issued with Assessment Task sheets so they have it for at least two weeks before the due date of the task.

Assessment Task Marks

The final internal assessment marks that are included on the student's report are constructed ONLY from the assessment schedule.

The teacher will assess the student's actual performance, not potential performance.

Assessment marks will not be modified to take into account possible effects of illness or misadventure. (see Illness Misadventure Appeals)

Reporting Marks and Grades to Students

Students will be notified of their mark for each assessment task at the time the marked task is returned to the student within two weeks. Also, students should receive clear advice and feedback from the course teacher, which indicates:

- the student's attainment in the task relative to the outcomes;
- the student's relative position within the group; and
- advice that help the student improve.

Privacy of Marks and Grades

- The school will not disclose a student's mark/s in a course to other students or to members of the general community.
- Marks will not be displayed in a public place.
- Marks are published on the student's report, which is mailed only to the parents of the student.

Achievement Grades on the Report

The table below outlines the Achievement Grades. The Achievement Grades for each subject are allocated according to the assessment schedule for that subject.

A	Outstanding	The Student has an extensive knowledge and understanding of the content and can readily apply this knowledge. In addition, the student has achieved a very high level of competence in the processes and skills and can apply these skills to new situations.
B	Good	The student has a thorough knowledge and understanding of the content and a high level of competence in the processes and skills. In addition, the student is able to apply this knowledge and these skills to most situations.
C	Sound	The student has a sound knowledge and understanding of the main areas of content and has achieved an adequate level of competence in the processes and skills.
D	Basic	The student has a basic knowledge and understanding of the content and has achieved a limited level of competence in the processes and skills.
E	Elementary	The student has an elementary knowledge and understanding in few areas of the content and has achieved very limited competence in some of the processes and skills

Student Assignments or Projects

Assignment Progress

The course teacher will monitor the progress of assignments or projects. Students must make their work available to their teacher during the monitoring process.

Assessment Task Quality Expectation

All assignments should reflect a conscientious and thorough effort by the student to illustrate their very best work.

- Length should not replace quality.
- All assignment work should be directly relevant to the question set.
- The course teacher will give specific requirements when an assignment is issued.

Grades

Teachers will collect evidence about a student's progress and achievement. This information will assist the school in making the final judgment of the grade level to be awarded at the end of each year.

Deadlines for Assignments and Presentations

Assignments will be due usually on the first day of the school week before 3:30pm. Otherwise, a strict day or date will be specified.

- Students will not be advantaged by submitting (written) or completing (oral) assignments before the due date.
- Marks will be deducted for late assignments at a rate of 20% per day, weekends inclusive. After five days, a student will receive a mark of zero.

Failure to hand in an assessment task will result in a mark of zero. However, in order for the student to satisfy the course requirements, the student must submit the task at a later date. If a student fails to submit an assessment task on the due date, a phone call home will be made by the class teacher within seven days. If the assessment task is still not submitted to a satisfactory standard 14 days after the due date, a formal **Letter of Concern** will be issued.

e-Submission of Assignments

Students may submit assignments online via Google Classroom by 3:30 on the due date.

Late Extensions for Assignments

Applications must be in writing to the course teacher well before the due date.

No extension will be granted unless exceptional circumstances prevail. Reasons may include:

- illness prior to the week in which the assignment is due;
- school representative commitments, for the week prior to the assignment being due; and
- verifiable family disruption of an extreme nature, etc.

Students must have documentary evidence to support their claim for an extension, such as medical certificates.

- All cases for extensions will be considered on their merit.
- The class teacher will notify students of the outcome
- Students must show this notification as soon as possible to the course teacher.

Using computers to produce assignments

If students are using a computer to prepare their assignment, they must constantly backup their work.

- Students are advised to keep multiple copies of assignments.
- We recommend that students keep a working copy on the school's network drive as well as a working copy on their home computer. The USB memory stick should be regarded as a transfer device between school and home.
- Students are also required to show a hard copy or email a copy of their work under progress, at the request of their course teacher.

Plagiarism

Plagiarism is the practice of copying another person's work without acknowledgement or permission. The plagiarists claim this as their own work.

The school regards any act plagiarism as a serious breach of school rules and as such, any student who plagiarises another person's work can expect disciplinary measures.

This could lead to an **N Determination** for the course concerned.

There are no excuses for copying other person's work. Students should also be aware that copying and pasting from the Internet into one's assignment is considered as plagiarism, unless the copied work is cited in the body of the assignment and also acknowledged in the bibliography.

- Note the school has software to check suspected Internet plagiarism.
- The course teacher should show students how to cite another person's work and how to set out a bibliography.
- An assignment that is made up of a majority of referenced material will be given a very low mark.
- Assignments must indicate to a large degree that the majority of the work is the student's own original work.
- Referenced work should be used wisely.
- Students must use a recognised or author-date method of referencing and constructing bibliographies.
 - The University of NSW outlines this method very well and can be viewed on their web site. <http://www.lc.unsw.edu.au/onlib/ref.html>
 - The University of New England, Armidale NSW also has a fact sheet about using the Author-Date method. <http://www.une.edu.au/tlc/aso/students/publications/referencing.php#authdate>
 - The University of Queensland publication may also be of some use http://www.library.uq.edu.au/training/citation/harvard_6.pdf
- Students should consult with the course teacher if they are unsure of the expectations of quoting another person's work.

Students falling behind in their work

If a student falls behind in their work, then it is up to them to make up the work lost, not to have it omitted from their preparation. Suggestions include:

- meeting with the course teacher outside of class; and
- obtaining copies of notes from another student who is up to date with their work.

EXAMINATIONS

Examination Malpractice

If a student is proven to have been involved in malpractice (cheating or deliberate disruption) during an examination, the student will be awarded a zero mark for that examination and the matter will be referred to the ***Head Teacher Teaching and Learning***.

Each case will be dealt with in accordance with its seriousness and by the application the school's discipline policy.

The Head Teacher will meet with the examination supervisor and course teacher, then follow the procedures below:

- verify the incident;
- check the student's examination paper for evidence;
- if there is sufficient evidence, then a mark of zero will be recorded as the examination result for that course;
- notify the student and parent of the outcome as soon as possible;
- a warning letter will also be sent to the student; and
- the Principal will be informed of all outcomes.

Non-Completion of Examination Assessment Tasks

- Where there is no valid reason for not completing an examination assessment task, mark penalties will apply at the rate of 20% per day, weekends inclusive.
- For students who are not present for an examination with no valid reason five days running, an N-Warning letter will be sent to the student.
- A catch-up examination is to be completed at a time negotiated with the teacher, preferably, if possible at a lunch time or at a time where classes are not being missed.
- It is the parents/student's responsibility to notify the school well in advance of valid reason for non-completion of task and provide appropriate documentation.
- In the event of a practical examination that is missed, it is the parents/student's responsibility to purchase any consumables and/or perishables necessary to complete the examination.
- If a student's attempt at a particular task scores zero as a result of a non-genuine attempt, a letter of concern will be sent to the student and task must be attempted again.

Letter of Concern

The ***Letter of Concern*** is designed for the following purposes:

- advise the student of the problem to be corrected and generally the student will be given a two-week period to correct the problem;
- advise the parent or guardian in writing; and
- request from the student/parent a written acknowledgement of the warning.

Student Appeals

Appealing an Assessment Task Mark

Students have the right to appeal to their course teacher about the mark of an individual assessment task up to seven days from the day the marked task was returned to student.

Students must apply in writing to the teacher to remark the task.

The teacher will follow the procedures below.

- Check that the student had sufficient notification of when the task was due (at least 2 weeks)
- Check all sections were marked according to the marking scale.
- Recheck the answers.
- Check that the tallying of the marks was correct.
- Record clearly on the assignment that it was remarked including the date and the adjusted mark if necessary.
- Inform the student in writing of the outcome as soon as possible.
- Keep all records of appeals in the course program which will be archived at the end of the school year.

Note: Comparisons with other student's tasks will not be taken into account. The student's answers will always be compared to the assessment sheet and the marking scale.

The student has only one further right of appeal if they are unsatisfied with the outcome of their first appeal. This must be done in writing to the Head Teacher and must be within seven days of the remarked task being returned to the student.

The Head Teacher will form a committee. The committee will meet as soon as possible and follow the procedures below:

- check that the student had sufficient notification of when the task was due (at least 2 weeks);
- check all sections were marked according to the marking scale;
- recheck the answers;
- check that the tallying of the marks was correct;
- inform the student in writing of the outcome as soon as possible; and
- inform the Principal of all outcomes.

Illness and Misadventure Appeals

In the case of missed tasks or poor performance during class tests, examinations or presentations due to Illness or Misadventure, students have the right to appeal for special consideration.

All applications for Illness and Misadventure appeals must be made in writing to the Head Teacher no later than seven days after the due date of them task.

- In the case of illness, the student must provide a detailed doctor's certificate.
- In the case of misadventure, the student must provide written documentary evidence from a verifiable source stating how the student was disadvantaged at the time of the task.

The Head Teacher will meet with the course teacher as soon as possible and follow the procedures below:

- check the validity of the application;
- decide if the missed task will be completed, or one of similar difficulty, at a time arranged by mutual agreement between the teacher and the student;
- if it is not possible to do 'make up' tests and examinations, only students with valid reasons will be awarded an estimate based upon their average rank from their other assessment tasks;
- estimated marks are only allocated for "missed" Tests and Examinations to students with valid reasons other students will be awarded zero; and
- inform the student in writing of the outcome as soon as possible.

Disability Provisions

Students with recognised learning and/or physical disabilities have the right to apply for disability provisions for Examinations. If you would like to discuss this further please see the Head Teacher.