BALAKLAVA HIGH SCHOOL
ASSESSMENT POLICY

Purpose:
The purpose of the Assessment Policy is to ensure effective, consistent and fair application of SACE Board policies in regards to:

- ethical conduct of research
- supervision and verification of Students' work (plagiarism)
- word count
- deadlines and On Time Assessment Procedure (OnTAP)
- drafting of assessment
- reuse of assessed work

Senior School only

- special provisions
- examination expectations.

These will be explained below.

Principles:
The underpinning principles of the Assessment Policy are to:

- ensure fairness for all students
- maximise validity
- provide maximum time for students to provide evidence of their learning
- manage workloads for students
- provide sufficient advanced notice to students of submission dates
- ensure transparency and clarity of procedures and consequences for not meeting deadlines
- provide sufficient time for teachers to consider the quality of student learning
- provide consideration for exceptional circumstances and/or special provisions.

Ethical Conduct of Research

- teachers will provide opportunities for students to learn how to conduct ethical research and to develop and improve their research skills
- students will conduct research that is honest, ethical, and has integrity.

Supervision and Verification of Students' Work (Plagiarism)

Teachers must:
- closely monitor 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, require parts of the assessment task to be done in the classroom, studio, or laboratory, and expect oral and written progress reports to be made
- regularly develop new tests, assignments, and projects, and revise or discard ones from former years. If parallel classes are taught, vary the assessments from one class to another
- maintain deadlines for assignments and keep submitted work secure
- use a variety of appropriate assessment items: formal and informal, examinations, essays under supervision, fieldwork, practical or laboratory activities, research and other assignments, oral and multimodal presentations, short tests. Such a program enables a thoughtful balance of assessment activities to be used, which can provide a base for detecting anomalies
- advise students of potential plagiarism (including the use of sites such as ChatGPT and Quillbot) or poor referencing during the drafting stages of their work (refer to OnTAP below for non-submission of drafts)
- encourage students to use a variety of source materials (including primary data), minimise direct quoting of material and reference all ideas and sources appropriately
- set tasks that encourage student reflection and analysis of information rather than fact or information gathering.

Students must:
- submit assessment work that is their own (work created by websites such as ChatGPT, Grammarly or Quillbot is NOT your own work)
- hand their work direct to their teacher (or follow a procedure outlined by their teacher) by the due date (extensions may negotiated with their teacher, but any extensions must be consistent with the school's policy on deadlines and/or special provisions)
- conform to the requirements of each stage of development of their work as prescribed by the SACE Board or their teacher, and present their work during the developmental stages according to these requirements
- 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, surveys, etc. Any quoted work should be kept to a minimum – Senior students should refer to the subject minisite for the SACE Board's advice on how to avoid plagiarism, and guidelines for referencing
- not fabricate, falsify, or misrepresent authorship, evidence, data, findings, or conclusions
- not permit any other student to copy their work
- not permit any other student to otherwise use their work (unless an assessment requires this)
- not use the work of any other student (unless an assessment requires this)
- not use work of any others in circumstances that can be defined as undue assistance (e.g. language assists websites, tutors, family, or friends)
- not collude with another student or others to undertake an assessment (e.g. an investigative report or a survey)
- not be guilty of any breach of good order or propriety (in an assessment task).

An assessment task that cannot be verified by the teacher as the student's own work is liable to receive an 'I' (no result), equivalent to a value of zero.

Word Count

This applies to written assessment for which a maximum word-limit is specified on the assessment task sheet (in compliance with SACE subject outlines for Senior school).

Word limits are prescribed to ensure students have a reasonable workload within and across subjects and that the assessment is comparable between students.

Teachers do **not** assess **beyond** the word count.

The word count includes:

- all words in the body of the text – all arguments/analysis/information required for an assessment task should be presented in the body the text and not in supporting materials such as tables, flow charts, graphs, and diagrams (these should be used only to illustrate or support the body of text)
- headings
- direct quotes
- footnotes that are used as explanatory notes
- any argument/analysis/information that is introduced in supporting materials.

The word count does not include:

- the title/cover page
- the contents page
- the reference list or bibliography (including in-text references or footnotes)
- appendices.

Deadlines and On Time Assessment Procedure (OnTAP)

Teachers must:

- explicitly communicate assessment deadlines (Daymap, task sheets, lesson notes)
- develop strategies to assist students to submit materials on time, e.g. setting times/milestones at various stages of the development of the assessment task or assessment type to assist the student to keep on track for tasks that are completed over an extended period of time
- follow OnTAP (see below).

Students must:

- communicate with teacher no less than 48hrs prior to a due date if they seek an extension (unacceptable circumstances listed below)
- seek assistance from a teacher if struggling with time management
- submit assessment if absent on a due date, unless a medical certificate is presented
- if absent on the day of a test/exam, present a medical certificate.

Unacceptable circumstances for seeking an extension

- matters that the student could have avoided eg poor time management, not understanding the task
- matters of the student's own choosing eg family holiday, work.

OnTAP

1. Teacher sets both draft and final deadline for all assessment tasks on Daymap (breaking large tasks into smaller checkpoints).
2. Teacher notifies both Homegroup teacher and AP that student missed a draft deadline without negotiating an extension after checking submitted Drafts are appropriate.
3. AP contacts parent – student will be given time the next day in CTO or detention at lunchtime to complete a draft.
4. If a final assessment is not submitted, the teacher will mark the draft.
5. Teacher notifies the parent, in writing (Failure to submit letter), that a final was not submitted, and the draft was marked as a result.

Drafting of Assessment

Students are required to submit for school and external assessment only work that is their own, produced without undue assistance from other people (e.g. teachers, tutors, peers, parents, mentors) or sources. Care must be taken in the creation, designing, drafting, and redrafting processes to ensure that student work remains their own.

In the drafting process, the

Teacher can:
- ask questions
- offer advice or strategies about how the student can improve the quality of their work

Teacher can not:
- dictate or make specific changes in such a way as to put into question the student's authorship or ownership of that particular piece of work.

Drafting allows for:
- authenticity of evidence of learning
- verification of authorship
- opportunities for students to learn how to create and improve their own work.

The number of times a student can submit a piece of work to the teacher for feedback before it is formally assessed depends on several circumstances, including, for example the:
- specifications in the relevant subject outline (e.g. in some assessment tasks, a student may submit a piece of work to the teacher for feedback only once), and/or
- specifications in the relevant subject operational information, and/or
- assessment design of the task as determined by the teacher.

When a subject outline does not specify conditions about redrafting, the teacher determines the number of times a student can obtain feedback before the piece of work is formally assessed.

Once a piece of student work has been awarded a final grade by the teacher, this assessment piece **cannot** be further developed by the student for resubmission.

Reuse of Assessed Work

The term 'reuse' refers to the practice of submitting for assessment in one subject work that has previously been assessed in another subject.

A student cannot:
- use the same piece of work that has been assessed in one subject as evidence of their learning in this or another subject.
- use the same piece of work or the same information in one assessment task for another assessment task in the same subject.
- present the same piece of work for the external assessment or school assessment components that has previously been submitted (and assessed) for this subject if the student repeats a subject.

A student can:
- use the information gained or ideas expressed in one assessment task as the basis of an assessment task in the same or another subject.
- extend the ideas expressed in an assessment task when undertaking an assessment task in the same or another subject.

For example; a student can use the research data on a particular topic in one subject as the basis of an assessment task in another subject, or a student may explore different aspects of the same topic or theme in more than one task in subject, when this is allowed within the subject outline specifications.

Senior School

Special Provisions

The application of special provisions provides all students with opportunities for success in completing their South Australian Certificate of Education (SACE).

These circumstances may be eligible for special provisions:

- a physical disability
- a vision or hearing impairment
- a medical condition
- a psychological impairment
- a learning disability
- an unforeseen incident beyond the student's control, such as:
  - a family death, accident, or an interruption during an examination that prevents them from finishing an assessment task or examination.

These circumstances are ineligible for special provisions:

- unfamiliarity with the English language
- teacher absence or other teacher-related difficulties
- matters that the student could have avoided (e.g. misreading an examination timetable, or instructions in examinations)
- matters of the student's own choosing (e.g. a family holiday)
- matters that the school could have avoided (e.g. incorrect enrolment in a subject).

Step 1: Conversation between student and school
Firstly, the **student** should speak to their **SACE coordinator**. During this conversation, the SACE Coordinator will assess the student's needs and explain what type of special provisions may be available. Special provisions for a student may vary from subject to subject, and from assessment to assessment, according to the eligible student's choice and needs.

- Short term special provisions
  If the student is affected by a sudden illness or an unforeseen incident, they can apply for special provisions at any time.
- Long term special provisions
  If a student has a long-term impairment, they should apply to their school when enrolling in Stage 1, or in Term 1 of Stage 2.

Step 2: Gather evidence
Evidence is required to support a student's application for special provisions, and can be provided through:
- observations of teachers, counsellors, and other school staff
- discussions with the student (or their associate)
- results from reading or other standardised tests (optional)
- reports from medical practitioners or psychologists (optional).

Step 3: The school makes a decision
Based on evidence provided, the school will determine if a student is eligible and what type of special provisions they can access.
Considerations will be made for both school-assessed tasks and externally assessed tasks.

- School-assessed tasks (Stage 1 and Stage 2)
  For school-assessed tasks there may be adjustments to deadlines, the number or format of tasks, the granting of extra time, rest breaks, or word processors in tests.
- Externally assessed tasks (Stage 2)
  For externally assessed tasks there may be adjustments to how exams, performances, and investigations are undertaken. Sometimes these adjustments involve changes to SACE Board processes, so the school will need to request that the SACE Board can apply them.

Step 4: Special provisions put in place
Once reasonable adjustments are determined for a student, the school will put a plan in place to ensure they can participate in assessment tasks on the same basis as other students.

Examination Expectations
Teachers must:
- set a semester exam in Year 10 and 11 if the external assessment for their subject at Stage 2 is an external examination.

SACE Board documents consulted to create this document:

Special Provisions in Curriculum and Assessment Policy
https://www.sace.sa.edu.au/documents/652891/705824/Special+Provisions+in+Curriculum+and+Assessment+Policy.pdf/a14bb45d-c4ef-da2e-7b92-df44089d96e1?version=1.3

Ethical Conduct of Research Policy and Procedures
https://www.sace.sa.edu.au/documents/652891/705824/Ethical+Conduct+of+Research.docx/b2012746-9bb3-4147-8316-5a76d6a4f2c9

Supervision and Verification of Students' Work Policy and Procedures
https://www.sace.sa.edu.au/documents/652891/91d6c2ae-1e6d-4d07-8c03-6abd619f1070

Redrafting of Assessed Work Policy
https://www.sace.sa.edu.au/documents/652891/705824/Redrafting+of+Assessed+Work+Policy.docx/db164b85-62d2-40e8-837f-e6ce554e2451

Reuse of Assessed Work Policy
https://www.sace.sa.edu.au/documents/652891/705824/Reuse+of+Assessed+Work+Policy.docx/b51e82d7-d679-4664-9544-24483c04356e