Lihir International School

Assessment Policy for Years 7 to 10

Scope

This policy provides information for teachers, students and parents/carers about roles, responsibilities, processes and procedures at Lihir International School to ensure the integrity of assessment in Years 7 to 10.

Purpose

This policy is designed to inform students, teachers and parents of the procedures that are in place to ensure uniformity of practices and build capacity as students work towards summative assessment.

Principles

The expectations for teaching, learning and assessment at Lihir International School are grounded in the principles of academic integrity.

Assessment includes any examination, practical demonstration, oral presentation, performance or product that allows students to demonstrate the objectives as described by the Australian and PNG Curriculum.

Assessment will be:

- aligned with curriculum and pedagogy
- equitable for all students
- evidence-based, using established standards and continua to make defensible and comparable judgments about students' learning
- ongoing, with a range and balance of evidence compiled over time to reflect the depth and breadth of students' learning
- transparent, to ensure confidence in the processes used, the information obtained and the decisions made
- informative of where students are in their learning.

High-quality assessment is characterised by three attributes:

- validity, through alignment with what is taught, learnt and assessed
- accessibility, so that each student is given opportunities to demonstrate what they know and can do
- reliability, so that assessment results are consistent, dependable or repeatable.

Promoting Academic Integrity

Lihir International School promotes academic integrity by developing students' skills and modelling appropriate academic practices. The procedures outlined in this assessment policy support this endeavour.

Policy and Procedures

Questions regarding this policy should be directed to the Deputy Principals or Principal.

To ensure the assessment policy is consistently applied it will be revisited at the beginning of each semester in home room classes.

Key processes will be revisited:
- when the assessment calendar is published
- when each task is handed to students
- in the school's newsletter and by email in response to phases of the assessment cycle.

Academic Integrity

Lihir International School has high expectations for academic integrity and for student participation and engagement in learning and assessment.

Student Responsibility

Students are expected to:
- engage in the learning for the subject or course of study
- produce evidence of achievement that is authenticated as their own work
- submit responses to scheduled assessment **on or before the due date** (this includes written, spoken and produced tasks).

School Responsibility

Subject teachers gather evidence of student achievement on or before the due date.

Assessment Calendar

Due dates for final responses are published in the assessment calendar. Due dates for checkpoints, drafts and final submissions will be made explicit on all assessment tasks.

The assessment calendar will provide the due date of all summative tasks. These due dates will:
- provide sufficient working time for students to complete the tasks
- be clear to teachers, students and parents/carers
- be consistently applied
- be clearly communicated by the end of Week 3 each term

Student Responsibility

Students are responsible for:
- recording due dates in their diaries
- planning and managing their time to meet the due dates
- informing the school as soon as possible if the due date for any assessment task is unlikely to be met so that appropriate procedures can be put in place

Assessment Instruments

Assessment instruments will provide information about the requirements for submission of draft and final responses, including due dates, conditions and file types.

All assessment evidence, including draft responses, will be submitted on or before the due date and in the form specified (e.g. hard copy or electronic copy).

Storage of Assessment Tasks

Draft and final responses for all internal assessment will be collected and stored in each student's portfolio.

Submission of Assessment Tasks

Due dates for drafts and submission of tasks are made clear on the cover page of tasks. The form of submission is also made clear e.g. electronic copy and file type, hard copy or both.
- Students are required to complete and submit all subject assessment requirements **on or before** the due date and time described on the task sheet.
- If a student has a performance or product is due, it must be performed or submitted during that lesson (or the nominated lesson).
- If the student does not have a lesson with the subject teacher on the day that the assignment is due, it must be submitted to the **office counter** no later than 3.30pm on that day. The assignment register must be signed. Office staff will place the assignment in the subject teacher's folder.
- In no circumstances is an assignment to be submitted to another teacher or person.

Procedures for late submission of assignments or absence from tests/exams due to illness, unforeseen circumstance or misadventure
- In the case or illness, unforeseen circumstance or misadventure, students must make an application to the one of the Deputy Principals or Principal using the form *Application for Extension (Years 7-10)* (Appendix 1). The student and parents/caregivers will be advised or the outcome of the application.
- If the application is approved, a new due date will be set and the normal processes regarding submission by the due date will apply.
- If the application is not approved, the process related to late submission or absence will apply.
- If a student does not submit a final response to an assessment task by the due date, and an *Application for Extension* has not been approved, the result will be based on evidence gathered on or before the due date e.g. draft work.
- Deduction of marks or a grade is not compliant with this policy.

The **completed** *Application for Extension (years 7-10)* form will be stored in the student's subject portfolio.

Special Provisions

All students are entitled to demonstrate their knowledge, understanding and skills in response to assessments. Teachers at Lihir International School support all students to participate in assessment and demonstrate the full extent and depth of their learning. Special provisions in the **conditions of assessment** reflect differentiation, or adjustments, made to curriculum delivery when there is an appropriate need based on individual student data. Special provisions are not adjustments to the relevant achievement standard on which student work is judged.

Types of Special Provisions

Special provisions in the conditions of assessment may include:

- presentation - changing how an assessment appears or is communicated to a student from the regular format. For example, being read to rather than reading unless reading itself is what is being assessed.
- response - allowing students to complete assessments in different ways such as using computer software or an assistive device to solve and organise problems when this does not compromise what is specifically being assessed.
- setting - changing location including the physical or social conditions in which the assessment is completed.
- timing - allowing the student a longer time to complete the assessment, or change the way the time is organised or when the assessment is scheduled.

For students with disability, an assessment support log is compiled and attached to each student's completed assessment task when adjustments have been made to the conditions of assessment.

Source document: **Assessment and moderation in Prep to Year 10**

https://education.qld.gov.au/curriculums/Documents/assessment-moderation.pdf)

Ensuring Academic Integrity

Lihir International School has procedures in place to support the consistent application of the assessment policy and to ensure that academic integrity is paramount.

Policy and Procedures

Drafting, Checkpoints and Feedback

Drafting is a key checkpoint. Types of drafts differ depending on subject, e.g. written draft, rehearsal of a performance piece or a product in development

Feedback on a draft is:
- a consultative process that indicates aspects of the response to be improved or further developed
- provided in a timely fashion

Feedback on a draft will not:
- compromise the authenticity of a student response
- introduce new ideas, language or research to improve the quality and integrity of the student work
- allocate a mark.

A copy of the feedback will be stored with a hard copy of the draft in the

student's portfolio. Parents or caregivers will be notified about non-submission

of drafts.

Managing Response Length

Students must adhere to assessment response lengths as specified on the assessment tasks. This is an important preparation and discipline for future senior studies. The procedures below support students to manage their response length.

- all assessment instruments indicate the required length of the response.
- teaching and learning programs include strategies to enable students to develop skills in managing response length.
- model responses within the required length are available.
- feedback about length is provided by teachers on drafts.

After all these strategies have been implemented, if the student's response exceeds the word length required by the syllabus, the teacher will either:

- rule a line at the required length and only assess the response to the line

or

- allow the student to redact their response to meet the required length, before a judgment is made on the student work.

Authenticating Student Responses

Accurate judgments of student achievement can only be made on student assessment responses that are authenticated as their own work. For this reason, it is very important that draft work is submitted when required.

Tests and Examinations

Policy and Procedures

Tests and Examinations will be held during the assessment cycle for students.

Examination Protocols

Absence from Exam

All students are to attend a scheduled test or exam at the required time on the scheduled date.

Procedures for Absence from Examinations

See page 3

Misconduct Before Entry to Exam

A student who does not comply with assessment rules and procedures before entry to the exam room will be warned of the consequences of academic misconduct and may be required to complete the assessment in a different room.

Communication During Exam

Once inside the exam room, students are not permitted to speak, except to the exam supervisor.

Student Equipment

All approved equipment brought into an assessment room by a student must be in a clear container.

Unless otherwise stated, students are **not permitted** to bring into the exam room:
- electronic devices
- transmitting or receiving devices
- extraneous papers.

Students are not permitted to borrow equipment from other students during an exam.

Late Arrival to Exam

If a student arrives late, the student is permitted into the assessment room to complete the assessment. If an extenuating circumstance applies, the student will be permitted to complete the paper in the stated time.

Alleged Misconduct During the Assessment

- The exam supervisor is to manage an incident when a student is suspected of, or observed participating in, academic misconduct. Students are permitted to complete the assessment.
- Serious incidents that are unable to be reasonably managed by the exam supervisor may result in the student being excluded from the assessment room and supervised in another room to complete the assessment.
- After the assessment, the exam supervisor will record the incident on Sentral and report the incident to the appropriate Deputy Principal or Principal. The student has an opportunity to respond to the allegation as part of a formal process. The Deputy Principal or Principal will determine whether the incident constitutes academic misconduct.
- If academic misconduct is upheld, the student will receive "Not Rated' for the exam.

Emergency Evacuation

If evacuation is required during an exam session, the school's usual workplace health and safety procedures apply. A comparable exam will be scheduled at a later date.

Managing Academic Misconduct

Policy and Procedures

Lihir International School supports students to complete assessment and to submit work that is their own, minimising opportunities for academic misconduct. Academic misconduct incorporates a broad range of behaviours by which students inappropriately and falsely demonstrate their learning. Examples of academic misconduct are outlined below. This list is not exhaustive and the management of any misconduct will be undertaken by the Deputy Principal or Principal.

Types of Misconduct	
Cheating while under supervised conditions	A student: • begins to write during perusal time or continues to write after the instruction to stop writing is given • uses unauthorised equipment or materials • has any notation written on the body, clothing or any object brought into an assessment room • communicates with any person other than a supervisor during an examination, e.g. through speaking, signing, electronic device or other means such as passing notes, making gestures or sharing equipment with another student.
Collusion	When: • more than one student works to produce a response and that response is submitted as individual work by one or multiple students • a student assists another student to commit an act of academic misconduct a student gives or receives a response to an assessment.
Contract cheating	A student: • pays for a person or a service to complete a response to an assessment • sells or trades a response to an assessment.
Copying work	A student: • deliberately or knowingly makes it possible for another student to copy responses • looks at another student's work during an exam • copies another student's work during an exam.
Disclosing or receiving information about an assessment	A student: • gives or accesses unauthorised information that compromises the integrity of the assessment, such as stimulus or suggested answers/responses, prior to completing a response to an assessment • makes any attempt to give or receive access to secure assessment materials.
Fabricating	A student: • invents or exaggerates data • lists incorrect or fictitious references.
Impersonation	A student: • arranges for another person to complete a response to an assessment in their place, e.g. impersonating the student in a performance or supervised assessment. • completes a response to an assessment in place of another student.
Misconduct during an examination	A student distracts and/or disrupts others in an assessment room.
Plagiarism or lack of referencing	A student completely or partially copies or alters another person's work without attribution (another person's work may include text, audio or audio-visual material, figures, tables, design, images, information or ideas).
Self-plagiarism	A student duplicates work, or part of work already submitted as a response to an assessment instrument in the same or any other subject.
Significant contribution of help	A student arranges for, or allows, a tutor, parent/carer or any person in a supporting role to complete or contribute significantly to the response.

Appendix 1

Lihir International School
Application for Extension
Years 7-10

Student Name: _____ **Form Class:** _____

Request for Extension Based on		Explanation
Illness	☐	
Misadventure	☐	
Unforeseen Circumstance	☐	

Extension/s Requested				
Subject	Test/Assignment	Extension date requested	Extension date approved	HOD Signature
			Yes / No	
			Yes / No	
			Yes / No	
			Yes / No	
			Yes / No	

Date of Application			
Medical Certificate attached	Yes / No	Email/letter attached	Yes / No
Student Signature			
Parent/Caregiver Name (Printed)			
Parent/Caregiver Signature			
Date			

Copies to be retained in student's subject porfolios