



GERALDTON  
GRAMMAR SCHOOL

Achieve · Inspire · Motivate

# Assessment Policy

## Year 7 - 10

### VISION STATEMENT

GERALDTON GRAMMAR SCHOOL WILL PROVIDE OUTSTANDING EDUCATION AND A STRONG SENSE OF COMMUNITY, CULTIVATING PEOPLE OF INTEGRITY, INDEPENDENCE OF MIND AND A LOVE OF LEARNING.

Introduction	This statement outlines the Geraldton Grammar School policy on assessment in year 7 to 10
Scope and application	This policy applies to all students and teaching staff of Geraldton Grammar School.
Related legislation and guidelines	
Related Policies	Homework Policy, Academic Honesty Policy, Reporting Policy
Evaluation	Annual

Date	Action (issue, reissue, amendment, replacement of pages, etc)	Initials
21/09/10	Revised	NDN
25/03/13	Crest	SPN
29/09/15	Revised and amended	DAS
02/08/16	Revised – no amendments	DAS
13/11/17	Revised	DLE/AFY
10/05/18	Revised and amended the policy from Middle School to year 7 – 10	AFY/HOLAs

## YEAR 7 TO 10 ASSESSMENT POLICY

Assessment plays an important part in teaching and learning at Geraldton Grammar School.

Assessment is the ongoing process of gathering, analysing and reflecting on formal and informal evidence to make informed and consistent judgements to improve future student learning.

Assessment is both formative (to enhance learning) and summative (to assess current achievement).

Assessments may also be used to determine placement in enrichment and support programs, to provide a guide to the effectiveness of the learning/teaching programs or to rank students.

Assessment will be an integral part of lesson planning and designed to support student engagement.

School Curriculum and Standards Authority Assessment Principles:

- 1 – assessment should be an integrated part of teaching and learning
- 2 – assessment should be educative
- 3 – assessment should be fair
- 4 – assessment should be designed to meet their specific purposes
- 5 – assessment should lead to informative reporting
- 6 – assessment should lead to school-wide evaluation processes

Assessment for Learning - AFL

**Geraldton Grammar School teachers will:**

- Set up assessments to identify students' understanding including misconceptions and/or misunderstandings.
- Differentiate assessments and accommodate Individual Education Plans (IEP) and Curriculum Adjustment Plans (CAP).
- Provide criteria reference for tasks.
- Complete assessment marking and return to students within two weeks.
- Provide feedback.
- Communicate due dates to students and ensure they are recorded in their diaries.
- Place assessments in SEQTA programs on date introduced and date due.
- Make marks visible to students and parents through SEQTA.
- Moderate assessments.

### **1. Failed Assessments**

Parents must be advised by phone call or email that their child has failed a task or test.

Strategies are offered to support improvement.

Record on SEQTA.

### **2. Absences**

- A parent needs to advise the school of absence due to illness on the morning of a test or an assessment task is due.
- A misadventure is an unavoidable personal circumstance that makes it impossible to attend an in class assessment.

- Students will undertake the test on their first day back or during their next lesson in the learning area.
- Tasks should be emailed or left at the office on the due date or submitted on first day back.
- When a student has an extended absence then adjustments to assessments may be required.

### **3. Extensions**

If something serious or unexpected happens while working on an assessment task which prevents the task being completed when due, then:

- Students should apply, via email, to their class teacher for an extension 2 days prior to due date, including the reason for request. An extension will be confirmed in writing.
- Extensions may be considered in consultation with the Head of Learning Area.
- May be given if evidence of work completed is submitted with request.
- Computer issues and technical problems are not valid grounds for an extension.
- Personal leave - assessments should be submitted prior to departure or in negotiation with class teacher.

### **4. Late Submissions**

Students have a responsibility to make their best effort to complete assessment tasks on time.

- Students who are absent when work is due should undertake to submit the required work via email or on their return to school.
- Parents are advised via email, and noted in SEQTA, when a task has not been submitted.
- Students who fail to hand in an assessment item by the due date, and have failed to negotiate an extension beforehand, or who fail to keep to negotiated extensions will be required to:
  - 1 - Discuss with teacher, negotiate an alternate submission date
  - 2 - Discuss with Head of Learning Area if still not submitted
  - 3 - Attend lunchtime or tutorial sessions to complete task
  - 4 - If still no submission then student should hand in completed work or a zero mark is applied

### **5. Plagiarism**

All assessments must be the work of the student.

- Assignments or other work which are not the student's own work but which are presented as such will not be accepted.
- Where plagiarism is established, it will be deemed that the task has not been submitted and no mark will be recorded until such time as the required assessment is resubmitted within the negotiated time frame.
- Plagiarism will be referred to the Head of Learning Area and parents informed.

### **6. Misconduct**

- If a student does not adhere to test conditions, then a penalty may be given.

- Students must not engage in dishonest conduct to gain an advantage.
- Misconduct will be referred to the Head of Learning Area and parents informed.