

# Assessment Protocols and Procedures

Reviewed and adopted 2014

## 1. INTRODUCTION

Assessment is an important element of the teaching and learning cycle. It assists teachers in gathering information about their students in order to better understand the gifts God has given them, to understand their prior knowledge in a subject area, or to gauge the level of understand attained during the course of a unit or year. Assessment occurs continually in both formal and informal ways in the classroom.

These procedures apply to the formal assessments conducted.

Other policies and procedure that inform this document are:

- SACE Assessment and Reporting Guidelines
- SACE Assessment Responsibilities Code of Practice
- Redrafting, Reuse of Assessed Work, and Assessment Deadlines and Submission Dates Policy Procedures
- Supervision and Verification of Students' Work

## 2. OVERVIEW

The assessment cycle begins with the subject outline and the development of the program and Learning Assessment Plan. The LAP is developed to provide an outline of the courses assessment scope and schedule. It is designed in line with the requirements of the subject outline and the needs of the students.

Assessment tasks are then written and can take a whole range of forms from tests, to speeches, to projects or multi – modal presentations. Assessments in most cases will have a drafting component that will need to be submitted to the teacher. This is to allow for timely formative feedback to occur in order for the students to have an opportunity to complete their best work.

After final submission assessments are marked and further feedback is given. Assessments will often then become part of a moderation process in either an internal or external capacity as part of a quality assurance and improvement processes.

## 3. LEARNING AND ASSESSMENT PLANS

Learning and Assessment Plans are required in each subject for Years 10,11 and 12.

Year 10 LAPs are submitted to either the relevant Curriculum Area Advisor (CAA), or the Head of College at the beginning of each assessment cycle.

Year 11 LAPs are submitted to Department of Education Senior Year Curriculum Team at the beginning of the assessment cycle on a 3-year rotation.

Year 12 LAPs are submitted to the SACE Board at the beginning of the assessment cycle on a 3-year rotation.

FIND YOUR PATH  STEP INTO YOUR FUTURE

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Approved LAPs will be made available to students on the school intranet (LEARN).

Learning and assessment plans may be varied during the course of an assessment cycle either for the whole class, a small group or for an individual. This is done by completing the addendum on the last page of the plan. Any addendums should only be undertaken in consultation with the CAA or Head of College and requires a confirming signature from the NTCET coordinator in order to ensure ongoing assessment integrity. Some of the ways a LAP may be varied are:

- Replacing one task with a different kind of task
- Delaying the presentation of a task
- Using another planned task
- Using alternative methods to help a student complete the task
- Providing predicted marks based on formative work
- Varying the assessment criteria in a task

#### 4 ASSESSMENT TASKS

4.1 Assessment dates should be set at the beginning of each semester and will be uploaded to the assessment calendar.

The assessment calendar will be published on the school website.

Assessment tasks will be published on the NT Christian College Assessment proforma.

4.2 All Assessment Tasks need to include:

- Task Title
- Draft due date (except examinations)
- Final due date
- Learning requirements
- Assessment outcomes/achievement standards
- Performance standards/grading rubric

Major assessments should have at least 3 progressive check points in order to allow students to spread and manage the assessment requirements and to assist the teacher in verifying the students work. These points act like draft submission points.

Teachers are able to vary the assessment regime prescribed in an LAP due to circumstances of a course changing. This needs to keep to the spirit of the LAP and after liaising with the NTCET Co-ordinator or Head of College.

#### 5. DRAFTS AND REDRAFTING

Submitting a draft for feedback is an important part of the learning, assessment and feedback process. It is an opportunity for teachers to provide detailed and meaningful formative feedback on a student's progress to that point and to guide them in areas for further improvement Redrafting occurs before a piece of work is submitted for final assessment.

There are some important considerations and limits for teachers in the drafting process.

Teachers need to be aware of the limits to feedback given in order to ensure that the work remains that of the students. Teachers may scaffold and guide but should not make specific substantive corrections.

Teachers need to be aware that the number of times a piece of work can be redrafted depends on:

- the specifications in the relevant subject outline, and/or
- the specifications in the relevant subject operational information, and/or
- the assessment design of the task as determined by the teacher.

Unless otherwise excluded all assessments at NT Christian College will have 1 formal redrafting submission point.

The submission of drafts is a compulsory part of the assessment process. Students that do not submit their draft without cause will be considered to be at academic risk.

### **Supervision and verification of student work**

Students are required to submit work that is their own. Apart from appropriately incorporated quotations from other sources, no part of students' work may be copied from any other person's work, or be based on an undue level of assistance from another person.

Teachers with integrity need to be confident that all work submitted is the student's own work. This is particularly important if this is a long-term project or a sizable portion is done in the student's own time. Supporting student's through the drafting process (and the like) needs to be done within the SACE Board guidelines to ensure that all submitted work is the students own work. If setting a major task it would be worthwhile to include a statement for the students to sign on the cover-sheet regarding "own work".

## **6. ASSESSMENT DEADLINES AND SUBMISSION DATES**

It is a student's responsibility to ensure that all assignment drafts and final pieces are received by the teacher by the due date.

It is the student's responsibility to communicate any potential issues regarding submission of drafts and final pieces in a timely and expedient way.

### **Extensions**

All students are to be made aware of the process for the granting of extensions. Negotiation cannot occur in the last 24 hours before an assessment item is due. It must take place at least one day before the deadline. Students seeking extensions to assignment deadlines must do so before the due date for the assignment. If an extension has not been sought and granted before the due date then the work is late.

There is an expectation, except in the case of prolonged absence due to illness, that the student will furnish evidence of work having been started for the set task before an extension is granted.

For extended sporting or cultural trips, it is the student's responsibility to negotiate, in advance, alternative arrangements for both class work and assessment. Teachers, when re-negotiating deadlines, will recognise the value of extra-curricular activities to student development and self-esteem. Any absences of concern should be brought to the attention of the NTCET Coordinator and the Head of College.

## **ILLNESS AND INJURY**

Students sometimes miss an assessment deadline or test as a result of illness or injury. In such cases the student is required to notify the teacher concerned. This should be before the assessment item is due, or on the day of the test. Variation to assessment arrangements can then be put in place. In the case of illness which has led to an absence of 3 days or more a medical certificate must be produced. A medical certificate is also required for any student claiming absence through illness on the day of a test, for whom there is an

established pattern of absences on the day of a summative test (i.e. where this has occurred previously in any subject).

## MISHAPS

Students who miss an assessment deadline through mishaps beyond their control should put their reasons for requesting a variation to assessment to the relevant teacher. Where a teacher is in doubt about acceptability of reasons they should refer the matter to the NTCET Co-ordinator and/or Head of College for a final decision.

## 7. PENALTIES

Students that fail to submit a draft assessment without a satisfactory reason will be considered to be at academic risk and will be placed on an academic detention until the piece of work is submitted. Parents will need to be contacted by either phone or email when students are placed on academic detention.

Students that fail to submit a final assessment without a satisfactory reason will be considered to be at academic risk and will be placed on academic probation and detention until the piece of work is submitted. Parents will be contacted by either phone or email and an academic warning letter will be sent home and placed on file.

If students submit an assessment task (or complete a class test) and receive an unsatisfactory grade (e.g. a score of D or E), it is recommended that parents will be contacted by either phone or email and an academic warning letter sent home and placed on file.

### Office Use

DATE	ACTION	NOTES
2011	Drafted	Document drafted and adopted
2013	Reviewed	
2014	Reviewed	
2021		Updated to new letterhead Minor typos corrected