

Assessment Policy

Overview:

To ensure that all members of the Mount Clear College community understand the expectations of the provision and completion of assessment tasks in line with the Victorian Curriculum across Years 7-10, the Victorian Certificate of Applied Learning (VCAL), the Vocational Education and Training (VET) certificate and the Victorian Certificate of Education (VCE) in Years 11 and 12. It applies to all Common Assessment Tasks (CATs), Competencies and School Assessed Coursework (SACs), and includes the provision, submission, special provision and redemption of tasks.

For information specific to VCE assessment, see also the VCE Assessment Policy and VCE Guidelines.

Rationale:

The College recognises the need for clear and consistent expectations regarding the setting and completion of assessment tasks for students, teachers and parents/carers. This will ensure students are assessed fairly and in a manner that supports them to display the full extent of their skills and knowledge across all subjects.

Setting of Assessment Tasks

All assessment tasks should communicate the following conditions:

- Task Explanation, including scope or length of response
- Due date
- Suitable reference material if appropriate
- Assessment tool to be used for scoring, for example, criteria rubric or checklist
- Format of submission where appropriate (eg. hand-written, uploaded to Compass)

The due date and supporting material is to be posted in Compass Learning Tasks for students and parents to view.

Submission of Assessment Tasks

All assessment tasks are to be submitted by the due date in the format of submission directed by the teacher.

Scoring of Assessment Tasks

Judgements are to be made by teachers using assessment tools/measurements outlined by the appropriate assessment authority. All students must be aware of the assessment criteria for grading.

Feedback on Assessment Tasks

Teachers should provide students with feedback on assessment tasks within two weeks following the deadline for submission. As well as classroom-based feedback, results are to be uploaded to Compass within this time, with an indication of the next steps for learning either within an appropriate assessment tools (eg. rubric) or comment.

Modification of Assessment Tasks

A teacher may modify an assessment task to cater to an individual student's learning needs in line with the relevant assessment authority. **In this case the school will communicate with the parents**

prior to the assessment and outline how the task is to be modified. This will also be indicated within the student feedback published on Compass and in the Semester Report.

Late Submission

If an assessment task is submitted after the due date but is deemed to be of a satisfactory standard, it will not be scored and feedback to the student and parents will identify that it is of a satisfactory standard, however the work was submitted unacceptably late.

Unplanned Absence

If a student is absent during a practical performance or exam for a reason approved by the College, such as illness or accident, where possible they will be given an opportunity to complete the task at a later date and scored accordingly. If they are unable to do so, they will receive a 'Not Assessed' judgement and the feedback to the student and parent will indicate this. If the absence is not approved by the College the student will not receive a satisfactory result and will be required to undertake the appropriate redemption process.

Planned Absence

If a student undertakes a planned absence from the school, such as an approved family holiday or school activity, it is the responsibility of the student and parents to communicate this to the College prior to the absence. Students should complete work provided by the teacher for their absence, including assessment tasks. This may include provision for the completion of tasks upon their return to class. In this case the assessment task is to be scored as having met the due date for submission.

Planned absences are not automatically approved and it is important that students and parents seek approval prior to the absence to ensure appropriate arrangements can be made.

Special Provision

Students may request for assessments to be modified or deadlines to be extended in circumstances where they feel they are not able to complete a task to the best of their ability due to circumstances outside of their control, such as accident or injury. Parents should make contact with the appropriate teacher to request special provision prior to an assessment or as soon as possible following the assessment. Please note that approval must align with the appropriate assessment authority guidelines and is not automatically granted.

Redemption of Tasks

The Mount Clear College redemption process aims to provide all students with opportunities to achieve success, foster a growth mindset within every classroom and to communicate concerns regarding student progress to parents prior to the end of semester.

Please see the VCE Assessment Policy for VCE redemption expectations and processes.

If a student does not satisfactorily complete an assessment, they must then satisfactorily complete a redemption task in order to meet the requirements of the unit overall:

1. The student will be informed of the unsatisfactory semester result overall for that subject;
2. The student will then be provided with an opportunity to redeem the task. This may take one of the following forms:
 - a. Re-submission of the relevant assessment tasks or key sections
 - b. Extra practice/work at a particular skill possible outside normal hours
 - c. A specialised redemption task, for example, an essay, assignment, written responses to questions, etc.

3. Any opportunity to redeem an unsatisfactory assessment should be achievable and practical and should be completed within a strict timeline, as soon as possible following the assessment task
4. Parents will be informed of the unsatisfactory result by the teacher, either in an email, posted letter or via a phone call
5. Submitted redemption tasks must be completed to a satisfactory standard to meet the requirements for redemption

Student Support

As well as classroom support provided by the teacher, students who are identified as being at risk of not satisfying the requirements of multiple subjects in a year level program will be supported via the College year level promotion and transition processes; see the [Student Promotion Policy](#).

The College also provides a Study Hall program four afternoons a week (3:15pm-4:15pm in the Library) which is open to all students from Years 7-12. Teachers are available to assist with work and it is strongly recommended that students redeeming work outside of school hours utilise this program for support with the necessary skills/knowledge.

Failure of Technology

Technology failure and inadequate home internet access are not considered to be approved reasons for late submission of assessments. Students should take adequate precautions against losing computer files and against poor home internet access. Student work saved correctly on the school network is backed up each day by the school. Students are educated that it is their responsibility to save work in the correct manner.

Plagiarism

Plagiarism is the act of presenting another's work or ideas as your own. Mount Clear College takes instances of plagiarism seriously. Students are responsible for ensuring all work is their own original creation; or, where research has been conducted, that sources are appropriately acknowledged via the expected referencing conventions. It is the teacher's responsibility to explicitly teach the expected referencing conventions to the class.

In the instance that a student is deemed to have plagiarised another's work, only the aspects of the work that can be verified as the student's own will be scored. If this results in the overall result of the assessment being unsatisfactory, the student will be required to undertake the appropriate redemption process. Further to this, the student will be required to attend an interview with the class teacher and Key Learning Area (KLA) leader to discuss whether further supports will be put in place to avoid this happening in future.

Evaluation

This policy will also be reviewed as part of the College's regular policy review process.

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Author	Principal
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References	DET Child Safe Standards resources Mount Clear College Attendance Policy