



St Stephen's Catholic College

ASSESSMENT POLICY

Years 7 - 12

Revised Aug 2026

Philosophy of Assessment

Quality education is the entitlement of every young Australian. The college curriculum should be designed to enrich children's lives and to help prepare them to participate fully in society and the workplace. Assessment is the process of gathering information about student learning, especially in relation to curriculum goals.

Assessment should be integral to the curriculum that students follow and should not narrow or distort the experience of schooling. An appropriate and discerning college curriculum should encompass equally appropriate and discerning assessment procedures. The latter should not drive the former.

Key Principles of Assessment

1. *Any form of assessment should be integral to the curriculum and designed to inform, support and improve learning outcomes.*
2. *The cornerstone of authentic assessment and reporting should be the well-being of the student.*
3. *Assignments, examinations and other pieces of assessment should be suited to the developmental level of the students and provide options which cater for different student abilities.*
4. *The provision of an assessment calendar is designed to assist students with developing study and work habits, enabling them to take increasing responsibility for their own learning and meeting a range of short and long term commitments.*

Section 1 – Assignment Procedures for Students

Assignments are included as an integral part of both learning and assessment programs in most subjects. Assignments are **compulsory**. Absence from school does not remove responsibility for the completion of assignments.

1. Students will be given adequate time to plan and complete assignments. Details of all assessments scheduled for each term, in all subjects, will be collated and published.
2. Students will receive clear guidelines about assignments including due dates and other conditions of assessment. **Assignments must be submitted on the due date, adhering to the conditions stated on the assessment task.**
3. Students should use the assessment calendar to plan for the term and be aware that a conflict of due dates is not sufficient grounds to apply for an extension. It is the responsibility of the student to seek assistance from the teacher.
4. Extensions of time beyond the due date **may** be granted by the Curriculum Leader in consultation with the subject teacher provided that applications for an extension are made in writing, using the appropriate form, at least two school days prior to the due date. Request for extension forms can only be accessed through the subject teacher. Technology failure is not a valid reason for an extension.
5. If a student is absent on the day the assignment is due (i.e. illness, approved district/state/national sporting commitments, etc) arrangements must be made to have the assignment hand delivered to the school office or submitted electronically via the subject teacher's email, **no later than 3pm** on the due date. Parents need to contact Student Services on the day to explain the circumstances regarding the absence. For senior students, non-submission must be supported by a medical certificate. For school approved absences please consult section 8.2.7 of the QCE/QCIA Handbook.
6. Late submission of assignment.
 - a. Submission of an assignment after the due date must be **made directly** to the subject teacher.
 - b. Parents will be notified regarding the late submission of assessment by the subject teacher.

- c. Assignment tasks received after the due date may be marked, commented upon and credited towards the completion of the course, **BUT** the result will not be credited towards a student's level of achievement for the subject; teacher monitoring of research notes, drafts etc. will be used to award a level of achievement when an assignment has been submitted after the due date. Teacher judgment of student achievement is made on what is available on or before the due date. However, the completion of assessment past the due date is essential for students to meet course requirements and school expectations.
7. Failure to acknowledge direct quotes from reference sources or material that is not the student's own work is academic misconduct, this includes the use of Artificial Intelligence (AI). Parents will be notified of the incident and the intended consequence. Students will be marked only on the work that is substantiated to be the student's, which, depending on the extent of the misconduct, will affect their overall mark.
8. Incidents of academic misconduct in the production of an assessment item will be penalised at the discretion of the Curriculum Leader in consultation with the Deputy Principal.

Drafting procedures

Several assessment techniques require students to draft responses both as part of the process of developing the response and as a strategy to improve the quality of the response.

Teachers provide written feedback on one draft. The purpose of viewing student drafts is to provide students with feedback so that improvements can be made to the response. Drafting is a consultation process, not a marking process. Teachers will not award a notional result or level of achievement for a task in draft form.

Drafting feedback should ask the student to reflect on strategies they might use to refine their work. The instrument-specific guide/criteria sheet should be used to help the students identify the areas they need to review.

Drafts may take a variety of forms as negotiated with the subject teacher. These forms, which can be department specific include, but are not limited to:

- Completed written responses
- Meeting checklist requirements
- Consultation processes with teachers
- Practical work in progress
- Detailed outlines or intentions
- Annotated notes

Drafts in Year 7-12 are **mandatory** across all key learning areas. Teachers will place a priority on the drafting process and will provide feedback, which will be consistent across subject departments, to students with an appropriate time (as per department guidelines) for the student to make corrections and improvements. Feedback will be determined according to each year level and will build independence through to Year 12.

Non-submission of drafts will incur a consequence. If a draft is not submitted, parents will be contacted and made aware of the non-submission of the draft. A late submission of a draft (submitted after 3pm on the day it is due) will allow the student to receive only verbal feedback and generalised class feedback that is accessible to all students. Students not submitting a draft, or an insufficient draft will receive up to 3 x 20-minute detentions as decided by the classroom teacher and based on draft/assessment progress.



All extended written drafts will be uploaded to Turnitin via Canvas. Some teachers may also require a hardcopy of the draft for review.

Managing Word Length

All assessment instruments indicate the required length of a response as a word length, duration of time, or page count. This information is provided to:

- indicate the scope and scale of the response required
- ensure equity of conditions for all students
- support students to develop skills in managing the length, scope and scale of their responses appropriately
- ensure that internal assessments developed allow students to demonstrate objectives across the range of standards and match the conditions described in the syllabus.

Staff and Student Responsibilities

Teachers should:

- take reasonable steps to ensure that students are able to respond to assessment within the required length for all year levels
- provide feedback about the length of student responses throughout the assessment process
- when a response exceeds the required length, annotate it, indicating strategies for the student to lower their word count. If a student exceeds the word limit for an exam/assessment they are to be provided 15 mins in the following lesson to redact words (using a red pen) and/or sections to allow their response to fall within the word limit. Please consult section 8.2.6 of the QCE/QCIA Handbook for exclusions and inclusions determining word length and page count of a written response.

Students should:

- develop a response of the required length (neither significantly over nor under the required length)
- respond to draft feedback about the length of their response
- document the length of their response using a word count, page count or time.

Section 2 – Examination Procedures for Students

1. Students will be required to attend school for all examinations and class tests at the scheduled time. **No student is permitted to sit for an examination before the scheduled date (unless otherwise approved and in negotiation with the MLC and Deputy Principal).**
2. If students are absent on examination dates due to illness, approved state sport representation, etc, they will sit for the examination upon their return, in their next appropriate scheduled time.
 - a. Year 7 to 10 students who are absent during examinations because of illness or other extenuating circumstances must provide a note from parents upon their return to school. Students should be prepared to sit the examination from the next scheduled lesson on their return to school. Concerns or issues should be directed to the subject teacher and/or the Curriculum Leader.
 - b. Year 11 and 12 students who are absent during examinations because of illness **must provide a medical certificate**. Students who do not attend examinations and have not provided a medical certificate or been given an extension **will still need to sit the examination at the earliest possible time**. A notation will be made on their profile that the examination was completed after the scheduled time. Concerns or issues should be directed to the Curriculum Leader and /or Deputy Principal, Curriculum. Should a student miss a test during the exam block period enquires should be directed to the Assistant Principal, Administration. Senior students who miss an exam will sit a comparable piece as per QCAA guidelines.



3. Where possible, if a student is absent (including over a holiday period) all Year 10 -12 students will be expected to catch up on exams. Year 7-9 will be in negotiation with the subject teacher, MLC and Deputy Principal. Comments in semester reports should reflect if a level of achievement is based on only one assessment item.
4. Students in all year levels are required to remain in the examination room for the entire duration of the examination.
5. Special circumstances affecting a student's examination performance should be discussed with the Deputy Principal.
6. An incident of cheating by students under test conditions is a serious offence which will be penalised at the discretion of the Curriculum Leader in consultation with the Deputy Principal and Principal. Students will be asked to remove Smart Watches (or similar) and place permitted watches on the desk.

Section 3 – Reporting

1. Students and parents/carers will receive an interim report at the end of term one and written reports indicating their son/daughter's results for semester one and two.
2. Parent/teacher interviews are conducted formally at least twice a year. However, parents are welcome to make an appointment with individual teachers at any stage throughout the year.
3. At the end of each semester, overall achievement in a subject, when reported, will be shown on an A to E scale. The rating represents the student's achievement in the subject at a particular time. Students who are verified and have an Individual Educational Plan, or students who have completed modified assessment tasks, will receive a level of achievement that reflects their particular circumstances.

Appendix One:

QCAA Documents

- QCE/QCIA Policy and Procedures Handbook 2025

Coverage of work to obtain a unit of credit

To complete a semester unit of any given Authority/General or Authority Registered/Applied Subject during the senior phase of learning, the QCAA requires a student to:

- I. Demonstrate sufficient coverage of work
- II. Complete adequate assessment

SSCC regards 'Sufficient Coverage of work' to include coverage of the specified unit of work and completion of most aspects of the unit of study. To complete adequate assessment, a student is required to complete prescribed assessment items connected to a unit of an Authority/General or Authority Registered/Applied Subject. Students who do not demonstrate adequate coverage of work or do not adequately complete scheduled assessment will not be credited for a unit of a course of study during the senior phase of learning, unless they are eligible for a special provision/Access arrangements and reasonable adjustments as defined by QCAA policy.

Students who have legitimate reasons for exemption such as medical reasons, significant trauma or special circumstances (accredited Student Exchange program in Year 11) will generally receive a *special provision* as recommended by the QCAA. **Unless special provision is granted by the Principal or Deputy Principal, all assessment items for a prescribed unit and sufficient coverage of work must be completed before a Level of Achievement can be assigned.**