



Scotch College Assessment and Deadline Policy – Middle and Senior School

Purposes of assessment

- To give information to the student about strengths and weaknesses in different areas. **(Formative assessment).**
- To allow the teacher to review the progress of individuals and the whole class in particular tasks and at particular times of the year. **(Formative assessment).**
- To give students, parents and the school a summary of a student's achievements. **(Summative assessment).**
- To have a sound base for counselling students about further study in particular areas and future study paths. **(Summative assessment).**

Formative and summative assessment

Formative assessment is information gained by a teacher about the current state of the learning of a student and is used to give feedback to the student during the learning process. It may be gained in many ways and in fact occurs informally during most classroom interactions. Much of the information and feedback interchange is oral, but some is non-verbal and some is written. This assessment is used to provide information for the teaching and learning activity.

All internal examinations are formative.

Summative assessments are meant primarily to give a status record and provide

valid and reliable reports of achievement of what has been learned by the student. All summative tasks used for reporting has a particular weighting that is decided by the Faculty or external providers e.g. South Australian Certificate of Education or Australian Curriculum. Summative assessment is done most usually through:

- written test/s in closely supervised conditions
- assignments with specific task description, marking criteria and task weighting
- performance or presentation of work

All external examinations are summative.

Types of assessment

Assessment from Year 7 – 12 is based on using performance standards. The performance standards describe five levels of achievement, A to E.

Each level of achievement describes the knowledge, skills, and understanding that teachers and assessors refer to in deciding, on the basis of the evidence provided, how well a student has demonstrated his or her learning.



Every summative assessment item is connected to performance standards for SACE and achievement standards for the Australian Curriculum.

Students can also refer to the performance standards to identify the knowledge, skills, and understanding that they have demonstrated and those specific features that they still need to demonstrate to reach their highest possible level of achievement.

On the completion of a student's assessment, the teacher makes a decision about the quality of the student's learning by:

- referring to the performance standards
- assigning a grade between A+ and E- for the assessment type.

Assessments may take various forms such as: short tests, essays under supervision, fieldwork, practical or laboratory activities, research or other assignments, oral presentations, folio work, investigations, visual studies, performances or group work.

Work to be handed in will have due dates clearly set and be available on the College Learning Management System (SEQTA). Work even if incomplete must be submitted on this date.

In each of Years 10, 11 and 12 there will be an Examination Period. The subjects that are examined are those that require an examination at Year 12 level.

This enables students to have the experience of preparing a set of subjects for examination.

All students in Year 10, 11 and 12 sign an Assessment Declaration. This declaration is completed and signed by the student after reading the rules for undertaking SACE assessments at Stage 1 and 2. The SACE Coordinator verifies the declaration.

General rules for students

Deadlines

Work must be submitted by the due date. Teachers are expected to negotiate assessment deadlines with students in Senior School subjects prior to the task being set. Reports of Concern must be sent when students do not meet deadlines.

Faculties use different modes of assessment for grading purposes and the following is used for non-submission of work:

- Students who have not submitted their work can be granted a DNS (Did Not Submit) in SEQTA. The non-submission of work means that the end of semester grade will reflect a 'best fit' that reflects assessment criteria across all tasks. This will be used in Faculty areas where the assessment criteria can spread across different tasks: for example, in English or Humanities. **The DNS will usually only be given if the student, parent, Head of House, Head of Faculty, SACE Coordinator have been adequately informed as part of the process using a Report of Concern.**
- For non-drafted pieces and 'on the day' assessments such as timed responses and presentations, students' are expected to complete the assessment by/on the day set if an



extension has not been requested. Any exemptions or further clarification is to come directly to the Director of Teaching & Learning.

Grades will not be partly discounted for lateness.

Extensions of time can only be granted under exceptional circumstances, with due regard to the balance between individual needs, fairness to the whole group of students involved and integrity of the curriculum. Situations where an extension may be considered appropriate are illness, impairment or personal circumstances. Extensions may also be considered for compulsory camps and excursions over a period greater than one day and representation at an elite level in co-curricular pursuits.

The Application for Extension – Summative Assessment (see [Appendix 1](#)) process is to be followed by students who believe they require extra time to complete a **summative** task.

There are some situations in which the granting of an extension **will not be considered** and this includes:

- school workload as teachers take into consideration the scheduling of tasks so as to avoid where possible, clashes and overloading may occur.
- representation of school or outside organizations in a sport or activities that require extensive training or time commitment because the student has made a choice to be involved in the program. Balancing the demands of study with other activities requires the use of determining priority and organization of time, which are important life skills.

Therefore, all work set must be handed in, even if it is incomplete.

Academic Honesty

Work must be a student's own original work. "Apart from appropriately incorporated quotations from other sources, no part of students' work may be copied from another person's work, or be based on an undue level of assistance from another person." (SACE Board - *Redrafting, Reuse of Assessed Work, and Assessment Deadlines and Submission Dates Policy*)

A student may not submit another student's work under his or her own name.

Verification of work using ICTs are essentially the same as those for other forms of development and presentation of work for assessment. No part of students' work may be based on an undue level of assistance from other people or sources.

Work missed

Absence from a summative test through illness or unavoidable circumstances must be supported in writing. Missed assignments and tests must be made up. It is the student's responsibility to find out what has been missed and to complete the work as soon as possible.

Illness

Stage 1: One day or greater – parents are expected to contact the staff member to verify student illness and reschedule the assessment for the next day possible.



Stage 2: Two or more days a Doctor's Certificate will be required and the student will need apply for an extension through SEQTA.

School organized activities (Excursions, camps)

- One day – work must be submitted on the day – no extension. Test will be held the next day.
Two or more days – pro rata extension given by teacher i.e. away for four days – get four days. If this goes over a weekend – then a fair arrangement is to be negotiated.

Drafting

Drafting of work is accepted as part of learning process. It is an opportunity for students to learn, not an opportunity for students to have their work rewritten by teacher or any external person. The student is only able to seek drafting assistance from their subject teacher at school. Staff are encouraged to use a coaching approach.

Individual subjects have SACE guidelines and there is variation between subject requirements and approaches. The English Faculty has a redrafting policy for work.

For teachers it is advisable to limit the number of drafting opportunities to ensure that each student is treated equitably and the task integrity is not diminished.

See **Appendix 3** – Redrafting, Reuse of Assessed Work and Assessment Deadlines and Submission Dates Policy Procedures as set by the SACE Board.

Appendix 1

Application for Extension - Summative Assessment (for students in Year 7, 8 and 9)

Students must complete an **Application For Extension Middle School – Summative Assessment** form, which is available from the Middle School Office. This form must be completed and co-signed by a parent, before being submitted to the subject teacher. The subject teacher will make the decision to grant or reject an application for extension, following discussion with the student's Mentor, Head of House or parent, if appropriate.

Application for Extension – Summative Assessment (for students in Year 10, 11 and 12)

Students applying for an extension need to complete the online extension form (on SEQTA home page) **two** days before the task/test is due. The form requires the students to complete the following steps:

1. House
2. Subject
3. Teacher email address
4. Assessment title
5. Due date
6. Number of days for extension
7. New due date requested
8. Brief reason for extension

9. Parent/guardian email

Illness

- One day – parents are expected to contact the staff member to verify student illness and reschedule the assessment for the next day.
- Two or more days a Doctor's Certificate will be required and the student to give certificate to SACE Coordinator

School organized activities (Excursions, camps)

- One day – work must be submitted on the day – no extension. Test will be held the next day.
- Two or more days – pro rata extension given by teacher i.e. away for four days – get four days. If this goes over a weekend – then a fair arrangement is to be negotiated.

Appendix 2

Academic Dishonesty Process

- Subject teacher identifies the issue, either it's a copy of other students work, not original work and can be sourced on web (Turnitin) or suspects the work is not the students.
- Subject teacher takes to Head of Faculty and recorded in SEQTA as a *Report of Concern*. **No communication with students.** Task cannot be returned to any student in class until the next stage complete.
- SACE Coordinator after discussion with teacher calls in student/s for follow up. May or may not include teacher. Will include the Director of Teaching and Learning.
- Penalties if academic dishonesty has occurred will be an email to student and/or parent/guardian. Outcome may be warning, penalty applied zero or further sanction as determined by SACE Coordinator. Students who plagiarise work will be assessed according to the outcomes of investigation between Head of Faculty, teacher and SACE Coordinator and Head of Middle where appropriate.

Appendix 3 – From the SACE Board

Redrafting

The term 'redrafting' refers to the practice of rewording, restructuring, or redesigning a piece of work for the purposes of improving it. Redrafting occurs during an interim stage of development as a result of critical appraisal of the work by another person, commonly the teacher, or after reflection by the student. Thus, redrafting of a piece of work (e.g. an extended piece of writing) is undertaken before the teacher or assessor has assessed it.

The number of times a piece of work is redrafted depends on a number of circumstances, including, for example:

- 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.



Sometimes specifications limit the number of times a student can obtain feedback from the teacher before assessment. For example, some subjects specify that the teacher is to provide feedback on only one draft of an extended piece of writing, such as an investigation of 2000 words.

Can a student redraft a piece of work?

Yes, a student may redraft a document many times. However, the number of times the student can submit a piece of work to the teacher for feedback before it is assessed is the matter for consideration.

How many times can a student submit a piece of work to the teacher for feedback before it is assessed?

The number of times a piece of work may be redrafted before it is assessed by the teacher (i.e. the number of times a student can obtain feedback from the teacher before assessment) depends on:

- the specifications in the relevant subject outline, and/or
- the specifications in the relevant subject operational information, and/or
- any specifications determined by the teacher.

Some subject outlines state the number of times a student can submit a piece of work to the teacher for feedback.

In many subjects, a student may submit a piece of work to the teacher for feedback only once (e.g. in the case of an extended piece of writing such as an investigation). The teacher's role in giving feedback and different levels of it are explained in the Supervision and Verification of Students' Work Policy and Procedures.

When a subject outline does not specify conditions about redrafting, the teacher determines the number of times a student can obtain feedback before the piece of work is assessed.

Reuse of Assessed Work

The term 'reuse' refers to the practice of submitting for assessment in one subject work that has previously been assessed in another subject.

Can a student use the same piece of work that has been assessed in one subject as evidence of his or her learning against the learning requirements of another subject?

No, this is not acceptable.

Can a student use information gained in an assessment task in one subject as the basis of an assessment task in another subject? Can a student extend the ideas expressed in an assessment task in one subject when undertaking an assessment task in another subject?

Yes, the information gained or ideas expressed in one assessment task can be extended in another assessment task. For example, a student can use the research data on a particular topic in one subject as the basis of an assessment task in another subject.



Can one or more assessment tasks or assessment types be combined into a larger assessment project within a subject or across subjects?

Yes, across some subjects, assessment tasks can be combined into a larger assessment project and meet the relevant learning requirements of the subjects. This is particularly so in an integrated program. The learning and assessment plans for integrated programs need to show how the assessment tasks form a larger assessment project in terms of assessment design criteria, specific features, relative weightings, and performance standards.

Assessment Deadlines and Submission Dates

The term assessment deadlines refers to times set by schools. See above

The term submission dates refers to times set by the SACE Board to enable it to undertake marking and moderation.

Assessment Deadlines for School Assessment

To help students and teachers to manage workloads, schools set assessment deadlines. For assessment tasks or assessment types that are completed over an extended period of time, a number of dates are generally set at various stages of the development of the assessment task or assessment type.

There are occasions when an extension of an assessment deadline can be approved for a valid reason. The Special Provisions in Curriculum and Assessment Policy outlines some of these reasons. For the school assessment component, the school is responsible for granting extensions to assessment deadlines. Acceptable grounds for extension are determined by the school. In terms of special provisions, the school makes its decisions with reference to the Special Provisions in Curriculum and Assessment Policy.

When an assessment task or assessment type is to be completed over an extended period of time, there is an expectation that the teacher will monitor the progress of the student during this period.

It is also an expectation that students will provide evidence of their learning to their teacher/assessor or follow a procedure outlined by their teacher/assessor. Students may negotiate extensions with their teacher. Such extensions must be consistent with the school's policy.

*Who is responsible for setting and applying **assessment deadlines** for school assessments?*

The school sets and applies assessment deadlines for school assessments. Schools should not accept work that is not presented according to school-set deadlines and where there is not a valid reason. Extensions to school-set deadlines are possible where special provisions have been granted, or where the student has negotiated an extension before the assessment deadline.

Submission Dates for External Assessment and Moderation

Submission dates are times set by the SACE Board for the purposes of external assessment and moderation. These dates are set to:

- be fair to all students



- allow for the timely consideration of evidence of student learning in marking and moderation activities.

External assessments are either undertaken on specific dates and at specific times (e.g. a performance in Drama; a solo performance in Performance Special Study; an examination for Physics) or submitted on specific dates and at specific times (e.g. an investigation for Child Studies).

For the external assessment component, the SACE Board is responsible for granting extensions to submission dates. Applications for an extension to a submission date in exceptional circumstances are to be made to the Executive Manager, Curriculum Services through the principal of the school.

For the school assessment component, samples of student work (e.g. folios) are required to be submitted on a specific date for moderation. Applications for an extension to a submission date in exceptional circumstances are to be made to the Executive Manager, School Assessment Services through the principal of the school.

In those instances when the work for grading/ marking/moderating has not been presented by the submission date (or negotiated submission date), the work cannot contribute to the grade for the assessment type, the school assessment component, or the external assessment component.

*Who is responsible for setting and applying **submission dates** for external assessments and school assessments?*

The SACE Board sets submission dates for external assessments and for samples of student work required for moderation of school assessments.

For external assessments, applications for an extension to a submission date are to be made to the Executive Manager, Curriculum Services through the principal of the school. For school assessments, applications for an extension to a submission date are to be made to the Executive Manager, School Assessment.

Appendix 4

Use of Artificial Intelligence (AI) in assessments

The College is committed to students using AI tools and technologies in a safe and responsible manner. Students are expected to use AI responsibly in learning and assessment. Use of AI is at the discretion of the teacher and may not be applicable in all learning activities or assessments.

Responsible use of AI requires understanding that:

- AI output contains inaccuracies (hallucinations)
- AI systems have bias
- AI output is not a student's own work and must not be presented as such
- All use of AI needs to be declared in assessment work (see guidelines on referencing below)

AI can be used for the following purposes:



- Research
- Ideation
- Assistance in developing academic work

AI cannot be used for the following:

- Exams (unless specifically directed by the teacher)
- Any assessment or learning activity where the teacher has clearly indicated no use of AI

Suspensions of inappropriate use of AI will follow the Academic Dishonesty Process described in Appendix 2.

Guidelines for referencing AI – The following has been taken from the Guidelines for using AI in SACE assessments available at: <https://www.sace.sa.edu.au/teaching/assessment/assessment-and-academic-integrity/guidelines-for-using-ai>

Acknowledging the use of AI

When using generative AI in your work, you should include an acknowledgement which lets the reader know which tools you used and which prompts you entered. This is particularly important if you have used AI tools in your work but not directly in a way that would require referencing.

When referencing AI tools you should:

- Provide the detail of which technology was used
- List the prompts that you have used and the date
- What you did with the output of the prompts.

For example:

In my essay, I used Open AI's ChatGPT (<http://chat.openai.com/>) to begin my search. The prompts I used were:

- What are the main themes of Hamlet (May 3, 2023)
- Who are the main characters in Hamlet (May 3, 2023)
- Which films have been influenced by Shakespeare's Hamlet (May 8, 2023)
- What connections are there between The Lion King and Hamlet (May 8, 2023)

These prompts were used to make a list of ideas that I then refined to use for my essay.