

### Related Policies

ACARA

ACT Department of Education and Training

ACT Board of Senior Secondary Studies (BSSS)

Australian Curriculum

CE Assessment Policy

### Rationale

St Clare's College seeks to promote the spiritual, physical, emotional, intellectual and aesthetic development of its students. In a school that strives for each student to achieve to the best of her ability, there is a need to have processes that are transparent, explicit and equitable. The purpose of our Assessment policy is to ensure that:

- Procedures, expectations and rules are clearly stated and accessible to all students and staff
- Each student's assessment results are an accurate indication of her performance
- Assessment processes and outcomes are fair for all students.

The Assessment policy is designed to assist students to develop the organisational skills and work habits required for academic success. Special consideration will always be given in appropriate circumstances. It is the student's responsibility to keep teachers informed if there are difficulties with assessment.

In order to ensure that a student or a group of students are not advantaged or disadvantaged due to unforeseen circumstances, the College reserves the right to make appropriate adjustments to this policy for individuals or groups should the need arise.

### Purpose of Assessment

Assessment is an important part of the College's teaching and learning program as it provides parents, teachers and students with valuable information about students' learning. This information is useful both to monitor and improve teaching and learning strategies and to measure the learning outcomes of students at key stages.

*"Assessment is a vital part of any curriculum process. The goal of planning, teaching and assessing is student achievement; reporting is the communication of that achievement. Assessment itself is the process of gathering and interpreting information about student progress for a variety of purposes" (Treasures New and Old, 2000:78).*

### Definitions

The Catholic Education Archdiocese of Canberra and Goulburn Assessment Policy (2015) defines assessment as "the process of identifying, gathering and interpreting information about students' learning. Assessment is an essential and integral part of teaching and learning processes. The purpose of assessment is to provide information on student achievement and progress and to set directions for subsequent teaching and learning.



Assessment is conceptualised in two ways:

1. Assessment *for* learning, and
2. Assessment *of* learning.

Assessment *for* learning acknowledges that assessment occurs as a regular part of teaching and learning, and that the information gained from assessment activities is used to shape the teaching and learning process. This assessment approach is described as formative.

Assessment *of* learning is assessment for accountability purposes, to determine a student's level of performance on a specific task or at the conclusion of a unit of teaching and learning.”

## Policy

St Clare's College adheres to the Catholic Education Archdiocese of Canberra and Goulburn's Assessment Policy. This policy can be accessed via the following link.

<https://intranet.cg.catholic.edu.au/formandpolicies/Lists/Policies%202015/DispForm.aspx?ID=90&RootFolder=%2Fformandpolicies%2FLists%2FPolicies%202015&Source=https%3A%2F%2Fintranet.cg.catholic.edu.au%2Fformandpolicies%2FPages%2Fpolicies.aspx>

## Procedures

### Assessment Program and Assessment Tasks

The Assessment Program at St Clare's College is delivered through both formative and summative processes and comprises a number of assessment tasks. An Assessment Task, be it formative or summative, is a tool used to measure student learning. Examples of Assessment Tasks are tests, essays, research assignments, oral presentations, group presentations and practical skills demonstrations. A number of Assessment Tasks combine to measure student achievement in a unit of work. As part of the course work, students will be required to undertake other tasks which do not form part of the formal Assessment Program. The expectation is that these tasks will be completed both in class and for homework, as they are essential for effective learning.

St Clare's College recognises that in order for students to achieve to their highest possible level it is crucial for all teachers to apply an effective feedback system in the classroom. The College has embraced the research of John Hattie and in particular his work with Timperley (2007) devoted to student feedback. This focus on feedback comprises of three stages: Feed-up; Feedback; and Feed-forward.

- **Feed-up:** students understand the purpose of the assignment, task, or lesson, including how they will be assessed (Where Am I Going?). This is imperative to the beginning of the student understanding why/what and therefore brings the student in to the partnership of learning.
- **Feedback:** provides students with information about their successes and needs (How Am I Doing?). If a student does not receive timely feedback they are unsure as to their understanding and therefore unlikely to change the direction of their learning resulting in continual failure or lack of effort due to lack of feeling successful in their learning.



- **Feed-forward:** provides students with a guide for their learning based on the performance data that has been gained thus far (Where Am I Going Next?). Once data has been gained as to student understanding, it is the next step of the teacher to use this knowledge in the planning of their lessons.

### **The Unit Assessment Outline**

For each subject the class teacher will provide students with a Unit Assessment Outline by the end of the first teaching cycle of the semester. The Unit Assessment Outline Template is updated bi-annually and is available in the 'My Templates' section of Word accessed by opening Word, selecting file, new my templates and selecting the STCC Curriculum Tab.

Every Unit Assessment Outline will indicate:

- course name, unit name and unit value
- date unit is taught: semester and year
- teacher name and email address
- assessment criteria and task summary
- college calendar events
- summary of content for each week
- the assessment tasks to be complete
- dates on which assessment tasks are distributed
- dates on which assessment tasks are due
- weighting of tasks
- unit's assessable outcomes (Years 7-10)
- specific unit goals, course content and assessment criteria (Years 11-12)
- vet competencies (Years 11-12 vet courses)
- training package qualification name (Years 11-12 vet courses)
- student responsibilities
- Turnitin requirements if necessary

And where the following information can be readily accessed by the student:

- grade descriptors
- moderation procedures (external and internal)
- meshing procedures where required
- method of unit score calculation
- penalties for late or non-submission of work
- appeal processes
- drafting information
- plagiarism penalties
- course information, including any course requirements and pre-requisites
- procedures for calculating course scores.

At the time of issue of a task, students must receive the assessment criteria for that task and, where necessary, the task description must be inclusive of the assessment rubric or any other form of marking scheme.

### **Number of Assessment Tasks**

Assessment Tasks are an integral part of the teaching and learning process. The number and range of Assessment Tasks in a unit should enable students to demonstrate the knowledge and skills they have acquired. Across Years 7-12, students may increasingly be given a smaller number of tasks but they will be more complex in nature. The number of assessment tasks for Years 11 and 12 will meet the requirements of the relevant BSSS Framework.

### **Timing and Distribution of Assessment Tasks**

All Assessment Tasks are to be approved by the Faculty Coordinator before distribution.

Teachers will consider the overall needs of the students, their own workload and the impact of events in the College Calendar when determining due dates for Assessment Tasks.

All Assessment tasks will be presented with the appropriate College Cover Sheet.

To allow students a break from the Assessment Program, Assessment Tasks for students in Years 7-10 will not be due in the first week of term after the holidays.

At least four (4) weeks prior to the actual conduct of a major Assessment Task (except for examinations or tests), the teacher will provide students in writing, the details of the Assessment Task (including word limits), the marking criteria and any special instructions.

Some Assessment Tasks, for example, oral presentations, take place over a period of time. In this case the due date will be the commencement of the assessment period and teachers will facilitate a fair and just system to ensure that no student is advantaged nor disadvantaged in terms of when she delivers her presentation.

Where possible, Assessment Tasks for students in Years 7-10, should not be scheduled in Period 5 or 6. The purpose of this is to reduce the likelihood of students having Assessment Tasks due in every lesson on a particular day.

Where possible, Assessment Tasks for students in Year 7 should be completed during class time throughout Semester 1. This is designed to allow students to undergo the transition from primary to high school and as such adjust to the demands and expectations of secondary schooling.

### **Assessment Planning Exercise**

Students are encouraged to balance the diverse demands on their time. Assessment Tasks will require students to dedicate some time outside of school to complete these tasks. Good time management should enable all students to achieve a balance between academic and other activities. In order to assist students to develop an organized approach to their studies, an Assessment Planning Exercise is facilitated by the Pastoral Leader in a Pastoral Care class early in each semester, usually in Week 3. During this time, the student plots her Assessment Tasks and due dates into her Student Organiser.

## Modified Assessment

Students who have learning difficulties or identified disabilities may require modified programs of work so they can succeed in their classes. The School Support Team (SST) works with staff to decide on the best form of modification of work for the student.

Work can be modified in the following ways:

- The content may be modified or significantly reduced, i.e. the student may do different work to the rest of the class or the student may only cover part of the content that the rest of the class covers.
- The assessment may be modified. This could include being more flexible when marking work or changing the format of the assessment, i.e. asking the student to provide verbal responses rather than written responses.
- Both the assessment and content may be modified.

If the content or both the content and assessment are modified, staff are requested to write modified outcomes on reports so that they can report against the student's progress. These outcomes are written in consultation with the School Support Team Coordinator. Special Needs (SN) is then recorded on the student's report to indicate that the unit has been modified. **Students who have SN recorded on their reports are awarded only A, B or C grades.**

**N.B:** Staff simply adhering to equitable assessment guidelines (BSSS Equitable Assessment and Special Consideration in Assessment) do not need to indicate on the report that assessment has been modified.

### Process for Modifying Work or Assessment

Teachers are provided with information about students requiring modified assessment at the beginning of each semester. Teachers are requested to assess the student's needs in light of their curriculum content. If a teacher feels that a student will not cope with the mainstream program they complete a Modified Unit Proforma. Modified Unit Proformas are to be completed by the end of Week Three of each semester.

The School Support Team (SST) must have documentation to show how the needs of students with disabilities are being catered for in mainstream classes. As such, classroom teachers must complete Modified Proformas for students with disabilities regardless of whether they will require modified work.

Teachers are encouraged to seek assistance if they are unsure of how class work and assignments should be best modified for the student.

Throughout the semester, the SST Coordinator works with subject teachers to reassess whether or not the teacher can report against the original outcomes and to determine whether the outcomes reflect the student's achievements in the unit. Outcomes are then changed if necessary.

### **Modified Units (M Units) for Year 11 and 12 Students**

*M Courses are designed for students who satisfy the ACT Department of Education and Training Disability Criteria accepted as a common definition for census and other system processes by all sectors, Government and Non-Government. [M Courses may also be designed] where the principal has deemed exceptional circumstances due to the student's significant needs and previous levels of support [is required].*

*All accredited courses can be adapted through the M Framework in either content or assessment or both.*

*Modified course units will provide students with an equitable range of meaningful and effective learning options and should contain sufficient flexibility and options to suit individual needs, abilities, learning styles and complement the goals of Individual Learning Plans. Modified course units include a provision for students who require specific guidance and extended learning experiences to achieve a level of success in an accredited course.*

(ACT BSSS Modified Framework, 2008).

The School Support Team works with classroom teachers and Faculty Coordinators to modify accredited units for students with disabilities.

### **Vocational Course Assessment**

All vocational courses are competency based, which means that performance is compared to the standards prescribed for each element of competency in the course. Teachers of vocational courses will gather assessment evidence for each competency in a variety of ways.

Students will be assessed as either competent or not yet competent. Students who are assessed as not yet competent will receive further training and will be given another opportunity to demonstrate competency. This is called a Competency Resit. A maximum of two Competency Resits will be permitted. The first Competency Resit should be completed within one month, with any further resits taking place within two weeks of the first.

In all instances, it is the responsibility of the student to approach the teacher to arrange Competency Resits.

Further information in relation to vocational assessment procedures is available within the Vocational Staff and Student Handbooks.

### **Word Limits**

Assessment pieces that require a written response attract a word limit. The word limit for written responses is dictated by the course framework for each subject.

It is the student's responsibility to adhere to the word limit prescribed on the assessment task. The word count for an assessment task does not include:

- Quotations
- Referencing within the response
- Bibliography
- Tables/Charts
- Headings

When submitting a written response, students must indicate on the front page of their assessment task the word count. The word count will be categorised as follows:

- Total Word Count
- Quotations
- Student work
- Bibliography

The student's stated total word count must match the word count acknowledged on the digital receipt for the student's Turn It In submission. When the stated word count for an assessment task is significantly incorrect the student will be asked to show cause. A significantly incorrect word count noted on a student's submission could represent a breach of academic integrity and penalties may be applied.

St Clare's College accepts a 10% margin, either less than or greater than the prescribed amount, when establishing whether or not a student has breached the word limit. If the word limit is exceeded by less than 10%, no penalty will be applied.

St Clare's College applies the following deductions to a student's assessment submission when word limits have been breached:

Percentage exceeded by	Percentage of marks to be deducted from final mark
>10% - 15%	5%
>15% - 20%	10%
>20% - 25%	15%
>25% - 30%	20%
>30% - 35%	25%
>35	30%

## Submission of Assessment Tasks

All Assessment Tasks must be completed and presented by the due date.

It is the responsibility of the student to submit Assessment Tasks to the teacher by the due date. Assessment tasks must be submitted by 3.30pm to avoid late penalties. Assessment Tasks should be handed directly to the teacher and be accompanied by a completed Declaration of Original Work Submission Form. The Declaration of Original Work Submission Form can be accessed by the teacher through 'My Templates' section of Word accessed by opening Word, selecting file, new my templates and selecting the STCC Curriculum Tab. Students can access this form via the Publications menu via the College Website.

All Assessment Tasks must be submitted as a hard copy unless otherwise stated in the requirements of the Task. Upon receipt, the teacher should register the date that the Assessment Task was submitted by completing the Teacher section of the Declaration of Original Work Submission Form. This then generates a receipt for the teacher and student that the task has been submitted. In the event that the teacher is unavailable, Assessment Tasks may be submitted to the Faculty Coordinator or Assistant Principal Curriculum and Assessment who will issue the student with a receipt.

The student is required to keep a complete copy of any written task that is submitted as well as their submission receipt. A backup electronic copy or a photocopy is acceptable. The copy must be produced on request and will provide the student with security against loss of or damage to the submitted copy. It is also important that students ensure the security of their work prior to its completion by ensuring that secure backup copies are made. Loss of a task, either electronic or physical, will not generally be accepted as a valid reason for late submission.

## Electronic Submission of Assessment Tasks

### Turnitin

In August 2015, St Clare's College introduced the use of *Turnitin*, a web-based service that manages and provides feedback to students and teachers regarding correct referencing and authenticity of student written work. The College released a statement to all students to explain the College approach to the implementation of *Turnitin*:

*In support of Academic Integrity at St Clare's College, Turnitin will be used to review the papers that you submit in your classes. Turnitin does not determine whether plagiarism has taken place or not. Turnitin will also not be used as a punitive tool or measure. Your classroom teacher will use the reports that Turnitin generates as a basis for the thorough evaluation of the authenticity and originality of your work and the work of your classmates.*

All written tasks are set-up in *Turnitin* in two folders:

- A Final Submission folder, for example, Research Essay; and
- A Draft/Revision Folder, for example, Research Essay Draft.

The purpose surrounding the decision to have two folders per task allows for students to use the *Turnitin* site as an educative tool as oppose to a punitive device. Through the correct use of *Turnitin* the students will benefit in two distinct ways:



- Students will be encouraged to use and cite work correctly prior to final submission of their assessment task; and
- Students will be encouraged to review their written work prior to final submission in order to create a work that is concise and reflective of their understanding.

All students are required to submit their digital receipt generated from *Turnitin* when submitting the hard copy of their assessment task.

In some cases it may be appropriate or a requirement that an Assessment Task is to be submitted electronically, either on disc, USB, email or *Turnitin*. In such cases, the following rules will apply:

- St Clare's College will not be responsible for unusable, unreadable, corrupted or virus infected files
- St Clare's College will only accept Assessment Tasks which are written in applications which are compatible with the College computer network.
- The Assessment Task should be readily identifiable
- The Assessment Task is not considered to have been submitted if conditions (1), (2) and (3) have not been met.

#### **Late Submission or Non Submission of Assessment Tasks**

St Clare's College recognises that completing and submitting assessment tasks on time is a valuable organisational skill. Students must complete work even if it is late as there are educational benefits in so doing.

#### **Years 7-10**

In the event of illness, late assignments should be handed directly to the teacher concerned on the day of return or (in emergency only) submitted to the Faculty Coordinator or Assistant Principal Curriculum and Assessment. A receipt is issued and work will be dated and time of receipt recorded before being passed on to the designated teacher.

Work not received by teachers through these channels is deemed not to have been submitted and students will follow the procedures outlined for Failure to Submit.

Failure to submit an Assessment Task will result in the following procedure:

- The student will be required to attend a supervised Study Support Session to complete an Assessment Task that addresses the required reportable outcomes. The Assessment Task (which may be modified at the discretion of the subject teacher but inclusive of relevant outcomes) will be completed in the Study Support Session and submitted at its conclusion; or
- At the conclusion of each semester and prior to the completion of report writing, students who have not completed all assessment tasks will be given the opportunity to submit outstanding assessment items for grading.

### Years 11-12

As per BSSS policy, work submitted late will incur a penalty of 5% (of possible marks) per calendar day late (including weekends and Public holidays) up to a maximum of seven days after which the notional zero will be awarded. This procedure applies to oral presentations as well as written work. Any student who does not submit assessment tasks worth in total 70% or more of the assessment of the unit will be deemed to have voided the unit.

Late assignments should be handed directly to the teacher concerned, or (In emergency only) submitted to the Faculty Coordinator or Assistant Principal Curriculum and Assessment. A receipt is issued and work will be dated and time of receipt recorded before being passed on to the designated teacher.

Work not received by teachers through these channels is deemed not to have been submitted. An 'Overdue Assessment Task' notification is sent to parents via email advising them if a student fails to submit an Assessment Task by the due date. This is generated through SEQTA and recorded on the student's file. The 'Overdue Assessment Task' email also includes, for Years 7-10, the details for the Study Support Session.

For students in Years 11 & 12, the ACT Board of Senior Secondary Studies' Late Policy is implemented for late submission of Assessment Tasks. This policy can be accessed on the [ACTBSSS website](#).

Students are still required to submit the piece of assessment to fulfil course requirements.

### **Absence on the Day of Completion/Submission of an Assessment Task**

Students in Years 11 and 12 who are absent on the day an Assessment Task is due to be submitted or to be completed, i.e. test, exam or oral presentation, should contact their subject teacher or relevant Faculty Coordinator on the day the item is due. Where possible, the Assessment Task should be delivered to the teacher at St Clare's College. On the day of return to school a letter from the student's parent/guardian explaining the reason for the absence should be delivered to the teacher. If the absence was due to medical reasons, a medical certificate will be required.

If a student (Years 7 – 12) knows in advance that she will have a valid reason for being absent on the due date of an Assessment Task or the day of completion of an Assessment Task, she must negotiate a suitable arrangement with the teacher and / or Faculty Coordinator. It is usual in the cases of excursions, sporting and family commitments for the student to complete or submit the task before the due date.

A student who is absent on the day of an in-class test will be required to sit the test or another equivalent test at a suitable time arranged by the subject teacher and the Faculty Coordinator. A note or medical certificate to the subject teacher regarding the absence is required for students in Years 11 and 12.

### **Extended Absences/Leave**

**Year 7-10 Students:** Students who plan to take leave from St Clare's College for extended periods or during peak assessment times must be mindful of the implications this may have on their ability to satisfy assessment requirements in their courses. Any student considering taking leave during term time must discuss the implications of this well in advance with the Assistant Principal Curriculum and Assessment. Leave greater than one (1) week must have the approval of the Principal and be applied for in advance by email or letter.

**Year 11 and 12 Students:** The ACT Board of Senior Secondary Studies outlines clearly the need for students to meet both attendance and assessment requirements in order to be awarded a unit of study. The Board sets out procedures for dealing with students who suffer illness or misadventure but under the Board's rules there is no special consideration available for family travel taken during term time so families of senior students should avoid planning holidays during term time as this can have a detrimental impact on the student's studies and may jeopardise their ability to qualify for an ACT Senior Secondary Certificate and/or ATAR.

The College is not able to waive assessment items for students going on family holidays and all Board of Senior Secondary Studies requirements need to be met.

### **Extensions for Assignments**

Assignment due dates are given to students in advance and with more than sufficient time to complete the task. Extensions of time will only be granted in exceptional circumstances and should not be assumed by students.

Extensions must be applied for at least three (3) days before the due date. Extension application forms are to be obtained from the Faculty Coordinator and submitted in writing to the Faculty Coordinator. The application must be signed by the subject teacher and the parent. The completed application form, and any relevant documentation such as medical certificates, must be attached to the Assessment Task submission. The classroom teacher will file an incident report of the extension on SEQTA.

Where computers are used in preparing Assessment Tasks, extensions of time will not be given for computer or printer failure. Students are expected to follow responsible practices in relation to the use of technologies, including the maintenance of reliable and up to date backup copies, allowing sufficient time to deal with potential technical failures and the retention of printed draft copies. These printouts must be submitted in the event of computer failure.

As St Clare's College has an extensive Information Technology Network to which all students have access, problems with access to technology at home is usually not an acceptable excuse for late submission of work.

### **Alteration to Assessment Due Date**

Should a teacher feel the necessity to change a due date for an assessment task, they must complete the Alteration to Assessment Due Date form. The classroom teacher must discuss with the Faculty Coordinator the reasons surrounding the alteration to the due date and seek their approval to make any changes. The Alteration to Assessment Due Date form must be signed by both the classroom teacher and Faculty Coordinator. The classroom teacher



must distribute a hard copy of the Alteration to Assessment Due Date to all students in the class and email all parents of the students in the class with the signed Alteration to Assessment Due Date form attached.

The Alteration to Assessment Due Date form can be accessed by the teacher through 'My Templates' section of Word accessed by opening Word, selecting file, new my templates and selecting the STCC Curriculum Tab.

## **Plagiarism**

Plagiarism is the presenting of someone else's work as one's own and includes words or ideas from books, films, photographs, CD-ROMs or the Internet without acknowledging the source. It also includes using directly the work of a person helping with an essay or an assignment.

Students who plagiarise work will be penalised according to the extent of the plagiarism. A serious case of plagiarism or a repeated offence will result in penalties such as the cancellation or substantial reduction of marks allocated for their assessment item.

**For students in Years 11 & 12:** the ACT Board of Senior Secondary Studies' Plagiarism Policy is implemented if evidence of plagiarism is identified in assessment tasks.

Students may receive, depending upon the category of plagiarism:

- a reprimand and warning in writing
- marking of the item without plagiarised material considered
- marks reduced by an amount appropriate to the extent of the plagiarism
- cancellation of the marks or grades for the item/test
- cancellation of the assessment for the Unit or Course
- cancellation of all assessment results for Years 11 and 12.

Any offence will be reported to the Assistant Principal Curriculum and Assessment and penalties applied as per the BSSS policy after negotiation with the appropriate teacher and Faculty Coordinator.

## **Submission of Drafts**

The drafting process is integral to the development of a student's skills in the areas of communicating an argument effectively, analysing issues and information, and in their general structure and communication. Drafting also facilitates the planning and information literacy process.

Within practical areas, the drafting process is invaluable in relation to the formation and development of composition, style and creativity appropriate to the task. However, it is also recognised that the drafting process can be unique to the individual student, teacher and the nature and expectations of the task. To accommodate this, staff should ensure that expectations are clearly defined to students when the task is distributed.

Staff should be clear to students as to the number of drafts that should be submitted for an individual task. The exact number of drafts accepted should be determined at the discretion of the individual teacher, in consultation with their Faculty Coordinator, after consideration of the task type, the composition of the class, in consideration of student equity and so on.

However, it is felt that in general this number **should not exceed one draft of a completed task**. It is the responsibility of all teachers to ensure that students are clear that they are not automatically entitled to resubmit drafts a number of times.

For written tasks excluding in-class assessments, students are to utilise *Turnitin*. Draft/revision folders have been created for the exact purpose of encouraging students to first review their work and make appropriate self-assessment. Students are to inform their teacher that they have submitted a draft via *Turnitin*. This then allows the teacher, should they wish to use it, the capacity to read and make appropriate comment through *Turnitin*.

To ensure consistency across classes, where there is more than one teacher teaching a unit, or units from the same course at the same time, those teachers are to document their approach to drafts for each task for those classes. Aspects such as spelling, grammar and general structure should not be specifically corrected on the draft copy; however, the teacher can indicate on the draft checklist that these areas, grammar, punctuation, spelling etc., need attention. If the teacher would like to give written feedback on the draft then this should be comprised of dot points indicating areas of strength and areas that may need to be addressed expressed in a questioning nature, rather than simply stating for the student what they need to cover explicitly. If written feedback is given to students, then the teacher should either keep a copy of this feedback, or request that students submit their draft (including the feedback) with their final copy.

When teachers are accepting drafts, they should be clear as to the date after which they will not accept drafts. The College recommends one (1) week prior to the due date is acceptable. However, individual circumstances will need to be considered in relation to the application of this aspect of the process. Once a draft has been submitted it should be returned to the student within a period of no more than three (3) days.

Teachers may use the College Draft checklist on which to provide feedback to students.

### **Status**

If through serious illness or misadventure a student is unable to complete an assessment task or if, through chronic illness or misadventure a unit of work is unable to be completed a student may apply to be granted status (S grade). This provision can only be applied as a last measure in special circumstances. Formal application must be made through the class teacher, Faculty Coordinator and Assistant Principal (Curriculum and Assessment) and the application must be accompanied by appropriate medical documentation.

### **Appeals**

All students throughout Years 7 – 12 have the right to request a review or to appeal results of assessment items, unit grades/scores and/or course scores. St Clare's College complies with the ACT BSSS system that operates a hierarchy of mediation, reviews and appeals where the student may:

- seek review from the class teacher (Years 7 -12)
- seek review from the Faculty Coordinator (Years 7 -12)



- appeal to her College Assistant Principal (Curriculum and Assessment) for a review of college assessment items (grades and/or marks), unit grades and/or scores (Years 7 - 12)
- appeal to her College Principal for a review of college assessment items (grades and/or marks), unit grades and/or scores (Years 11-12)
- proceeding the College appeal process, appeal to the Board against the college procedures by which the appeal decision was reached (Years 11 -12).

Unless there are exceptional circumstances, an ACT BSSS Appeal will only be accepted if an appeal has first been heard by the college.

Students must consult the St Clare's College Senior Handbook or the ACT Board of Senior Secondary Studies website: <http://www.bsss.act.edu.au/> for greater detail in relation to the appeals process.

## **References**

CE Policies Public Access:

<https://cg.catholic.edu.au/parents/policies/>

CE Curriculum Policy:

<https://intranet.cg.catholic.edu.au/formandpolicies/Lists/Policies%202015/DispForm.aspx?ID=4&RootFolder=%2Fformandpolicies%2FLists%2FPolicies%202015&Source=https%3A%2F%2Fintranet.cg.catholic.edu.au%2Fformandpolicies%2FPages%2Fpolicies.aspx>

CE Curriculum, Assessment and Reporting Public Access report:

<https://cg.catholic.edu.au/parents/curriculum/curriculum-pedagogy-assessment-reporting/>

CE Assessment Policy:

<https://intranet.cg.catholic.edu.au/formandpolicies/Lists/Policies%202015/DispForm.aspx?ID=90&RootFolder=%2Fformandpolicies%2FLists%2FPolicies%202015&Source=https%3A%2F%2Fintranet.cg.catholic.edu.au%2Fformandpolicies%2FPages%2Fpolicies.aspx>

BSSS Frameworks

<http://www.bsss.act.edu.au/curriculum/Frameworks>



**Forms**

Unit Outline: Years 7 – 10

Unit Outline: Year 11 – 12

Declaration of Original Work: Years 7 – 10

Declaration of Original Work: Years 11 – 12

Assessment Cover Sheet: Years 7 – 10

Assessment Cover Sheet: Years 11 – 12

Alteration to Assessment Due Date

Application for Extension to Due Date for Assessment Submission

<b>Approved by:</b>	Executive
<b>Implementation date:</b>	
<b>Revision date:</b>	April 2016
<b>St Clare's Contact Officer</b>	Assistant Principal (Curriculum and Assessment)