



## ASSESSMENT PROVISIONS POLICY

(As it relates to: Extensions to Deadlines, Absence from Tests/Examinations, Redeemability and Special Provisions)

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### CONTEXT:

Sacred Heart College Senior is committed to providing quality education, in keeping with its Catholic and Marist tradition and ideals. Sacred Heart upholds the principles of fair and reasonable assessment of learning.

All students should be given the opportunity to demonstrate their learning and to achieve success in their learning. Fair and reasonable assessment occurs when all students undertake assessment under comparable conditions and when the same knowledge and skill requirements and performance standards are applied to all students.

In conjunction with the academic development of students, Sacred Heart College is committed to supporting students who find it difficult to take part in assessment tasks due to illness, injury, misadventure or interrupted schooling.

### PRINCIPLES:

This Policy is based on the following principles:

- That students who are adversely affected by illness, injury, misadventure or interrupted schooling are eligible to access fair and reasonable assessment;
- That all students at Sacred Heart undertake assessment under similar conditions;
- That special provisions are accessible under the Special Provisions and Assessment Policy (available from The SACE Office);
- That all students are given the opportunity to achieve the same knowledge and skill requirements, and performance standards;
- The responsibility for informing teachers of illness, injury, misadventure or interrupted schooling lies with the student;
- That evidence must be provided regarding illness, injury, misadventure or interrupted schooling;
- That no academic advantage is gained by one student over another through the implementation of this policy.
- That teachers apply the assessment provisions policy evenly across subjects and set

### PROCEDURES:

Central to the learning and ultimately the assessment process, is the submission of work in a timely manner. Making every effort to submit work by a deadline is fair to oneself and to other students who are also required to submit their work on time. In addition, work that is submitted by the due date allows teachers adequate time to assess student work.

#### Extensions to Deadlines

It is understood that extensions to deadlines are required from time to time. Extensions to deadlines apply to summative assessment tasks which have due dates attached to them.

Students may require an extension to deadlines when:

- They are absent on the due date due to sickness or injury;
- Personal issues prevent completion of the assessment by the due date;
- There is an overload of work due.

Extensions to deadlines may be granted by a teacher where the following criteria apply:

- The student has made a written request for an extension prior to the due date for the assessment item;
- The student has justified the request on the basis of unforeseen individual circumstances that are reasonable and likely to prevent the proper completion of the assessment by the specified due date.

When the student is absent on the due date as a result of unforeseen circumstances, it is the responsibility of the student to ensure that the teacher is informed of this absence.

Some examples of unforeseen circumstances are:

- Illness;
- Injury;
- A car accident;
- A death in the family.

Evidence is required to substantiate the unforeseen circumstance, in the form of either:

- A medical certificate (for illness or injury) or;
- A statement from parents/guardian/school counsellor supporting the situation (for other unforeseen circumstances).

#### Consequence of Late Submission of Work

It is the responsibility of the student to ensure that an extension to a deadline has been properly negotiated with the teacher. Failure to do so, and the subsequent submission of late work, will result in the forfeiture of all marks allocated to the assessment task. A 0 (zero) will be recorded for the task.

#### Absence from Tests / Examinations

Absence on the day of a test or examination is sometimes unavoidable. Whatever the unforeseen circumstance, the assessment must be fair both to the individual student and to all other students enrolled in the subject.

Some examples of unforeseen circumstances are:

- Illness;
- Injury;
- A car accident;
- A death in the family.

It is the responsibility of the student to ensure that the teacher is informed of this absence. Evidence is required to substantiate the unforeseen circumstance, in the form of either:

- A medical certificate (for illness or injury) or;
- A statement from parents/guardian/school counsellor supporting the situation (for other unforeseen circumstances).

All students must meet the same performance standards and requirements of knowledge and skills required by other students. Consequently, tests or examinations which have been delayed must be:

- Completed at another time or;
- Replaced with a different test or examination completed at another time;
- Otherwise 0 (zero) marks will be allocated to the task.

### Redeemability

Redeemability is the resubmission of work for remarking. Seeking redeemability is also the practice of requesting the replacement of one assessment piece with another – that is, substituting a poor assessment piece with a good assessment piece.

No student may resubmit work for the purpose of remarking once it has been allocated a mark/grade. It may be resubmitted for feedback purposes only. Also, substitution of one assessment piece for another is not permitted. To avoid poor marks, students are advised to revise and edit work before final presentation for summative assessment.

### Special Provisions

Special provisions identify alternative arrangements for assessment for eligible students and are available to students undertaking subjects from the SACE (classified as Stage 1 or Stage 2). The SACE Board's *Special Provisions in Curriculum and Assessment Policy*, specifies that 'eligible students' refer to "students whose capacity to participate in an assessment component is adversely affected in a significant way by illness, impairment, or personal circumstances" (p.2). Sacred Heart will provide appropriate, fair and reasonable alternative arrangements for school-based assessment tasks. The SACE Board will determine the special provision arrangements for external assessment components.

#### To gain Special Provisions:

- Stage 1 and 2 students will provide the SACE Coordinator with appropriate documentation. Students **do not** automatically qualify for Special Provisions – the SACE Coordinator will clarify and give advice to each applicant upon request.

Alternative arrangements may be put in place for special provision students who for a variety of reasons may be unable to complete the original assessment task(s). The SACE Coordinator will advise students and their teachers of eligibility for these arrangements.

These arrangements may include:

- Delaying the presentation of a task;
- Reducing the number of tasks while ensuring that all learning outcomes are still being addressed;
- Replacing one task with a task of a different kind (e.g. replacing a written task with an oral task);
- Using another planned task to assess more learning outcomes than originally intended;
- Using alternative arrangement to help the student to complete a task (e.g. word processor, spelling checks);
- Allowing the student extra time for timed tasks;
- Allowing the student rest periods during timed tasks;
- Providing predicted marks based on other formative or summative assessment;
- Identifying equivalent learning against learning outcomes or SACE requirements (if the grounds are interrupted schooling).

The SACE Board's *Special Provisions in Curriculum and Assessment Policy*, specifies that special provisions "cannot be used to compensate for learning that has not occurred" (p. 3). That is, special provision students must meet the same performance standards and requirements of knowledge and skills required by other students.

### REFERENCES:

Special Provisions in Curriculum and Assessment Policy – located on the SSABSA Internet <http://www.ssabsa.sa.edu.au/docs/policy/ap-o6-spapolicy.pdf>

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