



# IONA COLLEGE

## Assessment Policy

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Iona College is a Catholic Boys School conducted by the Missionary  
Oblates of Mary Immaculate

Iona College seeks to provide a dynamic Catholic learning community within the Oblate spirit, so that its members are faith-filled, resilient, courageous, well-balanced and prepared to make a difference

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## **Contents**

Preamble	3
General Philosophy	
Educational Philosophy	
Beliefs and Assumptions	
Definition of Assessment	4
Principles of Assessment	4
Scaffolding	5
Task Sheets	5
Criteria Sheets	5
Preparation of Assessment Tasks	6
Gathering and Recording Evidence	6
Sources of evidence	
Assessment techniques	
Observation	
Consultation	
Focused analysis	
Peer- and self-assessment	
Record keeping	
Feedback	7
Assignments	7
Deadlines	
Extensions	
Students who are absent when the assignment is distributed	
Submission of assignments	
Failure to submit – Years 8 - 12	
Failure to submit – Years 5 - 7	
Ownership	
Plagiarism	
Copying another student’s work	
Drafting	9
Examinations	9
Student ID Cards	
Equipment	
Calculators	
Mobile phones	
Borrowing during examinations	
Cheating during examinations	
Late arrival to an examination	
Leaving the exam room temporarily	
Illness during examination	
Absence from examination	
English as a Second Language	
Learning Support Centre	
The Cognitive Development of Boys	11
Special Provision	11
Alternative arrangements	
Exemption	
Application for Special Provisions	
Assessment of Students with Learning Difficulties	13
Agreement to Modify Assessment	15
Acknowledgements	16



## **Preamble**

### **General Philosophy**

Iona College seeks, as its principle aim, the interior transformation of the individual. Iona College has a holistic approach to education, including religious and personal growth, physical development, social interaction skill development and academic achievement. These aims can only be achieved with the co-operation and support of staff, parents and students.

### **Educational Philosophy**

Iona College seeks to develop a caring, safe and supportive environment in which learning can take place. This is facilitated by an emphasis upon a close and supportive relationship between staff and students in both the formal and informal learning situations.

Iona College understands that the dreams and talents of each student are unique and so courses and curricula, wherever possible, are designed to meet the needs of the individuals. Individual monitoring and flexibility in curriculum design should be important features of the College.

Iona College believes that an important feature of any formation process is the development of individual initiative, self-reliance and self-motivation, and so the school seeks to encourage students to be active participants in their own learning.

### **Beliefs and Assumptions**

In managing students in a supportive educational environment

We believe...about young people:

- Young people are capable of making choices and decisions
- Young people are shaped and formed by the relationships and experiences in their lives
- All young people are individuals
- Young people model what they see e.g. mutual respect
- Young people respond to authoritative not authoritarian approaches
- Young people need to actively participate in their own goals

We believe...about teaching and learning:

- Teaching is a relationship
- Teaching is facilitating learning
- Teaching supports intellectual, social, emotional, physical and spiritual development
- Learning is about increasing knowledge, processes and skills, broadening insights and perspectives, challenging assumptions, changing current behaviour and nurturing new patterns of behaviour
- The teaching and learning relationship is a meeting point for growth and development for the student and the teacher
- Classroom contact with students provides one of the more significant influences in the student's life
- Teaching is only effective when learning takes place

We believe...about the student/teacher relationship:

- Behaviour management is a whole school activity and responsibility
- Teachers lead, guide, direct and manage the student/teacher relationship
- Teachers model desired behaviours in the student/teacher relationship i.e. respect, tolerance, fairness, self control



## **Definition of Assessment**

Assessment (formal and informal) is a purposeful, systematic and continuous process that allows students opportunities to demonstrate learning outcomes. Thus, the assessment process enables students, teachers and parents to:

- review the learning which has taken place;
- make judgements about how effective it has been;
- communicate this information effectively to the audiences for whom it is appropriate; and
- plan ways to enhance the learning of the students involved.

Assessment is integral to the curriculum and its goals should shape the forms and frequency of assessment. Assessment, in its turn, should reflect the aims of the curriculum while being relevant and responsive to the learning needs of all students including those with specific learning and educational needs. Its approach should reflect the nature of the school community, its attitude to education and the importance it attaches to the values of the Gospel such as justice, human dignity, compassion and hope.

## **Principles of Assessment**

For assessment to be effective, it should meet the following criteria:

- Assessment should be focused on allowing students to demonstrate learning outcomes – therefore students are made aware of what is being assessed, how and when they will be assessed, and how judgements will be made about their demonstrations of learning outcomes.
- Assessment should provide opportunities for a comprehensive range of evidence to be gathered and recorded over time. To collect such evidence, teachers provide multiple opportunities in a variety of contexts for students to demonstrate learning outcomes, and use a variety of assessment techniques and recording instruments. Because students have different learning styles, evidence will be gathered from various sources.
- Teacher judgements about students' demonstrations of learning outcomes should be consistent within their own classes for different students, for different assessment opportunities and at different times. They should also be consistent with the judgements of other teachers in their school and other schools.
- Assessment should allow teachers to take account of individual learners by consideration of factors that influence students' learning — in particular, their prior knowledge, experiences and unique circumstances, and their social, emotional, physical, cognitive and linguistic development.
- Assessment should be an integral part of the learning and teaching process. Learning activities can be used as opportunities to gather evidence of students' demonstrations of learning outcomes. Assessment opportunities should match the learning activities and teaching methods students have experienced. Assessment opportunities should be meaningful, interesting and challenging and contribute to the development of students as lifelong learners.
- Opportunities should be provided for feedback and support to assist students to take responsibility for their own learning. This involves giving students opportunities to monitor their progress in relation to the learning outcomes and to gather information that they and others may use to make decisions about future learning.
- Assessment based on principles of equity enables students to demonstrate learning outcomes in ways that are sensitive to, and inclusive of, their circumstances. This includes providing assessment opportunities that assist students or groups of students to overcome barriers that might limit their demonstrations of learning outcomes, or negotiating assessment with students so they maximise their opportunities to demonstrate learning outcomes.



## **Scaffolding**

Scaffolding is the gradual removal of a tutor's support for the individual to become an independent problem solver as the individual gains knowledge and brings it under his own conscious control. The 'scaffold' is the environment the teacher creates, the instructional support and the processes and language that are lent to the student in the context of approaching a task and developing the abilities to meet it.

At Iona College, teachers use numerous steps in the scaffolding process that eventuate in the student producing a completed task. These steps include:

- the teacher initially talking through the requirements of the task.
- the teacher preparing students through a number of different class activities.
- the teacher providing a structure, where applicable, for students to follow in order to meet the requirements of the task.
- the teacher modelling the task and using exemplars.
- the teacher providing opportunities for parts of the task to be attempted with feedback.
- the drafting process whereby students take control of the whole task with support from the teacher in both written and verbal form.
- the student completing the task and receiving written feedback.

## **Task Sheets**

Task sheets will provide the student with specific details about the task and how it is to be judged. An effective task sheet will state in simple, subject-appropriate language:

- what is required of the student.
- how or where the responses are to be presented.
- the due date of the completed task.
- requirements for the submission of drafts.
- the conditions under which the assessment will be undertaken.
- how judgements about student achievement will be made.

The task sheet will be provided to the student at the commencement of the task.

## **Criteria Sheets**

Criteria sheets enable teachers to make accountable judgements about specific tasks and enable students and parents to clearly identify what the student has done well and where improvement is required. The criteria sheet will be attached to the task sheet and will:

- describe the quality of student work in terms of the assessment criteria appropriate to the assessment technique and task.
- give meaning to the standard awarded for the task.
- use words which are descriptive as well as comparative.
- describe what the student can do, rather than what the student cannot do.
- use language which is meaningful to the student.
- contain positive statements about student achievement.
- inform students of what is expected of the task.
- allow all facets of the task to be judged.

The criteria sheet will be given to students with the assessment task sheet and must use language that can be understood by the students and their parents. The specific criteria will be explained to the student at the beginning of the task.



## **Preparation of Assessment Tasks**

Assessment tasks should not be prepared in isolation. Teachers within the subject or year level should be consulted both during and after the preparation of tasks to provide diverse opinions and experience. Peer review of the completed task sheet provides the opportunity to ensure relevant, high quality tasks are provided for students.

All assessment tasks will be approved by the Head of Department before distribution.

## **Gathering and Recording Evidence**

Evidence about students' demonstrations of learning outcomes will come from several different sources and be gathered and recorded over time using a variety of assessment techniques and recording instruments. This evidence will be relevant to the learning outcomes being assessed and be collected in a focused and systematic way.

### **Sources of evidence**

Using evidence from a variety of sources caters for different learning styles, different types of learning outcomes, the different ways in which students may demonstrate learning outcomes and learning that has taken place in different contexts.

### **Assessment techniques**

Assessment techniques will be selected to suit the context in which the learning outcome is being demonstrated and the type of evidence required. Teachers familiarise students with the techniques through modelling and practice. These techniques include observation, consultation, focused analysis and peer- and self-assessment.

### **Observation**

Teachers observe students as they participate in planned activities. Teacher observation occurs continually as a natural part of the learning and teaching process and can be used to gather a broad range of information about students' demonstrations of learning outcomes. Teacher observations can also be structured to gather particular kinds of information in relation to learning outcomes. Teacher observations may take the form of checklists, focused analysis sheets, critical incident records, anecdotal records, rating scales, videoing or photographs.

### **Consultation**

Teachers discuss student work with students, colleagues, parents/carers or other paraprofessionals. The varying perspectives of the participants in consultations can help enrich the evidence gathered about students' demonstrations of learning outcomes. Consultation can be used to verify the evidence gathered using other techniques. Some consultations may reveal a need for more detailed assessment. Types of consultations include pre-interviews, interviews and post-interviews, or structured or informal conferences with students, parents and peers.

### **Focused analysis**

Teachers examine in detail student responses to tasks or activities. This technique, which provides detailed evidence about students' demonstrations of learning outcomes, includes group discussions, tests, projects, presentations, role-plays, debates, research tasks, video presentations, and responses to stimulus.



## Peer- and self-assessment

Students use the above techniques to assess their own work and the work of their peers. Where appropriate peer- and self-assessment allow teachers to take account of students' perceptions when gathering evidence via profiles, progress charts and reflection sheets.

## Record keeping

Record keeping will support planning and be maintained by the class teacher. It provides accurate evidence drawn from a range of contexts about student learning related to the demonstrations of learning outcomes. Where appropriate, teachers keep records on observation, consultation, focused analysis and peer- and self-assessment.

## Feedback

Assessment provides an opportunity for teachers to provide descriptive feedback for students to improve their learning. To guide student learning, feedback will be:

- prompt and timely. Generally speaking, students can expect feedback on the strengths and weaknesses of their work within two weeks of its submission.
- specific and understandable so that students can clearly identify what they have done well and what they need to do to improve.

If requested, Years 5 to 10 completed assessment items and criteria sheets will be provided to parents for perusal before being returned to the College. Certification requirements do not allow Years 11 and 12 students to take graded assessment items home for perusal. However, students in Years 11 and 12 may request a photocopy from a Head of Department.

## Assignments

### Deadlines

It is expected that students will meet the deadlines given and extensions will only be granted under special circumstances.

### Extensions

Extensions must be requested on the form available from the subject teacher, College office or website. The form will be submitted to the Head of Department who will return it with a written response. If an extension is granted, this form must be submitted with the assignment.

- Extension requests for all reasons other than sickness should be made before the due date. *Extension requests made on or after the day the assignment is due will not be considered.* This applies to all assignments.
- Extensions due to illness on the due date may be negotiated with either the Head of House or Head of Department on the day. The Head of House will liaise with the Head of Department regarding any arrangements.
- Applications based on sickness or compassionate grounds must be accompanied by appropriate documentation e.g. a medical certificate.
- Extensions can only be granted by Heads of Department and Heads of House / Year Level Coordinators. Classroom teachers are not in a position to grant an extension.
- The breakdown of a computer or printer is not an excuse for late submission of assignments.
- Valid reasons for extensions include illness on or near the due date, representative commitments in co-curricular activities, family bereavements and the like.





## **Students who are absent when the assignment is distributed**

Absence on the day that an assignment is distributed is not grounds for an extension.

## **Submission of Assignments**

A hard copy of the assignment must be personally handed to the class teacher at the *start of the lesson* on the due day. This includes the good copy of the assignment (double spaced), the task/criteria sheet and any other materials required by the teacher/faculty (e.g. research notes, drafts, PowerPoint slides etc).

Please note the breakdown of a computer or printer is not an excuse for non-submission. Students who are unable to provide a hard copy must provide a note from a parent/guardian. They should then print the assignment at the library and hand the hard copy into Student Reception. If the student's class is before they've had a chance to print the assignment at the library, they should email the teacher the assignment. They must still provide a hard copy. ***It is not acceptable for students to submit an assignment via a USB stick.***

Students who are absent from the class on the due date (for any reason, including excursions or illness) are required to have their assignment uploaded to Moodle by the start of the lesson on the due date. The completed hard copy of the assignment, together with all task sheets and drafts, must be delivered to the subject teacher as soon as the student returns to school. The Head of Department (Years 7 to 12) or Year Level Coordinator (Years 5 to 6) must be notified of any absence on a due date. This notification is in addition to calling the absentee line and is the family's responsibility.

## **Failure to Submit – Years 7 - 12**

Any student who does not have an official extension and fails to submit an assignment on or before the due date, will be asked to complete the assessment task during the lesson that day. A grade will be allocated for this response. Students who fail to submit an assignment on or before the due date will also receive appropriate punishment as determined by the Head of Department in consultation with the Head of House. Parents will be advised of any student who fails to submit an assignment on or before the due date. Teachers will advise the Head of Department by the end of school on the due date of any assignments not submitted.

## **Failure to Submit – Years 5 - 6**

Students who fail to submit an assignment on or before the due date will face consequences as determined by the classroom teacher in consultation with the Year Level Coordinator. Parents will be informed of late submission if necessary.

## **Ownership**

Students must be able to prove an assignment is their own work. This is best done through the use of drafts that show the development of the assignment. Students must also be able to articulate concepts discussed in the assignment. Only work considered to be original, or correctly cited and referenced, will be used in determining the assignment's grade. Completing and submitting drafts provides the student with the opportunity to prove ownership.

## **Plagiarism**

Derived from the Latin word "plagiarius" (kidnapper), plagiarism refers to a form of cheating and can be defined as the false assumption of authorship: the wrongful act of taking words, facts or argument, and presenting them as your own. When quoting in assignments from published sources, or even when paraphrasing the words of other authors, students must acknowledge and document the sources. Failure to do so will involve penalty. Only work considered to be original will be used in determining the assignment's grade. Plagiarism is often unintentional and must be guarded against by keeping careful notes that distinguish between the student's thoughts and material gathered from others. Other people's words and thoughts may be used but borrowed material must be referenced and included in the bibliography. Students who have plagiarised work will also receive an appropriate punishment as determined by the student's Head of Department / Classroom Teacher in consultation with the Head of House / Year Level Coordinator.





## Copying another student's work

This applies to the copying of a significant part, or all, of another student's work. Where there is doubtful authorship, students will be required to submit recently drafted copies of preliminary work. Only work considered to be original will be used in determining the assignment's grade. Students who have copied another's work will also receive an appropriate punishment as determined by the Head of Department / classroom teacher in consultation with the Head of House / Year Level Coordinator.

## Drafting

Drafting of assignment work is encouraged at Iona College because it allows the development of ideas in a logical and ordered progression. In addition, drafting allows students to authenticate the authorship of their response. Further, it provides valuable opportunities for students to seek advice from their teachers prior to submission of the task for assessment.

Drafting expectations will vary between faculties, dependent upon syllabus guidelines, so students should be aware of the specific requirements of each subject they undertake.

The following guidelines apply across all subject areas.

- The purpose of drafting *is not* the correction of work. Rather, the intention is to highlight general areas the student needs to address in order to improve the overall standard of their work.
- Editing and proofreading for spelling and punctuation errors, or problems with sentence structure, or to check whether the writing actually makes sense, *is the responsibility of the student*.
- The Head of Department will determine the number of drafts accepted for close examination. This does not prevent the student from seeking further advice, via discussion, on any aspect of an assignment.
- Teachers are under no obligation to accept drafts *within three (3) school days* of the assignments due date.
- Teachers are under no obligation to review drafts submitted after the draft due date.
- Drafts are *only* to be submitted to the classroom teacher.
- Parents will be advised of any student who fails to submit a draft where it is a compulsory requirement.
- All drafts must be submitted with the final assignment.

Where the submission of a draft is required, students **must** fully complete and submit the draft by the due date. Submission of an incomplete draft is not acceptable as it does not allow the teachers an opportunity to provide appropriate, specific, detailed feedback. **Students who do not submit a compulsory completed draft may be given a Friday detention.**

## Examinations

It is the student's responsibility to check the date, time and specific arrangements for an examination. Students should be aware of the requirements for each examination and ensure that they arrive, with all necessary equipment, at the nominated venue before the appointed starting time.

During "exam blocks", Years 11 and 12 students need only attend school when they are required for examinations. At any time during the "exam block" that Years 11 and 12 students come to school, they are required to wear normal school uniform. They are also required to be clean shaven and meet all the College's usual school expectations and rules.

During the examination students are to maintain silence and communicate only with the supervising teachers. Students should work in black or blue ink unless otherwise instructed.



## **Student ID Cards**

Student ID cards must be displayed on the student's desk during examinations.

## **Calculators**

Teachers of subjects where calculators may be of use are to nominate whether they are to be allowed. The type of calculator, programmable, scientific, or other, will also be nominated. This information will be specified on the examination paper.

## **Mobile Phones**

Students are forbidden to have mobile phones on their person during an examination. Phones should be left in lockers.

## **Unauthorised Equipment**

Students should be aware of all necessary equipment prior to the examination. Students are not permitted to bring any unauthorised equipment or prohibited information into the examination room. This includes dictionaries, thesauruses or reading matter unless specifically permitted under the text conditions.

Students are not allowed to bring laptops or other electronic devices into the examination room unless the text conditions specifically require the item. This includes iPads, mobile phones, smart watches or other internet or Bluetooth enabled device)

## **Borrowing During Examinations**

Borrowing during examinations of any materials, calculators, rulers, erasers, sharpeners, paper, etc. *is not permitted.*

## **Cheating During Examinations**

If a student is suspected of cheating during an examination, the supervising teacher will note the student's name, the circumstances, and the point at which he suspects the cheating to have occurred. The student will complete the examination. The supervising teacher will pass on this information to the Head of Department / Dean of Learning and Teaching who will take the appropriate action.

## **Late Arrival To An Examination**

Students will be allowed into the examination room to commence an examination up to 15 minutes after the starting time. No extra time, after the stated finish time, shall be granted for a student arriving late. Any student arriving 15 minutes or more after the starting time shall not be allowed into the examination venue and shall be sent to the Dean of Learning and Teaching. The College is under no obligation to provide alternative arrangements as examination dates and times are noted in the School Calendar and Examination Timetable. The student may receive no credit for the missed examination.

## **Leaving The Exam Room Temporarily**

Students are permitted to leave the examination room temporarily at the discretion of the supervisor.

## **Illness During Examination**

1. The supervisor is to determine if the illness prevents the student completing the examination.
2. The student is to be sent to the Sick Bay and the Dean of Learning and Teaching is to be notified.
3. The Dean of Learning and Teaching and Head of Department shall negotiate an appropriate alternative to the missed assessment if required.

## **Absence From Examination**

*Illness necessitating absence from school for an examination* - The student or their parent/ guardian must telephone the Dean of Learning and Teaching prior to commencement of the exam. Medical evidence of the illness must be supplied to the College. The Dean of Learning and Teaching will negotiate an appropriate alternative to the missed assessment.



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**Absence from Examinations other than illness** – The College is under no obligation to provide alternative arrangements as examination dates and times are noted in the School Calendar and Examination Timetable. The student may receive no credit for the missed examination. See also – Special Provision.

### **English as a Second Language (E.S.L.)**

E.S.L. students are entitled to Special Provisions as per QSA guidelines.

### **Learning Support Centre (LSC)**

Students who require support for the sitting of an examination may sit that examination in the LSC. This will be at the discretion of the Dean of Learning and Teaching and the Coordinator of the LSC. In this instance the Head of House and/or Head of Department will be aware of the circumstance and make the suitable arrangements. See also – Special Provision.



## **The Cognitive Development of Boys**

This policy is informed by an understanding of the cognitive development of adolescent males. Piaget (1952, 1970) and Vygotsky (1988) contributed to the theory that children develop cognitive skills through a number of progressive stages. Piaget stated that children move through the concrete operation stage from the ages of 7 to 11 where they are able to apply simple logic problem solving skills. From the age of 11 onwards, they move into the formal operations period where they develop abstract reasoning. Vygotsky highlighted the social and interactive nature of learning and the importance of an adult or more capable peer providing appropriate support to a child to assist in their development of a particular skill. The support is then gradually withdrawn as the child's own mastery of the skill increases (Slee, P., 2002). The policy recognises that there is a wide variation in these stages of development by providing assistance for children who have difficulties in specific areas compared with their peers, and extending those who are more highly talented.

## **Special Provision**

Special Provision means making reasonable adjustments to standard assessment requirements to ensure equitable assessment for all students. Special provision may apply to any student, depending on the circumstances. In making a decision about special provision, the College is required to consider what adjustment to standard assessment requirements is reasonable in the circumstances. Equity in assessment requires that all students have an opportunity to demonstrate their current knowledge and skills, free from bias and misrepresentation.

Responsibility for decisions on special provision lies with the Dean of Learning and Teaching / Dean of Junior School in consultation with other members of the College community.

Each case needs to be considered specifically and decisions reached through consultation. Students with specific educational needs often require variation in the form of presentation of a piece of assessment and their response to it, that is, adapting the method of transmission of information about assessment and the way a student presents evidence of their knowledge and skills.

Two types of adjustments are appropriate: alternative arrangements and exemption.

### **Alternative arrangements**

These involve varying the conditions under which assessment occurs in order to enable students to have opportunities to demonstrate their knowledge and skills in a course of study or learning program.

### **Exemption**

Exemption should only be allowed when there is sufficient alternative information to make a judgement about an exit level of achievement without the particular piece of assessment. For example, exemption may be appropriate where a student has missed a piece of assessment due to illness or other legitimate absence and its completion would place an unreasonable or impossible burden on the student. Exemption is inappropriate if the consequence is insufficient evidence to make a judgement about the student's exit level of achievement. Exemption should not be a substitute for efforts to remove barriers to a student's access to learning and assessment opportunities. Exemption is not an option where alternative assessment is appropriate.



Iona College seeks to provide a dynamic Catholic learning community within the Oblate spirit, so that its members are faith-filled, resilient, courageous, well-balanced and prepared to make a difference.

## Application For Special Provision

Student Name: \_\_\_\_\_ House: \_\_\_\_\_ Yr Level: \_\_\_\_\_

Special provision means making reasonable adjustments to standard assessment requirements to ensure equitable assessment for all students. Special provision may apply to any student, depending on the circumstances. In making a decision about special provision, the College is required to consider what adjustment to standard assessment requirements is reasonable in the circumstances. Equity in assessment requires that all students have an opportunity to demonstrate their current knowledge and skills, free from bias and misrepresentation.

Responsibility for decisions on special provision lies with the Dean of Learning and Teaching / Dean of Junior School in consultation with other members of the College community.

Each case needs to be considered specifically and decisions reached through consultation. Students with specific educational needs often require variation in the form of presentation of a piece of assessment and their response to it, that is, adapting the method of transmission of information about assessment and the way a student presents evidence of their knowledge and skills.

Two types of adjustments are appropriate: alternative arrangements and exemption.

**Alternative arrangements**  
These involve varying the conditions under which assessment occurs in order to enable students to have opportunities to demonstrate their knowledge and skills in a course of study or learning program.

**Exemption**  
Exemption should only be allowed when there is sufficient alternative information to make a judgement about an exit level of achievement without the particular piece of assessment. For example, exemption may be appropriate where a student has missed a piece of assessment due to illness or other legitimate absence and its completion would place an unreasonable or impossible burden on the student. Exemption is inappropriate if the consequence is insufficient evidence to make a judgement about the student's exit level of achievement. Exemption should not be a substitute for efforts to remove barriers to a student's access to learning and assessment opportunities. Exemption is not an option where alternative assessment is appropriate.

Type of consideration sought:    Alternative arrangements                       Exemption

Reason for application (attach relevant documentation):

Parent / Carer signature: \_\_\_\_\_ Date: \_\_\_\_\_

Notes (College use only):

Approved: yes  no     Dean of Learning and Teaching \_\_\_\_\_  
Date: \_\_\_\_\_



## **Assessment of Students with Learning Difficulties**

### **For Years 5 - 10 only**

#### **Preamble**

Iona College seeks to provide a dynamic Catholic learning community within the Oblate spirit, so that its members are faith-filled, resilient, courageous, well-balanced and prepared to make a difference. Within this community we value learning and seek excellence, but are flexible and adaptable in responding to the needs of individuals.

Success is important to all students, regardless of academic talent. To enable some students to achieve their potential within the framework of the regular curriculum, it may be necessary from time to time, to modify class assignments to a level that recognises their current skills and understanding.

In modifying assessment tasks the following factors must be considered:

- The student does not have to be assessed in comparison with his cohort if he has a recognised learning disability.
- The student's self esteem and desire to succeed at a reasonable level are paramount.
- The College maintains a clear and transparent process through which students are identified.
- The decision making process should be a collaborative one between the student, parents and College.
- Confidential and accurate recording processes must be maintained.
- Accurate reports are provided to parents noting if modifications have occurred.
- Equity in general reporting and certification at the end of Year 10 with respect to other students in the cohort is maintained.

#### **The student does not have to be assessed in comparison with his cohort if he has a recognised learning disability.**

As an Independent Catholic College, Iona College must provide programmes of study that enable students to achieve standards of learning comparable to Queensland standards. In doing so the College must also have regard for the ages, abilities and development of its students and be responsive to their needs in providing continuity and value in learning experiences. In doing this, Iona College recognises that at times it may be appropriate to modify assessment for some students to a level that recognises their current skills and understanding.

#### **The student's self esteem and desire to succeed at a reasonable level.**

It is incumbent upon the College, through its curriculum planning and delivery, to attempt to enfranchise all students in assessment task negotiation. Through consultation between the Head of Department, teacher and the Learning Support Centre, tasks can be developed which are cognisant of the student's developmental status. It is recognised that by providing achievable yet challenging goals, students are more motivated to engage in the learning and assessment process.

#### **The College maintains a clear and transparent process through which students are identified.**

Students who require task modification will be determined by the staff of the Learning Support Centre, in consultation with parents, specialists, school counsellors, subject teachers and the students themselves. In most cases, substantial deficits on standardised tests are the basis for consideration.

#### **The decision making process should be a collaborative one between the student, parents and College.**

If parents approve of the process of task modification they will sign their consent. This would occur on an annual basis. There will be no need to sign off on each individual modification.

#### **The student should attempt the same assignment topic as his peers but at a different level.**



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Where practicable, the subject teachers are to send the task sheet to the Learning Support Centre ahead of the commencement date. The Learning Support teacher will then discuss the modifications with the Head of Department and classroom teacher to assess task modification. If substantial modifications to the task sheet have been made, a new task sheet may be required.

The classroom teacher (sometimes in collaboration with the Head of Department and Learning Support Teacher) will arrive at a rating that reflects how well the student has performed against his modified task.

**Confidential and accurate recording processes are maintained.**

A list of students who may need task modification will be maintained by the Learning Support teachers and made available to the Dean of Learning and Teaching and to the relevant Heads of Department. Copies of individual documentation and agreements will be stored in each student's file. This list may be added to during the year.

**Accurate reports are provided to parents noting if modifications have occurred.**

When reporting to parents, the subject in which a task has been modified will contain the comment "Results based on modified assessment designed in conjunction with the Learning Support Centre."

**Equity in general reporting and certification at the end of Year 10 with respect to other students in the cohort is maintained.**

When reporting on the Year 10 Certificate or its equivalent, subjects in which a task has been modified will indicate if results are based on modified assessment designed in conjunction with the Learning Support Centre.

Students whose assessment has been modified in Year 10, in most circumstances, would not be eligible to enter an academic course in Year 11 that leads to the awarding of an Overall Position (OP) at the completion of Year 12.





## **Agreement to Modify Assessment**

Iona College seeks to provide a dynamic Catholic learning community within the Oblate spirit, so that its members are faith-filled, resilient, courageous, well-balanced and prepared to make a difference. Within this community we value learning and seek excellence, but are flexible and adaptable in responding to the needs of individuals.

Success is important to all students, regardless of academic talent. To enable some students to achieve to their potential within the framework of the regular curriculum, it may be necessary from time to time, to modify class assignments to a level that recognises their current skills and understanding.

**Your son has been assessed as being eligible for this Special Provision.**

The modification of assignments has been happening with great results for many years but it is important that you are fully aware of possible alterations to your son’s assessment tasks.

**The class teacher, in consultation with the Head of Department and Learning Support Centre staff, will modify appropriate tasks.**

**A record of any modification will be kept and any reports to Parents will contain the phrase, “Performance rated against modified task” where applicable.**

Student’s Name: \_\_\_\_\_ Class: \_\_\_\_\_

I/ we consent to modifications of assignments as deemed necessary by the Learning Support Centre.

Parent’s Name: \_\_\_\_\_

Parent’s Signature: \_\_\_\_\_ Date: \_\_\_\_\_



## **Acknowledgements**

In preparing this policy Iona College acknowledges the following sources:

Queensland Curriculum and Assessment Authority

Catholic Education Commission of Victoria

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