



Late Submissions of Assessment Tasks

How might schools handle situations when students do not submit assessment tasks by the due date? What are the issues involved?

In this discussion, 'late' means work that is submitted by a student after the due date without the student having made prior arrangements with the teacher for an extension.

TASC's position

TASC expects schools to take a fair, equitable and reasonable approach for dealing with the late submission of work that:

- is documented and openly shared with teachers, students, and parents (as appropriate)
- considers issues such as equity and fairness, and the reliability of the student work
- helps students understand that simply ignoring deadlines can have serious consequences
- is consistently applied within the learning community (e.g. Teacher A and Teacher B both apply the same consequence for the same issue)
- considers individual cases and special circumstances, as appropriate.

In thinking about how a school might treat late submission of work it is useful to consider how TASC deals with lateness in the *external assessment context*.

TASC publishes submission deadlines for external assessments (folios, practicals, presentations and displays) in Term 1. Students may request an extension for the following reasons:

- Sudden illness (accompanied by a medical certificate)
- Death of a close relative
- Unexpected travel due to the death of a close relative.

Extensions will **not** be approved for reasons including, but not limited to:

- Everyday illness of short duration
- Vacation, whether interstate or overseas
- Planned school events such as drama or music performances
- Computer malfunctions, including USB issues.

To request an extension, students would use the [TASC Folio Extension Request Form](#). More information about this is on the TASC website at [Externally Assessed Folios - TASC](#)

TASC gives case-by-case consideration for extension applications to submit externally assessed folios or projects after the due date. However, if an extension is not applied for using the correct method, or is not approved, a student attempting to submit work late will receive 'z' ratings for all criteria being assessed.

Some points for consideration:

How well are we preparing students for work and adult life if they are left to assume that missing deadlines has no consequences?

- The first time that a student realises that there are serious consequences for late submission of work should not be when they attempt to submit assessments after the due date. TASC expects that schools would have adopted, communicated, modelled and enforced comparable processes for submission of internal assessments for all students from the beginning of each school year.

What is an appropriate consequence or penalty for late submission of work?

- It has been suggested that penalties can only be applied to late work if a criterion has a time management component. This position states that if the evidence for other criteria is contained in the work, it must be assessed 'on face value' regardless of when it is submitted. While a fundamental principle of criterion-based assessment is the comparison of the evidence of individual student work to the criterion's standards, the *reliability* of the evidence needs to be considered, as do *equity and fairness*. School processes for [TASC Provider Standards 3 and 5](#) should clearly reflect this.
 - **Equity and fairness:** A student's work might be at an 'A' standard, but if it was achieved under unfair or unjust circumstances, is it still an 'A'? Should students gain an advantage by taking extra, unnegotiated time to research and complete tasks?

Consider this from a student's perspective: *'If I am a student who does the right thing and submits my work on time, why should another student in my class take extra time to do more research and get better marks than me? How is that fair?'*
 - **Reliability:** A student's work might be at an 'A' standard, but if it was copied from another student's work, or benefitted by using teacher feedback given to other students, then it has no reliability as an indicator of that student's achievement. This also jeopardises equity and fairness.
- Schools must consider the consequences/penalties that they will apply to late internally assessed student work. Course providers need to develop responses that consider the special characteristics and needs of their student cohort, and the school's ethos. In some cases, schools may wish to align their response to late submission of work with others in their system or network. This method would have advantages regarding the development of a common approach between similar schools, and the collaboration involved in sharing ideas on the matter.
- At times, there are learners who are unable to meet deadlines. Such individuals might be facing extenuating circumstances for reasons outside of their control. In such cases, it would be inappropriate and unjust to impose the same consequences/penalties as those given to students who simply decided to take extra time to complete tasks.

THINK

As a teacher, what do I think about the points raised here? Do I agree with them? Why/why not?

DISCUSS

As a school, how and when do we have professional discussions about this topic? How can we work towards a whole-of-school/sector consensus on these issues? How can our staff be supported in their roles?

DO

What actions are needed at our school? Who is going to drive them? What are the timelines? How will we measure their success? What are the likely impacts on our students if we delay or take no action on these issues?