

2020

Beaudesert State High School

Assessment Policy



Helping students achieve their personal best

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1.0 Introduction

Assessment is the purposeful, systematic and ongoing collection of evidence and its use in making judgements about students demonstrated learning against criteria. All students are required to adhere to the guidelines outlined.

This policy aligns to the QCAA's QCE and QCIA Policies and Procedures Handbook 2019 v1.1.

2.0 School Assessment Responsibilities

Each class must be provided with an assessment calendar indicating check dates and due dates by the end of week two for each semester. Assessment dates must be entered onto One School.

All tasks must be approved by Head of Department before distribution.

Judgements of student responses to assessment instruments are made using standards associated with exit criteria.

Procedures must be enacted consistently across subjects within the school.

All assessment must have a *task sheet* indicating:

- Distribution date
- Check dates/Draft dates
- Due date
- Criteria assessed
- Conditions
- Task instructions
- Acknowledgement that this is the student's own work: 'I acknowledge that this is my own work and all sources have been acknowledged _____'
- Feedback section

3.0 Evidence of Student Progress

Staff **must** progressively monitor and gather evidence of student progress throughout the assessment period and before the due date.

- Evidence may include classwork, collected drafts, rehearsal notes, photographs of work, teacher observations.
- Evidence must be kept by the teacher (electronic or hard copy) in the event of late or non-submission.

3.1 Non- Submission Check/Draft Dates

Student fails to submit required work at **check or draft dates**:

- Teacher contacts parent – telephone home.
- Enter record of contact into OneSchool.
- Student to work with class teacher during lunch sessions until required draft work is complete.
- Subject HOD must be informed.

3.2 Non- Submission Final Due Date

Student fails to submit required work at **due date**:

1. Teacher contacts parent the day assessment was due – telephone home.

2. Enter record of contact into OneSchool.
3. Draft work plus other evidence of work to be marked by teacher and recorded on student profile as per the QCE and QCIA Policies and Procedures handbook.
4. Subject HOD must be informed.
5. No student should have outstanding assessment at the end of a semester.

N.B. The practice of awarding a lower standard for late work is not valid. Judgements should be made using evidence available on or before the due date only. In the event that no evidence is submitted, a standard cannot be awarded. (An 'E' cannot be awarded where there is no evidence) and the student will not be rated. This could affect the student's QCE and ATAR eligibility in the senior school.

4.0 Academic Integrity

Academic Integrity is how a person approaches their academic responsibilities to be approached in an honest, moral and ethical way. Responsibilities for establishing authorship of responses lie upon the teachers, students and parents/careers.

Teachers must:

- collect evidence of the authenticity of student responses by monitoring notes and drafts
- ensure assessment decisions are fair and equitable for all students

Students must:

- sign the authenticity declaration to state that they have not shared any part of the planning or final response to verify their authorship
- document the development of the response in a journal or logbook if required by the syllabus
- acknowledge all sources in the appropriate referencing format – see section

Parents/carers:

- support the efforts of teachers and students to authenticate student responses by ensuring that tutors, family members or others who support students are aware of and follow the guidelines for drafting and providing feedback on a draft student responses .

4.1 Referencing

All sources used in assessment items must be appropriately reference using APA referencing system. The student diary contains a guide on how to correctly reference using this system.

4.2 Managing academic misconduct:

Beaudestert State High School is committed to supporting students to complete assessment and submit work that is their own. There may be a situation when a student inappropriately and falsely demonstrates their learning. The following are examples of academic misconduct along with procedures for managing them:

	Types of misconduct	Procedures for managing academic misconduct
Cheating while under supervised conditions	<p>A student:</p> <ul style="list-style-type: none"> • begins to write during perusal time or continues to write after the instruction to stop writing is given • uses unauthorised equipment or materials • has any notation written on the body, clothing or any object brought into an assessment room • communicates with any person other than a supervisor during an examination, e.g. through speaking, signing, electronic device or other means such as passing notes, making gestures or sharing equipment with another student. 	<p>For authorship issues</p> <p>When authorship of student work cannot be established or a response is not entirely a student's own work the college will provide an opportunity for the student to demonstrate that the submitted response is their own work.</p> <p>For all instances of academic misconduct</p> <p>Results will be awarded using any evidence from the preparation of the response that is available that is verifiably the student's own work and that was gathered in the conditions specified by the syllabus, on or before the due date.</p> <p>For instances of academic misconduct during examinations</p> <p>Students will be awarded a Not-Rated (NR). See the <i>QCE and QCIA policy and procedures handbook</i> (Section 8.5.1 and Section 8.5.2). Where appropriate, the school's behaviour management policy will be implemented.</p>
Collusion	<p>When:</p> <ul style="list-style-type: none"> • more than one student works to produce a response and that response is submitted as individual work by one or multiple students • a student assists another student to commit an act of academic misconduct a student gives or receives a response to an assessment. 	
Contract cheating	<p>A student:</p> <ul style="list-style-type: none"> • pays for a person or a service to complete a response to an assessment • sells or trades a response to an assessment. 	
Copying work	<p>A student:</p> <ul style="list-style-type: none"> • deliberately or knowingly makes it possible for another student to copy responses • looks at another student's work during an exam • copies another student's work during an exam. 	
Disclosing or receiving information about an assessment	<p>A student:</p> <ul style="list-style-type: none"> • gives or accesses unauthorised information that compromises the integrity of the assessment, such as stimulus or suggested answers/responses, prior to completing a response to an assessment • makes any attempt to give or receive access to secure assessment materials. 	
Fabricating	<p>A student:</p> <ul style="list-style-type: none"> • invents or exaggerates data • lists incorrect or fictitious references. 	
Impersonation	<p>A student:</p> <ul style="list-style-type: none"> • arranges for another person to complete a response to an assessment in their place, e.g. impersonating the student in a performance or supervised assessment. • completes a response to an assessment in place of another student. 	

	Types of misconduct	Procedures for managing academic misconduct
Misconduct during an examination	A student distracts and/or disrupts others in an assessment room.	
Plagiarism or lack of referencing	A student completely or partially copies or alters another person's work without attribution (another person's work may include text, audio or audiovisual material, figures, tables, design, images, information or ideas).	
Self-plagiarism	A student duplicates work, or part of work already submitted as a response to an assessment instrument in the same or any other subject.	
Significant contribution of help	A student arranges for, or allows, a tutor, parent/carer or any person in a supporting role to complete or contribute significantly to the response.	

5.0 Managing the length of student responses

Each syllabus indicates the required length of a student response for an assessment instrument. This information is provided to:

- indicate the depth of response required
- encourage conciseness of student responses
- ensure equity of conditions for all students.

Teachers will:

- develop summative assessment instruments that students can provide complete responses within the required length indicated by the syllabus
- provide students with examples of responses that are within the required length
- provide students with feedback if a draft response exceeds or is significantly under the required length
- not read/view past a student response after they have judged that it has exceeded the required length demonstrated by an annotation on the student's response.
- mark the student's response using information up to the required length.
- note that the student's response has exceeded the required length.
- not count the number of words in a students submission

Students will:

- develop responses that do not exceed or are significantly under the required length
- document the length of their response using a word count, page count or time.

Guidelines for judging the word length or page count of a written response	
Inclusions	<ul style="list-style-type: none"> • all words in the text of the response • title, headings and subheadings • tables containing information other than raw or processed data • quotations (unless otherwise stated in the relevant syllabus) • in-text citations • footnotes
Exclusions	<ul style="list-style-type: none"> • title pages • contents pages • abstract • raw or processed data in tables, figures and diagrams • bibliography • reference list • appendixes* • page numbers
<p><i>*Appendixes should contain only supplementary material that will not be directly used as evidence</i></p>	

6.0 Assessment Decisions Appeal Process

Beautesert State High School's quality assurance processes ensure valid, accessible and reliable assessment of student achievement. This includes:

- quality assurance of all assessment instruments before they are administered to students using quality assurance tools provided by QCAA
- quality assurance of judgements about student achievement.

All marks for summative internal assessment for General and General (Extension) subjects are provisional until there are confirmed by the QCAA.

Results for Applied and Applied (Essential) subjects and Short Courses may be subject to advise from QCAA.

Initial concerns should be addressed with the classroom teacher. Subsequent appeals should be addressed in writing with relevant evidence to support the claim to the Head of Department for consideration. The Head of Department will provide a written response to the appeal.

The QCAA has a process for verifying or reviewing results available to students. Year 11 and 12 students may seek more information about this via the QCAA website.

SAT students

- Have the responsibility to complete all assessment requirements for school subjects by the due dates, including attendance at timetabled exams and assessment sessions.
- Seniors must complete and submit all assessment by the due date. If a student does not submit a response on or before the due date a result will be awarded using the evidence available, e.g. class work or draft.

7.0 Assessment – Years 7-10

7.1 Extensions

- If an extension to due date is required application must be made to the Head of Department (Year 10) or teacher (Year 7, 8 & 9) prior to the due date – not on the due date of the assessment item.
- Forms requesting an extension to the due date are available from Heads of Department. (staff intranet/download various forms/assessment extension application)
- Applications for extensions must be filed with supporting evidence in student portfolios.

7.2 Absences

7.2.1 Written Assessment Tasks

- Students should send work to the school via email, parent or another person.
- If this is not possible student/parent should contact the teacher.
- Students absent from school on check or final dates must see their teacher the day they return to school with evidence of absence in the form of a medical certificate, note or other suitable documentation.

7.2.2 Oral Assessment Tasks

- Students should send scripts to the school via email, parent or another person.
- If this is not possible student/parent should contact the teacher.
- Students absent from school on check or final dates must see their teacher the day they return to school with evidence of absence in the form of a medical certificate, note or other suitable documentation.
- An alternate time to complete the assessment task will be set by the Head of Department (Year 10) or teacher (Year 7, 8 or 9).

7.2.3 Multi-Modal Tasks

- Students should send scripts to the school via email, parent or another person.
- If this is not possible student/parent should contact the teacher.
- Students absent from school on check or final dates must see their teacher the day they return to school with evidence of absence in the form of a medical certificate, note or other suitable documentation.
- An alternate time to complete the assessment task will be set by the Head of Department (Year 10) or teacher (Year 7, 8 or 9).

7.2.4 Written Tests and Exams

- Students absent from school on the day of tests or exams must see their teacher the day they return to school with evidence of absence in the form of a medical certificate, note or other suitable documentation.
- The student will complete the same or alternate assessment task in the next lesson.

8.0 Access arrangements and reasonable adjustments- AARA (from Year 11 2019)

The Queensland Curriculum and Assessment Authority (QCAA) recognises that some students have disability, impairment and/or medical conditions, or experience other circumstances that may be a barrier to their performance in assessment. Access arrangements and reasonable adjustments (AARA) are designed to assist these students.

8.1 Eligibility for AARA

AARA are provided to minimise, as much as possible, barriers for a student whose disability, impairment, medical condition or other circumstances may affect their ability to read, respond to or participate in assessment.

These barriers fall into three broad categories:

- permanent
- temporary
- intermittent.

The QCAA uses broad application categories for AARA eligibility:

- cognitive
- physical
- sensory
- social/emotional.

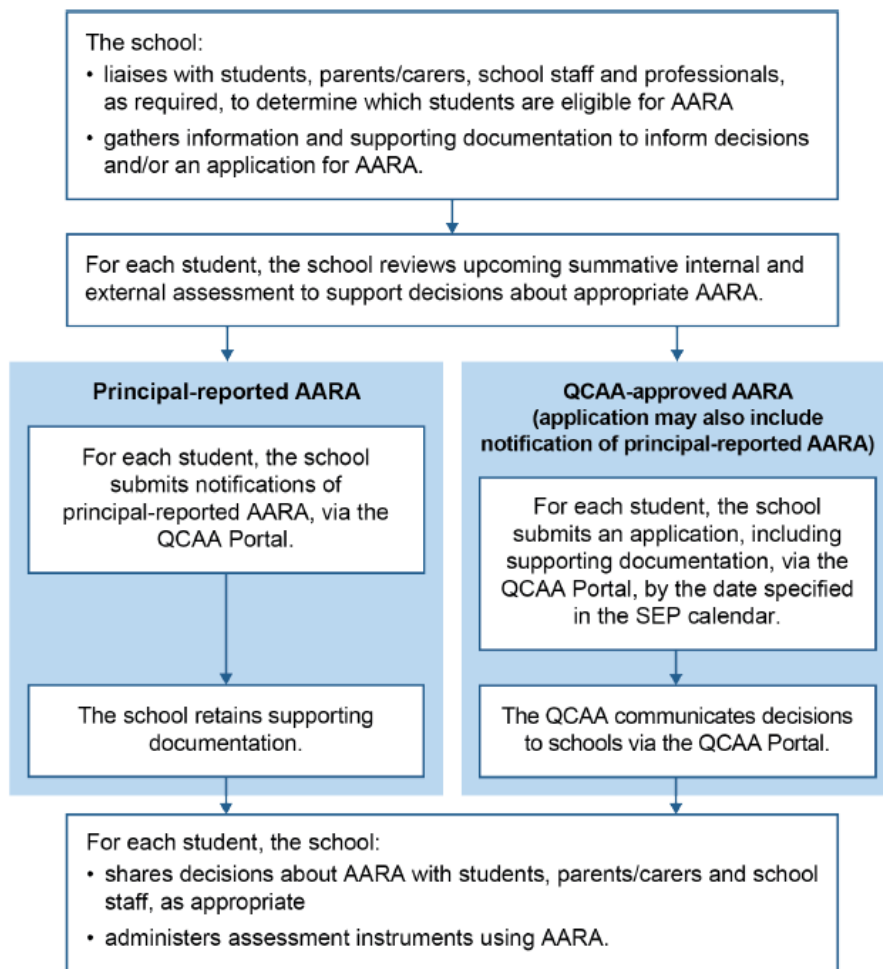
Students may also be eligible for AARA where **illness and misadventure** (i.e. unforeseen circumstances) or other situations may prevent students from demonstrating their learning, knowledge and skill in internal and/or external summative assessment. The QCAA will also consider applications for certain cultural obligations or personal circumstances

8.2 Ineligibility for AARA

Students are **not** eligible for AARA on the following grounds:

- unfamiliarity with the English language
- teacher absence or other teacher-related difficulties
- matters that the student could have avoided (e.g. misreading an examination timetable, misreading instructions in examinations)
- matters of the student's or parent's/carer's own choosing (e.g. family holidays)
- matters that the school could have avoided (e.g. incorrect enrolment in a subject).

8.3 Application and notification process



8.4 Timelines for principal-reported and QCAA Approved AARA

8.4.1 Unit 1 & 2

Application for Unit 1 and 2 AARAs must be made via the Guidance Officer by the end of Week 3 of each unit.

8.4.2 Unit 3 & 4

Type of AARA	Unit 3 and 4 General subjects — internal assessments	Unit 3 and 4 General subjects external assessments <i>and</i> General (SEE) subjects
Alternative format papers, e.g. <ul style="list-style-type: none"> • braille • large print 	Due dates are determined by the school.	Applications are due by the end of February in the summative year. Late applications may not be considered, as significant advance notice is required for design and production.
QCAA-approved AARA (including in combination with principal-reported AARA)	For existing long-term and chronic conditions — applications are due by completion of Units 1 and 2. For all others, applications are due as soon as possible before the assessment event.	For existing long-term and chronic conditions — applications are due by the end of Term 1 in the summative year. For short-term conditions or temporary injuries that are unlikely to resolve before mid-October — applications are due by the end of Week 5 Term 3 in the summative year.

Type of AARA	Unit 3 and 4 General subjects — internal assessments	Unit 3 and 4 General subjects external assessments <i>and</i> General (SEE) subjects
Principal-reported AARA only	Notification is due prior to the relevant confirmation event (see Section 9.4.1: Confirmation process).	Notification is due by the end of Term 3 in the assessment year.

8.5 Supporting documentation

8.5.1 School statement

A school statement is to be submitted with all applications for QCAA-approved AARA. It provides, for each student requiring AARA:

- a detailed overview of the observed impact of the student’s disability and/or medical condition on the student’s functioning during timed assessment
- a description of how the disability, impairment and/or medical condition is a barrier to the student’s access to the assessment and/or to the student’s ability to communicate a response to assessment
- a list of the student’s previous use of AARA in the school environment and the effectiveness of each AARA in removing barriers for the student in accessing assessment and demonstrating what they know and can do. Students should have AARA in place during teaching and learning for the disability, impairment and/or medical condition.

The school statement should be prepared by the staff member most familiar with the needs of the student in relation to their disability, impairment and/or medical condition.

Except with the prior written agreement of the QCAA, applications for QCAA-approved AARA that are submitted by the main learning provider without an appropriate school statement will be declined until the appropriate evidence is provided.

8.5.2 Medical report

Notifications of principal-reported AARA and applications for QCAA-approved AARA require the submission of a medical report that provides:

- diagnosis of disability and/or medical condition
- date of diagnosis
- date of occurrence or onset of the disability and/or medical condition
- symptoms, treatment or course of action related to the disability and/or medical condition
- information about how the diagnosed disability, impairment and/or medical condition affects the student participating in assessment, particularly timed assessment when considering external assessment
- professional recommendations regarding AARA.

The medical report must be completed on the QCAA's medical report template that can be accessed via the QCAA Portal.

The medical report must be completed by a relevant practitioner who is a general practitioner (GP), medical specialist, or psychologist (registered under Queensland's *Medical Practitioners Registration Act 2001* and/or Queensland's *Psychologists Registration Act 2001*), and who is not related to the student or employed by the school.

Schools contact the QCAA for advice if a student is unable to provide a medical report.

8.5.3 Evidence of verified disability

When a student has been verified as part of the Education Adjustment Program (EAP) or an equivalent process, the formal notification of EAP provided by the relevant education authority may substitute for a medical report. This may be considered only when the notification covers the duration of the student's enrolment in subjects for Units 3 and 4 in Applied and General subjects, or the General and General (Extension) subject summative external assessment and Senior External Examination schedules in November, as applicable.

Except with the prior written agreement of the QCAA, in cases when verification has expired an updated medical report is required (see Section 6.5.2: Currency of supporting documentation).

8.5.4 Other evidence

For eligible students, supporting documentation may also include:

- teacher observations
- results from standardised academic testing.

Where the condition is not medical, students may supply other relevant evidence including:

- police reports
- official notices.

Schools are to contact QCAA for further advice where the evidence requirements cannot be met due to extenuating circumstances.

For principal-reported AARA, schools are required to keep supporting documentation at the school and may be required to supply the documentation as part of the quality assurance processes for AARA or as part of a review.

8.5.5 Currency of supporting documentation

School statements should be current — they should be written at the time the application for AARA is submitted.

The currency of supporting medical documentation depends on the diagnosed disability, impairment and/or medical condition.

8.5.6 Long-term conditions that are unlikely to improve over time

Except in exceptional circumstances, and with the prior written agreement of the QCAA, for long-term conditions when the student is not covered by current Education Adjustment Program (EAP) verification or equivalent, medical documentation must be dated no earlier than 1 January of the year of the student's Year 10 enrolment. This means that from the perspective of their Year 12 external assessment schedule, the maximum age of supporting medical documentation allowable is two years and 10 months.

Where an application has been submitted in the case of a student with a long-term condition and the condition deteriorates subsequent to the application decision, a further application may be submitted that provides updated information regarding the student's condition.

8.5.7 Short-term conditions or temporary injuries

Short-term conditions may improve or deteriorate over time depending on a range of influences and factors. Except in exceptional circumstances, and with the prior written agreement of the QCAA, supporting medical documentation for short-term conditions or temporary injuries, including mental health conditions such as anxiety and depression, is to be dated:

- for summative internal assessments in all subjects and Short Courses, no earlier than six months prior to the relevant Unit 3 or 4 assessment event
- for summative external assessments, or the Senior External Examination, no earlier than 1 April of the assessment year. The QCAA may require an updated medical report closer to the assessment schedule.

8.6 Illness and misadventure

Students whose ability to attend or participate in an assessment is adversely affected by illness or an unexpected event may be eligible for provisions for illness and misadventure. Illness and misadventure can affect a single student or a group of students.

The following principles apply:

- The illness or event is unforeseen and beyond the student's control.
- An adverse effect must be demonstrated.
- The situation cannot be of the student's own choosing or that of their parents/carers, such as a family holiday.
- Schools implement principal-reported AARA when possible, before considering an application for illness and misadventure.
- An illness and misadventure application cannot be made for the same condition or circumstances for which QCAA-approved AARA have been approved, unless it can be demonstrated that a significant deterioration or complication of the condition occurred that diminished the student's performance in external assessment.

8.7 Non-attendance during internal assessment

A student who is ill and unable to attend school for internal assessment should inform the HOD of Senior Schooling as soon as practical. This may be before, during or immediately after the assessment session.

Where an ARAA (cognitive, physical, sensory or social/emotional) is unable to be implemented the school may use evidence gathered by the student's teacher during the assessment preparation time, for example, draft work, to make a judgment about the student's work. If evidence cannot be provided but the student has completed the required learning as outlined in the relevant syllabus or course, the school or student should complete an application for illness and misadventure provisions.

8.7.1 Illness and misadventure — internal assessment

An illness and misadventure application should only be made once all principal-reported AARA have been exhausted. Schools complete the application and provide supporting documentation via the QCAA Portal.

8.7.2 Illness and misadventure — external assessment

The QCAA advises students to attend every external assessment. However, the QCAA does not expect students to attend an external assessment against specific written medical advice. When students are in doubt about attendance to complete an external assessment, they should contact the HOD of Senior Schooling.

8.7.3 Illness during external assessment

A student who is ill but able to attend the external assessment should inform the external assessment supervisor of their illness as soon as practical. This may be before, during or immediately after the external assessment session.

8.7.4 Submitting an application for illness and misadventure for external assessment

A submission for Illness and misadventure may be made by a student or the school on behalf of the student or groups of students when performance in an external assessment is affected by an illness or circumstances beyond their control, occurring in the lead up to or during the external assessment schedule, may submit an application for illness and misadventure.

8.7.5 Supporting documentation

To make an informed decision about an illness and misadventure application, the QCAA requires a report that includes the following details:

- the illness, condition or event (including details of a diagnosis, where applicable)
- date of diagnosis, onset or occurrence
- symptoms, treatment or course of action related to the condition or event
- explanation of the probable effect of the illness, condition or event on the student's participation in the assessment
- for non-medical claims, written evidence from a relevant independent professional or other independent third party, such as a witness or police report.
- Supporting documentation must cover the date of the assessment for which the application is made.

8.7.8 Timelines for applications

Applications for internal assessments must be submitted as close to the assessment event as possible, and where relevant, before submitting provisional marks for confirmation.

Applications for external assessments can be submitted from 14 days before the start of the assessment period, to 7 days after the assessment.

8.8 Senior External Examination AARA

The QCAA determines eligibility for and approval of AARA on an individual basis for all Senior External Examinations.

Schools submit applications on behalf of their enrolled students to the QCAA. Independent adult students not enrolled with a main learning provider should contact the QCAA for advice about submitting an application for AARA.

The QCAA may approve AARA for disability, impairment and/or a medical condition that would affect examination performance if a student were to attend an examination under standard conditions.

Students must attend all components of the examination to receive a result in a Senior External Examination. If a student is absent from either the written or oral component of a language examination, no result is issued.

No alternative arrangements can be made if a student does not attend a scheduled written examination.

A student who cannot attend the oral component of a language examination must notify the QCAA as soon as practical. Reasons for non-attendance may include illness or misadventure. A telephone examination may be arranged in extenuating circumstances. To support an application for illness and misadventure for the oral component of an examination, the following supporting documentation is required:

- a medical certificate that covers the oral examination date
- for non-medical claims, written evidence from a relevant independent professional or other independent third party.

The student must submit the appropriate documentation to the QCAA within seven days of the date of the oral examination.

9.0 Drafting Policy 2019

9.1 Aim

The aim of this policy is to ensure there is consistency, clarity and equity in the quantity of drafts submitted and the type of feedback provided to students in line with QCAA syllabus requirements.

Providing feedback on a draft is a consultative process, not a marking process. Teachers should not allocate a notional result for draft student responses.

9.2 What is a draft?

A draft is a preliminary version of a student's response to an assessment instrument. The quality of a draft may vary from a brief outline to a response that is nearing completion. Drafts can also be used to authenticate student work.

Before submitting a draft, students may be required to submit an outline or discuss their approach with the class teacher.

9.3 Providing feedback on draft student responses

A teacher should provide feedback on a **maximum of one draft** of each student’s response.

The purpose of viewing a draft is to provide a student with feedback so that they can improve their response. Feedback should encourage a student to reflect on strategies they might use to refine their response. The relevant criteria and standards (in junior) and instrument-specific marking guide (ISMG) in senior, should be used to help students identify the areas they need to refine. Feedback on a draft must not compromise the authenticity of student work. Teachers should not introduce new ideas, language or research to improve the quality of student responses.

It is not the teacher’s responsibility to ‘fix’ all errors in the draft, but to give advice about how to improve the student’s work. Responding to feedback provided does not necessarily ensure the complete assignment will meet the criteria for an A standard.

The drafting process, including draft entitlements and requirements, are outlined on the assessment task sheet. It is imperative that these guidelines, including draft due dates, are adhered to for quality assurance purposes. Teachers are to contact parents if a student does not hand in a draft on the due date and record this One School. Students and teachers should feel secure in the knowledge that every student in the year level can access comparable levels of support.

9.4 Feedback on drafts

In providing feedback on a draft, teachers indicate aspects of the response that need to be improved or developed to meet the requirements of the assessment instrument, ISMG, instrument-specific standards or syllabus standards. Students may be advised to:

- consider other aspects of the text, report, performance or activity they are creating or responding to
- develop their response to show more awareness of the audience
- give priority to the most important points by rearranging the sequence and structure of ideas
- conduct further research or substantiate points ensuring adherence to referencing style.

Teachers may:

- indicate some textual errors and that the draft requires more careful editing — teachers should not correct or edit all the textual errors in a draft. Editing and proofreading for spelling, grammar and punctuation is not a part of the draft feedback process
- provide a summary of their feedback and advice to the whole class.

Suggested Drafting Strategy for different response models:

Mode	Strategy
Written	<ul style="list-style-type: none"> • teacher consultation • outline and/or a draft submitted
Spoken	<ul style="list-style-type: none"> • teacher consultation • outline and/or a draft submitted • feedback provided during rehearsal
Physical	<ul style="list-style-type: none"> • teacher consultation • outline and/or a draft submitted • feedback provided during performance or rehearsal

Visual	<ul style="list-style-type: none">• teacher consultation• outline and/or a draft submitted• feedback provided during the process
Virtual	<ul style="list-style-type: none">• teacher consultation• outline and/or a draft submitted• feedback provided through questioning