Assessment

Policies & Procedures

Year 7 - 12

Contents

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Assessment Requirements

In all years, students are expected to:

- Engage in the learning for the subject or course of study
- Produce evidence of achievement that is proven to be their own work (academic integrity)
- Submit responses to scheduled assessment at checkpoints and on or before the due date.

Years 7 to 9 assessment is	Year 10 assessment is	Years 11 to 12 assessment must
• primarily a tool for learning through quality feedback	• used to inform students about their pathway into the senior school • is more rigorous than in the younger years	• comply with QCAA and Vocational Education (VET) Policies

Feedback, Checkpoints and Drafts

Assessment provides students with feedback on their performance and also gives them an opportunity to demonstrate their progress. Each assessment item includes checkpoints or dates when teachers check authorship of student work and drafts where work must be submitted, and structured feedback is given.

Years 7 to 9 assessment is	Year 10 assessment is	Years 11 to 12 assessment must
• up to two drafts • teacher feedback within a week of submission • feedback identifies where errors have been made and may include edited examples or advice or new ideas	• up to two drafts • teacher feedback within a week of submission • feedback identifies where errors have been made and may include edited examples • should not introduce new ideas or language	• only one draft • teacher written feedback within a week of submission • feedback identifies where errors have been made • feedback does not allocate a mark, edit work or introduce new ideas or language

Due Dates for Submitting or Completing Work

Students complete or submit assignment work (including the assessment cover page), to their teacher on the due date by the due time.

Years 7 to 10 assessment	Years 11 to 12 assessment
• completed or submitted to the teacher using the method stipulated by the Head of Department • a number of Year 10 assignments may be submitted using the on-line program 'turnit-in'	• most assessment shall be submitted to the teacher via the on-line program 'turnit-in' by midnight on the due date; exceptions for VET and some practical or performance assessments • VET students may have a number of opportunities to complete work • practical or performance assessments must be completed by the performance date.

If students do not submit a final response to an assessment by the due date and the time, the following procedures may apply:

Years 7 to 9 assessment is	Year 10 assessment is	Years 11 to 12 assessment must
• opportunity to submit work to a satisfactory standard for feedback purposes only • judgments (rating) based only on evidence of student work/ performance collected during formative assessment or during the preparation period (e.g. at checkpoint or draft)	• judgments (rating) based only on evidence of student work/ performance collected during the assessment preparation period (e.g. at checkpoint or draft)	• not rated OR judgments (rating) based only on evidence of student work/ performance collected during the assessment preparation period (e.g. at checkpoint or draft)

Applying for Extensions of Due Dates

Where students have an absence, which is either planned or unplanned due to illness, emergency or misadventure, the following processes need to be followed.

Please note that where extensions or change of assessment dates and times are requested for events such as sport, cultural commitments, family holidays or overseas trips, the Principal must approve the absence before changes can be made. Approval of this type in Years 11 to 12 is only granted in exceptional circumstances.

Years 7 to 10	Years 11 to 12
• illness, Emergency or Misadventure - Discuss the absence with either the school Guidance Officer, Dean of Students or Deputy Principal and complete the form "Assessment Special Provisions: Yrs7-10" • absence for other reasons e.g. sport, cultural commitments, family holidays or overseas trips – seek Principal approval for absence or exemption from school	• illness, Emergency or Misadventure - Discuss the absence with one of the following staff: the school Guidance Officer, HOD Senior School, Dean of Students or Deputy Principal and complete the form "YSHS AARA – Confidential Student Statement" and attach supporting documentation (e.g. police report, statutory declaration, or the QCAA form "Confidential Medical Report" signed by a medical practitioner,) • absence for other reasons e.g. sport, cultural commitments – seek Principal approval for absence or exemption from school

Assessment Modification due to Disability, Impairment, Medical Condition or other Barrier (AARA)

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. AARA:

- address - Disability, Impairment, Chronic Medical Condition or other barriers
- are cognitive, physical, sensory or social/emotional in nature
- are the result of - existing or chronic conditions; newly arising illness or misadventure

Years 7 to 10 assessment	Years 11 to 12 assessment
• discuss the condition with either of the Head of Inclusive Practices (HIP) or Guidance Officer (GO) and complete the form "Assessment Special Provisions: Yrs7-10". • students with an ICP (Individual Curriculum Plan) already have assessment modifications in place and an application for special provisions is not required	• discuss the condition with either of the Head of Inclusive Practices (HIP) or Guidance Officer (GO) • for non-VET subjects complete the form "YSHS AARA – Confidential Student Statement" and provide recent professional documentation of the condition OR organise for a medical specialist (eg medical specialist, registered psychologist) to complete the QCAA form – "Confidential Medical Report"

Assessment Response Length

All assessment instruments indicate the required length of a response as a word length, duration of time, or page count. Students must adhere to these conditions (see 10. Guidelines for Length of Written Response). The treatment of over-length responses includes:

Years 7 to 9 assessment is	Year 10 assessment is	Years 11 to 12 assessment must
• opportunity to resubmit or perform to the required length	• responses up to the length limit shall be assessed • opportunity to resubmit to the required length for feedback	• only responses up to the length limit shall be assessed; this point shall be indicated on student work

Authenticating Student Responses

Accurate judgements of student achievement can only be made on genuine student assessment responses. To support fairness and equity, all assessment includes mandated authentication strategies. These strategies must be followed and failure to do so will be considered academic misconduct. Strategies include:

- Scaffolding – guidance on how responses should be structured
- Check-points – opportunities for teachers to monitor student progress to check authorship
- Drafting – formal checkpoints where feedback is given on progress and authorship monitored.

Where students use ideas or quotes from other sources these must be acknowledged using the appropriate referencing format and a bibliography completed (see Student Planner – referencing and bibliography).

Academic Integrity

Academic integrity relates to students' responsibilities to complete assessment in an honest, moral and ethical way. Schools, teachers, parents/carers and others who support students in their learning have a responsibility for promoting and maintaining academic integrity.

QCAA has developed an online course to help yr10-12 students understand the correct way to approach assessment and includes advice on how to maintain academic integrity (https://myqce.qcaa.qld.edu.au/academic-integrity-for-students.html) .

Breaches of Academic Integrity are dealt with as misconduct. Penalties include but are not limited to:

Years 7 to 9	Year 10	Years 11 to 12
• warning and or detention • re-submit or re-sit assessment • detention until work has been submitted	• warning and or detention • re-sit assessment • detention until work has been submitted • rating based on content proven to be the student's work	• not rated • rating based on content proven to be the student's work

Academic Misconduct – types and consequences

Academic misconduct incorporates a broad range of behaviour through which students inappropriately and falsely demonstrate their learning. The types of misconduct and consequences may include but are not limited to the following:

Cheating while under supervised conditions (exam) – A student:

- 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
- looks at or copies another student's work
- deliberately or knowingly makes it possible for another student to copy responses
- communicates with or distracts 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.

Years 7 to 9	Year 10	Years 11 to 12
• warning and or detention • re-sit assessment	• warning and or detention • re-sit assessment • rating based on content proven to be the student's work • not rated	• not rated

Collusion – Is where:

- 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 task.

Years 7 to 9	Year 10	Years 11 to 12
• warning and or detention • re-submit assessment	• warning and or detention • re-submit assessment • rating based on content proven to be the student's work • not rated	• not rated • rating based on content proven to be the student's work

Contract Cheating / significant contribution of help – The student's assignment is the result of:

- a second person (e.g. tutor, parent, carer, other) who completes or contributes significantly to the response
- a person or service being paid to complete a response
- the sale or trade of a response to an assessment.

Years 7 to 9	Year 10	Years 11 to 12
• warning and or detention • re-submit assessment	• warning and or detention • re-submit assessment • rating based on content proven to be the student's work • not rated	• not rated • rating based on content proven to be the student's work

Disclosing or receiving information about an assessment -

A student gives or accesses unauthorised information that compromises the integrity of the assessment prior to completing assessment. Information may be a stimulus or suggested answers or responses.

Years 7 to 9	Year 10	Years 11 to 12
• warning and or detention • re-submit assessment	• warning and or detention • re-submit assessment • rating based on content proven to be the student's work • not rated	• not rated • rating based on content proven to be the student's work

Fabricating – A student:		
• invents or exaggerates data • lists incorrect or fictitious references.		

Years 7 to 9	Year 10	Years 11 to 12
• warning and or detention • re-submit assessment	• warning and or detention • re-submit assessment • rating based on content not related to the fabrication	• not rated • rating based on content not related to the fabrication

Impersonation – A student:		
• arranges for another person to complete a supervised exam in their place • completes a supervised exam in place of another student		

Years 7 to 9	Year 10	Years 11 to 12
• warning and or detention • re-submit assessment	• warning and or detention • re-submit assessment • not rated	• not rated

Plagiarism or lack of referencing -		
A student completely or partially copies or alters another person's work without attribution (a person's work may include text, audio or audio-visual material, figures, tables, design, images, information or ideas).		

Years 7 to 9	Year 10	Years 11 to 12
• warning and or detention • re-submit assessment	• warning and or detention • re-submit assessment • rating based on content excluding the plagiarised or non-referenced material	• rating based on content excluding the plagiarised or non-reference material

Guidelines for Length of Written Response

Elements to be included in or excluded from the word length or page count of a written response are provided in the following table:

Assessment	Word Length	Page Count
Inclusions	• all words in the text of the response • title, headings and subheadings • tables, figures, maps and diagrams containing information other than raw or processed data • quotations • footnotes and endnotes (unless used for bibliographical purposes	• all pages that are used as evidence when marking a response
Exclusions	• title pages • contents pages • abstract • raw or processed data in tables, figures and diagrams • bibliography • reference list • appendixes* • page numbers • in-text citations	• title pages • contents pages • abstract • bibliography • reference • appendixes*
*Appendixes should contain only supplementary material that will not be directly used as evidence when marking the response.		