



School assessment policy

Stanthorpe State High School

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1 INTRODUCTION

1.1 SCOPE

The scope of this policy includes Australian Curriculum P-10 learning areas, Applied, Applied (Essential), General and General (Extension) subjects and Short Courses. The processes, procedures, roles and responsibilities are designed to build capacity as students work towards summative assessment completion.

The framework for the procedures, as they apply to years 11 and 12 is developed from the QCE and QCIA policies and procedures handbook.

The framework for the procedures, as they apply to years 7, 8, 9 and 10 is developed from school-based policies and procedures and the P-12 Curriculum, Assessment and Reporting Framework and associated documents.

1.2 PURPOSE

Stanthorpe State High School is committed to an educational philosophy that encourages all students to achieve personal excellence by developing their talents and abilities. This policy is designed to build student's capacity from year 7 through to summative assessment completion for the QCE.

This assessment policy incorporates the roles, responsibilities, processes and procedures used by Stanthorpe State High School to ensure academic integrity in relation to the submission of work, the development of assessment and the completion of all assessment items (including examinations).

Consequently it:

- provides information to students about the expectations for assessment and their responsibilities
- includes guidelines and information for staff, including teachers, Heads of Departments and Administration about the expectations and their roles and responsibilities
- is communicated clearly to teachers, students and parents/carers
- is enacted consistently across all subjects within the school
- based on information in the school's principles and organisation structure, QCE and QCIA policy and procedures handbook, and QCAA syllabuses

The roles and responsibilities outlined apply to all Stanthorpe State High School students, parents /carers and staff, and comply with policies and procedures set by the QCAA and the school.

It includes procedures and processes for:

- promoting academic integrity
- managing academic misconduct
- applying for AARA
- meeting deadlines for the submission of internal assessment instruments
- the administration of external assessment

1.3 PRINCIPLES

Stanthorpe State High School's expectations for teaching, learning and assessment are grounded in the principles of academic integrity and excellence.

Assessment includes any examination, practical demonstration, performance or product that allows students to demonstrate the objectives as described by the syllabus. Assessment should be:

- aligned with curriculum and pedagogy
- equitable for all students
- evidence-based, using established standards to make defensible and comparable judgments about students' learning
- ongoing, with a range and balance of evidence compiled over time to reflect the depth and breadth of students' learning
- transparent, to enhance professional and public confidence in the processes used, the information obtained and the decisions made

High-quality assessment is characterised by three attributes:

- validity, through alignment with what is taught, learnt and assessed
- accessibility, so that each student is given opportunities to demonstrate what they know and can do
- reliability, so that assessment results are consistent, dependable or repeatable.

2 PROMOTING ACADEMIC INTEGRITY

2.1 LOCATION OF POLICY

Stanthorpe State High School promotes academic integrity by developing students' skills and modelling appropriate academic practices. The following whole-school procedures support this endeavour.

The school assessment policy is located on the school website at [\[link\]](#) and in the school handbook. All questions regarding this policy should be directed to school administration.

To ensure the assessment policy is consistently applied, it will be revisited at the beginning of each year during pastoral care classes. Relevant processes will be revisited:

- at enrolment interviews
- during SET planning
- when the assessment schedule is published
- when each task is handed to students

2.2 EXPECTATIONS ABOUT ENGAGING IN LEARNING AND ASSESSMENT

Stanthorpe State High School has high expectations for academic integrity and student participation and engagement in learning and assessment.

Schools, teachers, parents/carers and others who support students in their learning have responsibility for promoting and maintaining academic integrity.

Student responsibility

Students are expected to:

- engage in the learning for the subject or course of study
- produce evidence of achievement that is authenticated as their own work
- submit responses to scheduled assessment on or before the due date

2.3 ACADEMIC INTEGRITY COURSE

To emphasise the importance of sound academic practices, students will complete the QCAA academic integrity course for students early in year 11.

Staff are required to complete the academic integrity courses and accreditation courses provided by the QCAA.

2.4 ASSESSMENT CALENDARS

Students and parents will be provided with an assessment schedule early in each semester that outlines the details and due dates for assessment. These dates may vary, however students will be given sufficient advanced notice of any changes. This schedule will assist students to effectively plan their assessment workload. In all cases (except for examinations) a draft due date will also be listed.

2.5 DUE DATES

SCHOOL RESPONSIBILITY

Stanthorpe State High School is required to adhere to QCAA policies for gathering evidence of student achievement on or before the due date.

Due dates for final responses and drafts will be published in the assessment schedule. All students will be provided with their assessment schedule early each semester. Checkpoints for assessments will be stated on the assessment task sheet.

The assessment schedule will:

- align with syllabus requirements
- provide sufficient working time for students to complete the task
- allow for internal quality assurance processes
- enable timelines for QCAA quality assurance processes to be met
- be clear to teachers, students and parents/carers
- be consistently applied
- be clearly communicated early each semester
- give consideration to allocation of workload

STUDENT RESPONSIBILITY

Students are responsible for:

- recording due dates in their planners
- planning and managing their time to meet the due dates

In cases where students are unable to meet a due date, they will:

- for a predetermined reason, apply for an extension **no less than 2 days prior to the due date** a supporting documentation to the Head of Department of that faculty (Years 7-10) or the Guidance Officer (Years 11-12)
- inform the school **within 24 hours of the due date** of illness or misadventure, with supporting documentation
- adhere to alternative arrangements for submission of assessment, if applicable, as decided by the school

All final decisions are at the principal's discretion. Refer to AARA information below.

2.6 SUBMITTING, COLLECTING AND STORING ASSESSMENT INFORMATION

The assessment task sheet will provide information about the assessment due date, draft date and any required checkpoints the student must meet. Assessment checkpoints, drafts and final responses will be submitted by their due date. Assessment checkpoint requirements will be predetermined by the classroom teacher and stated on assessment task sheet.

Draft and final responses must be:

- submitted by the completion of the lesson on the final due date
- printed and handed to teacher with task sheet

AND/OR

- submitted electronically by email or uploading to eLearn (as directed by class teacher)

Live performance assessments will be recorded and stored as required for QCAA processes.

For year 7 – 10 learning areas: assessment instruments, student work and records of results will be securely stored until the end of term one of the following year.

For Applied, Applied (Essential), General and General (Extension) subjects and Short Courses: assessment instruments, student work and records of results will be securely stored in accordance with the QCAA retention and disposal requirements.

For VET courses: assessment instruments, student work and records of results will be securely stored in accordance with the standardised policies and procedures located on the QCAA website.

3 ENSURING ACADEMIC INTEGRITY

3.1 JUDGEMENTS ABOUT LEVELS OF ACHIEVEMENT

SUBJECTS IN YEARS 7 – 10

Judgements of student achievement across all faculties from year 7 to 10 are made by matching the body of student evidence provided by students' responses to the standards elaborations provided by the QCAA. Judgements should be made based on evidence available to the teacher **on or before the due date**.

If an assessment is not submitted **on the due date**, without an approved extension or supporting documentation of illness or misadventure, the class teacher will use all evidence collected at checkpoints and in drafts on or before the due date to make a judgement for the student's level of achievement.

GENERAL AND APPLIED SUBJECTS

Judgements of student achievement in General and Applied subjects are made by matching the body of student evidence provided by students' responses to Instrument Specific Marking Guides and reporting standards outlined in the relevant subject syllabus. Judgements should be made based on evidence available to the teacher **on or before the due date**. *All judgements including ISMG results and A – E standards are provisional until confirmed by QCAA.*

If an assessment is not submitted **on the due date**, without an approved extension, AARA or supporting documentation of illness or misadventure, the class teacher will use all evidence available to them on or before the due date to make a judgement for student's level of achievement.

VOCATIONAL EDUCATION COURSES

Judgements of student achievement in vocational education courses are made by matching the body of evidence provided by students' responses to learning and assessment tasks to the performance criteria outlined in the relevant training package. Judgements should be made based on evidence available to the teacher at the end of the course. Students are able to resubmit assessment items to demonstrate their competence in the particular aspect of the course.

To implement these provisions, the following reasonable limits will apply. Students may apply to the Principal in writing to have these provisions extended provided that a legitimate reason to extend these provisions is provided.

- Students are able to submit the same assessment on **three occasions** to demonstrate competency in a particular aspect of the course.
- Student work will be marked and included in achievement judgements if it is completed **within 3 months of the due date** or 2 days prior to the reporting due date at the end of the course (whichever is sooner).

3.2 INTERNAL QUALITY ASSURANCE PROCESSES

EXAMINATION:

During an exam, students must:

- speak only to the exam supervisor after raising their hand
- come fully prepared with all equipment and materials – sharing or borrowing equipment is not allowed
- remain seated and silent until the completion of the exam
- not cheat or undertake any action that would give themselves or any other student an unfair advantage over other students

Where a student does not comply with these procedures, they may be removed from the classroom and forfeit the entitlement to complete the remainder of the exam. Other school disciplinary consequences may also apply depending upon the circumstances.

PROCEDURES FOR OTHER FORMS OF ASSESSMENT:

These procedures apply to all other forms of assessment including, but not limited to assignments, projects, presentations, performances and portfolios. All of these forms of assessment will be referred to in this policy as “assignments”

An assignment task and criteria sheet will be issued to students in advance as per the Assessment Calendar. A task/criteria sheet contain:

- a description of the task to be completed and any special conditions that apply
- any stimulus materials required and other advice regarding the successful completion of the task
- the assessment criteria that will be used to assess the task
- students may work in groups but the assessment task must clearly state that they will be graded individually
- checkpoint dates, draft due date and a final due date for submitting assessment

3.3 SCAFFOLDING

Scaffolding for assessment helps students understand the process for completing the task.

Scaffolding will:

- maintain the integrity of the requirements of the task or assessment instrument
- allow for unique student responses and not lead to a predetermined response

Across the phases of learning, students will gradually be given more responsibility for understanding the processes required to complete their tasks.

3.4 CHECKPOINTS

Teachers monitor the student's development of an assessment task at stages noted as checkpoints. Checkpoint dates are stated on the assessment task sheet. Teachers use these checkpoints to identify potential issues with submission, collect evidence of the student's progress and support students to complete their assessment. Failure to submit at checkpoint will result in parents/carers and HOD being notified and/or detention issued to the student by their teacher until the checkpoint has been met. A student who is absent on the date of a checkpoint must submit the checkpoint requirement via email or eLearn. Failure to submit the checkpoint will require the student to submit evidence in the next class lesson.

3.5 DRAFTING

Drafting is a key checkpoint. Types of drafts differ depending on subject, e.g. written draft, rehearsal of a performance piece, or a product in development. Drafts might be used as evidence of student achievement.

Students are required to submit a draft of the assignment by the draft due date to enable their class teacher to monitor their progress and provide feedback. Students must submit their draft to their teacher printed and/or electronically. A copy of all draft work submitted by students is to be retained by the class teacher to use as evidence in the case of illness or misadventure, or non-submission for other reasons. Parents/carers will be notified if draft assessment is not submitted to enable them to intervene prior to the final due date.

A copy of the feedback will be stored with a hard copy of the draft in the student's folio.

Feedback on drafts may be:

- written
- verbal
- provided through questioning
- a summary of feedback and advice to the whole class

Feedback on a draft is:

- provided on a maximum of one draft of each student's response
- a consultative process that indicates aspects of the response to be improved or further developed
- delivered in a consistent manner and format for all students
- provided within one week of a submission of a draft

Feedback on a draft must not:

- compromise the authenticity of a student response
- introduce new ideas, language or research to improve the quality and integrity of the student work
- edit or correct all spelling, grammar, punctuation
- edit student calculations
- allocate a mark

3.6 REFERENCING

Students are required to use Harvard Referencing to acknowledge the information sources used in their work. Clear and consistent referencing allows students to demonstrate their understanding of the topic, support their ideas with research and avoid accusations of plagiarism.

3.7 MANAGING RESPONSE LENGTH

Students must adhere to assessment response lengths as specified by syllabus documents. The procedures below support students to manage their response length.

- all assessment instruments indicate the required length of the response.
- teaching and learning programs embed subject-specific strategies about responding purposefully within the prescribed conditions of the task.
- model responses within the required length are available.
- feedback about length is provided by teachers at checkpoints.

After all these strategies have been implemented, if the student's response exceeds the word length required by the syllabus, the school will either:

- allow a student to redact their response to meet the required length, before a judgment is made on the student work

OR

- mark only the work up to the required length, excluding evidence over the prescribed limit

Student work will be annotated to clearly indicate the evidence used to determine a mark.

3.8 AUTHENTICATING STUDENT RESPONSES

Accurate judgments of student achievement can only be made on student assessment responses that are authenticated as their own work.

Stanthorpe State High School uses the authentication strategies promoted by the QCAA. The authentication strategies will be specified on assessment instruments.

In cases where a student response is not authenticated as a student's own work, procedures for managing alleged academic misconduct will be followed.

3.9 ACCESS ARRANGEMENTS AND REASONABLE ADJUSTMENTS INCLUDING ILLNESS AND MISADVENTURE

Stanthorpe State High School is committed to reducing barriers to success for all students.

AARA are actions taken by the school 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.

YEARS 7 – 10

Access arrangements and reasonable adjustments for disability or impairment are managed by the classroom teacher in consultation with a student's case manager, HODs and HOSES.

An extension **may** be granted for an illness or injury that prevents a student from working on assessment for a long period.

To apply for an extension, students must contact the HOD as soon as possible before the due date and provide copies of medical certificates or any other documentation to explain why the extension is required.

YEARS 11 – 12

Applications for AARA

The school follows the processes as outlined in the *QCE and QCIA policy and procedures handbook* available from www.qcaa.qld.edu.au/senior/certificates-and-qualifications/qce-qcia-handbook-2019.

The school principal manages all approval of AARA for students.

All AARA applications must be accompanied by the relevant supporting documentation (outlined in [Section 6.5.1](#)) and made as far in advance as possible to meet the QCAA published timelines. All evidence used to make decisions is recorded in the student's file by the principal or their delegate.

Students are not eligible for AARA on the following grounds:

- unfamiliarity with the English language
- teacher absence or other teacher-related issues
- matters that the student could have avoided
- matters of the student's or parent's/carer's own choosing
- matters that the school could have avoided.

Applications for extensions to due dates for unforeseen illness and misadventure

Students and parents/carers must contact the principal's delegate (Guidance Officer or Senior School Deputy Principal) as soon as possible and submit the relevant supporting documentation.

Copies of the medical report template, extension application and other supporting documentation are available from the school website or an appointment can be made with the principal's delegate.

3.10 MANAGING NON-SUBMISSION OF ASSESSMENT BY DUE DATE

If a student is eligible for AARA or illness and misadventure and an extension of time is granted, this becomes the new due date for this student. If a student does not complete the assessment without an approved extension, and subsequent evidence is not available, the student is awarded a “Not Rated”.

EXAMINATION

YEARS 7 – 10

If a student does not sit an examination, the student must complete the examination on the date the student returns to school or at the earliest possible time as determined by the class teacher.

YEARS 11 – 12

If a student does not sit the exam, the student must provide **supporting documentary evidence** to support the missed exam date **within 24 hours of the exam**. The student must complete a comparable examination on the date the student returns to school or at the earliest possible time as determined by the class teacher. If a student does not complete a comparable examination, and previous evidence is not available, the student is awarded a “Not Rated”.

ALL OTHER TYPES OF ASSESSMENT

YEARS 7 – 10

If a student is away on the date that an assessment is due, a student must submit via email or eLearn.

Students who do not submit on the due date may receive the following consequences:

- parents will be notified if a final assessment was not submitted, informing parents/carers the student’s mark will be determined by previous evidence
- a class teacher may detain a student before school, at lunchtime or after school (with 24 hours notice) if final assignment has not been submitted on the due date

YEARS 11 – 12

If a student is away on the date that an assessment is due, a student must submit via email or eLearn. If a student is unable to submit, it is the responsibility of the student to notify the school and provide **supporting documentary evidence** to support the missed due date **at least 24 hours after**. If supporting documentation is not received 24 hours after due date, teachers will mark collected progressive evidence of student response gathered at prescribed checkpoints.

Students who do not submit on the due date may receive the following consequences:

- parents will be notified if a final assessment was not submitted, informing parents/carers the student’s mark will be determined by previous evidence collected at checkpoints
- a class teacher may detain a student at lunchtime if final assignment has not been submitted on the due date

The cancellation of enrolment process may be initiated if students demonstrate a lack of engagement of their chosen program.

Stanthorpe State High School follows the processes as outlined in the QCE and QCIA policy and procedures handbook available from <https://www.qcaa.qld.edu.au/senior/certificates-and-qualifications/qce-qcia-handbook-2019>

PROCEDURES FOR VOCATIONAL EDUCATION:

The procedures for non-submission and late assessment in vocational education courses are the same as outlined above. However students are able to resubmit their assessment **within the reasonable limits** outlined earlier and have this assessment used to demonstrate their competence for relevant course modules.

RESTRICTED PARTICIPATION IN SCHOOL ACTIVITIES ALL STUDENTS

A student who does not submit an assignment by the due date or does not complete an examination on the exam date (or a new exam date as advised by the teacher following absence from school), will be restricted from representing the school and participating in extra-curricular activities and non-compulsory excursions until the assessment has been completed to a *reasonable standard*. The Principal is responsible for determining which activities students will be restricted from participating in and any consideration given to address students' individual circumstances.

To be eligible to participate in school activities, students must have submitted all required assessment items by the due date for forms/payment for the relevant school activity. Students can regain eligibility to participate in school activities by completing any outstanding assignments or exams. Teachers are required to inform the office of assessment completion information in a timely manner.

4 EXTERNAL ASSESSMENT ADMINISTRATION

See the *QCE and QCIA policy and procedures handbook* (Section 7.3.2). Stanthorpe State High School follows the *External assessment — administration guide for processes, roles and responsibilities of the school external assessment (SEA) coordinator, teachers and students*.

5 MANAGING ACADEMIC MISCONDUCT

Stanthorpe State High School is committed to supporting students to complete assessment and to submit work that is their own, and minimising opportunities for academic misconduct. There may be a situation when a student inappropriately and falsely demonstrates their learning. If a student is found to have demonstrated academic misconduct the following will occur:

AUTHORSHIP ISSUES

When authorship of student work cannot be established or a response is not entirely a student's own work, the school will provide an opportunity for the student to demonstrate that the submitted response is their own work. In the first instance the classroom teacher will make the determination. If the student disagrees then the appeals process will be followed. Student work that has been established as the student's own will be used as evidence for level of achievement. If no work is determined to be the students own. Previous evidence will be used to determine level of achievement. If no previous evidence is available then the student will be awarded a "Not Rated".

ALL INSTANCES OF ACADEMIC MISCONDUCT DURING AN ASSESSMENT PROCESS

Results will be awarded using any evidence from the preparation of the response that is available and is verifiably as student's own work. The work was gathered in the conditions specified by the syllabus, on or before the due date.

FOR INSTANCES OF ACADEMIC MISCONDUCT DURING EXAMINATION

Students will be awarded a Not-Rated (NR). Where appropriate, the school's Responsible Behaviour Plan for Students will be implemented.

DEVICE MISCONDUCT

Students are advised not to bring smart devices, phones, laptops to assessment tasks. The student must hand the device in to the office before presenting at the assessment venue.

The following are some examples of academic misconduct.

5.1 COLLUSION

When:

- 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.

5.2 CHEATING WHILE UNDER EXAM SUPERVISED CONDITIONS

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
- 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

5.3 CONTRACT CHEATING

A student:

- pays for a person or a service to complete a response to an assessment
- sells or trades a response to an assessment

5.4 COPYING WORK

A student:

- 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

5.5 DISCLOSING OR RECEIVING INFORMATION ABOUT AN ASSESSMENT

A student:

- 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

5.6 FABRICATING

A student:

- invents or exaggerates data
- lists incorrect or fictitious references.

5.7 IMPERSONATION

A student:

- 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

5.8 MISCONDUCT DURING AN EXAMINATION

A student distracts and/or disrupts others in an assessment room.

5.9 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).

5.10 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.

5.11 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.

6 APPEALS

The Principal has the final decision in any matters regarding the implementation of this school assessment policy. Students and/or parents can appeal any decision regarding assessment and performance judgements in writing to the Principal, outlining the reasons for appealing the decision.

7 DEFINITIONS

Supporting documentary evidence

- Medical certificate
- Contact from parent/carer

8 RELATED POLICIES

This school policy is consistent with the following QCAA policies relating to assessment and judgements.

Queensland Curriculum and Assessment Authority 2019, *QCE and QCIA policy and procedures handbook 2019 v1.1*

Refer to other school policies as appropriate:

- Responsible Behaviour Plan for Students
- Student Handbook