



# **Senior Assessment Policy**

***Year 11 - 12***

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## Purpose

Nerang State High is committed to the fair and equitable treatment of all students to achieve their personal best and work towards the attainment of a Queensland Certificate of Education. This policy outlines the roles, responsibilities, processes and procedures used to ensure academic integrity in relation to the submission and development of all assessment instruments.

This policy provides information to students about expectations for assessment and their responsibilities and includes guidelines for staff about their roles and responsibilities. The policy is enacted consistently across all subject areas of the school.

The roles and responsibilities outlined apply to all Senior Nerang State High students, parents/guardians and staff, and comply with policies and procedures established by the QCAA.

The policy includes procedures and practices for:

- Promoting academic integrity
- Managing academic misconduct
- Applying for AARA
- Meeting deadlines for the submission of internal assessment instruments
- The administration of external assessment

## Scope

This policy provides information for teachers, students and parents/caregivers about roles, responsibilities, processes and procedures to ensure the integrity of assessment that contributes to the QCE. The framework for the policy is developed from the *QCE and QCIA policy and procedures handbook* available from [www.qcaa.qld.edu.au/senior/certificates-and-qualifications/qce-qcia-handbook-2019](http://www.qcaa.qld.edu.au/senior/certificates-and-qualifications/qce-qcia-handbook-2019) and applies to Applied, Applied (Essential), General, General (Extension) subjects, Vocational Education Training and Short Courses across all faculties. The policy includes procedures and practices for:

### 1. Communication of Assessment Requirements

- a. Assessment Schedules
- b. Task Sheets
- c. Word length
- d. Drafting

### 2. Submission of Assessment

- a. Assessment submission
- b. Oral/Practical Submission
- c. Late and Non-Submission
- d. Exam Procedures

### 3. Authenticity of Student Work

- a. Plagiarism
- b. False or Misleading information
- c. Referencing

### 4. Types of Academic Misconduct and Examples of Behaviours

### 5. Access Arrangements and Reasonable Adjustments (AARA)

- a. Purpose
- b. Process
- c. Examples

## 6. Illness and Misadventure

- a. Purpose
- b. Process

## 7. Vocational Educational Training

## 8. Appendices

## *Principles*

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

Assessment includes any examination, practical demonstration, performance, project 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 and continua 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
- informative of where students are in their learning.

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.

## *Assessment Policy*

The school assessment policy is located on the school website at [<https://nerangshs.eq.edu.au/SupportAndResources/FormsAndDocuments/Documents/Policy/Senior%20Assessment%20Policy.pdf>] and in the [Parent Handbook](#).

To ensure the assessment policy is consistently applied, it will be revisited at the beginning of each semester at year level assemblies to coincide with the email distribution of assessment schedules and when each assessment task is handed to students by their classroom teacher.

## *Student Responsibility*

Nerang State High School has high expectations for academic integrity and student participation and engagement in learning and assessment. Students become eligible for a QCE when they have accrued the set amount of learning, at the set standard, in a set pattern, while meeting literacy and numeracy requirements.

Students are required to complete all course and assessment requirements on or before the due date for their results to contribute credit to the QCE.

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.

## ***School Responsibility***

### **1. COMMUNICATION OF ASSESSMENT REQUIREMENTS**

#### **a. Assessment Schedules**

- All students and parents / caregivers will be provided with an assessment calendar at the beginning of each semester.
- Parents are able to access this same information through the website
- Due dates on the assessment schedule will refer to the specific date the assessment is due and work is to be submitted on that day
- Specific due dates will be communicated to students in class and documented on their Task/Criteria Sheets / One Note.

#### **b. Task Sheets**

- All summative assessment, (assessment used for the awarding of an academic result), will have a Task/ISMG Sheet which specifies the assessment conventions.
- Assessment convention will include:
  - a clear statement of the task;
  - conditions and response type;
  - the specific purpose of the assessment and its context and/or relation to course objectives;
  - expected format, and length requirement;
  - the ISMG against which work will be assessed;
  - specific due dates for presentation of drafts and final copy.

#### **c. Word Length**

- Word length and timing are not negotiable.
- Students will receive the comment that the response does not meet the required length, if this is the case.
- ISMG and marking guides will be applied to the evidence provided in responses. As marking guides are designed for responses that meet task length requirements, significantly exceeding the task length can affect the student's result

#### **d. Drafting**

Drafting is an essential part of the feedback cycle and allows both the student and the teacher to gauge the progress of learning that has occurred prior to final assessment. Checkpoints will:

- be outlined on student task sheets
- be used to monitor student progress
- be used to establish student authorship.

### **e. Checkpoints**

Students will work on assessment during designated class times and show evidence of progress at scheduled checkpoints. Teachers will use these checkpoints to identify and support students to complete their assessment.

- Heads of Department and parents/caregivers will be contacted if checkpoints are not met via email, text or phone.
- Drafts are primarily the evidence on which feedback is based and are not usually used to determine an assessment result.
- Drafts will be used as evidence of student achievement and awarded a grade, if the final version is not submitted on, or before, the due date.
- Teachers may not introduce new ideas, language or research to improve the quality of the student's response.
- Teachers may not edit or correct all errors in a draft i.e. sentence structure. Instead teachers are to note in the feedback that this is an issue the student needs to address.

## **2. SUBMISSION OF ASSESSMENT**

### **a. Due dates and Assessment submission**

#### **School responsibility**

Nerang State High School is required to adhere to QCAA policies for gathering evidence of student achievement on or before the due date. All assessment for Senior Students, with the exception of practical tasks, is to be submitted directly to the classroom teacher and by the due date. Students in Year 11 and 12 are required to submit their assessment through Turnitin when directed by the teacher.

Due dates for final responses, checkpoints and drafts will be included on individual task sheets and final due dates will be published in the assessment schedule. All students will be provided with their assessment schedule by the end of Week 3 of each term.

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
- give consideration to allocation of workload.

#### **Student responsibility**

Students are responsible for:

- recording checkpoints and draft and final response due dates in their diaries/planners
- planning and managing their time to meet the due dates
- informing the school as soon as possible if they have concerns about assessment load and meeting due dates.

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

- inform the Head of Department and classroom teacher as soon as possible
- provide the school with relevant documentation, e.g. AARA Form including any supporting documentation such as a medical certificate

- adhere to alternative arrangements for submission of assessment, if applicable, as decided by the school. (AARA)
- All final decisions are at the principal's, or principal's delegate, discretion. Refer to AARA information below.

### **b. Oral/Practical Submission**

Presentation and spoken tasks are a mandatory part of QCAA syllabus requirements and directly assessed through syllabus objectives.

The 21st century skills of communication (effective oral communication, communicating ideas effectively with diverse audiences) are featured in syllabuses as attributes students need to prepare them for higher education, work and engagement in a complex and rapidly changing world. Due to this, at Nerang State High School the following conditions apply:

- **spoken assessment tasks** must be delivered by students in person, in front of their class.
- **discussion tasks** must be delivered in groups, in front of the class.
- **some subjects** may allow an imaginative task to be recorded or delivered in-person, to allow for students to use creative complementary features such as costume and setting. If students record their responses, their recordings will be presented to the class (unless there is an AARA/special provision adjustment).

Students should be familiar with their speech or creative spoken response. While memorisation is not required, students should ensure that they do not depend too much on printed copies or palm cards, as this could impact their result.

Students who are unavoidably absent from school on the day of their assessment, are required to contact their teacher as soon as practical and to submit an application for Illness and Misadventure to the HOD via AARA. This is in addition to the parent contacting the school to notify of the absence.

### **c. Late and Non-Submission**

Teachers will collect progressive evidence of student responses to assessment instruments at the prescribed checkpoints. The checkpoints on the instrument-specific task sheets provide details of the evidence that will be collected. In circumstances where students are enrolled in a subject but do not submit a final response to an assessment (other than unseen examinations) and where evidence of student work:

- provided by the student for the purposes of authentication during the assessment preparation period is available, teachers make judgments based on this
- was not provided by the student on or before the due date as specified by the school and no other evidence is available, 'Not-Rated' (NR) must be entered in the Student Management system.
- In circumstances where a student response is judged as NR, the student will not meet the requirements for that subject, hence impact QCE points.

### **d. Exam Procedures**

Behaviour during exams is to be of the highest standard so as not to impact on the work of others and to ensure authenticity of student responses:

- Students should arrive at the exam room at least 10 minutes prior to the exam.
- It is the student's responsibility to bring all required materials and equipment but they must not bring in to the exam room any specifically-prohibited items such as mobile phones, smart watches, computers/ipads etc. Teachers will advise students on the specific exam conditions and the best place to put bags, phones etc.  
Students may not communicate with anyone other than the exam supervisor during the exam.
- Supervising teachers cannot provide advice or assistance to students with questions regarding the materials, content or questions of the examination.

- Students are not permitted to leave the exam room before the first 40 minutes or after the last 10 minutes. They must wait until instructed to leave by the exam supervisor.
- To support students with time management, exam supervisors will clearly communicate time junctures such as 30 minutes before the finish time.

(For full information refer to the Examination Procedures document).

## External Assessment Administration

<b>QCE and QCIA policy and procedures handbook</b>	Policy and procedures
<b>External assessment is developed by the QCAA for all General and General (Extension) subjects</b>	See the <i>QCE and QCIA policy and procedures handbook</i> and follow the <i>External assessment — administration guide</i> for processes, roles and responsibilities of the school external assessment (SEA) coordinator, teachers and students.

### 3. AUTHENTICITY OF STUDENT WORK (refer to Appendix A)

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

Nerang 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.

#### a. Plagiarism

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:

- assessment instruments will provide information about Nerang State High School's arrangements for submission of draft and final responses, including due dates, conditions and file types.
- all assessment evidence, including draft responses, will be submitted by their due date and where appropriate, via the academic integrity software (turnitin).
- draft and final responses for all internal assessment will be collected and stored in each student's folio. Live performance assessments will be recorded and stored as required for QCAA processes.



### b. False or Misleading information

- All research data must be authenticated and referenced.
- If the use of false or misleading information is suspected, the student will be given the opportunity to prove authenticity.
- Only the parts that can be identified as authentic, will be marked to award a result.

### c. Referencing

- Students must appropriately acknowledge in their work, the inclusion or use of others' ideas, words and information (including charts, tables, graphs and other illustrative materials), through the APA 6<sup>th</sup> Edition Referencing System unless otherwise stated.
- In-text referencing and bibliographic requirements will be explained as part of the assessment task/criteria sheet.

## 4. TYPES OF ACADEMIC MISCONDUCT AND EXAMPLES OF BEHAVIOURS

(refer to Appendix A)

Nerang State High 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. The following are some examples of academic misconduct along with the procedures for managing them:

## 5. ACCESS ARRANGEMENTS AND REASONABLE ADJUSTMENTS (refer to Appendix 2)

### Purpose

- Nerang State High School recognises that some students may require special arrangements and/or adjustments to their assessment, to be able to demonstrate their skills and knowledge, equitably.
- Access Arrangements and Reasonable Adjustments (AARA) are designed to assist students who have a verified diagnosis, disability, impairment, medical condition, or experience other circumstances which may be a barrier to their performance in assessment.
- An AARA must be planned as early as possible to remove these barriers.
- Students are not eligible for an AARA for:
  - unfamiliarity with the English language,
  - matters that could have been avoided such as misreading a task sheet or exam timetable,
  - matters of the student's or family's choosing such as family holidays.

### Process

- Students, parents or staff may identify a student as requiring an AARA.
- The application form for an AARA is available on the school website or from HOD Senior Schooling and Guidance Officers. Parent fact sheets are available to explain the process in detail
- Supporting Evidence must also be submitted which may include but is not limited to, prior recognition of a verified disability, medical report, police report, official notices or psychologist's assessment and student statement.
- Parent/Carers must also sign the form indicating their support of the application.
- Applications are submitted to the Guidance Officers, HOD Senior Schooling or HOSES.
- Approved AARAs will be documented in OneSchool under "Support Provisions" and parents or care givers / classroom teachers notified via email.

- In Year 11, AARA applications are approved by Principal's delegate: HOD Senior Schooling or Guidance Officer
- In Year 12, AARA applications involving illness and misadventure are approved by the Principal's delegate: HOD Senior Schooling or Guidance Officer and reported to QCAA.
- In Year 12, AARA applications for cognitive, physical, sensory, social / emotional adjustments to Unit 3 and 4 examinations are approved by QCAA. These are required to be submitted by the end of Term 1 to the Principal's delegate: HOD Senior Schooling or Guidance Officer.

### Examples of AARA

- Alternative venue or extension of due date, assistance from teacher aide or assistive technology, rest breaks or extra time, scribe or reader, alternative format of task, varied seating or audience, vision aids, food / drink / medication permitted on desk.
- The AARA approved will be dependent on the needs of the student, the evidence submitted and the nature of the task. A student must be allowed to demonstrate what they know and can do in relation to the task and the AARA must support this process.

## 6. ILLNESS AND MISADVENTURE (refer to Appendix A)

### a. Purpose

- An Illness and Misadventure provision allows for unavoidable and unexpected events which may impact on a student's ability to complete assessment. These are events that are beyond the student's control such as illness/accident, family emergency or unforeseeable technical issues.
- Students are not eligible for Illness and Misadventure for:
  - matters that could have been avoided such as misreading a due date or exam timetable;
  - matters of the student's or family's choosing such as family holidays.

### b. Process

- Students, parent / care givers or staff may identify a student as requiring Illness or Misadventure provision.
- The application form for this is available on the school website or from the HOD Senior Schooling and Guidance Officers.
- Supporting Evidence must also be submitted which may include but is not limited to medical reports, police reports, official notices or psychologist's assessment.
- According to the QCE/QCIA Policy Handbook 2020 V2.0, supporting medical reports for Illness and Misadventure in Year 11 or 12, must include:
  - The illness, condition or event
  - 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
- Parent/Carer givers must also sign the form indicating their support of the application.
- Applications are submitted to the HOD Senior Schooling, not the classroom teacher. A classroom teacher cannot approve an extension or exemption for an individual student.
- Outcomes will be for either an extension for an assignment of new due date or exemption.

- Approved Illness and Misadventure applications will be documented in OneSchool under “Support Provisions” and parents / care givers and classroom teachers notified via email.
- In Years 11 and 12, Illness and Misadventure applications for extension of summative assessment in Units 3 and 4, will need the approval of QCAA.

## **7. Vocational Education and Training**

At Nerang State High School assessment within VET subjects will focus on the achievement of competencies and the assurance of either a Qualification or Statement of Attainment will be obtained within the scope of its registration.

An assessment task sheet ensures students are informed of the context and purpose of the assessment and assessment process.

Various assessment pieces are developed in consultation with industry using the moderation and validation template. An accompanying criterion sheet/profile sheet showing evidence of judgements made about student achievement and feedback will be provided to students in a timely manner.

The assessment process will demonstrate equity and address the cultural, language, literacy and numeracy needs of participants.

Students will be advised of assessment methods, complaints, appeals and RPL processes prior to enrolment into a VET course.

Students are expected to meet deadlines and fulfil requirements of competencies by these deadlines achieving ‘Competency Achieved’. If students do not meet these deadlines they will receive a ‘Working Towards Competency’ until the final completion deadline of the course.

Students, parents and care givers are to communicate any concerns regarding absences and non-completion of units of competency to the relevant Head of Department.

## 8. APPENDICES

## APPENDIX A

	Types of misconduct	Procedures for managing academic misconduct
<b>Cheating while under supervised conditions</b>	<p>A student:</p> <ul style="list-style-type: none"> <li>begins to write during perusal time or continues to write after the instruction to stop writing is given</li> <li>uses unauthorised equipment or materials</li> <li>has any notation written on the body, clothing or any object brought into an assessment room</li> <li>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.</li> </ul>	<p><b>For authorship issues</b></p> <p>When authorship of student work cannot be established or a response is not entirely a student's own work the student will be asked to demonstrate that the submitted response is their own work. Students may be asked to sit an alternative exam.</p> <p><b>For instances of academic misconduct</b></p> <p>The teacher/supervisor refers the situation to the HOD and DP and/or Principal. 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>
<b>Collusion</b>	<p>When:</p> <ul style="list-style-type: none"> <li>more than one student works to produce a response and that response is submitted as individual work by one or multiple students</li> <li>a student assists another student to commit an act of academic misconduct or a student gives or receives a response to an assessment to another student.</li> </ul>	<p>Results may not be awarded for the assessment item and alternative assessment may be given.</p> <p><b>For instances of academic misconduct during examinations</b></p> <p>Where appropriate, the school's behaviour management policy will be implemented. Students may be awarded an NR (Not Rated) and as a result may not be given credit for the semester.</p>
<b>Contract cheating</b>	<p>A student:</p> <ul style="list-style-type: none"> <li>pays for a person or a service to complete a response to an assessment</li> <li>sells or trades a response to an assessment.</li> </ul>	
<b>Copying work</b>	<p>A student:</p> <ul style="list-style-type: none"> <li>deliberately or knowingly makes it possible for another student to copy responses</li> <li>looks at another student's work during an exam</li> <li>copies another student's work during an exam.</li> </ul>	
<b>Disclosing or receiving information about an assessment</b>	<p>A student:</p> <ul style="list-style-type: none"> <li>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</li> <li>makes any attempt to give or receive access to secure assessment materials.</li> </ul>	<p>Refer to the Responsible Behaviour Plan for consequences for serious forms of academic misconduct.</p> <p>Suspension may be an outcome depending on the nature of the misconduct.</p> <p>Academic consequences will be determined on a case by case basis. After investigation the work that can be confirmed as the student's own will be considered in determining a result. In some cases this may result in an NR (Not Rated) being awarded and the student may not be given credit for the semester.</p>
<b>Fabricating</b>	<p>A student:</p> <ul style="list-style-type: none"> <li>invents or exaggerates data</li> <li>lists incorrect or fictitious references.</li> </ul>	

	Types of misconduct	Procedures for managing academic misconduct
<b>Impersonation</b>	<p>A student:</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• completes a response to an assessment in place of another student.</li> </ul>	
<b>Misconduct during an examination</b>	A student distracts and/or disrupts others in an assessment room.	
<b>Plagiarism or lack of referencing</b>	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).	
<b>Self-plagiarism</b>	A student duplicates work, or part of work already submitted as a response to an assessment instrument in the same or any other subject.	
<b>Significant contribution of help</b>	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.	

## APPENDIX B



## AARA Application Form 1A

Complete the form below and return to the Guidance Officer in the Library.

Medical/supporting documentation required.

AARA are planned and negotiated as early as possible so that eligible students are supported appropriately to participate in, and complete the requirements for, a course of study and assessment.		
Name:	Form Class:	
Date of Birth:	Year Level:	
Application Date:		
<b>Period Applied for</b>	Start Date:	End Date:
<b>Which AARA category do you wish to apply for?</b>		
AARA Category	Documentation Required ***Please see over page for documentation requirements***	Documentation Provided
<b>Cognitive</b>  (eg. Intellectual disability; learning disorder)	<ul style="list-style-type: none"> <li>• Medical report <input type="checkbox"/></li> <li>• School statement <input type="checkbox"/></li> </ul>	YES / NO
<b>Physical</b>  (eg. Physical injury or disability)	<ul style="list-style-type: none"> <li>• Medical report or <input type="checkbox"/></li> <li>• EAP verification covering Unit 3 and 4 assessments <input type="checkbox"/></li> <li>• School Statement <input type="checkbox"/></li> </ul>	YES / NO
<b>Sensory</b>  (eg. Autistic Spectrum Disorders)	<ul style="list-style-type: none"> <li>• Medical report or <input type="checkbox"/></li> <li>• EAP verification covering Unit 3 and 4 assessments <input type="checkbox"/></li> <li>• School statement <input type="checkbox"/></li> </ul>	YES / NO
<b>Social/Emotional</b>  (eg. Anxiety, depression)	<ul style="list-style-type: none"> <li>• Medical report or <input type="checkbox"/></li> <li>• EAP verification covering Unit 3 and 4 assessments <input type="checkbox"/></li> <li>• School statement</li> </ul>	YES / NO

	<input type="checkbox"/>	
<b>Illness and/or Misadventure</b> (eg. Sickness; accident; unexpected event)	<ul style="list-style-type: none"> <li>• Medical report <i>or</i> <input type="checkbox"/></li> <li>• Supporting Documentation (other) <input type="checkbox"/></li> </ul>	YES / NO
Please briefly describe the situation that is impacting your child's learning.		
Parent Signature		Student Signature
<b>Office Use Only</b>		
Application complete	YES / NO	Principal and/or GO Approved / QCAA Approved
Parent, student, HOD informed of decision (in writing)	YES / NO	AARA recorded on OS YES / NO

