



CHARLEVILLE STATE HIGH SCHOOL ASSESSMENT POLICY

2020

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School Assessment Policy
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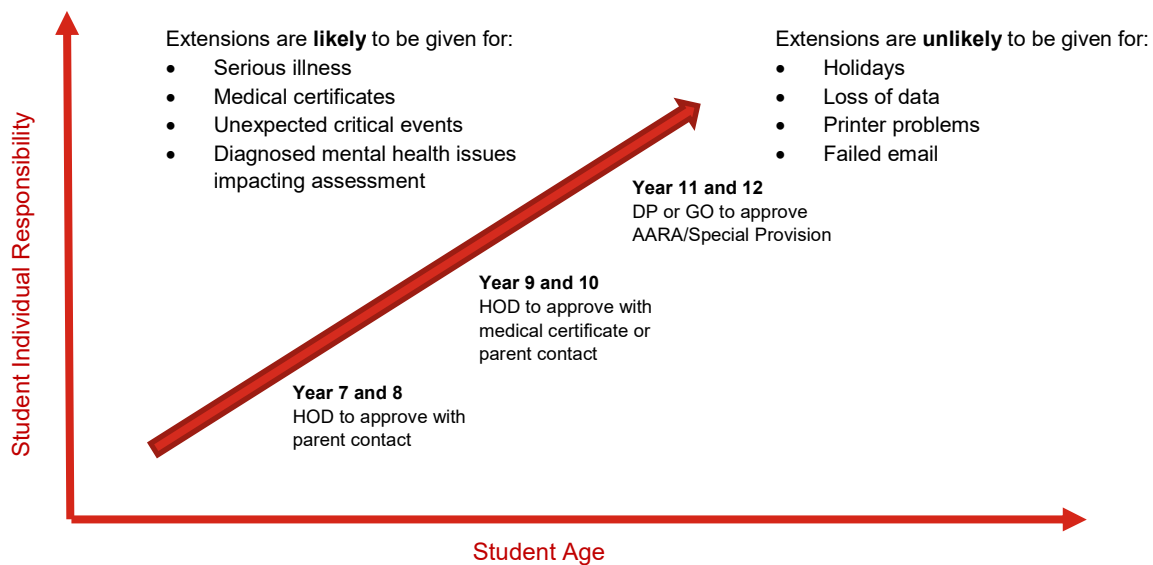
Charleville State High School

Scope

This policy provides information for teachers, students and parents/carers about roles, responsibilities, processes and procedures to ensure the integrity of assessment for students at Charleville State High School from Year 7 – 12.

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 and applies to Applied, Applied (Essential), General, General (Extension) subjects, and Short Courses across all faculties.

Assessment Extension Guidelines



Purpose

Charleville 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 capacity as students work towards summative assessment completion for the QCE.

Principles

Charleville 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 or product that allows students to demonstrate the objectives as described by the Senior syllabus and the standards of the Australian Curriculum (Year 7 – 10). 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.

Promoting academic integrity

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

QCE and QCIA policy and procedures handbook	Policy and procedures
Location and communication of policy	<p>The school assessment policy is located on the school website at https://charlevilleshs.eq.edu.au/Pages/default.aspx and in the school prospectus. All questions regarding this policy should be directed to the Principal or their delegate.</p> <p>To ensure the assessment policy is consistently applied, it will be revisited at the beginning of each year in form classes. Relevant processes will be revisited:</p> <ul style="list-style-type: none">• at enrolment interviews• during SET planning• when the assessment schedule is published• when each task is handed to students• in the newsletter and by email in response to phases of the assessment cycle.
Expectations about engaging	Charleville State High School has high expectations for academic integrity and student participation and engagement in learning and assessment.

<p>in learning and assessment Section 1.2.4 Section 2 Section 8.5.1</p>	<p>All students are required, to complete and submit on or before the due date, assessment as per the relevant Year level assessment schedule.</p> <p>In Senior, 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, at the exit of Year 12. 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.</p> <p>Student responsibility Students are expected to:</p> <ul style="list-style-type: none"> • 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. <p>To emphasise the importance of sound academic practices, students will complete the QCAA academic integrity courses.</p>
<p>Due dates Section 8.5.2 Section 8.5.3</p>	<p>School responsibility Charleville State High School is required to adhere to QCAA policies for gathering evidence of student achievement on or before the due date.</p> <p>Due dates for final responses, will be published in the assessment schedule. Checkpoints and draft due dates will be provided on assessment instruments. Students in Years 7 -10 will be provided with their assessment schedule by the end of week 3 of each term. Students in Year 11 and 12 will be provided with a semester assessment scheduled by the end of week 3 of each semester.</p> <p>The assessment schedule will:</p> <ul style="list-style-type: none"> • align with syllabus or Australian Curriculum 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 by the end of week 3 each term/semester • give consideration to allocation of workload. <p>Student responsibility Students are responsible for:</p> <ul style="list-style-type: none"> • recording due dates in their diaries • 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. <p>In cases where students are unable to meet a due date, they will:</p> <ul style="list-style-type: none"> • inform the Head of Department and classroom teacher as soon as possible • provide the school with relevant documentation, e.g. medical certificate • adhere to alternative arrangements for submission of assessment, if applicable, as decided by the school. <p>All final decisions are at the Principal's discretion. Refer to AARA information below for students in Year 11 and 12.</p>
<p>Submitting, collecting and storing assessment information Section 9</p>	<p>Charleville State High School is responsible for ensuring that students have opportunities to access assessments.</p> <p>All students at Charleville State High School are responsible for completing all course and assessment requirements. When enrolled in Year 11 and 12, in an Applied, General or VET subject, a student must produce evidence of responses to each of the summative assessments in order to receive an overall subject result on exit and to accrue QCE points.</p> <p>Assessment instruments will provide information about Charleville State High School's arrangements for submission of draft and final responses, including due dates, conditions and file types.</p>

	<p>All assessment evidence, including draft responses, will be submitted by their due date and when stated on the assessment instrument, via SafeAssign. All electronic files submitted must be virus free.</p> <p>All evidence used for making judgments is stored by Charleville State High School. In Year 11 and 12, draft and final responses for all internal assessment will be collected and stored in each student's folio (paper and/or digitally). Live performance assessments will be recorded and stored as required for QCAA processes for students in Year 11 and 12.</p>
<p>Appropriate materials Section 7.1 Section 8.5.3</p>	<p>Charleville State High School is a supportive and inclusive school. Material and texts are chosen with care in this context by students and staff.</p>

Ensuring academic integrity

Charleville State High School has procedures to ensure that there is consistent application of the assessment policy and that staff and students optimise opportunities to understand academic integrity. The following procedures are to be applied in this context.

Internal assessment administration

QCE and QCIA policy and procedures handbook	Policy and procedures
<p>Scaffolding Section 7.2.1</p>	<p>Scaffolding for assessment helps students understand the process for completing the task. Scaffolding will:</p> <ul style="list-style-type: none"> • maintain the integrity of the requirements of the task or assessment instrument • allow for unique student responses and not lead to a predetermined response. <p>Across the phases of learning, students will gradually be given more responsibility for understanding the processes required to complete their tasks. In Year 7 – 10, additional scaffolding may be provided to students in alignment with Individual Curriculum Plans and identified learning support requirements.</p>
<p>Checkpoints Section 8.5.3</p>	<p>Checkpoints will:</p> <ul style="list-style-type: none"> • be detailed on assessment task sheets • monitor student progress • be used to establish student authorship. <p>Students will show evidence of progress at scheduled checkpoints. Individual subject task sheets will stipulate checkpoints and assessment conditions. Teachers will use these checkpoints to identify and support students to complete their assessment.</p> <p>The subject Head of Department and parents/carers will be contacted by the classroom teacher, if checkpoints are not met and appropriate consequences may be put in place by the teacher and/or Head of Department. This may include the withdrawal of extra-curricular opportunities until outstanding assessment is complete.</p>
<p>Drafting Section 7.2.2 Section 8.3</p>	<p>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 in the case of illness or misadventure, or non-submission for other reasons.</p> <p>Feedback on a draft is:</p> <ul style="list-style-type: none"> • provided on a minimum of one draft of each student's response for students in Year 7 – 10. Students in the lower year levels, will receive more heavily scaffolded and structured feedback. Feedback, at this lower year level stage, may include correcting some spelling and grammatical errors, identifying opportunities to improve language and introduce new ideas. This will be reduced as students move towards senior secondary. Feedback may vary between subjects and year levels and will vary to suit individual curriculum plan/learning support requirements. • provided on a maximum of one draft of each student's response, or per the syllabus for students in Year 11 and 12 • a consultative process that indicates aspects of the response to be improved or further developed

	<ul style="list-style-type: none"> delivered in a consistent manner and format for all students within subject areas and year levels provided within one week of a submission of a draft. <p>Feedback on a draft as students move towards senior secondary, must not:</p> <ul style="list-style-type: none"> 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 spelling, grammar, punctuation and calculations allocate a mark. <p>A copy of the feedback will be stored with a hard copy of the draft in the student's folio. Parents and caregivers will be notified by phone, email or a letter within 5 school days, regarding non-submission of drafts and the processes to be followed.</p>
<p>Managing response length Section 7.2.3</p>	<p>Students must adhere to assessment response lengths as specified by the assessment instrument and syllabus documents. The procedures below support students to manage their response length.</p> <ul style="list-style-type: none"> 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. <p>After all these strategies have been implemented, if the student's response exceeds the word length required by the syllabus, the school will either:</p> <ul style="list-style-type: none"> mark only the work up to the required length, excluding evidence over the prescribed limit <p>And, in Year 12, annotate any such student work submitted for confirmation purposes to clearly indicate the evidence used to determine a mark.</p>
<p>Authenticating student responses Section 7.3.1</p>	<p>Accurate judgments of student achievement can only be made on student assessment responses that are authenticated as their own work.</p> <p>Charleville State High School uses a range of authentication strategies promoted by the QCAA. The authentication strategies will be specified on individual subject assessment instruments. Authentication strategies may differ for each subject and assessment instrument.</p> <p>In cases where a student response is not authenticated as a student's own work, procedures for managing alleged academic misconduct will be followed.</p>
<p>Assessment extension – Year 7 – Year 10</p>	<p>Assessment extensions are likely to be given for:</p> <ul style="list-style-type: none"> serious illness medical certificates unexpected critical events diagnosed mental health issues impacting assessment <p>Extensions are unlikely to be given for:</p> <ul style="list-style-type: none"> holidays loss of data printer problems failed email Extra-curricula activities <p>Year 7 and 8 students can apply for an assessment extension through parent contact with the applicable Head of Department or Deputy Principal. Students who are absent on the day assessment is due must bring a parent note, and provide this to the Head of Department or Deputy Principal the next day at school.</p> <p>Year 9 and 10 students can apply for an assessment extension through a medical certificate or parent contact with the applicable Head of Department or Deputy Principal. Students who are absent on the day assessment is due, must bring a medical certificate or parent note, and provide this to the Head of Department or Deputy Principal the next day at school.</p>

Access arrangements and reasonable adjustments, including illness and misadventure (AARA)
[Section 6](#)

Applications for AARA – Year 11 and 12 students only

Charleville 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.

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 or their delegate 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.

AARA - Special Provision

The application of Special Provision – AARA to student assessment is based on the functional impact of the condition for which AARA are sought. Students with the same condition may experience highly varied impacts on their education, and their ability to demonstrate their learning, knowledge and skill in assessments.

The *Disability Discrimination Act 1992* (DDA) and the *Disability Standards for Education 2005* (DSE) seek to eliminate, where possible, discrimination against people with disabilities. Compliance with these documents ensures students are provided with opportunities to realise potential through participation in education and training.

Applications of unforeseen illness and misadventure

Students and parents/carers must contact the Principal's delegate as soon as possible and submit the relevant supporting documentation.

To make an informed decision about an illness, misadventure or unavoidable event application, Charleville State High School requires, for Year 11 and 12 students, information on the following details:

- the illness, condition or event i.e. medical certificate (including details of a diagnosis, where applicable)
- date of diagnosis, onset or occurrence, and duration
- 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 report or police report.
- Any other evidence requested by the Principal to make an informed decision.

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 ie holiday
- matters that the school could have avoided.

Managing non-submission of assessment by the due date
[Section 8.5](#)

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 a student is enrolled in a subject but does 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 for Year 11 and 12 students by the dates set by QCAA each year, and on the report card. Students in Year 7 to 10, may attain a report card result if they have completed other assessment tasks for the subject within the reporting period.

In order to receive an overall subject result, a Year 12 student must complete Units 3 and 4 together, providing responses to each of the summative internal assessments and the external assessment for the

	subject. A student cannot repeat one summative unit only. An NR may affect a students' QCE and ATAR eligibility.
Internal quality assurance processes Section 8.5.3	<p>Charleville State High School's quality management system ensures valid, accessible and reliable assessment of student achievement. This includes:</p> <ul style="list-style-type: none"> • quality assurance of all assessment instruments before they are administered to students using quality assurance tools provided by the QCAA • post completion of assessment, internal moderation and cross marking will occur for selected students within the cohort • quality assurance of judgments about student achievement. <p>In Year 11 and 12, all marks for summative internal assessment for General and General (Extension) subjects are provisional until they are confirmed by the QCAA.</p> <p>In Year 11 and 12, results for Applied and Applied (Essential) subjects and Short Courses may be subject to advice from the QCAA.</p>
Review Section 9.1 Section 9.2 Section 9.5	Charleville State High School internal review processes for student results (including NR) for all Australian Curriculum, General subjects (Units 1 and 2), Applied subjects, and Short Courses is equitable and appropriate for the local context.

External assessment administration

QCE and QCIA policy and procedures handbook	Policy and procedures
<p>External assessment is developed by the QCAA for all General and General (Extension) subjects</p> <p>Section 7.3.2 Section 10.3 Section 10.4</p> <p>See also: <i>External assessment — administration guide</i> (provided to schools each year)</p>	<p>See the <i>QCE and QCIA policy and procedures handbook</i> (Section 7.3.2) and follow the <i>External assessment — administration guide</i> for processes, roles and responsibilities of the school external assessment (SEA) coordinator, teachers and students.</p>

Managing academic misconduct

Charleville 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. The following are some examples of academic misconduct along with the 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 or after any assessment, e.g. through speaking, signing, electronic device or other means such as passing notes, making gestures or sharing equipment with another student. 	<p>QCAA Assessment Integrity Module</p> <p>Schools will ensure that all students in Year 11 will undertake the QCAA assessment integrity module at the start of Year 11, and may have Year 7 to 10 students complete the modules each year.</p> <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 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. The teacher will verify with the student an opportunity to verify their result with an additional person.</p> <p>For all instances of academic misconduct during an assessment process</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 examination</p> <p>Students in Year 11 and 12 will be awarded a Not-Rated (NR). Students in Year 7 to 10 may be awarded a Not-Rated or may have aspects of their assessment not marked. 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 (School Code of Conduct) will be implemented.</p> <p>Non-submission of assessment tasks</p> <p>The due date is final unless an assessment extension or AARA has been approved by the Head of Department/Deputy Principal or Guidance Officer, as per the assessment Policy. (8.5.1)</p> <p>For a non-submission, if a draft was provided, this will be marked as the final submission. Additionally, teachers may use checkpoints of student class work or observations. There needs to be some formative assessment collected to show evidence. (8.5.2)</p> <p>Student Conduct</p> <p>Students are advised not to bring smart devices, phones, laptops to assessment tasks. If a student brings an approved device the student follows the school policy for its use.</p> <p>Students Group Work</p> <p>Students may work in groups but the assessment task must clearly demonstrate that they will be graded individually.</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 assessment process • copies another student's work during an assessment process 	
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. 	
Misconduct during an assessment process	<p>A student distracts and/or disrupts others in an assessment room.</p>	

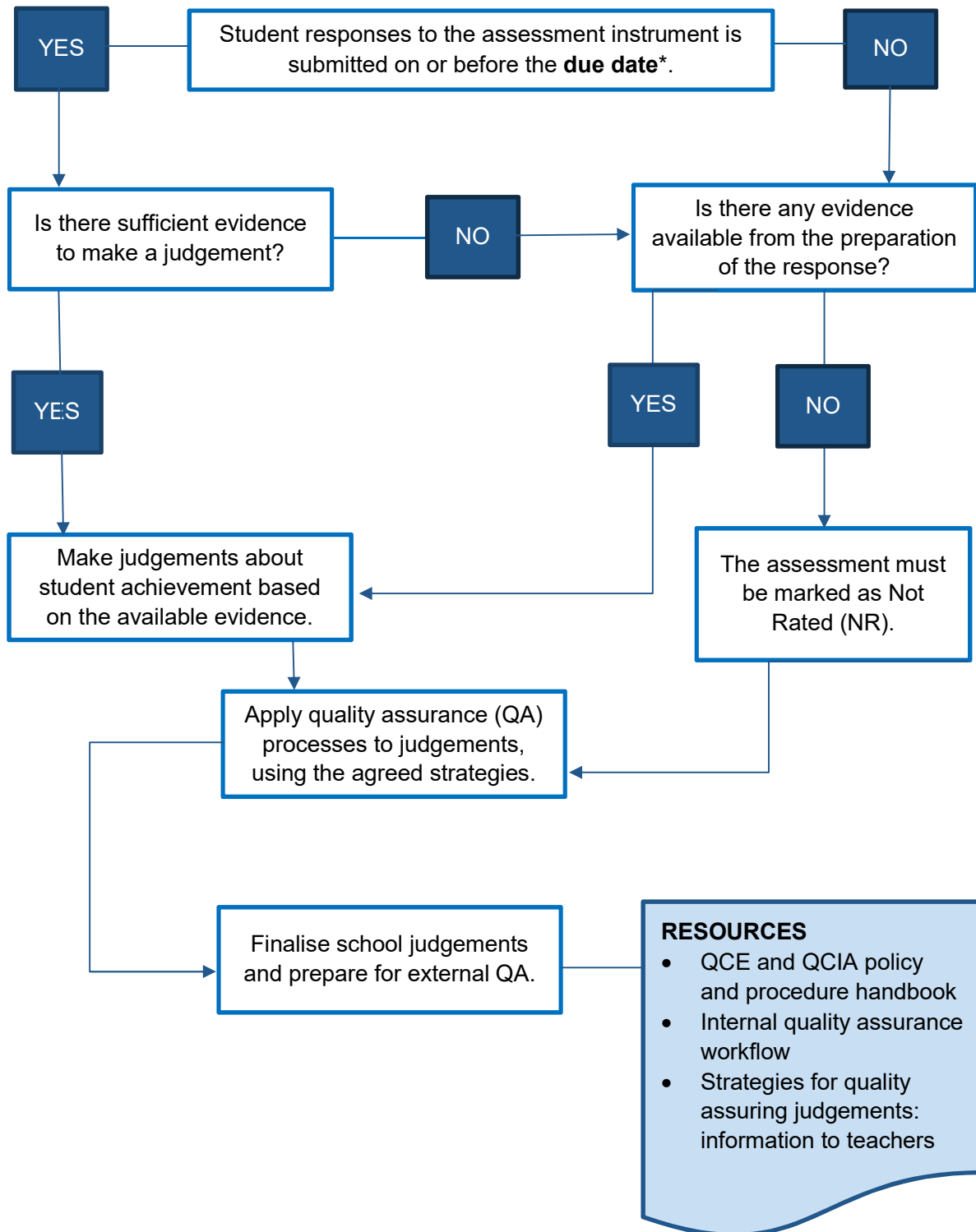
	Types of misconduct	Procedures for managing academic misconduct
Plagiarism or lack of referencing	A student completely or partially copies or alters another person's work without attribution (another person's work may include text, audio or audio-visual material, figures, tables, design, images, information or ideas).	Distraction and disruption whilst an assessment is being administered Students will be dealt with according to the student Code of Conduct Referencing System Students at Chinchilla State High School must use the Harvard system of referencing. Calculator must adhere to QCAA specifications
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.	

Related school policy and procedures

Refer to other school policies as appropriate:

- Student Code of Conduct
- Senior Schooling Policy
- Vocational Education and Training (VET) Policy

Assessment Submission Workflow



The due date encompasses extensions for access arrangements and reasonable adjustments (AARA) and principal/principal's delegate approved extensions.