Senior Assessment Policy



Proserpine State High School

**Proserpine State High School Senior Assessment Policy**

Updated May 2019

**STATEMENT OF INTENT**

It is intended that this policy will inform all matters related to assessment. This policy applies to all senior students in years 10, 11 and 12, enrolled at Proserpine State High School. It is the purpose of this document to openly communicate a shared understanding of procedures when applying for an extension, late submission and non-submission of student responses to assessment instruments, examination requirements, authenticating student work and academic misconduct. The processes and expectations of this policy are based on the QCAA’s *‘Queensland Certificate of Education (QCE) and Queensland Certificate of Individual Achievement (QCIA) Policy and Procedures Handbook 2019 v1.1’* and this should be consulted in conjunction with this assessment policy.

Year 10 is the first year of senior schooling at Proserpine State High School and as such students will be educated on the Senior School Assessment Policy and given opportunities to develop the knowledge and skills to meet the expectations of this policy during Years 11 and 12. Assessment in Year 10 is designed to develop key skills to assist students in being successful in assessment in Years 11 and 12 as well as meeting the QCAA’s strict guidelines for the submission and completion of assessment. Year 10 is a critical year for students to develop the habits and practices to be successful in assessment in Year 11 and 12.

In Year 11 and 12 students undertake the final stage of their schooling journey culminating in the attainment of their Queensland Certificate of Education [QCE] or Queensland Certificate of Individual Achievement [QCIA] and/or an Australian Tertiary Admission Rank [ATAR]. A student’s journey may include the completion of external assessment and examinations if aiming for an ATAR. Regardless of a student working towards an ATAR or a pathway to work or further training, all students are required to meet the expectations of Proserpine State High School’s Senior School Assessment Policy and as such need to be familiar with its processes and expectations.

*\* This policy is under review*

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**Assessment**

Assessment is the purposeful, systematic and ongoing collection of information for use in making judgements about student progress and performance.

All students are expected to participate fully by completing and submitting **all** mandatory assessment instruments [as determined by the Curriculum Head of Department, syllabus documents or Training and Assessment Strategies] to meet course requirements in order to be eligible for a subject or unit result, and QCE credit for the unit if a satisfactory result awarded. The work submitted must indicate every attempt has been made by the student to satisfy the specific assessment requirements.

Subsequent results will form part of the student’s assessment profile for the subjects and units studied leading to overall levels of achievement [A-E] be awarded for reporting and “Satisfactory/Unsatisfactory” being awarded towards a Queensland Certificate of Education.

This Assessment Policy is designed to ensure that there is consistency in assessment procedures in all subject areas and that all students are treated equitably. This policy is designed to support the implementation of the new QCE system commencing with Year 11 students in 2019. The core components of the new QCE system include:

* a new approach to senior assessment, combining school-based assessment with external assessment set and marked by the QCAA; and
* new processes that strengthen the quality and comparability of school-based assessment.

# **Assessment Systems**

## **General subjects**

Subject results in General subjects are based on student achievement in four summative assessments: three internal assessments and one external assessment that the QCAA sets and marks. For most General subjects, the internal assessment contributes 75% to the final subject result, except in mathematics and science subjects, where it contributes 50%. External assessment is used in all General subjects, but is not used to scale a student’s internal assessment results. Instead, the external assessment result is added to the internal assessment result to arrive at a final subject result.

## **Applied subjects and Applied [Essential] subjects**

Subject results in Applied andApplied [Essential] subjects are based on student achievement in four equally-weighted internal assessments. For Essential English and Essential Mathematics, one of these assessments in externally set by the QCAA and school administered.

## **Endorsement**

Internal assessment instruments for all General subjects, and for the Applied Essential English and Applied Essential Mathematics subjects, must be endorsed by the QCAA before being used for summative purposes in schools. Endorsement gives schools confidence that their assessment instruments provide valid opportunities for students to demonstrate what they know and can do. Typically, summative Internal Assessment 1 (IA1) and summative Internal Assessment (IA2) are endorsed during Term 3 of the year in which Year 11 is undertaken. The third summative internal assessment instrument, typically summative Internal Assessment 3 (IA3), is endorsed during Term 1 of the year in which Year 12 is undertaken.

## **Confirmation**

Results for student assessments for Units 3 and 4 of all General subjects are confirmed externally by the QCAA. Confirmation examines the accuracy and consistency of teachers’ judgments about students’ responses to summative internal assessment instruments to ensure comparability of results across Queensland. QCAA uses provisional marks reported to the QCAA to determine the samples that schools are required to submit for confirmation. Schools submit the sample files required via the QCAA Portal by the due date. IA1 provisional marks are confirmed during Term 2 of the summative year, and IA2 and IA3 marks are confirmed at the end of Term 3 of the summative year. Students and parents must be aware that all marks for summative internal assessment for General subjects are *provisional* until they are confirmed externally by the QCAA.

## **External assessments**

Schools administer external assessment for Units 3 and 4 [Year 12] according to the rules and expectations published on the QCAA website and in the QCAA’s *External assessment- administration guide.* External assessment occurs in Term 4, during October and November. The QCAA develops the external assessment timetable annually using finalised enrolment in subjects to ensure students complete no more than two external assessments in one school day and minimise the number of timetable clashes for students. Proserpine State High School will communicate the rules, exam timetable and expectations to the school community in a timely manner via appropriate communication methods such as the school website, Facebook, emails and text messages.

## **Vocational Education and Training (VET) courses**

VET courses are continuously assessed through a variety of competency-based assessment techniques. These assessments are set by the RTO and validated by industry representatives. Comprehensive quality assurance processes are in place at Proserpine State High School to validate assessment and student results.

## **Year 10 subjects and courses**

Assessment in Year 10 subjects is designed to expose students to the type, frequency and rigour of assessments in Years 11 and 12. Assessments are designed by the school to best prepare Year 10 students for success in their senior years of high school.

# **Results and Certificates**

In year 10 results are reported as A – E grades in subjects and in VET courses results are reported as ‘Competency Achieved’ [CA], ‘Working Towards Competency’ [WTC] or ‘Competency Not Achieved’ [CNA].

In Years 11 and 12:

Vocational Education and Training [VET]:

VET courses have results reported as ‘Competency Achieved’, ‘Working Towards Competency’ or ‘Competency Not Achieved’. In VET subjects students are deemed either ‘competent’ (when they demonstrated a satisfactory or better standard work), working towards competency (when they are still developing a satisfactory standard of work during study in the certificate) or ‘Competency Not Achieved’ (when they have not demonstrated a satisfactory standard of work by the end of the certificate). Registered Training Organisations (RTOs) are responsible for issuing VET certificates and Statements of Attainment. A Statement of Results records information about VET qualifications which contribute credit to the QCE. Schools report student progress in the completion of certificates frequently through QCAA reporting processes.

General, Applied, and Short Course Subjects:

In General subjects, the assessment result is expressed as a numerical value based on an Instrument-Specific Marking Guide (ISMG). Teachers make judgments about the evidence in students’ responses using the ISMG to indicate the alignment of student work with performance level descriptors, and award a mark for each criterion assessed by the assessment instrument. For Units 3 and 4 these marks are reported to the QCAA by criterion using the Student Management System in the QCAA Portal. Annotated ISMGs need to clearly indicate the characteristics evident in the student response and the mark awarded for each criterion. These are *provisional* marks.

Schools also report using an A-E grade based on the reporting standards in the subject syllabus.

In Applied/Applied Essential subjects and Short Courses, only A-E grades are used according to the exit standards in the subject syllabus.

For General, Applied and Applied [Essential] subjects, schools need to report to the QCAA after Unit 1 and Unit 2 whether a student’s results are ‘Satisfactory’ or ‘Unsatisfactory’. Teachers determine satisfactory completion of a unit when:

* the student has completed sufficient assessment for a standard to be determined in each dimension of the exit standards matrix; and
* the evidence in the student’s responses demonstrates typical achievement of the syllabus objectives, i.e. equivalent to an exit result of ‘C’ or better.

The QCAA reports these results and the credit/s accrued to the QCE in the student’s learning account and on the student’s Statement of Results. QCAA reviews assessments for Units 1 and 2 annually, however not every subject’s assessments are reviewed each year.

When summative internal assessment is confirmed and external assessment marking is complete, the QCAA awards an overall subject result. An overall subject result in a subject is constructed by adding the individual results in the internal and external assessments. The overall subject result is on a scale between 1 and 100. A process to compare results on this numeric scale to the syllabus reporting standards takes place to produce cut-offs in each subject for each of the A to E reporting standards in the syllabuses. The overall subject result and reporting standard are then reported to students.

QCE, QCIA and ATAR:

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.

The QCAA issues students in Queensland with a Senior Education Profile (SEP) on completion of senior secondary schooling. The SEP may include:

* Statement of results
* QCE
* QCIA

The QCIA recognises the achievements of students who are on Individualised Learning Programs. It is for students with impairments or difficulties in learning that are not primarily due to socioeconomic, cultural and/ or linguistic factors. The QCIA is an official record that students have completed at least 12 years of education and provides students with a summary of their skills and knowledge that they can present to employers and training providers.

For students seeking to continue their studies after school, their final results from a combination of five general subjects, or four general subjects and one applied subject or vocational qualification [Certificate III level or higher], are used by the Queensland Tertiary Admissions Centre (QTAC) to calculate an Australian Tertiary Admission Rank (ATAR) for tertiary selection purposes.

# **Communication with Parents/Carers and Students**

## **Assessments schedules**

Assessment schedules for Year 10, 11 and 12 students are emailed to parents and a paper copy distributed to students in a timely manner. Assessment schedules are also published on the school website, SZ App and additional printed copies are available from the Administration Office. These assessment schedules include final due dates and draft dates which need to be used by students when developing a study timetable for the unit (including homework, completion of assessment and preparation for exams). Proserpine State High School provides students with a student diary and it is an expectation that students use it to plan for assessment dates, record homework and create their study timetable. Please note that due dates for draft submission as well as final due dates must be strictly adhered to. On the rare occasion where due dates need to be changed teachers will consult their Curriculum Head of Department and advise students of changes to assessment dates, with these changes being communicated to parents.

## **Task Sheets, Instrument-Specific Marking Guides (ISMGs) and Instrument-Specific Standards Matrix [ISSM].**

As appropriate to the assessment item, students will be provided with a task sheet and marking guide for example an Instrument Specific Marking Guide [ISMG] or Instrument-Specific Standards Matrix [ISSM]. The task sheet is comprised of information and instructions for completing the set work, including:

* the topic and context of the task;
* a clear description of the set task;
* guided directions of what is expected to be completed to satisfy the task, including “checkpoints” or the submission of drafts;
* specific task conditions and requirements e.g. time allowed, word length, text type (genre) and required features;
* descriptors of the standards (ISMG, marks, A-E or satisfactory/unsatisfactory, competency achieved/working towards competency) against which their work will be judged.

## **Informal parent/carer communication**

Teachers are expected to maintain timely communication with students and parents throughout the duration of the course that the student is enrolled in. Teacher communication is likely to include:

* outline of the course content and assessment expectations;
* feedback on student progress;
* information when student assessment results have been returned to students;

Teachers are expected to contact the parent/carer if:

* a draft or final assessment is not submitted;
* if a student’s achievement does not amount to satisfactory achievement in the course or that the course requirements are incomplete.

## **Formal reporting periods**

Formal reporting for General, Applied/Applied [Essential] subjects as well as Short Courses will occur using A-E standards that reflect the reporting standards of the syllabus or in the case of VET certificates use Competency Achieved [CA], Working Towards Competency [WTC] or Competency Not Achieved [CNA] reflecting the standards of the relevant training package.

It is important that parents and students understand that final results are based on the accumulation of results accrued through the ISMGs, ISSMs or Instrument-Specific Standards Matrix of summative assessment items. Therefore, although reporting standards will give an *indication* of student progress, the results are not used in the calculation of the ATAR.

Parent/teacher Interviews will be conducted twice a year, providing parents with the opportunity for face-to-face feedback on student progress.

# **Assessment Submission**

## **Draft assessments**

A draft is a preliminary version of a student’s response to an assessment instrument. A draft can be used to provide feedback on a response as well as to authenticate student work. Before submitting a draft, students may be required to develop an outline or discuss their approach with the class teacher. The type of draft students submit differs depending on the subject and assessment technique. For example, if an assessment instrument requires a presentation as the response, a draft might be a rehearsal of this presentation.

The submission of drafts is mandatory as it allows students to obtain feedback on the assessment instrument prior to submitting the final version. Drafts are also used to provide evidence of authorship. Drafts must be completed and submitted directly to the class teacher or the Administration Office **by 3:15pm on the due date** according to the conditions of the task.

Evidence gathering techniques will be used by teachers such as retaining a copy of the draft submitted. In the case where an assessment instrument is not submitted on the due date, the teacher will grade the draft and/or other evidence that has been collected prior to the due date.

Students are required to submit drafts to ensure that they have the opportunity to receive feedback on assessment prior to their final submission. Drafting is a consultation process NOT a marking process. It is important to note that:

* Students are permitted to have feedback on a maximum of one [1] draft. Some subjects in Year 11 and 12 may give feedback only on a plan.
* Drafts which are not submitted by the due date will not receive written feedback from the teacher unless extenuating circumstances apply.
* The final version of an assignment must be presented to the teacher or submitted to the Administration Office **by 3:15pm on the due date**. If a draft or assignment is sent electronically it is strongly recommended that the student requests a ‘delivery or read receipt’ from the teacher.
* Technology problems cannot be an excuse for late or non-submission of drafts or assignments. In order to guard against technology failures it is highly recommended that students are regularly backing up their work in at least two [2] locations.

In year 10 students may have the opportunity to submit more than one draft to their teacher and receive more detailed feedback and/or scaffolding.

## **Non-submission of or incomplete drafts** [section 8.5 of QCE & QCIA Policy and Procedures Handbook]

Students who do not submit completed drafts by the due date:

* + may have the opportunity for verbal feedback on their draft;
  + will receive classroom-based strategies to ensure they catch up and submit the assessment task on time e.g. lunchtime detentions;
  + may be recorded as a behaviour incident on OneSchool;
  + will have their parents/carers contacted by the teacher by phone call, text or email;
  + may move to the next stage of the cancellation of enrolment process if the student is in the post-compulsory phase of education (i.e. the student has completed Year 10 or turned 16 years of age).

## **Final submission of assignments**

Student assessments may be submitted via the following methods as required by the assessment task:

**In person:**

* + Students will submit assignments to their teacher or the Administration Office **no later than 3:15pm on the due date**. *Assignments will not be collected after this time.*
  + An assignment cover sheet is to be handed in with each assignment.
  + When submitted via the Administration Office a receipt will be issued to the student indicating the receipt of the assignment.

**Via email**

* Email to the teacher along with a request for a ‘delivery or read receipt’ as proof of sending the assignment. The email must be sent **by 3:15pm on the due date**. It is highly recommended that the Curriculum Head of Department is also included when emailing an assignment.

**Other methods**

* Some subjects make use of digital drop boxes. Teachers will advise students if this is the submission method required. Items must be placed in the digital drop box **on or before the due date by 3:15pm.**
* Subjects with assessment in the form of a non-written or spoken product, such as an art piece or timber piece, will advise how their tasks are to be submitted. They must be **submitted on or before the due date by 3:15pm**.

**Anti-plagiarism software**

Software such as SafeAssign allows teachers to check assessment tasks for plagiarism. Teachers will direct students on the requirements to use this software for assessment as required.

## **Student absence for submission of drafts or final assignment response**

If a student cannot attend school on the due date for a draft or final assignment (due to justifiable reasons) they must submit the assignment via email to their teacher and should request a ‘delivery or read receipt’ **by 3:15pm on the due date**. If SafeAssign is required this must also be completed as part of the submission process. It is recommended that the Curriculum Head of Department is included in this email.

Alternatively, a family member or friend may submit the assignment through the Administration Office and a receipt will be issued for the student and teacher.

Students who undertake off campus training, work placement, school based traineeship or apprenticeships must make arrangements for their assessment to be received by the teacher or Administration Office **by 3:15pm on the due date**.

If students cannot make any of the above arrangements, their parent/carer must contact the Deputy Principal for Senior Schooling **on the due date** to discuss the situation.

## **Spoken and multimodal presentations**

Scripts for presentations are due at the beginning of the lesson of the due date, irrespective if the student presents or performs their presentation in that lesson or a following lesson for the subject.

Students who refuse to present a spoken/multimodal presentation will be deemed to have not completed the assessment task.

Alternative presentation formats can only be considered if they align with the syllabus requirements for the subject.

## **Group assessment**

In the situation that one or more members are absent on the date of a group assessment, the remaining members of the group must submit the elements of the task they were responsible for and, in the case of performances/presentations, present using “fill in” group members taking on the roles of the absent students. Students who have presented at school on the due date and followed this Assessment Policy will be assessed without penalty.

## **Extensions [section 6 of QCE & QCIA Policy and Procedures Handbook]**

In the situation where a student believes their ability to produce a draft or final response for an assignment has been adversely affected by illness or an unexpected event an Access Arrangements and Reasonable Adjustments [AARA] application form must be completed and submitted to the school [teacher or Administration Office] as soon as practical [preferably 5 days before the draft or final due date]. For year 11 and 12 the application form needs to have supporting documentation such as a medical certificate or report, police report or an official report attached as supporting evidence to justify an extension. Detailed information regarding AARA is located in the school’s Access Arrangements and Reasonable Adjustments Policy. The policy includes the specific details required on a medical certificate or report.

## **Late submission of assessment**

QCAA policy states, “In cases where students do not submit a response to an assessment instrument by the due date, judgments should be made using evidence available on or before the due date.” **Late assessment submissions will not be accepted.** Students who submit an assessment instrument late will be graded on their draft and/or other evidence that has been collected prior to the due date.

## **Inadequate or lengthy responses [section 7.2.3 of QCE & QCIA Policy and Procedures Handbook]**

Students must develop responses that do not exceed or are significantly under the required length or time specified on the assessment instrument.

Response lengths are specified by syllabus documents and guidelines must be followed. Listed below are processes to support students in managing their response lengths:

* internal quality assurance processes to ensure valid assessment instruments with appropriate scope and scale;
* implement teaching strategies that provide students with opportunities to learn effective skills for responding to assessment instruments using genres within the subject
* model responses of the required length are used as part of teaching and learning;
* model how to create and edit a response:

− that is relevant to the task and objectives being assessed

− to meet length requirements

* teachers provide feedback about length at check points and on the draft.

In ensuring students make a reasonable or appropriate attempt on all assessment instruments they need to:

* be familiar with and adhere to the specifies word lengths as detailed on assessment task sheets;
* apply feedback about length to their drafts; and
* edit responses to meet requirements for length [not significantly under or over the word or time length].

Students must ensure that they make a reasonable attempt on all assessment instruments. Students could be deemed to have made an inadequate attempt in situations such as:

* word length/time requirement significantly less than that specified on the task sheet;
* failing to address the task (e.g. intentionally writing off-topic);
* completing a limited number of components of an assessment instrument;
* improvising a speech that should have been scripted;
* writing only their name on an exam paper;
* attempting a very limited number of questions on an exam paper.

Students who provide an inadequate response to an assessment item will be graded on the work they submit on the due date/in the exam. An inadequate response will severely affected the result for the assessment task and this may have negative impacts on the final unit result awarded.

When a response exceeds the required length, the teacher will annotate it and indicate the strategy implemented in marking an excessive response. A strategy that may be applied by the teacher for excessive responses could be to not include or consider the work after the specified word or time limit when awarding a final mark. With this strategy the teacher will indicate on the task and/or task sheet for spoken tasks or presentations where the word or time limit has been reached and that the work after this has not been included in awarding a result for the assessment instrument. An overly lengthy response could impact on the final result awarded for the assessment task as well as the final unit result.

⇨ It is highly recommended that students document the length or timing of their response using a word count, page count or time to ensure they meet task requirements.

Elements to be included in the word length or page count of a written response are:

* 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).

Elements NOT to be included in the word length or page count of a written response are:

* title pages
* contents pages
* abstract
* raw or processed data in tables, figures and diagrams
* bibliography
* reference list
* appendixes
* page numbers
* in-text citations.

## **Examinations**

Students are provided with a school assessment schedule each unit which specifies dates for exams and assignments. Teachers, in consultation with the Curriculum Head of Department and Deputy Principal, will make arrangements for exams that are longer than 70 minutes to run into the following lesson. Students will be supervised and provided with the opportunity to access a food break and toilet break at the end of the exam if the exam runs across a school lunchbreak.

Exams cannot be administered before the scheduled date due to placing the integrity of the assessment piece at risk for the entire subject cohort.

Students must be in attendance for all scheduled exams unless their ability to attend is adversely affected by illness or an unexpected event. A student who is ill and unable to attend school for an exam must make contact with the school as soon as practical. This may be before 8:30am, during or immediately after the exam but on the day of the exam. An AARA application form must be completed and submitted to the school Administration Office as soon as practical [no later than 7 days] along with supporting documentation such as a medical certificate or report to validate the absence from the exam. Detailed information regarding AARA is located in the school’s Access Arrangements and Reasonable Adjustments Policy. The policy includes the specific details required on a medical certificate or report.

Where a student is eligible, AARA must be implemented to provide opportunities for the student to complete the assessment. Arrangements such as a comparable exam may be considered when illness or misadventure is established as the reason for absence. The Curriculum Head of Department and the teacher will make arrangements for the student to sit the exam as soon as possible and will advise the student of the new date, time and location.

Failure to notify the school of an absence from an exam and where illness or misadventure cannot be established may result in the non-submission of the exam and a result of ‘Not Rated [NR]’ being awarded for the exam. Further information can be found in section 4.12 Non-submission of final response for assessment.

## **External assessments** [section 7.3.2 of QCE & QCIA Policy and Procedures Handbook]

External assessment for General and General (Extension) subjects is summative. Students must complete external assessment on the date published on the QCAA website. Dates for external assessments are released by the QCAA and will be communicated to the school community by December in the year prior to the external assessment being administered.

Strict rules apply to external examinations and these rules will be shared with students in advance of the examination blocks. The QCAA external exam block is to be considered a ‘black out time’ where students can not miss exams under any circumstance other than illness or misadventure/circumstance beyond their control as defined in the Access Arrangements and Reasonable Adjustments (AARA) Policy. **Contact must be made with the Deputy Principal Senior Schooling by 8:30am the morning of the external exam, during or immediately after the exam [on the day of the exam].**

## **Non-submission of final response for assessment** [section 8.5 of QCE & QCIA Policy and Procedures Handbook]

In circumstances where students do not submit a final response to an assessment (other than unseen examinations) teachers make judgments based on evidence of student work collected for the purposes of authentication, during the assessment preparation period. This evidence may include drafts, classwork, rehearsal notes, and photographs of student work and teacher observations. For students who are enrolled in a subject, but do not produce evidence 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 by the date published in the QCAA SEP calendar.

Where there is no evidence of a response to each assessment on or before the due date as set by the school a subject result cannot be allocated. Where a student does not complete the summative assessments by the end of the summative year, an exit result cannot be awarded.

In order to receive an overall subject result, the student must complete both Units 3 and 4 consecutively, providing responses for all summative internal and external assessment tasks. If a student is required to repeat a unit in the final year of study they are required to repeat both summative units, being unit 3 and 4.

It is important to note that:

* a lower result, mark or standard cannot be awarded as a penalty for late or non-submission as evidence is to be matched to the relevant syllabus marking guides or standards;
* in Applied subjects, an ‘E’ cannot be awarded where there is no evidence for that standard;
* in General and General (Extension) subjects, a mark of zero for an internal assessment instrument cannot be allocated if there is no evidence;
* in Short Course, an ‘E’ cannot be awarded when there is no evidence for that grade;

In all these cases, the only result that can be awarded is Not-Rated [NR].

Students cannot apply for an extension and submit an AARA application form on the following grounds:

* unfamiliarity with English language;
* teacher absences or other teacher related difficulties;
* matters that the student could have avoided;
* matters of the student’s or parent’s/carer’s own choosing; or
* matters that the school could have avoided.

For any of the above grounds, when a student does not submit a response to an assessment instrument on or before the due date, a result is awarded using any evidence from the preparation of the response that is available on or before the due date.

Non-submission of assessment will lead to:

* teacher recording in OneSchool and referral to Curriculum Head of Department to action and Head of Department Senior Schooling [Years 11 and 12] for tracking;
* contact home via phone call, email or text message by teacher and/or Curriculum Head of Department;
* Curriculum Head of Department may apply further consequences such as, but not limited to, lunch detentions, afterschool detention, withdrawal from class;
* QCE and/or ATAR attainment placed at risk.

Further consequences may be applied at the Head of Department Senior Schooling, Deputy Principal Senior Schooling or Principal’s discretion. These may include but not limited to:

* referral to Deputy Principal Senior Schooling;
* withdrawal from non-compulsory school activities such as sport, social events, work experience;
* possible initiation of the cancellation of enrolment process, where the student is considered post-compulsory;
* continued non-submission of multiple tasks may trigger the final stage of the cancellation of enrolment process.

# **Academic Integrity and Academic Misconduct**

## **Promoting academic integrity**

Academic integrity requires academic responsibilities to be approached in an honest, moral and ethical way. Schools, teachers, parents/carers and others who support students in their learning have the responsibility for promoting and maintaining academic integrity. Schools and teachers can promote academic integrity by developing student’s skills and modelling appropriate academic practice. Students are able to demonstrate what they know and can do by the due date when they understand:

* forward planning — understanding the components of a task and how long each component might take to complete
* time management — implementing a plan to achieve the assessment outcome, incorporating adjustments to this as needed. Allowing for unexpected events such as issues with technology or changes in personal circumstances
* note-taking and summarising — synthesising research or gathering information into a new idea or summary
* referencing — appropriately acknowledging the ideas, work or interpretation of others
* choosing appropriate examples — selecting appropriate quotes or examples to support an argument or communicate meaning
* editing — refining their own work
* checking — self-assessing compliance with academic integrity guidelines before submitting responses.

All senior students over Years 10, 11 and 12 will learn about academic integrity and academic misconduct by completing training such as the QCAA Academic Integrity Course.

## **Scaffolding for teaching and learning**

Scaffolding is an intentional instructional strategy through which teachers support students to develop greater independence in completing a task or responding to an assessment instrument. Scaffolding may be provided to individuals or to a class of students. To develop students’ knowledge and skills, teachers gradually release support and responsibility to students over a course of study.

Scaffolding may include:

* breaking a complex task, learning experience, concept or skill into discrete parts;
* modelling thought processes required to complete parts of an assessment instrument;
* pre-teaching vocabulary specific to the subject and assessment instrument;
* questioning to develop students’ conceptions, describe interpretations or challenge opinions that inform a response;
* showing examples of responses and demonstrating the match to performance descriptors;
* using visual frameworks or graphic organisers to plan responses;
* providing a timeline or checkpoints that students can use to manage completion of components of the assessment instrument;
* guiding students to make predictions and/or reflect on their learning to complete the requirements of the assessment instrument; and
* providing prompts and cues for students about the requirements for their response.

When scaffolding in an assessment context, it is important that the integrity of the requirements of the task or assessment instrument are maintained so a student’s response is their own. Scaffolding or task instructions should not lead to a predetermined response or interfere with students’ ability to demonstrate their knowledge and understanding of the relevant criteria. *Scaffolding for assessment instruments in Units 3 and 4 should refer to processes or presentation of the response. It should avoid repeating cognitions or the task description.*

## **Providing feedback on a draft**

When providing feedback:

* Teachers provide feedback on a maximum of one draft of each student’s response.
* Feedback is a consultative process, not a marking process.
* Teachers should not allocate a result for the draft student response.
* Feedback on a draft must not compromise the authenticity of student work.
* Teachers may not introduce new ideas, language or research to improve the quality of student responses.
* Similarly, teachers may indicate some key errors in spelling, grammar, punctuation and calculations, and remind students that the draft requires more editing, but should not edit or correct all errors in a draft.

Feedback should encourage a student to reflect on strategies they might use to refine their response. In providing feedback on a draft, teachers indicate aspects of the response that need to be improved or developed to meet the requirements of the assessment instrument, ISMG, instrument-specific standards, syllabus standards or training package requirements.

Students may be advised to:

* consider other aspects of the text, report, performance or activity they are responding to;
* develop their response to show more awareness of the audience;
* give priority to the most important points by rearranging the sequence and structure of ideas;
* conduct further investigation to support an argument or communicate meaning;
* adhere more closely to the referencing style selected by the school.

Teachers may use a range of suitable strategies to provide feedback on the draft response. The strategy chosen may differ depending on the mode of response. Possible strategies include:

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

## **Authenticating student responses**

Accurate judgments of student achievement can only be made on genuine student assessment responses. Teachers are best positioned to determine authenticity of student work and are responsible for ensuring that it complies with syllabus requirements. Teachers can collect evidence during the development of responses in order to establish authorship of final responses. Teachers may:

* monitor, collect or observe progressive samples of each student’s work at various stages. This process could be documented using an authentication record, checklist or photographs
* interview or consult with each student at checkpoints during the development of the response to ensure that it is based on the student’s own work.

To establish authorship of final responses, teachers may:

* directly compare the responses of students who have worked together in groups;
* for text, analyse final student responses using plagiarism-detection software;
* interview a sample of students after their responses have been submitted to determine their understanding of and familiarity with their responses;
* use internal quality assurance processes such as cross-marking if there is more than one class for a subject cohort.

Students are required to:

* use class time assigned for assignment work effectively to ensure teachers can authenticate student responses and observe the development of their response;
* submit draft assignments, it is recommended that they keep copies of their drafts;
* sign a declaration of authenticity for each assessment task;
* submit final responses using anti-plagiarism software, as required;
* participate in interviews during and after the development of the final response, as required;
* reference other sources used and provide a bibliography using a recognised system of referencing.

Parents or carers should:

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

Responses that are not the student’s own **cannot** be used to make a judgment. When authorship of student work cannot be established, or a response is not entirely a student’s own work, schools:

* provide an opportunity for the student to demonstrate that the submitted response is their own work
* make a judgment about the student’s knowledge and skills using the parts of the response that can be identified as the student’s own work.

In these instances, judgments about student achievement are made using the available student work and relevant ISMG, ISSM, syllabus standards or training package evidence requirements.

# **Academic Misconduct**

Academic misconduct incorporates a broad range of behaviours in which students inappropriately and falsely demonstrate their learning. Academic misconduct may be considered along a continuum of breaches that range in the significance of misconduct and intent.

## **Types of academic misconduct**

|  |  |
| --- | --- |
| **Type of Misconduct** | **Examples** |
| **Cheating while under supervised conditions** | * beginning to write during perusal time or continuing to write after the instruction to stop work is given * using unauthorised equipment or materials * having any notation written on the body, clothing or any object brought into an assessment room * communicating with any person other than a supervisor during an examination, e.g. through speaking, electronic device or other means such as passing notes, making gestures or sharing equipment with another student |
| **Collusion** | * when working in a group, submitting a response that is not individual (the response submitted by each student must be the student’s own work) * assisting another student to commit an act of academic misconduct |
| **Contract cheating/ significant contribution of help** | * asking for help on an assessment item from a tutor or a person in a similar supporting role that results in the tutor/other person completing or significantly contributing to the response * paying for someone or a service to complete a response to an assessment |
| **Copying work** | * deliberately or knowingly making it possible for another student to copy responses * looking at another student’s work |
| **Disclosing or receiving information about an assessment** | * giving or accessing unauthorised information such as the answers to an examination prior to completing a response to an assessment * making any attempt to give or receive access to secure assessment materials |
| **Fabricating** | * inventing or exaggerating data * listing incorrect or fictitious references |
| **Impersonation** | * allowing another person to complete a response to an assessment in place of the student |
| **Misconduct during an examination** | * distracting and disrupting others in an assessment room |
| **Plagiarism or lack of referencing** | * completely or partially copying or altering another person’s work without attribution (another person’s work may include text, audio-visual material, figures, tables, images or information) |
| **Self-plagiarism** | * duplicating work or part of work already submitted as a response to an assessment. |

## **Consequences for academic misconduct**

Students caught plagiarising assessment, for example copying from the internet and not identifying the source, can expect to face the following:

Plagiarism:

* plagiarised components of the student work will be identified and non-plagiarised components will be assessed for the awarding of results;
* in some instances, students will be required to begin the assessment task again and be marked on the new work-product; this will be determined on a case-by-case basis;
* teacher will OneSchool as a behaviour incident and referred to Curriculum Head of Department who will apply appropriate consequences;
* teacher or Curriculum Head of Department to inform parent/carer via phone call, email or text or misconduct and consequence applied. Contact recorded in OneSchool.

Assignments:

* when a student is suspected of or observed participating in an act of academic misconduct, the student will be permitted to complete the assessment despite the alleged incident of misconduct, if possible;
* if academic misconduct is confirmed, the sections of work in the assignment where misconduct has occurred cannot be used to make a judgment about student achievement. If this is the entire task, it will be treated as a non-submission;

During an Exam [non-external exams]:

* if a student is suspected of cheating during an exam, the work completed should be removed immediately and annotated with time and details. A new paper should be issued so the student can complete the remainder of the paper with integrity. The replacement exam paper will be marked and used for the awarding of results, with the work on the original paper not considered.
* serious incidents that are unable to be reasonably managed by the exam supervisor assessment (e.g. disrupting other students) may result in the student being excluded from the assessment room;
* the teacher will complete a OneSchool entry as a behaviour incident and refer to Curriculum Head of Department [Year 10 students] and Deputy Principal Senior Schooling [Year 11 & 12 students]; the Curriculum Head of Department will apply appropriate consequences for Year 10 students;
* the Deputy Principal of Senior Schooling is notified for repeat situations and for all Year 11 & 12 students; the Deputy Principal of Senior Schooling will apply appropriate consequences;
* the teacher/Curriculum Head of Department/Deputy Principal of Senior Schooling will inform the parent/carer via phone call, email or text.

During an External Exam:

QCAA provides rules and procedures for external exams and will be provided to students prior the exam block. Misconduct during an external exam involves the completion of a report which is submitted to the QCAA with the exam or within 24 hours, whichever is soonest.

Serious incidents that are unable to be reasonably managed by the exam supervisor or the external assessment supervisor (e.g. disrupting other students) may result in the student being excluded from the assessment room.

# **Access Arrangements and Reasonable Adjustments (AARA**)

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

AARA minimise barriers for eligible students to demonstrate their learning, knowledge and skill in assessment. The school will use the information from the QCAA to inform their decisions about appropriate adjustments and arrangements for Applied, Applied (Essential), General, General (Extension), Short Course and Senior External Examination assessments. In Vocational Education and Training course reasonable adjustment processes are applied in conjunction with the relevant Training Package.

Access arrangements are action/s taken by the school so that a student with an eligible impairment that may not be covered by the definition of disability can access assessment. Reasonable adjustments are action/s taken by the school so that an eligible student with impairment as a result of disability and/or medical conditions or experiencing other circumstances creating a barrier to the completion of assessment can be assessed.

Please refer to Proserpine State High School’s Access Arrangements and Reasonable Adjustment Policy more information.

Appendices

Assignment Process Flowchart

Examination Process Flowchart

Non-submission of Final response Text Message Template

Non-submission of Final Response Notification Form