

Senior School Assessment Policy

Years 10-11-12

Scope

This policy provides information for teachers, students and parents/carers about roles, responsibilities, processes and procedures to ensure the integrity of assessment that contributes to ACARA outcomes and to the Queensland Certificate of Education (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 and applies to Applied, Applied (Essential), General, General (Extension) subjects, and Short Courses across all faculties which are studied in years 11 and 12.

Purpose

Bremer 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

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

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

Promoting academic integrity

Bremer 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 [link] and on the Student Intranet.</p> <p>To ensure the assessment policy is consistently applied, it will be revisited regularly on year level assemblies. 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.

QCE and QCIA policy and procedures handbook	Policy and procedures
<p>Expectations about engaging in learning and assessment</p> <p>Section 1.2.4</p> <p>Section 2</p> <p>Section 8.5.1</p>	<p>Bremer State High School has high expectations for academic integrity and student participation and engagement in learning and assessment. Expectations of years 11 and 12 students are outlined in the Senior Schooling Agreement, the signing of which is a condition of continued enrolment in the senior school. 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.</p> <p><u>Student responsibility</u></p> <ul style="list-style-type: none"> • 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.
<p>Due dates</p> <p>Section 8.5.2</p> <p>Section 8.5.3</p>	<p><u>School responsibility</u></p> <p>Bremer 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, checkpoints and drafts will be published in the assessment schedule. All students will be provided with their assessment schedule.</p> <p><u>Student responsibility</u></p> <ul style="list-style-type: none"> • Students are responsible for: • recording due dates in their Study Organiser • 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>Years 11 and 12 only: Refer to AARA information below.</p> <p>All final decisions are at the principal's discretion.</p>
<p>Submitting, collecting and storing assessment information</p> <p>Section 9</p>	<p>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. All evidence used for making judgments is stored as described in Bremer State High School's Staff Handbook and also in faculty guidelines. Assessment instruments will provide information about Bremer 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 where applicable, via the Turnitin platform.</p>

Ensuring academic integrity

Bremer 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</p> <p>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</p>
<p>Checkpoints</p> <p>Section 8.5.3</p>	<p>Checkpoints will:</p> <ul style="list-style-type: none"> be detailed on student task sheets monitor student progress be used to establish student authorship. <p>Teachers will use these checkpoints to identify and support students to complete their assessment.</p> <p>Students will work on assessment during designated times and show evidence of progress at scheduled checkpoints.</p>
<p>Drafting</p> <p>Section 7.2.2</p> <p>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 maximum of one draft of each student's response a consultative process that indicates aspects of the response to be improved or further developed delivered in a consistent manner and format for all students provided within one week of a submission of a draft. <p>Feedback on a draft 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.</p> <p>Parents and caregivers will be notified about non-submission of drafts and the processes to be followed.</p>

<p>Managing response length</p> <p>Section 7.2.3</p>	<p>Students must adhere to assessment response lengths as specified by 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. • Feedback about length is provided by teachers at checkpoints. <p>After all these strategies have been implemented, if the student's response exceeds the response length (written, oral, performance) required by the syllabus, the school will mark only the work up to the required length, excluding evidence over the prescribed limit and annotate any such student work submitted for confirmation purposes to clearly indicate the evidence used to determine a mark.</p>
<p>Authenticating student responses</p> <p>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>Bremer State High School uses the authentication strategies promoted by the Department of Education and the QCAA. The authentication strategies will be specified on assessment instruments.</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>Access arrangements and reasonable adjustments, including illness and misadventure (AARA)</p> <p>Section 6</p>	<p><u>Years 11 and 12 only:</u></p> <p>Applications for AARA Bremer 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.</p> <p>Bremer State High School follows the processes as outlined in the <i>QCE and QCIA policy and procedures handbook</i> available from www.qcaa.qld.edu.au/senior/certificates-and-qualifications/qce-qcia-handbook-2019.</p> <p>Bremer State High School's principal manages all approval of AARA for students. All AARA applications must be accompanied by the relevant supporting documentation (outlined in Section 6.5.1) and made as far in advance as possible to meet the QCAA published timelines. All evidence used to make decisions is recorded in the student's file.</p> <p>Students are not eligible for AARA on the following grounds:</p> <ul style="list-style-type: none"> • 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 eg, holiday • matters that the school could have avoided. <p>Applications for extensions to due dates for unforeseen illness and misadventure Students and parents/carers must contact the Dean of Students as soon as possible and submit the relevant supporting documentation.</p> <p>Copies of the medical report template, AARA application and other supporting documentation are available from the school website.</p>
<p>Managing non-submission of</p>	<p><u>Years 11 and 12 only:</u></p>

<p>assessment by the due date</p> <p>Section 8.5</p>	<p>Parent/Carer advises of a medical reason for non-submission</p> <ol style="list-style-type: none"> 1. Student completes AARA application, attaches medical certificate/evidence and submits to Dean of Students the morning of their return to school 2. Dean or Deputy Principal informs student and teacher of new due date 3. Once notified teacher amends One School entry <p>No medical reason or AARA completed, for non-submission</p> <ol style="list-style-type: none"> 1. Parent/Carer notified 2. Teacher marks draft or work completed to date 3. Dean of Students commences At Risk of Cancellation process <p><u>Year 10 only:</u></p> <p>Parent/Carer advises of a medical reason for non-submission</p> <ol style="list-style-type: none"> 1. Student completes Yr10 AARA, attaches medical certificate/evidence and submits to Head of Department 2. Extension is granted or student sits exam upon return <p>No medical reason or Yr10 AARA completed, for non-submission</p> <ol style="list-style-type: none"> 1. Parent/Carer notified 2. Teacher marks draft or work completed to date 3. Student completes assessment upon return but no credit is allocated unless medical certificate/evidence is supplied
<p>Internal quality assurance processes</p> <p>Section 8.5.3</p>	<p>Bremer 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 • quality assurance of judgments about student achievement. <p><u>Years 11 and 12 only:</u></p> <p>All marks for summative internal assessment for General and General (Extension) subjects are provisional until they are confirmed by the QCAA.</p> <p>Results for Applied and Applied (Essential) subjects and Short Courses may be subject to advice from the QCAA.</p>

External assessment administration: Year 12 only

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

Managing academic misconduct

Bremer 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. **Should students engage in academic misconduct, they may be awarded a Not-Rated (NR). See the *QCE and QCIA policy and procedures handbook* ([Section 8.5.1](#) and [Section 8.5.2](#)). Where appropriate, the school's Responsible Behaviour Plan for Students will be implemented.**

Types of 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 an examination, e.g. through speaking, signing, electronic device or other means such as passing notes, making gestures or sharing equipment with another student.
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.

Copying work	A student: <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 exam copies another student's work during an exam.
Disclosing or receiving information about an assessment	A student: <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	A student: <ul style="list-style-type: none"> invents or exaggerates data lists incorrect or fictitious references.
Misconduct during an examination	A student distracts and/or disrupts others in an assessment room.
Plagiarism or lack of referencing	A student completely or partially copies or alters another person's work without attribution (another person's work may include text, audio or audiovisual material, figures, tables, design, images, information or ideas).
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:

- Bremer State High School Responsible Behaviour Plan for Students
- Mobile Phones and Other Electronic Devices policy