School Assessment Policy: Year 10 – 12

Clontarf Beach 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 that contributes to the Queensland Certificate of Education (QCE). The framework for the policy is developed from the QCE and QCIA policy and procedures handbook and applies to Applied, Applied (Essential), General, General (Extension) subjects and Short Courses across all faculties. The QCE and QCIA policy and procedures handbook can be found here:

https://www.qcaa.qld.edu.au/senior/certificates-and-qualifications/qce-qcia-handbook

Purpose

Clontarf Beach 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

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

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

- aligned with curriculum and pedagogy
- equitable for all students
- evidence-based, using established standards 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

Clontarf Beach 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	The school assessment policy is located on the school website here. All questions regarding this policy should be directed to the Senior School Deputy Principal. To ensure the assessment policy is consistently applied, it will be revisited at the beginning of each semester in all classes. Relevant processes will be revisited: • at enrolment interviews • during Senior Education and Training (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 in learning and assessment Section 1.2.4 Section 2 Section 8.5.1	Clontarf Beach State High School has high expectations for academic integrity and student participation and engagement in learning and assessment. Students become eligible for a QCE when they have accrued the set amount of learning, at the set standard, in a set pattern, while meeting literacy and numeracy requirements. Students are required to complete all course and assessment requirements on or before the due date for their results to contribute credit to the QCE. **Student responsibility** Students are expected to: • engage in the learning for the subject or course of study • produce evidence of achievement that is authenticated as their own work • submit responses to scheduled assessment on or before the due date. To emphasise the importance of sound academic practices, staff and students will complete the QCAA academic integrity courses.
Due dates Section 8.5.2 Section 8.5.3	Clontarf Beach State High School is required to adhere to QCAA policies for gathering evidence of student achievement on or before the due date. Due dates for final responses will be published in OneSchool for students to access. These will be available by the end of Week 3 of Semester 1 and Semester 2 of each year. **The assessment schedule will:** • align with syllabus requirements • provide sufficient working time for students to complete the task • allow for internal quality assurance processes • enable timelines for QCAA quality assurance processes to be met • be clear to teachers, students and parents/carers • be consistently applied • be clearly communicated by the end of Week 3 each semester • consider allocation of workload.

	Student responsibility Students are responsible for: • accessing their Assessment Planners on OneSchool • 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. **In cases where students are unable to meet a due date, they will:** • inform their House Leader and classroom teacher as soon as possible • provide the school with relevant documentation, e.g. medical certificate on the day they return to school after the absence. This certificate must include the dates of incapacitation and these dates must coincide with the assessment due date. • adhere to alternative arrangements for submission of assessment, if applicable, as decided by the school. These alternative arrangements must be documented using *AARA/Illness, Misadventure* or *Year 10 and Unit 1/2 Extension Form* as appropriate. • All final decisions are at the principal's discretion. Refer to Access Arrangements and Reasonable Adjustments (AARA) information below.

Submitting, collecting and storing assessment information
Section 9
	Assessment instruments will provide information about Clontarf Beach State High School's arrangements for submission of draft and final responses, including due dates, conditions and file types.
	
	All assessment evidence, including final submission and draft responses, MUST be submitted by **11:59pm on the due date**. See below for details:
	
	For both written and spoken tasks:
	
	Draft Submissions – All drafts must be submitted via Turnitin.
	
	    Drafts can be submitted by 11.59pm on the due date.
	
	Final Submission of Written Assessment – All final tasks must be submitted via Turnitin.
	
	    Students submit their assessment task via Turnitin by 11.59pm on the due date.
	
	Final Submission of Spoken Assessment - if performed live, students must submit a task sheet, script and draft with teacher comments ON THE DUE DATE. If pre-recorded, students must submit a task sheet, script, draft with teacher comments and USB with recorded presentation ON THE DUE DATE.
	
	Submission formats must adhere to task requirements as outlined in the Senior Secondary Assessment Guidelines.
	
	Draft and final responses for all internal assessment will be collected and stored in each student's folio and filed in G drive. Live performance assessments will be recorded and stored as required for QCAA processes. All evidence used for making judgments is stored as described in Clontarf Beach State High School's teacher handbook.

Appropriate materials Section 7.1 Section 8.5.3	Clontarf Beach State High School is a supportive and inclusive school. Material and texts are chosen with care in this context by students and staff.

Ensuring academic integrity

Clontarf Beach 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
Scaffolding Section 7.2.1	Scaffolding for assessment helps students understand the process for completing the task. Scaffolding will: • maintain the integrity of the requirements of the task or assessment instrument • allow for unique student responses and **not lead to a predetermined response**. Across the phases of learning, students will gradually be given more responsibility for understanding the processes required to complete their tasks therefore less scaffolding will be provided as students progress through the units of study.
Checkpoints Section 8.5.3	Checkpoints will: • be detailed on student task sheets • be used to monitor student progress • be used to establish student authorship. Students will work on assessment during designated times and show evidence of progress at scheduled checkpoints. Teachers will use these checkpoints to identify and support students to complete their assessment. House Leaders, House Deans and parents/carers will be contacted if checkpoints are not met.
Drafting Section 7.2.2 Section 8.3	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. **Written feedback on a draft is:** • provided on a maximum of one draft of each student's response • a consultative process that indicates aspects of the response to be improved or further developed • delivered in a consistent manner and format for all students • provided within one week of a submission of a draft. • Only provided when permitted as per QCAA guidelines. **Feedback on a draft must not:** • compromise the authenticity of a student response • introduce new ideas, language or research to improve the quality and integrity of the student work • edit or correct spelling, grammar, punctuation and calculations • allocate a mark/grade A copy of the feedback will be stored in a format designated by the faculty Head of Department. Drafts MUST be available in the event that a final submission is not received. Parents and caregivers will be notified by email about non-submission of drafts and the processes to be followed.

Managing response length Section 7.2.3	Students must adhere to assessment response lengths as specified by syllabus documents. **The procedures below support students to manage their response length.** • All assessment instruments indicate the required length of the response. • Teaching and learning programs embed subject-specific strategies about responding purposefully within the prescribed conditions of the task. • Model responses within the required length are available. • Feedback about length is provided by teachers at checkpoints.
	After all these strategies have been implemented, if the student's response exceeds the word length required by the syllabus, the school will either: • mark only the work up to the required length, excluding evidence over the prescribed limit • annotate to clearly indicate the evidence used to determine a mark. That is – clearly indicate the work that was marked as well as making relevant annotations on the student's work.
Authenticating student responses Section 7.3.1	Accurate judgments of student achievement can only be made on student assessment responses that are authenticated as their own work. Clontarf Beach State High School uses Turnitin as the mandated authentication strategy. All drafts and assessment tasks must be submitted via *Turnitin* to ensure plagiarism (including AI use) is detected. The authentication strategies will be specified on assessment instruments. In cases where a student response is not authenticated as a student's own work, procedures for managing alleged academic misconduct will be followed. These include but are not limited to: • marking of draft work which has been authenticated as be the student's own work • student not receiving a grade for the assessment piece. This will significantly impact results.

Access arrangements and reasonable adjustments, including illness and misadventure (AARA)
 	
Section 6
	Applications for AARA
	
	Clontarf Beach State High School is committed to reducing barriers to success for all students. AARA's 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 manages the approval of all AARA's for students.
	
	All AARA applications must be accompanied by the relevant supporting documentation (outlined in Section 6.5.1) and made as far in advance as possible to meet the QCAA published timelines. All evidence used to make decisions is recorded in the student's file by the principal or their delegate.
	
	Students are not eligible for AARA on the following grounds:
	
	   • unfamiliarity with the English language
	   • teacher absence or other teacher-related issues
	   • matters that the student could have avoided
	   • matters of the student's or parent's/carer's own choosing
	   • matters that the school could have avoided.
	
	Applications for extensions to due dates for unforeseen illness and misadventure
	
	Students and parents/carers must contact the principal's delegate as soon as possible and submit the relevant supporting documentation.
	
	Copies of the medical report template, extension application and other supporting documentation are available from the school website.

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 students are enrolled in a subject but do not submit a final response to an assessment (other than unseen examinations): • where evidence of student work during the assessment preparation period is available, teachers make judgments based on this. • where evidence of student work 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 by the date published in the SEP calendar. **In circumstances where a student response is judged as NR, the student will not meet the requirements for that subject. This will negatively impact a student's ability to achieve a QCE.** In circumstances where a student misses an unseen examination: • A parent/carer or student (if they have independent status on OneSchool) is required to contact the school on the day of the missed examination and provide student's name, teacher's name exam missed and the reason for the absence. • On the day of the student's return, a medical certificate (or other appropriate documentation as deemed appropriate by the principal or Principal's Delegate) dated for the day of the absence must be provided to the office. • Once this documentation has been provided, the student must sit a Comparable Examination task at a time and place negotiated with the student, teacher and Head of Department.
Internal quality assurance processes Section 8.5.3	Clontarf Beach State High School's quality management system ensures valid, accessible and reliable assessment of student achievement. This includes: • 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. All marks for summative internal assessment for General and General (Extension) subjects are provisional until they are confirmed by the QCAA. Results for Applied and Applied (Essential) subjects and Short Courses may be subject to advice from the QCAA.
Review Section 9.1 Section 9.2 Section 9.5	Clontarf Beach State High School internal review processes for student results (including NR) for all 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
External assessment is developed by the QCAA for all General and General (Extension) subjects Section 7.3.2 Section 10.3 Section 10.4 See also: *External assessment — administration guide* (provided to schools each year)	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.

Managing academic misconduct

Clontarf Beach 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.

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.

For all instances of academic misconduct, 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.

Process for managing Academic Misconduct:

Student/s will be interviewed to determine if misconduct has occurred.

In cases where academic misconduct has been substantiated possible outcomes may include:

- Student/s being awarded a result on the work which can be proven to be theirs. This is work which has been completed on or before the due date.

- The Summative assessment task in question not being used to inform a student's final grade. THIS WILL MEAN THE STUDENT HAS NOT COMPLETED THE COURSE OF STUDY AND NO CREDITS WILL BE AWARDED FOR UNITS 3 **AND** 4.

- For copying and collusion, all students involved will be receive the same consequence unless full responsibility is taken by one of those involved.

The following are some examples of academic misconduct:

	Types of misconduct
Cheating while under supervised conditions	A student: • begins to write during perusal time or continues to write after the instruction to stop writing is given • uses unauthorised equipment or materials • has any notation written on the body, clothing or any object brought into an assessment room • communicates with any person other than a supervisor during an examination, e.g. through speaking, signing, electronic device or other means such as passing notes, making gestures or sharing equipment with another student.
Collusion	When: • more than one student works to produce a response and that response is submitted as individual work by one or multiple students • a student assists another student to commit an act of academic misconduct • a student gives or receives a response to an assessment.
Contract cheating	A student: • pays for a person or a service to complete a response to an assessment • sells or trades a response to an assessment.
Copying work	A student: • deliberately or knowingly makes it possible for another student to copy their 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: • 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: • invents or exaggerates data • lists incorrect or fictitious references.
Impersonation	A student: • arranges for another person to complete a response to an assessment in their place, e.g. impersonating the student in a performance or supervised assessment • completes a response to an assessment in place of another student.
Misconduct during an examination	A student distracts and/or disrupts others in an assessment room.
	Types of 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).
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.

Artificial Intelligence (AI)	Clontarf Beach SHS recognises the potential benefits of utilising artificial intelligence (AI) for idea generation and clarification within assessment, allowing students to explore and expand their understanding of the subject matter. However, it is imperative that the use of AI is acknowledged, and it's output (including paraphrasing) not be used directly in the student response so that academic integrity is preserved. Satisfactory uses for AI by students are:
	    • Research
	    • Task comprehension
	Students are provided with checkpoints and/or drafts to demonstrate the development of their response and its authenticity over time. Student work that contains suspected evidence of using artificial intelligence to demonstrate learning on their behalf (at the final submission stage) will be provided with a further opportunity to authenticate their response. These opportunities may include:
	    • Student-teacher conferencing
	    • Multiple choice questions about the task or the student response
	    • Further stimulus for the student to demonstrate understanding
	    • The use of version history from the Office 365 Applications
	The onus is on the student to be able to demonstrate authentic development of their response over time. In cases where students are unable to provide sufficient evidence of the authenticity of their response, suspected sections of their work will be removed from the assessment with the remaining portions contributing to their summative result for the task.