Year 11-12 QCAA Assessment Policy

Scope

This policy provides information for teachers, students and parents 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 both the *QCE and QCIA Policy and Procedures Handbook* available from www.qcaa.qld.edu.au/senior/certificates-and-qualifications/qce-qcia-handbook-2019 and the International Baccalaureate (IB) documents: Diploma Programme Assessment Procedures, Diploma Programme: From principles into practice, and the Access and Inclusion Policy. These key documents outline policy and procedures relating to Applied, Applied (Essential), General, General (Extension) subjects, Short Courses across all faculties and IB subjects including the Extended Essay

Purpose

Indooroopilly State High School is committed to an educational philosophy that encourages all students to achieve personal excellence by developing their skills and abilities. Underpinning the school's educational philosophy are our four core values: Each person's dignity, Open communication, Quality learning and Our community's diversity. This Senior Secondary Assessment Policy is designed to build capacity as students work towards summative assessment completion for the QCE.

Principles

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

Assessment is used as a means of feedback for students and teachers to determine where a student is positioned in their learning. It includes any examination, practical demonstration, performance or product that allows students to demonstrate the assessment objectives as described by the syllabus. Assessment will 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;

- Criteria-based.

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.

Responsibilities

School Responsibilities:
- ➢ publish all draft and final assessment due dates on the School Assessment Calendar for each Unit of work.
- ➢ provide students and parents with access to the school e-Diary containing the Assessment Policy.
- ➢ provide access to relevant documents regarding applications for extension and/or Access Arrangements and Reasonable Adjustments (AARA).
- ➢ provide students with assessment instruments in an appropriate time frame, including Instrument Specific Marking Guides (ISMGs) or standards descriptors.
- ➢ provide support and adjustments where appropriate.
- ➢ provide appropriate opportunities for students to receive feedback prior to completion of assessment.

Student Responsibilities:
- ➢ present only their work for all assessment instruments (see Appendix 6) ensuring they meet the guidelines for academic integrity as published by the Queensland Curriculum and Assessment Authority (QCAA).
- ➢ make full use of the class time provided to work on the assessment.
- ➢ present their draft and final copies of assessment as per the task requirements (e.g. file type) by the due dates to a satisfactory standard.
- ➢ use the school's American Psychological Association (APA) standard system of referencing as described in the e-Diary.
- ➢ communicate anticipated difficulties in completing assessment requirements with the teacher and follow the correct procedures to apply for an extension or AARA within an appropriate time frame (see Appendix 4 and 5).

Parent Responsibilities:
- ➢ encourage students to submit all drafts and final assessment by the due date.
- ➢ inform the appropriate school staff of any difficulties relating to the completion of assessment items within an appropriate time frame (see Appendix 5).
- ➢ provide documentary evidence where necessary (e.g. medical certificate).

Assessment

Senior students may participate in a wide variety of school-based courses in the Senior School including General subjects, Applied subjects, Vocational Education and Training courses, Short courses, other Queensland Curriculum and Assessment Authority (QCAA) recognised studies, and IB subjects. Years 11-12 students may participate in internal and/or external assessment.

Internal Assessment	External Assessment
Internal Assessment can include: • Examinations • Extended responses • Investigations • Performances • Practical demonstrations • Products • Projects • Collection of work (Applied subjects only) Schools utilise a variety of assessment techniques (see appendix 3) to develop assessment instruments for gathering evidence of learning. Schools design internal assessment instruments and administer for General and Applied subjects and Short Courses. In Units 1 and 2, assessment is formative and contributes to credit toward a student's QCE. For Units 3 and 4, the first three (general subject) / four (applied subject) assessment items are summative and contribute to the calculation of a student Australian Tertiary Admission Rank and contribute credit toward a student's Queensland Certificate of Education. <u>Submission of Assessment (Extended Responses, Investigations, Products, Projects, Collections of Work):</u> These assessment types must be submitted by the advised due date. Checkpoints (e.g. draft) are used by subject teachers to track and provide feedback on student assessment progress. If final assessment is submitted late (without prior AARA or illness/misadventure being granted) the assessment will be assessed and graded for feedback purposes only.	External Assessment is developed by the QCAA for all General subjects and the International Baccalaureate Organisation for IB subjects. All external assessment for General subjects and IB subjects is summative and contributes to a QCE and ATAR calculation. VET and Applied subjects do not include external assessment. <u>External Assessment is:</u> • an examination held at the end of the course of study. • common to all schools. • administered by schools under the same conditions at the same time and on the same day. • marked by the QCAA according to a commonly applied marking scheme. The subject matter and conditions for external assessment are determined by the QCAA and based on the relevant General syllabus. External assessment contributes 25% of the overall subject result in most Senior subjects and generally assesses Unit 4 of the syllabus. In Mathematics and Science subjects, external assessment contributes 50% of the overall subject result and assesses Units 3 and 4.

Promoting Academic Integrity

Indooroopilly 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 Indooroopilly State High School Assessment Policy is located on the school website. All questions regarding this policy should be directed to the relevant year level Deputy Principal. To ensure the Assessment Policy is consistently applied, it will be revisited during the school year with students each semester e.g. year level assemblies, Connect classes, email correspondence. Relevant processes will be revisited: • at enrolment interviews • during SET planning • at Academic Conferencing • when the assessment schedule is published via OneSchool (oslp.eq.edu.au). • when outlining authentication strategies within assessment handed to students • referencing in the newsletter and/or by email promoting phases of the assessment cycle and school related assessment processes.
Expectations about engaging in learning and assessment Section 1.2.4 Section 2 Section 8.5.1	Indooroopilly State High School has high expectations for academic integrity and student participation and engagement in learning and assessment. Students become eligible for a **Queensland Certificate of Education** (QCE) (external QCAA certification) when they have accrued the set amount of learning, at the set standard, in a set pattern, while meeting literacy and numeracy requirements. **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 will complete the **QCAA** academic integrity courses. For Year 11 students in 2020, the school will promote their completion of academic integrity courses to support participation in Units 1-4. The academic integrity courses will occur during their Connect class at an allocated time during Term 1, 2020. Current Year 12 students have completed this course in 2019. IB students will complete an academic honesty unit as part of their induction for their Extended Essay. In the Junior school, students will learn about academic integrity throughout Years 7-9 curriculum through their Connect program.
Due dates Section 8.5.2 Section 8.5.3	**School responsibility** Indooroopilly 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 and drafts will be published in the assessment schedule. The assessment schedule for all students will be published at the start of each Unit and be accessible to students via OneSchool (oslp.eq.edu.au). 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 at the start of each Unit of work - give consideration to allocation of workload. **Student responsibility** Students are responsible for: - recording due dates in their e-Diaries - planning and managing their time to meet the due dates - informing the school (e.g. subject teacher, Head of Department, Guidance Officer) within an appropriate timeframe if they have concerns about assessment load and meeting due dates. In cases where students are unable to meet a due date, they will: - inform the Head of Department and classroom teacher within an appropriate timeframe - provide the school with a reasonable explanation including relevant documentation, e.g. medical certificate, AARA application (Senior) e.g. illness/misadventure - adhere to alternative arrangements for submission of assessment, if applicable, as decided by the school. All written assessment items must be submitted for subjects on/before the due date of assessment. For non-written assessment (e.g. oral, performance) items, students may be required to provide documentation (e.g. script, palm cards) on the first day the non-written assessment is scheduled. In the case of group non-written assessment where a student absence occurs, the group may be required to complete the task with appropriate support (e.g. substitute participant). Those students who are absent for group non-written assessment may be required to complete the task upon their return to school. All final decisions are at the Principal's discretion. Refer to AARA information below and Appendix 4 for more detailed information.
Submitting, collecting and storing assessment information Section 9	Assessment instruments, where applicable, will provide information about Indooroopilly State High School's arrangements for submission of checkpoint, draft and final responses, including due dates, conditions and file types. All assessment evidence, including draft responses, will be submitted by their due date and where required, via the school's academic integrity software (Safe Assign). 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. Heads of Department working with subject teachers manage the collection and storage of assessment information.
Appropriate materials Section 7.1 Section 8.5.3	Indooroopilly 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

Indooroopilly State High School has procedures in place 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.
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. Failure to submit assessment at a checkpoint is deemed unsatisfactory participation. If checkpoints are not met parents will be contacted and notified by subject teachers. Students with assessment that is unsatisfactory at a checkpoint may be expected to participate in support determined by the teacher until assessment meets a satisfactory standard.
Drafting Section 7.2.2 Section 8.3	Drafting is a key checkpoint. Types of drafts differ depending on the given subject, e.g. written draft, rehearsal of a performance piece, or a product in development. Drafts may be used as evidence of student achievement in the case of illness or misadventure (Appendix 5), or non-submission for other reasons. 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 (e.g. written or oral) and format (e.g. using track changes in word or annotating hard copy document) for all students • provided within one week of a submission of a draft or within specifications identified on the task sheet. Feedback on a draft must not: • compromise the authenticity of a student response • allocate a mark. A copy of the draft with feedback will be stored electronically or in hard copy in a student folder/ folio. Parents will be notified by the teacher via email and/or phone about non-submission of a draft by the due date or when a draft submitted does not demonstrate Satisfactory Progress. Students with assessment that is unsatisfactory at a draft will be expected to participate in support determined by the teacher and/or Head of Department until assessment meets a satisfactory standard. Repeated failure to participate satisfactorily including engagement with support, will result in referral to the respective Deputy Principal

	for further support/intervention. Failure to submit a draft by a due date is deemed refusal to participate (unsatisfactory participation).
Managing response length Section 7.2.3	Students must adhere to assessment response lengths as specified by assessment instrument task sheets as well as syllabus documents, e.g. word length range, time frame for performance etc. The procedures below support students to manage their response length. • All assessment instruments indicate the required length and range 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 (Years 11-12). • Feedback about length is provided by teachers at checkpoints. • Feedback about length is provided by teachers at draft. After all these strategies have been implemented, if the student's response exceeds the word length required by the syllabus, the school will decide to either: • mark only the work up to the required length, excluding evidence over the prescribed limit or • allow a student to redact their response to meet the required length, before a judgment is made on the student work. In this instance, teachers will annotate any such student work submitted for confirmation purposes to clearly indicate the evidence used to determine a mark.
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. Indooroopilly State High School uses the authentication strategies promoted by the QCAA. The assessment conditions on an assessment item will stipulate expectations for students for authentication requirements. All students are expected to submit assessment as per the authentication strategies 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. Procedures relating to the management of academic misconduct are outlined in the section Managing Academic Misconduct on page 10.

Managing Access arrangements and reasonable adjustments, including illness and misadventure (AARA) **Year 11-12** Section 6	**QCAA: Applications for AARA (Year 11-12)** **IB: Applications for special arrangements under the Access and Inclusion Policy** Indooroopilly 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. Indooroopilly State High School follows the processes as outlined in the *QCE and QCIA Policy and Procedures Handbook* (www.qcaa.qld.edu.au/senior/certificates-and-qualifications/qce-qcia-handbook-2019) for QCAA students and the Access and Inclusion Policy for IB students The Principal or their delegate (QCAA school moderator/s, IB Coordinator), as per the school AARA policy, manages all approval of AARA for students. All AARA applications must be accompanied by the relevant supporting documentation (outlined in Section 6.5.1 of the QCE/QCIA Handbook and section 2 of the IB Access and Inclusion Policy) made as far in advance as possible to meet the QCAA/IB published timelines (https://www.qcaa.qld.edu.au/senior/certificates-qualifications/sep/sep-calendar). All evidence used to make decisions is recorded in the student's file by the Principal or their delegate. Students are <u>not</u> 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 **Applications for extensions to due dates for unforeseen illness and misadventure** Students and parents must contact the Principal's delegate (QCAA school moderator/IB Coordinator) as soon as possible and submit the relevant supporting documentation. **QCAA students**: Students and/or parents access AARA application forms via the school website including the medical report form (required) and student statement form (optional) for an AARA application. For Units 1-2, the Principal or their delegate determines AARA eligibility. For Units 3-4, AARA is Principal reported to the QCAA. Students must submit a complete AARA application for assessment in Units 3-4. If the application is determined suitable, the school will then submit the AARA application to the QCAA. Students and parents will then be notified of the success of this application based on the determination of the QCAA. For each AARA application, AARA are considered for all the student's enrolled subjects. AARA may vary by subject depending on the assessment requirements of the subject. The school will: • check the accuracy of information supplied in the AARA application (see Section 6.5: Application and notification process) • consider whether a student's application for AARA is consistent with eligibility requirements and clarify with QCAA officers as required • complete the online application and submit supporting documentation by the due date via the QCAA Portal • advise the student, parents and assessment supervisor of any principal-reported and QCAA-approved AARA, including providing them with any written notifications from the QCAA. **IB students**: Two forms of supporting documentation are required to be uploaded to the online application "Request for inclusive access arrangements". • A psychological/psycho-educational/medical report or evidence from a language

	test for additional language learners
	• Educational evidence from the school.
	The psychological/psycho-educational/medical report must be written by medical, educational or psychological professionals with appropriate qualifications and/or professional licences in their country of residence.
	External Course participants e.g. TAFE, School Based Apprenticeship do not meet the requirements for AARA and are expected to attend school assessment as the school is the main learning provider. Students are expected to make appropriate arrangements with external providers to complete assessment where a clash exists.
	Short-term or intermittent Illness and Misadventure
	The school is responsible for quality assurance of assessment practices. It will determine whether it is appropriate to apply approved strategies for assessment completion e.g. submit before/on due date or sit comparable assessment.
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) and where evidence of student work:
	• provided by the student for the purposes of authentication during the assessment preparation period is available (e.g. formative work completion including class work, draft, rehearsal notes, photographs of student work), teachers make judgments based on this evidence.
	• 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 (N/NR) will be issued by the school for the assessment item on the school report.
	• in Years 11-12, where evidence of student achievement is insufficient for the given unit, 'Not-Rated' (NR) must be entered in the Student Management system (SMS) by the date published in the Senior Education Profile (SEP) calendar, for the QCAA.
	For oral presentations, the due date for written support materials will be the first day of presentations.
	It is not appropriate to award a lower result, mark or standard as a penalty for late or non-submission, as evidence is to be matched to the relevant syllabus marking guides or standards.
	In circumstances where a student response is judged as N/NR, the student will not meet the requirements for that subject. Students failing to meet participation requirements in their educational program will be referred to their respective Deputy Principal for further support/intervention.
	Students who receive a 'Not Rated' on a single piece of assessment may also receive a 'Not Rated' for their Unit credit. The implication(s) of this for students in Years 11 and 12 could include ATAR and QCE ineligibility. Subsequent tertiary study could also be jeopardised.
	It is essential for a student experiencing difficulty with a piece of assessment, to approach the teacher or other appropriate member of staff (e.g. subject teacher, Head of Department, Guidance Officer) for support before the due date.
Internal quality assurance processes [Section 8.5.3](#)	Indooroopilly 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 • external quality assurance of Years 12 assessment instruments via participation in the QCAA endorsement processes as scheduled by the QCAA annually 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	Indooroopilly State High School internal review processes for student results (including N/NR) for all General subjects (Units 1 and 2), Applied subjects, and Short Courses is equitable and appropriate for the local context.	

Managing academic misconduct

Indooroopilly 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/or 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	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.	For students studying the International Baccalaureate Diploma Programme: In the case of breaches in summative or externally marked assessment, the International Baccalaureate Organisation will be informed and processes followed as described in *Diploma Programme General Regulations – Articles 20 and 21*. There may be academic consequences arising from the malpractice. **For authorship issues** 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. Heads of Department will determine appropriate opportunities, with consideration to QCAA internal quality assurance processes (Section 8.5.3) and school operations.
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.	Opportunities may include; - verbal confirmation of responses - resit modified assessment - resubmit modified assessment

	Types of misconduct	Procedures for managing academic misconduct
Copying work	A student: • 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.	- mark verifiable assessment - mark checkpoint/draft assessment **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.
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.	**For instances of academic misconduct during examinations** QCAA Students will be awarded a Not-Rated (N/NR). See the *QCE and QCIA policy and procedures handbook* (Section 8.5.1 and Section 8.5.2). IB students: The International Baccalaureate Organisation will be informed and processes followed as described in *Diploma Programme General Regulations – Articles 20 and 21*.
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.	Students disruptive during an examination will be (1) redirected, (2) warned and, if persistent despite redirection and warning, (3) removed from the examination. Removal from an examination will result in the Head of Department contacting a parent and the student will be awarded a Not-Rated (N/NR).
Misconduct during an examination	A student distracts and/or disrupts others in an assessment room.	Where required, the school's rules and Responsible Behaviour Plan policy will be implemented. http://www.indorooshs.eq.edu.au/our-school/responsible-behaviour/
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.	**For instances of late arrival to examinations** Students who arrive late (less than 60 minutes) to an examination will be permitted entry to the exam but will not receive extra time to complete the exam. Students will be expected to comply with the scheduled finish time for the exam.
Significant contribution of help	A student arranges for, or allows, a tutor, parent or any person in a supporting role to complete or contribute significantly to the response.	
Late arrival for an exam	A student arrives late for an examination without providing a reasonable explanation.	

Related school policy and procedures

Refer to other school policies as appropriate:

- Responsible Behaviour Plan for Students - http://www.indirooshs.eq.edu.au/our-school/responsible-behaviour/

- Indooroopilly State High School VET Student Handbook – http://www.indrooshs.eq.edu.au/wp-content/uploads/VET-Student-Handbook-2019.pdf

- Attendance Policy - http://www.indrooshs.eq.edu.au/our-school/permission-forms/attendance-policy/

- Personal Devices – Mobile Devices - http://www.indrooshs.eq.edu.au/our-school/permission-forms/2012-2/

- BYOD Charter Agreement - http://www.indrooshs.eq.edu.au/student-services/services/11-laptop-program-byox/

- *QCE and QCIA Policy and Procedures Handbook* - www.qcaa.qld.edu.au/senior/certificates-and-qualifications/qce-qcia-handbook-2019

- Disability Discrimination Act (1992) - https://www.legislation.gov.au/Details/C2016C00763