School Assessment Policy

Toogoolawah 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* 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.

Purpose

Toogoolawah 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.

Principles

Toogoolawah 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 continue 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.

Review

Proposed Review date: Term 3 2020.

Promoting academic integrity

Toogoolawah 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 at https://toogoolawahshs.eq.edu.au/ and in the school prospectus. All questions regarding this policy should be directed to the school. The assessment policy will be communicated to students and parents: • at enrolment interviews as evidenced by the signed enrolment agreement • during SET planning as evidenced by the agreed SET plan reviews • in the student diary and reviewed during start of school procedures • through a copy of the latest policy with semester reports • 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	Toogoolawah State High School has high expectations for academic integrity and student participation and engagement in learning and assessment. Students are required to complete all course and assessment requirements on or before the due date. **Student responsibility** Students are expected to: • be committed to achievement • be respectful • be responsible. To emphasise the importance of sound academic practices, students with the assistance of staff will complete the QCAA academic integrity courses during their Personal Development Program.
Due dates Section 8.5.2 Section 8.5.3	**School responsibility** Toogoolawah State High School is responsible for: • publishing assessment calendars at the start of each term (available via the school website https://toogoolawahshs.eq.edu.au/ and provided to students as a hardcopy) • indicating draft and checkpoint dates on task sheets • providing feedback to students in a timely manner • ensuring consistency is maintained in the marking of assessment instruments • providing comparable assessment to Year 11 and 12 students who have been granted an AARA (see AARA, Section 6) due to illness or misadventure. **Student responsibility** Students are responsible for: • recording draft dates, checkpoints, due dates and exam dates in their diaries • planning and managing their time to meet the due dates • submitting a draft (if applicable) and final on/before the due dates to their class teacher • when required, follow the school processes in the "Ensuring Academic Integrity" to complete an "AARA Application" form (see Appendix) in a timely manner • ensuring parents/guardians contact the school with a legitimate reason for absence on due dates or exam dates; - Year 7-10- if assignments are not submitted by the due date, the draft or other formative assessment will be marked unless an extension to the due date has been granted. Students will be required to complete exams upon their return to school at the discretion of the teacher. - Year 11 and 12- if assessment is not submitted by the due date, the draft or other formative assessment will be marked unless an extension to the due date has been granted. In circumstances where a senior student is absent for an examination and where there is no evidence of a response on or before the due date set by the school a subject result cannot be allocated and Not-Rated' (NR) will be recorded.

	Students who refuse to work with the school regarding completion of assessment will be managed as per the schools responsible behaviour plan. **Parent/guardian responsibility** Parents and guardians are responsible for: • students attending school on days where drafts, checkpoints, final copies or exams fall. Refer to assessment calendar and school calendar for assessment dates • supporting students in the event of absence to apply for an extension prior to the due date (AARA Application" forms available from the school website or relevant Head of Department (see appendix) • provide relevant documentation, if a student is unable to submit assessment or sit an exam due to absence. Students
Submitting, collecting and storing assessment information Section 9	Assessment instruments will provide information about Toogoolawah State High School's arrangements for submission of draft and final responses, including due dates, conditions and digital file types. All assessment, including draft responses, will be submitted by their due date and where required, via the school's learning management software, Daymap. Draft or final responses and results 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.
Appropriate materials Section 7.1 Section 8.5.3	**School Responsibility** Toogoolawah State High School is a supportive and inclusive school. Materials and texts are approved by the relevant Head of Department to ensure relevance and appropriateness in our school context. **Student Responsibility** Students have the responsibility to ensure their assessment submissions contain materials and texts that are appropriate for our school context.

Ensuring academic integrity

Toogoolawah 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 - in junior secondary scaffolding may also assist with literacy and numeracy requirements of the task - in senior secondary scaffolding is limited in accordance with syllabus specifications - across the phases of learning, students will gradually be given more responsibility for understanding the processes required to complete their tasks • allow for unique student responses and not lead to a predetermined response.
Checkpoints Section 8.5.3	Students will work on assessment during designated times and show evidence of progress at scheduled checkpoints. A draft date and any additional checkpoints will: • be detailed on student task sheets • monitor student progress. Teachers will use these checkpoints to identify and support students to complete their assessment. Heads of department and parents/carers will be contacted if checkpoints are not met.

Drafting Section 7.2.2 Section 8.3	A Draft is the final checkpoint and is required to be **a preliminary response**. A preliminary response should enable the teacher to provide feedback on the range of syllabus objectives being assessed. Drafts are: • **evidence of student achievement** in the case of illness or misadventure, or non-submission for other reasons • **used to collect evidence** during the development of responses in order to establish authorship of final responses • **presented in different formats depending** on the subject, e.g. written draft, rehearsal of a performance piece, or a product in development • **retained by the class teacher** to support judgements and authorship. Students who fail to submit a draft on time risk the quality of the feedback provided and the standard provision around feedback for assessment do not apply. Parents and caregivers along with the Head of Department will be notified about failure to meet the schools expectations for drafts.
Feedback for assessment	Feedback is designed to provide meaningful information about a student's strengths and areas for improvement. It helps the student understand where and how they are going, and where they need to go next. **At Toogoolawah SHS feedback on a draft is written.** Teachers may: • Use a range of suitable strategies to provide written feedback on the draft response • Use different strategies depending on the mode of assessment. When giving **feedback on a draft**, a teacher may include advice to: • consider other aspects of the text, report, performance or activity • develop the response to show more awareness of the intended audience or purpose • rearrange the sequence and structure of the response to prioritise the most important points • investigate further to expand the response • synthesise the response by editing or removing excess information. When giving **feedback on a draft**, a teacher: • provides feedback on a maximum of **one** draft of each student's response • may, for a written response, indicate key errors in spelling, grammar, punctuation and calculations. They may also remind the student that the draft requires more editing, but should not edit or correct all errors in the draft • may, for a spoken response, indicate ways to improve spoken/signed and nonverbal features in the student's presentation • should encourage the student to reflect on strategies they might use to refine their response, drawing attention to aspects of the response that need to be improved or developed to meet the requirements • should not introduce new ideas, language or research that would compromise the authenticity of student work. • delivers the feedback in an equitable manner for all students within a class • must provide feedback in a timely manner, at least 4 days before the due date, to allow the student to enact the feedback prior to the final due date.
Managing response length Section 7.2.3	Students must adhere to assessment response lengths as specified by the assessment instrument. 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 • drafts may include feedback about response length.

	After all these strategies have been implemented, if the student's response exceeds the word length 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.
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. Toogoolawah State High School uses the authentication strategies promoted by the QCAA. The authentication strategies will be specified on assessment instruments. Examples of authentication strategies include: • referencing according to the APA style outlined in the school diary • digital submissions through plagiarism scanning software (PlagScan) • teachers monitor student progress at checkpoints. In cases where a student response is not authenticated as a student's own work, procedures for managing alleged academic misconduct will be followed (see Managing Academic Misconduct, page 6).
Access arrangements and reasonable adjustments, including illness and misadventure (AARA) **Section 6**	**Applications for AARA** The school follows the processes as outlined in the *QCE and QCIA policy and procedures handbook* available from www.qcaa.qld.edu.au. Toogoolawah State High School is committed to reducing barriers to success for all students. AARAs are actions taken by the school to minimise 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 relevant Head of Department manages all AARA approvals. 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 AARA timelines for external assessment. 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 e.g. technology issues. • 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 school as soon as possible • submit the relevant supporting documentation • complete the medical report template. All AARA application forms are available from the school website or the relevant Head of Department. Students who do not provide the required supporting documentation will be ineligible for an AARA and receive a grade of NR. (see managing non-submissions of assessments by the due date, Section 8.5)
Managing non-submission of assessment by the due date Section 8.5	Teachers will collect 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 do not submit a final response to an assessment (other than unseen examinations) teachers will make a judgement based on any work provided by the student in response to the task (i.e. Draft). If no work is provided by the student on or before the due date, 'Not-Rated' (NR) will be recorded. In circumstances where a senior student (year 11-12) is absent for an examination and where there is no evidence of a response on or before the due date set by the school a subject result cannot be allocated and 'Not-Rated' (NR) will be recorded. In circumstances where a student response is judged as NR, the student will not meet the requirements for that subject.
Internal quality assurance processes Section 8.5.3	Toogoolawah State High School's quality assurance system ensures the valid, accessible and reliable assessment of student achievement. This includes: • quality assurance of all assessment instruments before they are administered to students • quality assurance of judgments about student achievement.

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Section 9.1 Section 9.2 Section 9.5	In years 11 and 12 all marks for summative internal assessment for General subjects are provisional until they are confirmed by the QCAA. Results for Applied subjects and Short Courses may be subject to advice from the QCAA.

External assessment administration

QCE and QCIA policy and procedures handbook	Policy and procedures
External assessment is developed by the QCAA for all General subjects Section 7.3.2 Section 10.3 Section 10.4	See the *QCE and QCIA policy and procedures handbook* (Section 7.3.2) see *External assessment — administration guide* for processes, roles and responsibilities of the school external assessment (SEA) coordinator, teachers and students.

Managing academic misconduct

Toogoolawah State High School is committed to supporting students to complete assessment and to submit work that is their own, and minimising opportunities for academic misconduct. There may be a situation when a student inappropriately and falsely demonstrates their learning. The following are some examples of academic misconduct along with the procedures for managing them:

	Types of misconduct	Procedures for managing academic misconduct
Cheating while under supervised conditions	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 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. **For all instances of academic misconduct** Results will be awarded using any evidence in the response that can be verified as the student's own work and that was gathered in the conditions specified by the syllabus, on or before the due date. **For instances of academic misconduct during examinations** Senior students (Year 10-12): • will be awarded a Not-Rated (NR). See the *QCE and QCIA policy and procedures handbook* (Section 8.5.1 and Section 8.5.2). Junior students (Year 7-9) • will be marked on work completed prior to academic misconduct.
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 or 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:	

	Types of misconduct	Procedures for managing academic misconduct
	• 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.	For all cases of Academic Misconduct the school will enforce the expectations of the Responsible Behaviour Plan.
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.	
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.	

Related school policy and procedures

Refer to other school policies as appropriate:

- TSHS Responsible Behaviour Plan

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- TSHS Use of Electronic Devices and Resources Policy
- TSHS Reporting Procedures
- TSHS Endorsement and Confirmation Procedures

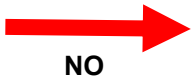
Appendix

A. Teacher Assessment Process
B. Student Assessment Process
C. AARA Internal Assessment Process
D. AARA Examination Process
E. Year 7-10 AARA Application Form
F. Year 11-12 AARA Application Assessment Form
G. Teacher Feedback Advice

Appendix

Appendix A – Teacher Assessment Process

Enter Assessment Dates into Daymap
Have I checked for Public Holidays or School events?
Have I allowed enough time to meet deadlines?



NO

Teacher Actions:
- Check school calendar
- Adjust Dates

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YES

Assessment Instrument
Is my assessment instrument approved/endorsed?
Have I made modifications for students where needed?
Have I thoroughly explained the requirements of the task?

NO → **Teacher Actions:**
- Seek HOD approval for assessment
- Discuss modification with HOSES
- Provide Exemplars and scaffolding

YES

Checkpoints
Do I know my students are on track?
Have I contacted home for any students who may fail?
Have I referred students to the study room?

NO → **Teacher Actions:**
- Teacher/Student discussion
- Refer Student to study room
- Record on Oneschool - FYI HOD
- Contact home

YES

Draft Submitted
Have all students submitted a preliminary response?
Have I contacted home for any students who may fail?
Have I referred students to the study room?

NO → **Teacher Actions:**
- Contact home
- Record on Oneschool - Refer to HOD

Head of Department Actions:
- HOD/Student discussion and directive
- Level 4 case management.

YES

Feedback
Is my feedback directly related to the criteria?
Is it clear and easy to understand?
Does it align to feedback requirements?

YES

Final Response Submitted on time

NO → **Teacher Actions**
FYI HOD and contact home to notify Parents/Carers that Draft will be marked as the final.

YES

Teacher Actions: Mark and return assessment within two weeks.
Student profiles updated

Assessment Calendar Received
Have I copied my draft and due dates into my school diary?

YES

Assessment Instrument Received
Do I understand what I need to do and how to do it?

YES

Student Action:
Organise to meet with your teacher to clarify task requirements

YES

Student Action:
See AARA Application Process (Appendix C)

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NO

Student Actions:

- Notify my teacher
- Attend Study room
- Work on assessment at home

Teacher Actions:

- Teacher/Student discussion
- Refer Student to study room
- Contact home and discuss progress

Head of Department Actions:

- HOD/Student discussion and directive
- Level 4 case management.

Appendix C – AARA Internal Assessment Process

Assessment Calendar Received
Have I copied my draft and due dates into my school diary?

YES

Assessment Instrument Received
Do I understand the requirements of this task?

YES

Student Action:
Organise to meet with your teacher to clarify task requirements

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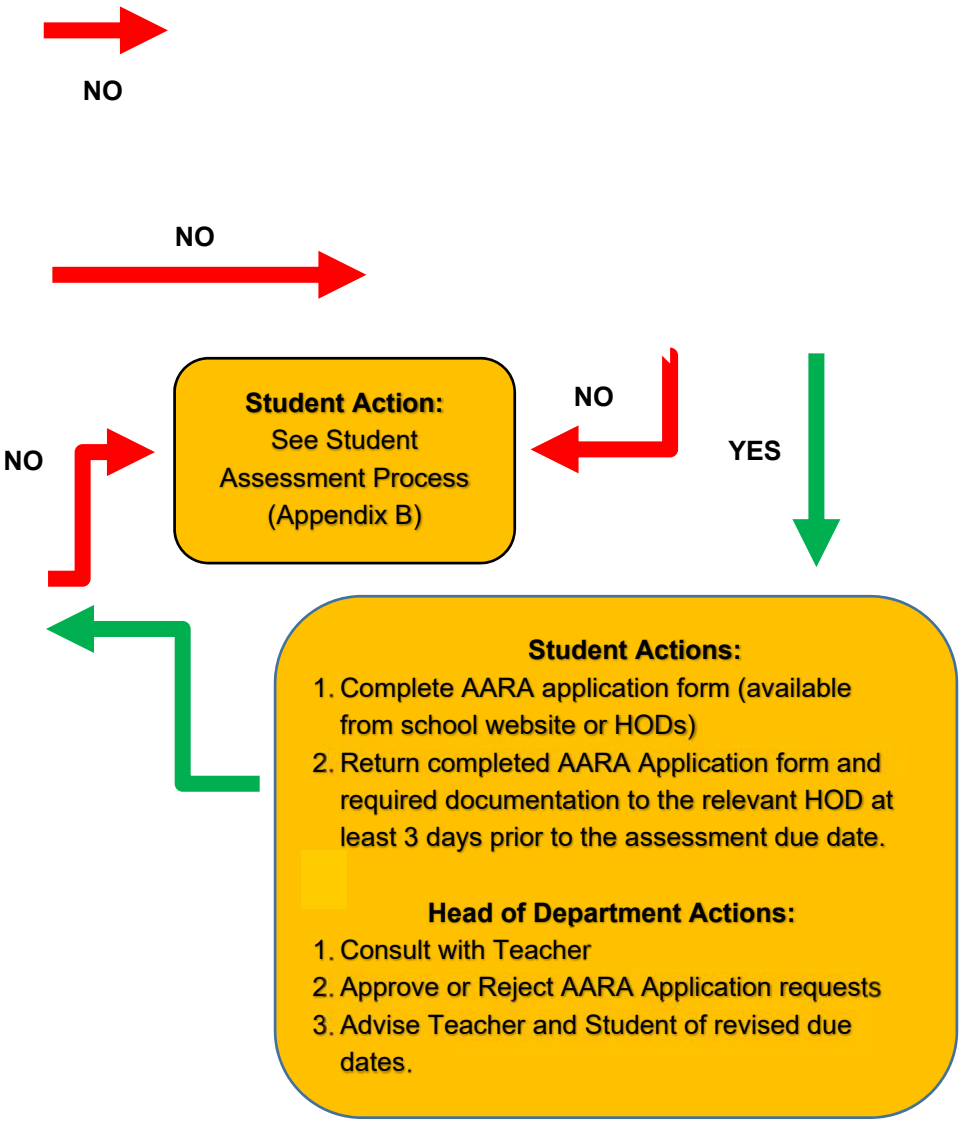
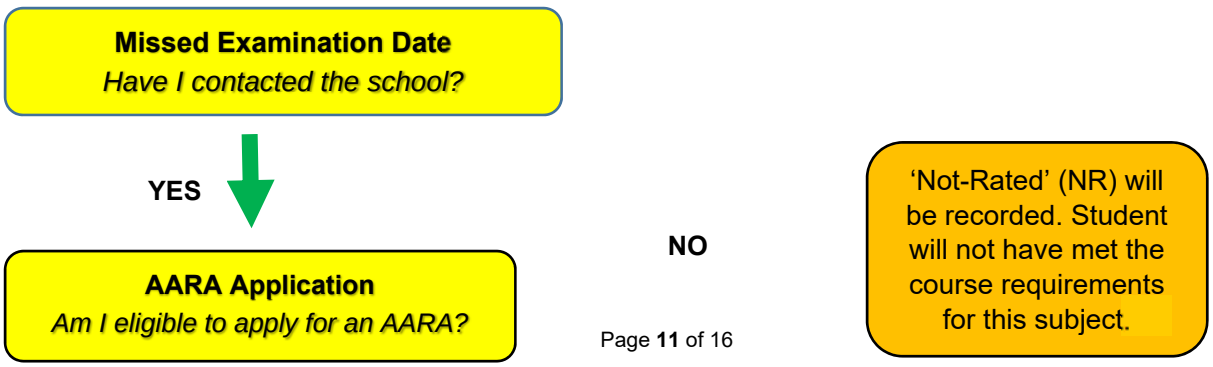


Appendix D – AARA Examination Process



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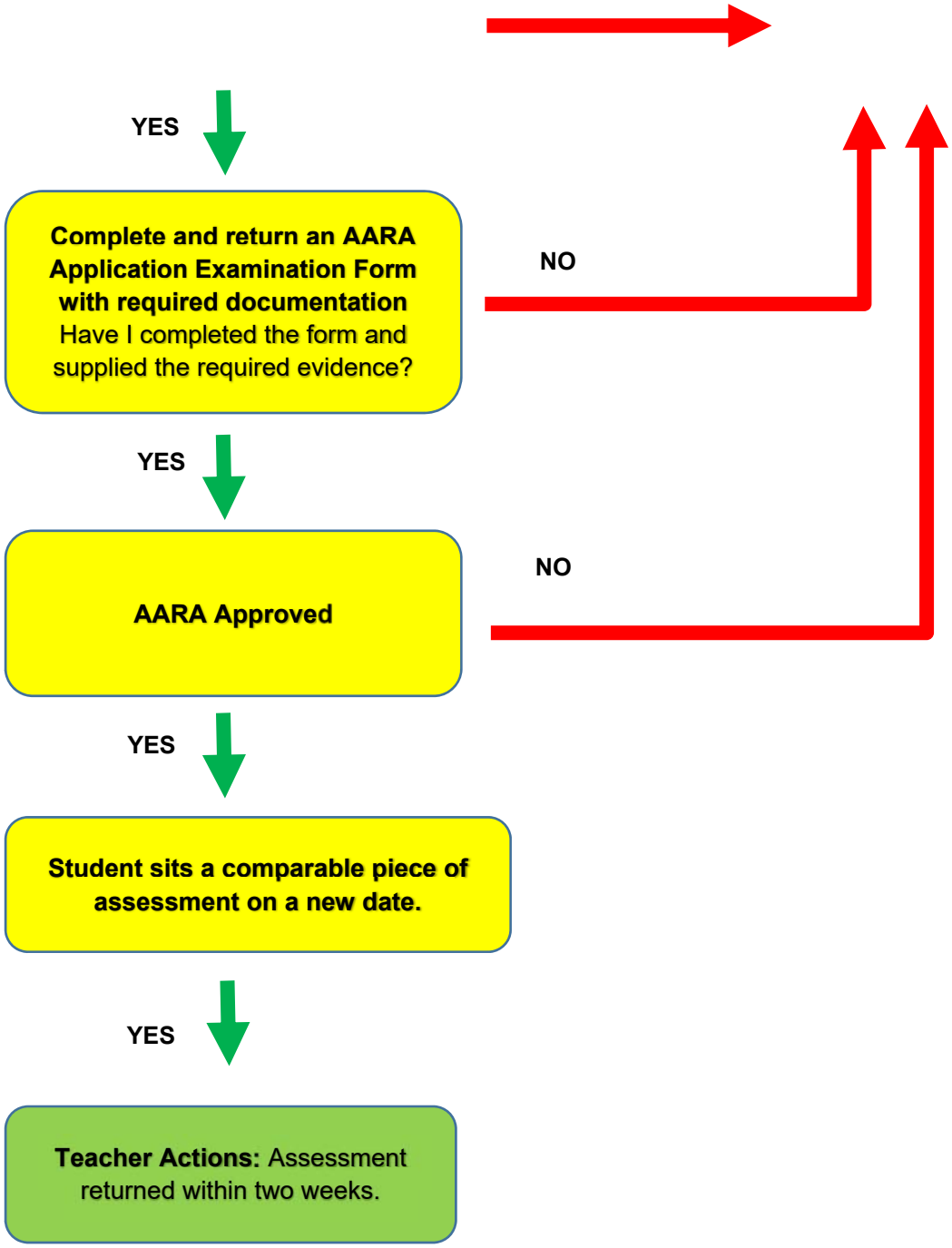

Appendix E – Year 7-9 AARA Application Form

TOOGOOLAWAH STATE HIGH SCHOOL

AARA Application Form (Year 7-10)

Submit this form to relevant HOD at least three (3) days before the due date.

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Student's Name: _____

Date of application: / /

Concern / Issue:

_____

_____

_____

Expected duration:

- ☐ Less than a term
- ☐ Term
- ☐ Semester
- ☐ Year

Documentation provided:

- ☐ Medical certificate
- ☐ Parent letter
- ☐ Other: _____

Student Signature: _____

Parent / Guardian Signature: _____

Teacher Signature: _____

Approved **Yes / No** **Revised Assessment Date:** / /

HOD Signature: _____

Appendix F – Year 11-12 AARA Application Assessment Form

See QCAA Confidential Medical Report

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Appendix G – Teacher Feedback Advice

Two different types of feedback are equally valuable in the classroom: feedback for teaching and learning, and feedback for assessment, including on a draft response. Both are led by the classroom teacher.

Feedback as part of a teaching and learning process

Feedback is designed to provide meaningful information about a student's strengths and areas for improvement. It helps the student understand where and how they are going, and where they need to go next. [1]

[1] Australian Institute for Teaching and School Leadership (AITSL) 2017, *Spotlight: Reframing feedback to improve teaching and learning,* www.aitsl.edu.au/docs/default-source/research-evidence/spotlight/spotlight-feedback.pdf?sfvrsn=cb2eec3c_12.

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Features of effective feedback

Effective feedback encourages self-reflection, allows students to actively monitor and evaluate their own learning, and facilitates self-direction and motivation. Together, assessment and feedback support continuous, collaborative, active and self-directed learning.

Effective feedback is:

- ongoing
- individualised
- specific to the teaching, learning and assessment
- related to the standards or descriptions
- clear, and in language students understand
- timely, so the student can act on it to adjust their learning
- collaborative, so that teachers can work with the student and their parents/carers to support the student's learning
- supportive, so that the student is encouraged to reflect and act on the feedback, and build their capacity for self-assessment.[2]

Feedback opportunities

Teachers provide feedback that varies throughout the teaching, learning and assessment process. Opportunities for feedback in the classroom may include:

- ensuring a positive learning environment where students are aware of the protocols and practices for giving and receiving feedback in a constructive way
- reviewing how students are working towards their learning goals
- working with students on classroom tasks in preparation for the assessment task
- encouraging a classroom culture that supports students to appropriately give and receive feedback when peer editing
- enabling students to practise self-assessment, such as using checkpoints — key stages in the assessment process at which students engage with peers and/or the teacher to check they are on track for both content and assessment conditions, e.g. mode, response length.

Feedback on a draft response

A draft is a preliminary version of a response to an assessment task. It should contain most of the features of the final response. A draft is a point-in-time demonstration of a student's learning and their understanding of the assessment task requirements.

The draft response that a student submits to a teacher should be developed over a period of time after a process of practising (e.g. their presentation or performance), reflecting and editing. Teachers can use a student's draft response to confirm that a student's assessment is their own work, as the draft shows the progression of a student's thinking.

Formats and modes

Students may present a draft in a variety of formats or modes, depending on the subject and the assessment task.

[2] QCAA 2019, *QCE and QCIA policy and procedures handbook 2019*, 'Section 8.3: Feedback', pp. 85–86.

For example, in Ancient History, a student will prepare written drafts when developing a response to the topic. A student in English presenting a spoken task will have opportunities in class to practise the speech before the final presentation. In Drama or Dance, students will practise their performance in class. In each of these examples, a student is preparing their draft response, whether it is written or spoken. These opportunities may be outlined as checkpoints for peer review or discussion or for more formal feedback from the teacher.

Providing feedback on a draft

Teachers may also present feedback on a written or spoken draft in a variety of ways, e.g. orally, in writing, to an individual or the whole class, and/or through questioning.[3]

Teacher feedback on a draft may include advice to:

- **consider** other aspects of the text, report, performance or activity
- **develop** the response to show more awareness of the intended audience or purpose
- **rearrange** the sequence and structure of the response to prioritise the most important points
- **investigate** further to expand the response
- **synthesise** the response by editing or removing excess information.

Parameters

When giving feedback on a draft, a teacher:

- may provide feedback on a maximum of **one** draft of each student's response
- may, for a written response, indicate key errors in spelling, grammar, punctuation and calculations. They may also remind the student that the draft requires more editing, but should not edit or correct all errors in the draft
- may, for a spoken response, indicate ways to improve spoken/signed and nonverbal features in the student's presentation
- should encourage the student to reflect on strategies they might use to refine their response, drawing attention to aspects of the response that need to be improved or developed to meet the requirements
- should not introduce new ideas, language or research that would compromise the authenticity of student work.

Feedback on a draft should form only one part of the feedback the teacher provides to a student throughout their study.

[3] QCAA 2019, *QCE and QCIA policy and procedures handbook 2019*, 'Section 7.2.2: Drafting', pp. 77–78.