

Assessment Policy – Senior Secondary

NB: This policy is correct as at time of printing. Given the NEW QCE is a new system, updates may be required, these will be published in the school's website as they arise.

Scope

This policy provides information for teachers, students and parents/caregivers 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

Warwick 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/QCIA.

Principles

Warwick 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

Warwick State High School promotes academic integrity by developing students' skills and modelling appropriate academic practices. The following whole-school procedures support this endeavour.

Policy and procedures

QCE and QCIA policy and procedures handbook

Location and communication of policy

The school assessment policy is located on the school website at <https://warwickshs.eq.edu.au/Pages/default.aspx> and in the school's Student Diary and Prospectus. All questions regarding this policy should be directed to Heads of Department.

To ensure the assessment policy is consistently applied, relevant processes will be revisited during:

- during SET planning
- when the assessment schedule is published
- when each task is handed to students
- end of year
- in the newsletter and on the school website 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

Warwick 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 for their results to contribute to a QCE credit.

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 be encouraged to complete, and all students (in Year 10) will complete the QCAA Academic integrity course.

Due dates
Section 8.5.2
Section 8.5.3

School responsibility

Warwick 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 checkpoints, drafts and final responses will be published in the assessment schedule. All students will be provided with their course planner by the end of Week 3 in each semester.

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/caregivers
- be consistently applied
- be clearly communicated by the end of Week 3 each semester
- give consideration to allocation of student workload.

Student responsibility

Students are responsible for:

- checking their assessment/course planners for upcoming assessment
- 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.

Parent/Caregivers responsibility

Parents and caregivers are responsible for:

- ensuring students are not absent on days where checkpoints, drafts, final copies or exams fall (unless extenuating circumstances exist)
- assisting students to manage their time, including extracurricular activities, work commitments, and family responsibilities to ensure that assessment deadlines are met
- assisting students to apply for an extension (in extenuating circumstances) prior to the due date (Application for Extension – Assessment form available from Heads of Departments). Note that participation in extra-curricular activities, concerts, unnecessary appointments, holidays, short absences due to illness, technical/IT failure are not legitimate reasons to apply for an extension
- communicating with the school in a timely manner if your student is having difficulties relating to the completion of assessment items
- communicating with the school on the day, and provide relevant documentation, if a student is unable to submit assessment, or sit an exam due to extenuating circumstances.

In cases where students are unable to meet a due date, they will:

- inform the Head of Department and classroom teacher as soon as possible, and follow the school extension policy
- provide the school with relevant documentation, e.g. medical certificate with a suitable reason for how their illness could impact their performance
- adhere to alternative arrangements for submission of assessment, if applicable, as decided by the school.

All final decisions are at the Principal's discretion. Refer to AARA information below.

Submitting, collecting and storing assessment information
Section 9

- Assessment instruments will provide information about Warwick State High School's arrangements for submission of draft and final responses, including due dates, conditions and file types.
- Where appropriate, assessment evidence, including draft responses, will be submitted as a hardcopy by their due date, or submitted electronically as per the teachers' instructions.
- 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 in the student folio or on the school network and/or a faculty external hard drive, in accordance with QCAA requirements.

Appropriate materials
Section 7.1
Section 8.5.3

Warwick 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

Warwick 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

Policy and procedures <u>QCE and QCIA policy and procedures handbook</u>	
Scaffolding <u>Section 7.2.1</u>	<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>
Checkpoints <u>Section 8.5.3</u>	<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>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. - including providing feedback about word limit.</p> <p>Head of Departments and parents/caregivers will be contacted if checkpoints are not met.</p>
Drafting <u>Section 7.2.2</u> <u>Section 8.3</u>	<p>Drafting is a key checkpoint. Types of drafts differ depending on subject, eg. 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 per assessment item• 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• allocate a mark. <p>However, teachers may indicate some key errors in spelling, grammar, punctuation and calculations, and remind students that the draft requires more editing, but should not edit or correct all errors in a draft.</p> <p>Submission of a Draft</p> <p>Once a draft is submitted, evidence of the submission will be created by the class teacher with the student signing the Record of Assessment Sheet. The class teacher will make a copy of the draft for evidence. A copy of the feedback will be stored with a hard copy of the draft in the student's folio.</p> <p>Failure to submit a draft</p> <p>Parents and caregivers will be notified about the non-submission of drafts. Students will be provided the opportunity to submit the draft next lesson, otherwise class withdrawal will occur for a draft to be compiled/submitted. If the student refuses to complete the draft, the class teacher will contact parents to inform them of the refusal and the implications for not submitting assessment requirements.</p> <p>(See WSHS Drafting Policy for further information)</p>
Managing response length <u>Section 7.2.3</u>	<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.• Model responses within the required length are available.• Feedback about length is provided by teachers at checkpoints/draft. <p>After all these strategies have been implemented, if the student's response exceeds the word length required by the syllabus, the school will</p>

	<ul style="list-style-type: none"> mark only the work up to the required length (time, page count, word 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 <u>Section 7.3.1</u>	<p>Accurate judgments of student achievement can only be made on student assessment responses that are authenticated as their own work. Warwick State High School uses the authentication strategies promoted by 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, i.e. plagiarised or cheating in exams, procedures for managing alleged academic misconduct will be followed.</p> <p>NOTE: <i>Non-compliance or a breach of the Code of Behaviour at the school level will result in behaviour consequences for the student including a behaviour level drop to at least a level "5" and time in the Internal School Reflection Room issued by the Head of Department.</i></p>
Access Arrangements and reasonable adjustments, including illness and misadventure (AARA) <u>Section 6</u>	<p>Applications for AARA</p> <p>Warwick 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>The 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>The school 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 by the principal or their delegate.</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 matters that the school could have avoided. <p>Applications for extensions to due dates for unforeseen illness and misadventure</p> <p>Students and parents/carers must contact the Principal's delegate as soon as possible and submit the relevant supporting documentation</p>
Managing non-submission of assessment by the due date <u>Section 8.5</u>	<p>Teachers will collect progressive evidence of student responses to assessment instruments at the prescribed checkpoints.</p> <p>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 can be provided for the purposes of authentication during the assessment preparation period, teachers make judgments based on this. Observations can be a valid form of evidence.</p> <ul style="list-style-type: none"> If no extension has been sought, the student will be given an in-class withdrawal for the lesson on the due date and will submit the work completed at the end of the lesson. Any further material in addition to what is collected, may then be given to the school office by 4pm, and must be receipted by office staff. The student may use their research or choose to submit the draft that has been annotated and signed by their teacher. Students will be placed on a Behaviour Level of "5". Parents will receive a letter from the class teacher through the Head of Department explaining that their child has failed to submit work on time and has been given a rating from evidence available, or completed the assignment in class time. The letter will indicate that the student has also been placed on a Behaviour Level of 5. If the student fails to attempt the task during the allocated withdrawal time as specified by the school and no other evidence is available, 'Not-Rated' (NR) must be entered in the QCAA's Student Management System by the date published in the calendar. <p>In circumstances where a student response is judged as NR, the student will not meet the requirements for that subject.</p>

Internal quality assurance processes Section 8.5.3	<p>Warwick 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>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>
Review Section 9.1 Section 9.2 Section 9.5	<p>Warwick 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.</p>

External assessment administration

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

Managing academic misconduct

Warwick 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
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.
Contract cheating	<p>A student:</p> <ul style="list-style-type: none"> • pays for a person or a service to complete a response to an assessment • sells or trades a response to an assessment.
Copying work	<p>A student:</p> <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	<p>A student:</p> <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	<p>A student:</p> <ul style="list-style-type: none"> • invents or exaggerates data • lists incorrect or fictitious references.
Impersonation	<p>A student:</p> <ul style="list-style-type: none"> • arranges for another person to complete a response to an assessment in their place, eg. 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.
Procedures for managing academic misconduct	<p>For authorship issues</p> <p>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.</p> <p>For all instances of academic misconduct</p> <p>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.</p> <p>Where appropriate, the school's Responsible Behaviour Policy will be implemented.</p>

Related school policy and procedures

Refer to other school policies as appropriate:

- Responsible Behaviour Plan
- Technology Policy
- Internal Moderation Policy (including school procedures for endorsement and confirmation)

