

# ASSESSMENT POLICY



# GLADSTONE STATE HIGH SCHOOL

(Version: 25-2-19)

# **INTRODUCTION**

## **RATIONALE**

Gladstone State High School strives to equip our students with the ability and skills to become independent life-long learners in a variety of education and training areas. To support such a goal, we have a comprehensive support system, which aims to communicate to students (and parents/guardians) the individual assessment requirements of each subject or unit and monitor progress towards their completion. This is to ensure that the application of our policies and procedures are both fair and equitable to all of our students and align with the QCAA.

## **PURPOSE**

This policy is to inform students, parents/guardians and teachers of the key responsibilities and principles related to assessment and the assessment requirements at Gladstone State High School and to ensure consistency in the application of assessment and the consistency in dealing with assessment related issues.

## **PURPOSES OF ASSESSMENT**

Assessment information has multiple uses, including:

### **Feedback to teachers, such as:**

- diagnostic evidence of students' strengths, ways of learning, areas of development, the depth of their knowledge, and their conceptual understandings. This informs the teacher, so they know what students can do, and what subsequent teaching is required to progress student learning;
- identification of students' learning needs across a range and balance of assessments that enhances teachers' ability to establish where students are in their learning and to help them attain higher levels of performance.

### **Feedback to students and parents/carers that:**

- gives clear, specific, meaningful and timely feedback, allowing reflection on the learning process and collaboration to support future learning and development;
- provides evidence of student learning and advice for further progress, underpinning the provision of meaningful reports/statements to parents/carers and others;
- develops lifelong learners by enabling students to identify and reflect on the progress they are making, which is crucial to building self-evaluation, self-efficacy and self-responsibility for in-depth and long-term learning;
- refines quality teaching, by supporting teacher reflection and professional learning;
- provides information for certification;
- measures and evaluates policies, programs, interventions and teaching strategies to provide better understanding of student achievement and growth.

### **Assessment techniques may include:**

- Examination
- Extended Response
- Investigation
- Performance
- Product
- Project

# ACCESS ARRANGEMENTS AND REASONABLE ADJUSTMENTS (AARA)

## RATIONALE

The aim of Gladstone State High School's Assessment Policy is to ensure that students with a disability and/or medical condition can apply for access arrangements and reasonable adjustments (AARA) to ensure that they have equal opportunity to demonstrate their knowledge and skills. This will be done in a way that ensures equity and fairness to all students.

## Guidelines for AARA

Gladstone State High School's policy is based on guidelines outlined in the Queensland Curriculum and Assessment Authority publication. These guidelines include:

- complying with the Commonwealth's *Disability Discrimination Act 1992*, Queensland's *Anti-Discrimination Act 1991* and the Australian Government's *Disability Standards for Education 2005*;
- providing opportunities for students with disability to participate on the same basis as students without disability by:
  - making reasonable adjustments to assessment conditions to ensure that assessment is equitable for all students (see *Disability Standards for Education 2005*, s. 3.4) and that all students have opportunities to demonstrate current knowledge and skills;
  - identifying and minimising barriers that prevent students from demonstrating current knowledge and skills;
  - applying relevant syllabus standards against which achievement is judged. The school is required to maintain the intent and rigour of syllabuses and any other requirements or components that are inherent or essential to a course of study (see the *Disability Standards for Education 2005*, s. 3.4 (3)). Assessment achievement standards and instrument-specific marking guides (ISMGs) cannot be modified to suit students' needs.
- planning and negotiating AARA as **early as possible** so that eligible students can be provided with appropriate support to commence, participate in, and complete the requirements for a course of study;
- providing procedures for high-quality assessment;
- assessing actual achievement using evidence in student responses, not perceived ability or potential achievement;
- ensuring schools consult with and involve the student and, when appropriate, the student's parents/carers and other relevant school staff in the decision-making process concerning AARA;
- considering how AARA affect the student, including the student's ability to achieve learning outcomes, participate in courses of study and experience independence;
- assessing whether changes are needed to the adjustment over the duration of a student's schooling to allow for the changing needs of the student over time.

Schools must ensure that the steps taken to identify and implement AARA maintain respect for the dignity and privacy of the student, parents/carers and associates.

## Access Arrangements

- are available to a student with evidence of a need that is not necessarily covered by the definition of disability, e.g. a temporary injury or needs resulting in inclusive educational strategies
- enable a student to access assessment and demonstrate their knowledge
- do not change assessment conditions.

## **Reasonable Adjustments**

- are available to a student with evidence of a need and who has disability in accordance with a legal meaning. Without reasonable adjustments, the disability results in a substantial disadvantage for the student when compared to students without disability
- allow for assessment conditions to be changed due to the barriers that may be experienced by the student with disability. The integrity of the assessment instrument is not changed
- may be unique and tailored specifically for a student's needs

## **Applying for AARA**

If a student feels that they have a disability, medical condition and/or circumstance that affects their ability to read or respond to assessment on the same basis as other students, they will be required to apply for AARA. In applying for AARA, the following steps must be followed:

1. Students identify if they have a disability, medical condition and/or circumstance based on the tables on the following pages and evidence must be seen and copied;
2. Students, and possibly parents, at the start of the term or as early as possible, meet with the Guidance Officer, Head of School Senior/Junior and/or Deputy Principal – Inclusion, to discuss eligibility and needs;
3. Students may be required to have medical evidence from their GP, Medical Specialist or Psychologist and this must be completed on the QCAA Medical Report;
4. The Guidance Officer, Head of School Senior/Junior and/or Deputy Principal – Inclusion completes AARA application forms with the student and parent (or makes contact with the parent);
5. Student provides evidence as outlined on the application form (For units 3 & 4 Year 12 evidence has to meet certain conditions – see below);
6. Student supplies the completed application and evidence back to the staff member they spoke with;
7. The staff member follows the QCAA AARA policy to determine what reasonable adjustments can be granted based on the evidence supplied;
8. Staff member informs student and parent of what adjustments have been granted, documents this on the student's Personalised Learning tab on OneSchool and informs teacher and Head of Department of these adjustments. A letter from the Principal advising the outcome of the application will also be provided.

### **NOTE:**

Evidence requirements for students in the Junior School will not always need to be as rigorous but it should be noted that the required evidence outlined in the attached table is mandatory for senior students.

## **Units 3 & 4 Year 12 Evidence Conditions**

Long-term conditions – no earlier than 1 January of Year 10

Short-term conditions or temporary injuries - no earlier than 6 months prior to the assessment event

- for external assessment no earlier than 1 April of Year 12

Illness and Misadventure – must cover the date of the assessment

## **Timelines for Applying for AARA**

Years 7-11 - ASAP and no later than 1 week prior to assessment event

Year 12 internal assessments - Long-term conditions – by end of unit 2

- Other conditions – ASAP and no later than 1 week prior to assessment event

Year 12 external assessments - Long-term conditions – by end of week 1 of Year 12

- Other conditions – by the end of Week 5 Term 3 of Year 12

Year 12 external assessments – Alternative format papers – by the end of February of Year 12

Illness and Misadventure – can be submitted 14 days before and up to 7 days after assessment

## Applying for AARA Categories and Conditions

Eligibility Category	Overarching Description	Common Examples	Supporting documentation required	Examples of possible adjustments
<b>Physical</b>	Physical impairment compromising motor function	Cerebral palsy Dyspraxia Developmental Coordination Disorder	1. Report from a GP or medical specialist* completed on the medical report template <i>or</i> Documentation of current verification 2. School statement	<ul style="list-style-type: none"> <li>• Assistance</li> <li>• Computer</li> <li>• Extra time</li> <li>• Rest breaks</li> </ul>
	Chronic physical disease	Diabetes Epilepsy Juvenile Arthritis Asthma Cancer Cystic fibrosis		
<b>Cognitive</b>	Biological conditions associated with developmental disability	Downs Syndrome Foetal Alcohol syndrome Klinefelters syndrome Angelmans syndrome Phonological disorder	1. Report from a general practitioner (GP), medical specialist, or psychologist completed on the medical report template 2. School statement	<ul style="list-style-type: none"> <li>• Computer</li> <li>• Extra time</li> <li>• Reader</li> <li>• Rest breaks</li> <li>• Scribe</li> </ul>
	Developmental disorders where biological cause may be known or unknown	Stuttering Language disorder Learning disability Dyslexia ASD- where the adjustments made predominantly relate to teaching and learning. ADD/ADHD Central auditory processing disorder		
<b>Sensory</b>	Disorders of the eye and ear and/or visual or auditory neural pathways	Hearing impairment Conductive hearing loss Chronic otitis media Vision impairment Nystagmus Cortical vision impairment	1. Report from a GP or medical specialist* completed on the medical report template <i>or</i> Documentation of current verification 2. School statement	<ul style="list-style-type: none"> <li>• Alternative format papers</li> <li>• Assistance</li> <li>• Assistive technology e.g. amplification system, magnification applications</li> <li>• Extra time</li> <li>• Individual instructions</li> <li>• Rest breaks</li> </ul>
<b>Social/ Emotional</b>	Mental health conditions	Anxiety Disorders e.g. Obsessive Compulsive Disorder Oppositional defiant disorder Depression	1. Report from a GP, medical specialist or psychologist* completed on the medical report template <i>or</i> Documentation of	<ul style="list-style-type: none"> <li>• Alternative venue</li> <li>• Assistance</li> <li>• Rest breaks</li> </ul>

		<p>Reactive Attachment Disorder</p> <p>Autism spectrum disorder adjustments are predominantly made for social-emotional support.</p> <p>Eating Disorders</p>	<p>current verification</p> <p>2. School statement</p>	
<p><b>Illness / Misadventure</b></p>	<p>Unexpected Events (illness or emergent circumstances)</p> <p>Guidelines:</p> <ul style="list-style-type: none"> <li>• A student who has been approved for access arrangements and reasonable adjustments (AARA) is not eligible to apply for illness and misadventure consideration for the same condition, unless it can be demonstrated through evidence that a significant deterioration or complication of the condition occurred which diminished the student's performance in assessment.</li> <li>• The condition or situation must be unforeseen and beyond the student's control. An adverse effect must be demonstrated.</li> <li>• The condition or situation cannot be of the student's own choosing or that of their parents/carers, such as a family holiday.</li> </ul>	<p>Illness / Injury</p> <p>Sporting</p> <p>Natural Disasters</p> <p>Court</p> <p>Bereavement</p> <p>Car accident</p>	<p>1. Report from a GP, medical specialist or psychologist* completed on the medical report template <i>or</i> Documentation from relevant independent professional or other independent third party</p>	<ul style="list-style-type: none"> <li>• Comparable assessment</li> <li>• Extension</li> <li>• Assistance</li> <li>• Scribe</li> <li>• Physical Equipment</li> </ul>

\*Evidence needs to be on QCAA prescribed form.

## GENERAL ASSESSMENT RESPONSIBILITIES

### Teachers

In school-based assessment, teachers are accountable for designing assessment programs and making judgments about the standards achieved by their students within the assessment and reporting timeframes.

- Teachers will support students by providing them, where appropriate, with modelling, scaffolding, and annotated exemplar responses. They will engage students in feedback and reflection on their assessment, and will be able to articulate reasoning behind judgments of the standards achieved.
- Teachers are responsible for informing parents (via phone call where possible) when students do not provide work to support a judgment of achievement (that is during class work, drafting stage and lead up to submission of final copy), and are likely to be awarded with a Not-Rated (N) level of achievement on their report card. Teachers will record this on OneSchool as a behaviour incident (refusal to engage in program of instruction) and notify the relevant Deputy Principal and Head of School.
- Teachers are responsible for collecting and storing evidence of student work through the term/unit and apply consequences (in consultation with the Head of Department) for any student not completing class work. **Evidence can be assessment related class work, drafts, rehearsal notes, photographs of student work, teacher observations but this must be collected and stored as evidence.**

### Heads of Department

Heads of Department are accountable for quality assuring assessment items across Year 7 to 12. In Year 11 and 12, Heads of Department must ensure that Units 1 and 2 use both the QCAA's Principles of Assessment and the QCAA's Attributes of Quality Assessment in Years 7 – 12.

In Years 11 and 12, Heads of Department and the QCAA are responsible for quality assessment items, ensuring all assessment: is valid, is clear and fair, and meets the QCAA directives for assessment and submission of student results.

### Students

- All students are responsible for submitting both draft and assessment items on or before the due date.
- All students are responsible for arriving on time on the due day for examinations, unless AARA has been formally arranged.
- All students must show academic integrity.
- Authentication of student work is mandatory.
- All procedures surrounding the completion of assessment must be followed.
- Students must contact the Guidance Officer, Head of School or Deputy Principal as early as possible, if the assessment due date needs to be discussed.
- Students must collect and submit all relevant documentation if AARA needs to be applied.

### Parents/Guardians

- Support and encourage their children to complete and submit all drafts and assessment by the due date.
- Inform the teacher of any difficulties relating to the completion of assessment tasks and provide documentary evidence where necessary.
- Inform the Guidance Officer, Head of School (Junior/Senior) or relevant Deputy Principal regarding any need for an AARA application.

## **ASSIGNMENT RESPONSIBILITIES**

### **DRAFTS**

#### **Definition:**

A draft is a preliminary version of a student's response to an assessment. A quality draft is a response that is nearing completion. Drafts can also be used to authenticate student work.

## **RESPONSIBILITIES**

### **Teachers must**

- Provide feedback at least once for all assessment tasks (ACARA and QCAA guidelines will determine the number of drafts that are allowed to be checked).
- Provide feedback ensuring sufficient time for students to make corrections.
- Not correct or edit all the textual errors in a draft. Editing and proofreading for spelling, grammar and punctuation is not a part of the draft feedback process.
- Provide feedback on all drafts.
- Provide a summary of their feedback and advice to the whole class.
- Notify parents by phone as soon as practicable if a student fails to submit a draft. This needs to be recorded as a contact and a behaviour incident in OneSchool and referred to relevant Head of Department, Deputy Principal and Head of School.
- Keep a copy of the draft as future evidence if needed.
- Assign a draft mark based on assessment related class work and make a copy of this class work – if a draft is not submitted.

### **Students must**

- Submit a hard copy or email copy of the draft by the due date (or in a manner prescribed by the HOD).
- Submit this draft in hard copy with the final submission on the due date.
- Submit a completed draft that meets the assessment task expectations.
- Conduct further research or substantiate points ensuring adherence to referencing style.

### **Parents**

- Encourage and support student to submit drafts on time.
- Contact the teacher, Head of Department, Guidance Officer, Head of School (Junior/Senior) or relevant Deputy Principal if the student is not able to submit the assessment task on time.

### **FINAL SUBMISSIONS (Excluding examinations)**

## **RESPONSIBILITIES**

### **Students must**

- Submit a hard copy of the assignment, script etc., the teacher's annotated draft and the task sheet in class on the due date.
- Students must submit the final task to the class teacher or Head of Department (if teacher is unavailable), by 3:05pm on the due date.
- Students submitting a USB as part of an assessment are to place the USB in an envelope / zip lock bag attached to the Assessment/Assignment Cover Sheet (must include the student's name).
- **Late and non-submission of a student response:** When a student submits an assessment piece after the due date set by the school, a result should be allocated using evidence available on or before the due date, e.g. assessment related class work, drafts, rehearsal notes, photographs of student work, teacher observations.



**Absence from school on the due date is not a valid reason for not submitting an assignment on time.** If a student is unable to attend school on the day an assignment is due he/she must do one of the following:

1. Have a parent or guardian contact the school office and arrange delivery of the assignment to school by 3:05pm.
2. Send the assignment to school with another responsible person, and have this delivered to the school office by 3:05pm.
3. Email digital copy of assessment to class teacher using a confirmation receipt, providing a hard copy on the day of return to school.

If illness or injury prevents any of the above options a parent or guardian must contact the school office so that the information can be passed to the subject teacher, Head of Department, Deputy Principal and Head of School. A medical certificate (or other relevant documentation) must be provided on the student's return to school. Failure to do so will result in the assessment considered as a late submission and may not be graded.

The grounds for AARAs will then be considered through official processes (Principal/QCAA Approved AARA)

- Note: Technology failure (such as printer not working, work not being saved, or computer malfunction etc.) is not considered acceptable grounds for extension.

#### **Teachers must:**

- Record that tasks have been submitted.
- Contact parent/guardian within 24 hours of an assessment task not being submitted. This must be recorded on OneSchool as both a contact and a behaviour incident. The Head of Department, relevant Deputy Principal and Head of School must be notified.
- Award a grade using assessment related class work completed before the due date. Must use evidence that has been collected throughout the term / unit. **An E standard cannot be allocated** when there is no evidence demonstrated.
- For students who are enrolled in a subject, but do not produce evidence 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 Senior Education Profile calendar (QCAA).

If a student cannot complete formative or summative internal assessment because they require an Access Arrangement or Reasonable Adjustment, refer to Principal Approved AARAs and QCAA Approved AARAs sections for more detail.

If a student has not completed formative or summative internal assessment and an AARA cannot be applied, this student must immediately be referred to the Guidance Officer, Head of School or Deputy Principal.

#### **ASSIGNMENT EXTENSIONS**

- No extensions will be approved on or after the due date, unless extreme circumstances (consult the Guidance Officer, Head of School or Deputy Principal)
- Extensions will be considered on a case-by-case basis
- Senior students must inform their teacher and Head of Department about the status of their assignment but they must speak with the Guidance Officer or Head of School regarding extensions and QCAA AARA requirements.

## **EXAMINATIONS RESPONSIBILITIES (all exam types):**

### **Heads of Department must:**

- Ensure assessment adheres to the qualities of good assessment.
- Ensure that all assessment tasks have a clear and explicit marking guide.
- Communicate to school staff, students and parents/caregivers: date and time of test/ conditions/ rules/ approved equipment list via the assessment schedule

### **Teachers must:**

- Be on time for examination administration.
- Actively supervise during examinations.
- Mark an attendance roll for each examination session.
- Ensure all examination conditions as outlined on the assessment guidelines are adhered to.
- Notify Head of Department and Head of School of any issues arising from the examination session as soon as possible.
- Record on OneSchool as a behaviour incident if a student does not attend the examination and refer this to the Head of Department, Deputy Principal and Head of School and make a phone call to notify parents/guardians.

### **Students must:**

- Attend all tests, exams and orals at the scheduled time. These may be undertaken in normal class time or during block exams at the end of term/semester.
- Be on time for all examination sessions.
- Adhere to all examination conditions relating to examination materials, perusal and all stated assessment conditions outlined on the examination task.
- If a student arrives late for an assessment, they must report to the assessment supervisor and designated assessment venue as soon as possible. Students who arrive within 40 minutes of the scheduled starting time for the assessment are permitted entry into the assessment venue to complete the assessment. No extra time to complete the assessment is granted if a student arrives late.
- On return to the school the student is responsible for reporting to the relevant Head of Department / Head of School / Deputy Principal (in the case of Block exams) to make alternate arrangements
- Proof of illness (eg Medical Certificate for seniors, Parent Letter for juniors) must be produced on the student's return to school after an illness which causes an absence for a scheduled test / exam to the relevant Head of Department / Head of School / Deputy Principal.
- If a student becomes ill during an examination they must notify the exam supervisor. This may be before, during or immediately after the exam session.
- If a student knows in advance that they will be absent for a scheduled test they must contact the Guidance Officer or Head of School as soon as the clash is known. If approved, the student will be allowed to complete a similar assessment piece as negotiated with the teacher in consultation with the relevant Head of Department, Head of School or Deputy Principal.

### **Year 12 External Assessment (from 2020)**

External assessment is developed by the Queensland Curriculum and Assessment Authority (QCAA) for all General subjects. All external assessment for General subjects is summative and may contribute to a Queensland Certificate of Education (QCE) and Australian Tertiary Admission Rank (ATAR) calculation. All external assessment completed for General subjects is summative. External assessment contributes 25% of the overall subject result in most senior subjects and generally assesses Unit 3 and/or Unit 4 of the syllabus. In mathematics and science subjects, external assessment contributes 50% of the overall subject result.

The QCAA determines the timing of external assessments. External assessment occurs in Term 4, during October and November. The specific dates for external assessment are made available on the QCAA website

at the beginning of each year. Students must complete external assessment on the date published on the QCAA website. Applied subjects do not include external assessment.

## **YEAR 12 – RULES FOR EXTERNAL ASSESSMENT (from 2020)**

At the beginning of each school year, the QCAA communicates rules for students completing external assessment. Schools are responsible for communicating the *External assessment student rules* to students.

### **RESPONSIBILITIES- External Assessment in Year 12 from 2020**

#### **Head of School Senior:**

- Adhere to and manage external assessment processes outlined in this handbook and the *External assessment — directions for administration*.
- Communicate to school staff, students and parents/carers the:
  - *External assessment timetable;*
  - *External assessment student rules; and*
  - approved equipment list.
- Apply to the Queensland Curriculum and Assessment Authority (QCAA) for the rescheduling of an external assessment if there is an external assessment timetable clash.
- Allocate teaching staff or other suitable staff to supervise external assessment. Senior secondary teachers are ineligible for supervision of an external assessment for subjects that they teach in a given year.
- Manage incidents when a student is suspected of or observed participating in an act of academic misconduct.

#### **Teachers**

- Comply with and supervise external assessment according to the external assessment guidelines.
- Allow a student suspected of academic misconduct to complete the external assessment.
- Inform the student that the **School external assessment (SEA)** coordinator will be advised of an alleged incident of academic misconduct.
- Report an alleged incident of academic misconduct to the SEA coordinator.
- Adhere to external assessment processes outlined in this handbook and the *External assessment — directions for administration*.
- Supervise external assessment. Senior secondary teachers are ineligible for supervision of an external assessment for subjects that they teach in a given year.

#### **Students**

- Read and comply with the *External assessment student rules* and external assessment information that is made available on the QCAA website and provided to schools each year.
- Read the information provided by schools, including the
  - *External assessment timetable;*
  - *External assessment student rules; and*
  - approved equipment list.
- Attend external assessment in which they are enrolled.

#### **Parents**

- Read the *External assessment timetable* and *External assessment student rules* on the QCAA website
- Support students to participate in the external assessment in which they are enrolled

## **NOT RATED (NR) POLICY**

**Before a Not Rated grade can be awarded, the teacher or Head of Department must have followed the**

**attached flowcharts and all contact home must be recorded in OneSchool.**

**To minimise Not Rated outcomes, it is mandatory that class teachers are collecting assessment related evidence of student work throughout the term / unit and if work has not been completed at these checkpoints, parents/guardians are informed immediately and the teacher and Head of Department enforce necessary consequences (which are documented on OneSchool).**

Exceptional Circumstances for Not Rated:

1. Student has recently arrived at school and no evidence has been able to be collected to award a grade. Provisions should be made so that a student can still achieve a semester credit in senior (if needed), eg, extensions, work to be completed over holidays, etc. See year level Deputy Principal for this.
2. AARA has been awarded by the Head of School (Senior or Junior) or Deputy Principal and conditions clearly outline that an NR grade is to be awarded.

# MANAGING EXAM BASED ASSESSMENT TASKS

Consult Deputy Principal (Inclusion) / Head of School / Guidance Officer / Deputy Principal. The needs of students with approved AARA need to be proactively taken into consideration when setting assessment expectations for those individual students. This flow-chart process can be varied as necessary for those students with approved AARA.

Teacher checks if any student in the class has needs that require approval for an Access Arrangement or Reasonable Adjustment.

If yes  
If no

If no AARA exist, exam takes place on the set date.

Student is present for exam.

Student is not present for the exam.

Student completes enough of the exam to be awarded at least an E grade - teacher marks and reports as normal.

Student fails to complete enough of the exam to reach at least an E standard - student receives an N grade, teacher contacts home (phone call attempted before email). No further attempt at exam provided.

Student is in Years 7 - 9

Student is in Years 10 - 12

Note regarding catch-up exams for absent students: if a student needs to complete an exam for an approved reason at a later date, this is to be organised and managed by the class teacher after liaising with the relevant Head of Department. If on the day of the actual exam the teacher identifies that a significant number of students are absent and is concerned by their ability to effectively manage the catch-up exams, they should immediately consult their Head of Department to proactively plan for how the situation will be managed upon students' return to school. In situations of excessive numbers of students missing an exam, Head of Department should consult their Deputy Principal line manager to help plan a catch-up exam process.

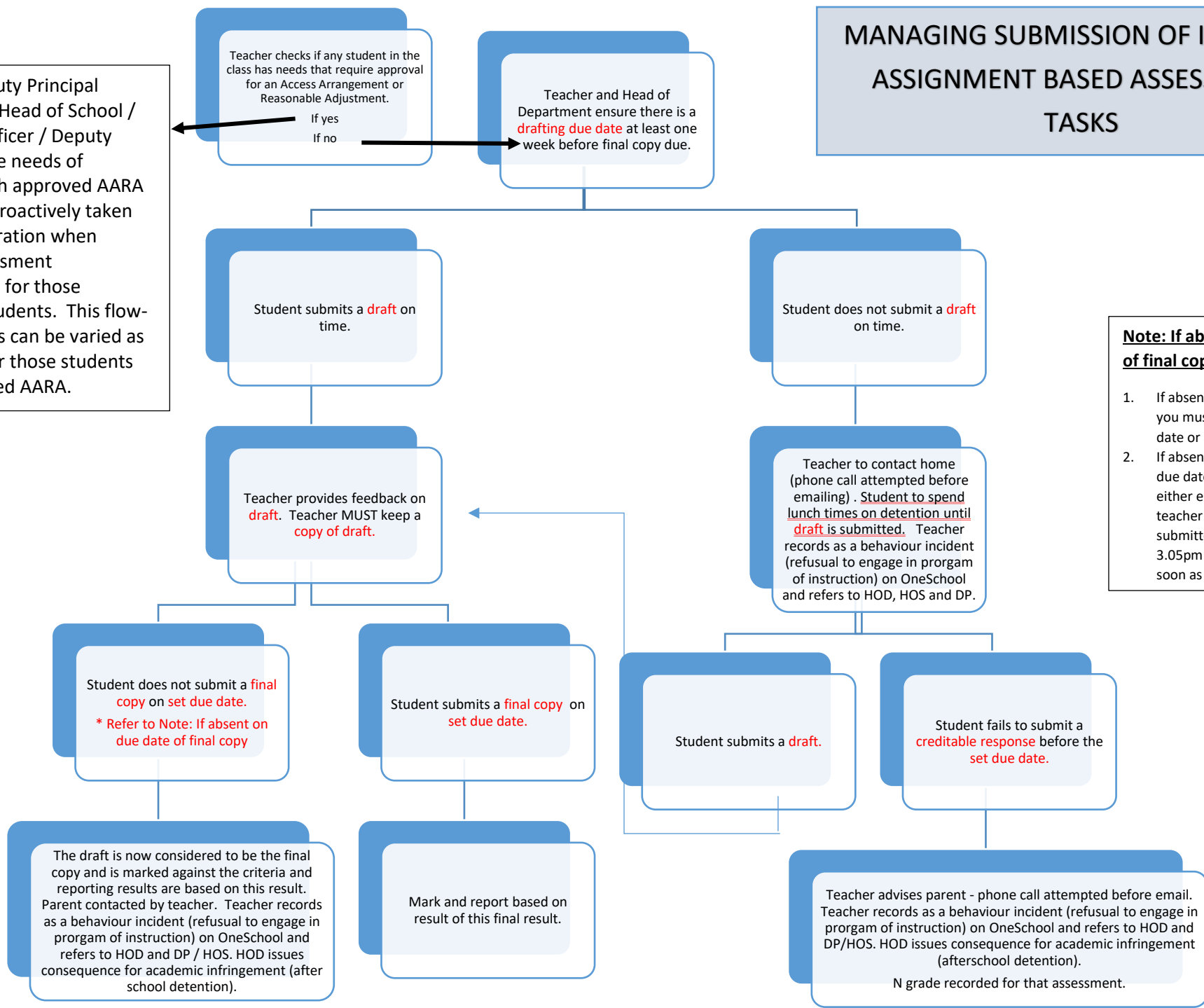
Teacher phones home to provide the following advice: Student must sit exam on the first relevant class lesson following their return to school and this must be accompanied by a signed letter from parent explaining reason for absence, or by a medical certificate. If this is fulfilled, exam is marked as if it was sat on time. (Student is to sit the exam on the first lesson they are back in class even if contact not yet made with home - do not mark the exam until the evidence has been provided.) If no evidence provided, student receives an N grade for that task.

Teacher to phone home and provide the following advice: the student needs to provide a medical certificate or other evidence explaining their absence to the Head of School (Snr) or a G.O. They will not be able to re-sit the same exam but if such acceptable evidence is submitted, student will sit a comparable exam on the first relevant class lesson following their return to school. If no acceptable evidence provided, the student will receive a Not Rated for that task and this incident will be as a behaviour incident on the student's OneSchool.

Special note: all contact with parents must be recorded in OneSchool as a behaviour incident.

# MANAGING SUBMISSION OF INTERNAL ASSIGNMENT BASED ASSESSMENT TASKS

Consult Deputy Principal (Inclusion) / Head of School / Guidance Officer / Deputy Principal. The needs of students with approved AARA need to be proactively taken into consideration when setting assessment expectations for those individual students. This flow-chart process can be varied as necessary for those students with approved AARA.



**Note: If absent on due date of final copy:**

1. If absence known in advance you must submit prior to due date or apply for AARA.
2. If absence is unexpected on due date, you must submit either electronically to teacher or hardcopy submitted to front office by 3.05pm or apply for AARA as soon as practical.

**Special note:** all contact with parents must be recorded in OneSchool.

## **SPOKEN / ORAL / GROUP BASED PRESENTATIONS or PRACTICAL DEMONSTRATIONS**

It is noted that some assessment items require students to be physically present at school to present a task or demonstrate a set of skills in front of the teacher. Where prior notice of these assessment tasks is permissible, these tasks should still have some provisions similar to a “draft” – i.e. – students should have some opportunity for teacher feedback on their progress towards successful demonstration of the assessable elements of the task. Teachers are to make suitable records of such progress.

All assessment tasks of this nature must follow the flow chart titled *Managing Submission of Internal Assignment Based Assessment Tasks*. This means that on the date that a student is required to present/perform in front of the teacher, they must attend and must present/perform. If a student is absent on that day, they must organise for the hardcopy/electronic submission of any scripts associated with the task and also provide the school with acceptable evidence justifying their absence or apply for and receive AARA. Failure to meet these requirements will result in a Not Rated being entered for that task.

If the conditions of any such task are such that students are not permitted to have prior notice of the exact nature of the task (i.e. – where it is more like an unseen exam), the task is to be managed as per the flow chart titled *Managing Internal Exam Based Assessment Tasks*.

It is further acknowledged that some students experience anxiety when presenting in front of others. Students who experience such anxiety, even in the Junior School, cannot avoid presentation based assessment tasks and must apply for AARA if their anxiety is a barrier to them meeting the requirements of the task. In the Junior School, there will be relaxed evidence expectations for any required adjustments but the goal will be to slowly build student self-confidence towards being able to perform in front of others. In the Senior School, all the QCAA guidelines and evidence requirements for an approved AARA will need to be fulfilled to vary any assessment conditions requiring student face-to-face presentations.

## **GLOSSARY AND ELABORATION OF KEY TERMINOLOGY**

<b>Key term</b>	<b>Definition</b>
Copy of Draft	A copy of the draft submitted by the student which is retained by the teacher. This copy could be a hardcopy (photocopy, extra printout etc) or electronic (scan, photo, emailed version, etc).
Creditable response	A response to the task which at least matches the requirements of an E grade response.
Draft	A copy of the task submitted for teacher feedback which is returned to student with that feedback. To be considered an acceptable draft, the work submitted must at least be at an E standard. For assessment tasks that are practical in nature (drama performance, cooking demonstration etc) please consult with your HEAD OF DEPARTMENT as to how to gather enough evidence prior to the due date to allow you to make some judgement on student progress towards the assessable criteria for that task – obviously in these cases a written draft isn't possible. Steps should be taken though to gather some form of evidence on which to make criteria based decisions (eg filmed dress rehearsals, observational notes and feedback).
Drafting Due Date	A due date set and communicated to students at the time the task is handed to students. This date must be at least one week before the date set for final submission and must allow for sufficient time for the teacher to be able to provide feedback. It is advisable to plan this date to fall on a

	lesson that backs on to a lunch break (if possible). This will open the opportunity for immediate lunch detention consequences to be applied for non-submission of the draft.
Final copy	The response to the task submitted by the student for official marking. There must be evidence that the student has attempted to apply feedback provided in drafting phase. If the student simply resubmits their draft as the final copy with no evidence of any change, this is to be treated as an academic infringement and the Head of Department will issue appropriate consequences and record on OneSchool.
Set due date	The final date on which students can submit the assignment task without an approved AARA.



# IMPORTANT NOTES: ASSESSMENT POLICY FLOWCHART

## DRAFTS AS SUPPORTING EVIDENCE

Follow the drafting process as outlined in the flowcharts. It is ultimately the decision of the individual Department as to how the drafts are to be submitted as this may depend quite significantly on the type of task being done. The assessment task sheet will clearly state how and when drafts must be submitted as part of the assessment process.

A copy (which may be electronic) will be stored by the teacher until after the final due date for the assignment.

Students will be given feedback about your assessment task using the criteria for that task. It is most important that students actively pursue this feedback and take action towards improving their task before the final due date. In the event that a final copy is not submitted on the due date (or completed in class on the due date), the draft will be used to arrive at a final grade. ie. it will be marked as the final copy.

If a draft is not submitted, teachers will refer to the flowchart.

## PLAGIARISM

All completed assessment must be a student's own work. Any dishonest practice including cheating, unauthorised copying or plagiarism will be referred directly to the relevant curriculum Head of Department. The Head of Department will use QCAA policy on *Strategies for authenticating student work or learning and assessment* to grade the task. According to this policy, plagiarism involves students submitting the work of others as their own, without appropriate acknowledgment or referencing of the original work. Examples of plagiarism cited in the Griffith University Research Higher Degree Handbook available from their website (<http://www.griffith.edu.au/>) include:

- word-for-word copying of sentences or paragraphs from one or more sources which are the work or data of other persons (including books, articles, working papers, conference papers, websites or other students' assignments) without clearly identifying their origin by appropriate referencing
- closely paraphrasing sentences or paragraphs from one or more sources without appropriate acknowledgment in the form of a reference to the original work or works
- using another person's ideas, work or research data without appropriate acknowledgment
- copying computer files in whole or in part without indicating their origin
- submitting work which has been produced by someone else on the student's behalf as if it were the work of the student
- producing work in conjunction with other people (other students, a tutor, parents) when it is purported to be work from the student's own independent research.

Where there is open access to physical and human resources, processes need to be in place for teacher monitoring of the development of tasks. These could include:

- teachers seeing plans and drafts of student work
- student production of and maintenance of documentation of the development of the responses
- Student acknowledgment of resources used.

If the teacher has concerns about whether the work submitted is the student's own work, the teacher and Head of Department will discuss this issue with the student/s involved, teacher/s and parents. Students found to be plagiarising any assessment will have "their" component of the assessment (if any) assessed against the criteria and a grade recorded. If insufficient evidence can be gathered that is authenticated as the student's own work then the student would receive a No Result (NR) for that task. Appropriate behaviour consequences would also be carried out. If repeated cases of plagiarism are found, more significant behaviour consequences will

occur. A behaviour record will be made on OneSchool and a record of parental contact will also be made.

## **FEEDBACK ON ASSESSMENT**

Assessment alone will not contribute significantly to improved student learning. It is what students do with the assessment information that makes the difference. Teachers will provide quality and useful feedback as a crucial step in using assessment information to support a student's future learning. The goal of feedback is to inspire students to become better learners through encouraging independent learning and providing the necessary knowledge, motivation and skills for them to improve.

Teachers will provide students with their level of achievement for each assessment task. Students will have a conversation with their teacher about the level of achievement and record the results, improvement strategies and goals on their profile sheet that is glued into the student planner. There is an expectation that students will have a profile sheet in their student planner for each of their subjects and that they are progressing filling this in with assessment data provided to them by teachers during assessment feedback.

Assessment feedback goes beyond a simple mark or grade. Taking on board comments on the strengths of achievements, and on areas for improvement, critically reflecting on the feedback given within an assessment task, will all improve student ability to demonstrate what they know and can do.

Peer drafts, teacher drafts, in class discussions, one on one consultation with the teacher are all part of this process. Productively and actively engaging in each step of this process is vital to student learning and will increase level of success when completing assessment tasks.

## **GENERAL PRINCIPLES**

Heads of Department in consultation with classroom teachers will record the details of all assessment on the assessment calendar in OneSchool and classroom teachers will ensure that students record the due dates for all assessment items in their Student Planners. This assessment calendar is provided to students and upon request to parents and on the school website. If the assessment calendar needs to be altered for unforeseen reasons Heads of Department will ensure that contact is made with all relevant students and parents.

Computer or printer malfunction will not be accepted as an excuse for assignments/projects not being handed in on the due date. Students should save work regularly, make backup files eg memory stick and print drafts.