Tooloa State High School Assessment Policy

Purpose

Tooloa SHS is committed to an educational philosophy that encourages all students to achieve personal excellence by developing their talents and abilities.

This assessment policy incorporates the roles, responsibilities, processes and procedures used by Tooloa SHS to ensure academic integrity in relation to the submission of work, the development of assessment and the completion of all assessment items (including exams).

Consequently it:
- provides information to students about expectations for assessment and their responsibilities
- includes guidelines and information for staff, including teachers, Heads of Department and Administration about expectations and their roles and responsibilities
- Is:
    - communicated clearly to teachers, students and parents/carers
    - enacted consistently across all subjects within the school
    - based on information in the school's principles and organisational structure, QCE and QCIA policy and procedures handbook, and QCAA syllabuses

The roles and responsibilities outlined apply to all Tooloa SHS students, parents/guardians and staff, and comply with policies and procedures set down by the QCAA and the school.

It includes procedures and processes for:

- promoting academic integrity;
- managing academic misconduct;
- applying for Access Arrangements and Reasonable Adjustments (AARA) - see also Tooloa SHS AARA Policy;
- meeting deadlines for the submission of internal assessment instruments; and
- the administration of external assessment.

Principles

Tooloa SHS expectations are grounded in the principles of academic integrity and excellence. This includes assessment.

Assessment can include 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;
- accessible and equitable for all students;
- evidence-based, using established standards and instrument specific marking guides (ISMG) to make defensible and comparable judgments about student learning and achievement;

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- transparent, to enhance professional and public confidence in the processes used, the information obtained and the decisions made; and
- informative about where students are in their learning.

Scope

The scope of this policy includes all subjects across all year levels including senior Applied, Applied (Essential), General, General (Extension) subjects, and Short Courses. The processes, procedures, roles and responsibilities are designed to build capacity as students work towards summative assessment completion. The framework for the procedures is developed from the QCE and QCIA policies and procedures handbook.

Assessment completion – Years 7 to 11

For all subjects, students are expected to engage in the learning in the subject or course of study including the course objectives. Students produce evidence of achievement in response to assessment planned for each unit. Schools gather evidence of learning and match this to the relevant standards to make judgments.

Summative assessment completion – Year 12

General and Applied

In order to achieve an overall result, a student must complete both Units 3 and 4, providing responses to each of the summative internal assessments and the external assessment for the subject.

Senior external

Candidates enrolled in a Senior External Examination.

Short courses – Year 10

There must be evidence of student responses to each summative internal assessment to achieve a course result.

Promoting academic integrity

Toolooa SHS promotes academic integrity by developing students' skills and modelling appropriate academic practices. The following whole school procedures support this endeavour.

	Policy and procedures
Location of policy	In order that all stakeholders in our school community are aware of the school assessment policy, it is centrally located on the school website. It is also available for staff and students on the sharepoint. An abridged version of the policy is published in the Student Success Journal.
Expectations about engaging in learning and assessment Refer to QCE and QCIA policy and procedures handbook (Section 8.5.1.)	Toolooa SHS has high expectations about academic integrity and student learning. Students are required to complete the online academic integrity courses provided by the QCAA in Year 10 and Year 11 – time is allocated in Education for Life. Teachers will keep a roll of completions and follow up will occur for students who do not complete the course.

To ensure consistent application of the assessment policy, it will be revisited at the beginning of each semester in form classes, Education for Life and subjects.

Relevant processes will be revisited:
- at enrolment interviews by the relevant Deputy Principal
- during SET planning interview by the Education for Life teacher and the Senior Schooling Team
- when each task is handed to students by the classroom teachers
- in the newsletter, on Facebook and by email at the beginning of the school year as well as at assessment points throughout the year by the Deputy Principal responsible for reporting processes.

Toolooa SHS emphasises the importance of solid academic practices and student responsibility. Our procedures are grounded in the principles that students are able to demonstrate what they know and can do by the due date when they understand:
- forward planning – understanding the components of a task and how long each component might take to complete;
- time management – implementing a plan to achieve the assessment outcome, incorporating adjustments to this as needed. Allowing for unexpected events or changes in personal circumstances;
- note-taking and summarising – synthesising research or gathering information into a new idea or summary;
- referencing (APA style) – appropriately acknowledging the ideas, work or interpretation of others;
- choosing appropriate examples – selecting appropriate quotes or examples to support an argument;
- argue or communicate meaning;
- editing – refining their own work; and
- checking – self-assessing compliance with academic integrity guidelines before submitting responses.

The whole school community - staff, students and parents and caregivers - have roles and responsibilities in this context.

Due dates
Refer to QCE and QCIA policy and procedures handbook (Section 8.5.2.)

School responsibility
Toolooa SHS is responsible for gathering evidence of student achievement on or before the due date for internal assessment instruments.

Assessment schedule will:
- align with QCAA/syllabus requirements;
- provide sufficient working time for students to complete the task;
- allow for internal quality assurance processes;
- enable timelines for QCAA quality assurance processes to be met;
- be clear to teachers, students and parents/carers;
- be consistently applied;
- be clearly communicated at the beginning of each term through the publishing of the Assessment Calendar; and
- give consideration to allocation of workload.

Students must have a minimum of five days between the return of their drafted assessment tasks and the final due date. In the case of extenuating personal circumstances which impact on a teacher returning marked drafts to students, the Head of Department or Deputy Principal will manage due dates.

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	Policy and procedures
	Student responsibility All students will be provided with their assessment schedule early in each term. Students are responsible for recording these dates in their Student Success Journals and adhering to these due dates. Students are responsible for planning and managing their time to meet the due dates. Any applications for adjustments need to follow Access Arrangement and Reasonable Adjustments processes (see AARA Policy). Toolooa SHS is required to adhere to QCAA policies about due dates.
Submitting, collecting and storing assessment information Refer to QCE and QCIA policy and procedures handbook (Section 9)	Assessment instruments will provide information about: Toolooa SHS's arrangements for submitting drafts, due dates for completed assessment and other requirements for submission. All assessment instruments including drafts must be submitted by the due date. Assessment instruments must be submitted to the classroom teacher during the lesson on the due date. In the case of extenuating circumstances, students may submit a second version of their task by 4pm on that same afternoon if agreed to by the teacher and/or Head of Department. Submission may be required electronically or as a hard copy – the format required will be advised on the instrument task sheet and/or by the classroom teacher. Final internal assessment instruments will be marked by teachers and returned to students within two weeks of their submission. Final assignments (including drafts where required by the subject) are collected and stored in student folios after marking. Student folios are stored securely within department areas and managed by faculty Heads of Department.
Non-submission of assessment	Students who submit an incomplete draft on the draft due date will receive feedback on the incomplete draft only. Contact home by the teacher will also occur and be recorded on OneSchool. Students who do not submit a draft on the draft due date will not receive written draft feedback. Contact home by the teacher will also occur and be recorded on OneSchool. Non-submission of a final assessment piece on the due date by 4pm will result in the student being marked on their draft assessment piece. Where there is no evidence of a draft, or insufficient evidence in the draft to award a result, the student will receive a Not Rated. Contact home by the teacher will also occur and be recorded on OneSchool. In the case of assessment that is spoken/signed, refusal to present or non-submission of a pre-recorded presentation will result in a Not Rated, as the student has not met the required of the assessment task. **For Year 12 students:** For summative units, there must be evidence of a response to each summative assessment for a student to achieve a subject result. In order to receive an overall subject result, a student must complete Units 3 and 4 together, providing responses to each of the summative internal assessments and the external assessment for the subject. If a student receives a Not Rated for an assessment piece in Units 3 or 4, that student cannot receive a subject result and therefore will not receive any QCE credit points for Units 3 and 4.

Policy and procedures	
Absences on the due date	When a student is absent on a due date for an assignment or exam, the parent/caregiver should contact the school on or before the due date to advise of the absence and reason.

If the absence warrants an AARA application, the student must see the relevant Guidance Officer immediately on their return to school to organise an AARA application. Alternatively, the parent/caregiver may liaise with the relevant Guidance Officer (or relevant Deputy Principal) during the student's absence to organise an AARA.

If the absence does not fall under AARA, the student must submit the assignment on the due date (electronically or submitted to the Office), or complete the exam immediately on their return to school.

Planned absences that are not AARA-approved are not an excuse to not complete or submit assessment. Students with planned absences that are not AARA-approved must complete exams or submit assessment prior to their absence.

Non-submission of a final assessment piece on the due date will result in the student being marked on their draft assessment piece. Where there is no evidence of a draft, or insufficient evidence in the draft to award a result, the student will receive a Not Rated. |
Appropriate materials	Toolooa SHS is a supportive and inclusive school. Material and texts are chosen with care in this context.
Referencing	Students are required to reference and cite sources using the APA format of referencing, where applicable to the subject. See the Student Success Journal for details or obtain an information sheet from the Resource Centre.
Change of assessment dates	If an assessment date requires changing, this will be approved by the Head of Department in conjunction with the relevant Deputy Principal. After approval, the new assessment date will be recorded by students in their Student Success Journal, amended on the students' Assessment Calendar if possible and communicated to parents via email.

Ensuring academic integrity

Toolooa SHS 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	
Scaffolding
QCE and QCIA policy and procedures handbook
(Section 7.2.1) | Scaffolding is an intentional instructional strategy through which teachers support students to develop greater independence in completing a task or responding to an assessment instrument. Scaffolding may be provided to individuals or to a class of students.

To develop students' knowledge and skills, teachers gradually release support and responsibility to students over a course of study as well as over Year 7 to Year 12. |

	Scaffolding may include:
	- breaking a complex task, learning experience, concept or skill into discrete parts - modelling thought processes required to complete parts of an assessment instrument - pre-teaching vocabulary specific to the subject and assessment instrument - questioning to develop students' conceptions, describe interpretations or challenge opinions that inform a response - showing examples of responses and demonstrating the match to performance descriptors - using visual frameworks or graphic organisers to plan responses. **Scaffolding for assessment instruments** When scaffolding in an assessment context, it is important that the integrity of the requirements of the task or assessment instrument are maintained so a student's response is their own. Scaffolding or task instructions should not lead to a predetermined response or interfere with students' ability to demonstrate their knowledge and understanding of the relevant criteria. Scaffolding may include: - providing a timeline or checkpoints that students can use to manage completion of components of the assessment instrument - guiding students to make predictions and/or reflect on their learning to complete the requirements of the assessment instrument - providing prompts and cues for students about the requirements for their response. Assessment task sheets (excluding exams) at Toolooa SHS will include a suitable exemplar response. If a suitable exemplar response is not included with the task sheet, an example response will be shown and discussed in the classroom setting.
Drafting QCE and QCIA policy and procedures handbook s. 7.2.2.	For all drafts, **written feedback** is to be provided to the student as per the expectations outlined below: - Feedback must direct a student to reflect on strategies to refine their response i.e. what aspects of the response need to be improved or developed to meet the requirements of the assessment instrument/ISMG/standards. - Teachers identify through highlighting/annotations on the ISMG/criteria matrix the draft's match of evidence to standards. - Feedback can include advice to: - consider other aspects of the text, report, performance or activity they are creating or responding to - develop their response to show more awareness of the audience - make qualitative changes regarding the cognitions and quantifiers to complete the task - give priority to the most important points by rearranging the sequence and structure of ideas - conduct further investigation to support an argument or communicate meaning - adhere to the task's required word limit/page limit/time limit - adhere more closely to the APA referencing style.
Managing response length	All assessment instruments indicate the required length of a response as a word length, duration of time, or page count (minimum to maximum).

(Section 7.2.3)	Elements to be included in or excluded from the word length or page count of a written response are identified in each subject syllabus.

Teachers are required to provide feedback about the length of student responses at checkpoints, including the draft due date. When a student's response exceeds the required length, the teacher will annotate it and indicate the strategy implemented (e.g. give advice to students about why and how to synthesise information, or advice around the development of ideas or information to meet the conditions).

Students are required to develop a response of the required length, respond to draft feedback about the length of their response, and document the length of their response using a word count, page count or time. The length of the response must be clearly identified on the final submission – either on the cover page or at the end of the response (as instructed by the classroom teacher).

For Years 10 to 12 only: If the final submission exceeds the required length, the teacher must mark only the work that meets the required length, excluding evidence outside this length. The work must then be annotated to identify evidence used to determine a mark. |
| **Authenticating student responses** (Section 7.3.1) | Teachers are best positioned to determine authenticity of student work and are responsible for ensuring that it complies with syllabus requirements.

Strategies for establishing authorship

Teachers can collect evidence during the development of responses in order to establish authorship of final responses. Teachers may:

- monitor, collect or observe progressive samples of each student's work at various stages. This process could be documented using an authentication record, checklist or photographs
- interview or consult with each student at checkpoints during the development of the response to ensure that it is based on the student's own work.

To establish authorship of final responses, teachers may:

- directly compare the responses of students who have worked together in groups
- interview a sample of students after their responses have been submitted to determine their understanding of and familiarity with their responses
- use internal quality assurance processes such as cross-marking if there is more than one class for a subject cohort.

Students should:

- complete responses during the designated class time to ensure teachers are able to observe the development of work and authenticate student responses
- participate in authentication processes as required by Toolooa SHS, such as to
    - sign a declaration of authenticity
    - submit a draft.

Inability to establish authorship |

	Responses that are not the student's own cannot be used to make a judgment. When authorship of student work cannot be established, or a response is not entirely a student's own work, Toolooa SHS will: • provide an opportunity for the student to demonstrate that the submitted response is their own work • make a judgment about the student's knowledge and skills using the parts of the response that can be identified as the student's own work. In these instances, judgments about student achievement are made using the available student work and relevant ISMG, instrument-specific standards or syllabus standards.
Access arrangements and reasonable adjustments including illness and misadventure (AARA) QCE and QCIA policy and procedures handbook (Section 6)	Toolooa SHS recognises that some students have a disability, impairment and/or medical conditions, or experience other circumstances that may be a barrier to their performance in assessment. Access arrangements and reasonable adjustments (AARA) are designed to assist these students. AARA minimise barriers for eligible students to demonstrate their learning, knowledge and skill in assessment. Access arrangements are action/s taken by Toolooa SHS so that a student with an eligible impairment that may not be covered by the definition of disability can access assessment. Reasonable adjustments are action/s taken by Toolooa SHS so that an eligible student with impairment as a result of disability and/or medical conditions or experiencing other circumstances creating a barrier to the completion of assessment can be assessed. The *Disability Discrimination Act 1992* (DDA) and the *Disability Standards for Education 2005 (DSE)* seek to eliminate, where possible, discrimination against people with disabilities. Compliance with these documents by Toolooa SHS ensures students are provided with opportunities to realise potential through participation in education and training. The application of AARA to student assessment is based on the functional impact of the condition for which AARA are sought. Students with the same condition may experience highly varied impacts on their education, and their ability to demonstrate their learning, knowledge and skill in assessments. Technology issues are not grounds for an AARA application. For more information including how to apply, see the Toolooa SHS AARA Policy.
Internal quality assurance processes QCE and QCIA policy and procedures handbook (Section 8.5.3)	Toolooa SHS has a variety of internal quality assurance processes. All teachers participate in curriculum clarity meetings about each assessment task to ensure consistency in delivery, expectations and marking. After assessment tasks are marked and before being returned to students, all teachers meet for moderation and/or cross-marking of a sampling of student work to ensure consistency of standards.
Academic misconduct	Academic integrity requires academic responsibilities to be approached in an honest, moral and ethical way. Academic misconduct incorporates a broad range of behaviours by which students inappropriately and falsely demonstrate their learning. Consequences of misconduct may include detentions, receiving

a Not Rated as an assessment result, suspensions or other consequences as determined by the Deputy Principal and Principal.

The types of misconduct and examples listed are not exhaustive.

Type of misconduct	Examples
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 including mobile phone or smart watch • has any notation written on the body, clothing or any object brought into an assessment room • communicates with any person other than a supervisor during an examination, e.g. through speaking, signing, electronic device or other means such as passing notes, making gestures or sharing equipment with another student.
Collusion	When: • more than one student works to produce a response and that response is submitted as individual work by one or multiple students • a student assists another student to commit an act of academic misconduct • a student gives or receives a response to an assessment.
Contract cheating	A student: • pays for a person or a service to complete a response to an assessment • sells or trades a response to an assessment.
Copying work	A student: • deliberately or knowingly makes it possible for another student to copy responses • looks at another student's work during an exam • copies another student's work during an exam.
Disclosing or receiving information about an assessment	A student: • gives or accesses unauthorised information that compromises the integrity of the assessment, such as stimulus or suggested answers/responses, prior to completing a response to an assessment • makes any attempt to give or receive access to secure assessment materials.
Fabricating	A student: • invents or exaggerates data • lists incorrect or fictitious references.

	10	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. A student 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 audiovisual 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.