Assessment Policy

Rationale

An assessment policy must provide a framework which ensures justice and equity for all students. Teachers plan and implement assessment to monitor and gather evidence of student learning and achievement against the relevant standards (DoE, 2018, p.1.). Assessment incorporates all measures to gather evidence of student learning in each learning area and/or subject, report to parents/carers, and support continuous improvement in student learning and achievement in preparation for future pathways (Assessment and Moderation Hub). Assessment policies and procedures must align with the policies and procedures as set by the Department of Education and the Queensland Curriculum and Assessment Authority (QCAA).

Understanding *Academic Integrity*

"Academic integrity requires academic responsibilities to be approached in an honest, moral and ethical way" (QCE and QCIA Policy Procedures Handbook 2019 V1.1, QCAA October 2018).

For our school, these responsibilities include:

- Development of a policy that adheres to the requirements of governing bodies such as the Department of Education, Queensland Curriculum and Assessment Authority (QCAA), Australian Curriculum Assessment and Reporting Authority (ACARA) and the Australian Skills Quality Authority (ASQA), with regards to all assessment.
- Consistent application of the policy and minimisation of potential academic misconduct such as cheating or plagiarising.
- Development of assessment tasks which enable the identification of individual work.
- Use of a consistent method of referencing and adherence to copyright laws.
- Communication and consistent application of assessment submission processes and deadlines.
- Minimisation of barriers so that all students, regardless of their disability, impairment, medical condition or experiences can demonstrate their learning, knowledge and skills.
- Emphasis of the importance of academic conduct and a student's responsibility as a
- learner, across all areas of the school.

Scope of this policy

This policy applies to all assessment across all subjects and all year levels. To improve clarity, it is broken into the following sections:

Communication of Assessment Requirements
   a. Assessment Schedules
   b. Task Sheets
   c. Word length
   d. Drafting

Submission of Assessment
   a. Assessment submission
   b. Oral/Practical Submission
   c. Exam Procedures
   d. Late and Non-Submission

Authenticity of Student Work
a. Plagiarism
b. False or Misleading information
c. Referencing

Access Arrangements and Reasonable Adjustments
a. Purpose
b. Process
c. Examples

Illness and Misadventure
a. Purpose
b. Process

Types of Academic Misconduct and Examples of Behaviours

Communication of Assessment Requirements

a. **Assessment Schedules**
- All students will have access to the assessment calendar
- Parents are able to access this same information through the website
- Due dates on the assessment schedule will refer to the specific date the assessment is due and work is to be submitted on that day.
- Specific due dates will be communicated to students in class and documented on their Task/Criteria sheets.

b. **Task Sheets**
- All summative assessment, (assessment used for the awarding of an academic result), will have a Task/Criteria Sheet which specifies the assessment conventions.
- Assessment convention will include :
- A clear statement of the task;
- Conditions and response type;
- The specific purpose of the assessment and its context and/or relation to course objectives;
- Expected format, and length requirement;
- The criteria against which work will be assessed;
- Specific due dates for presentation of drafts and final copy.

c. **Word Length**
- Word length and timing are not negotiable.
- Students will receive the comment that the response does not meet the required length, if this is the case.
- Criteria and marking guides will be applied to the evidence provided in responses. As marking guides are designed for responses that meet task length requirements, significantly exceeding the task length can affect the student's result.

d. **Drafting**
- Drafting is an essential part of the feedback cycle and allows both the student and the teacher to gauge the progress of learning that has occurred prior to final assessment.
- Drafts are primarily the evidence on which feedback is based and are not usually used to determine an assessment result.
- Drafts will be used as evidence of student achievement and awarded a grade, if the final version is not submitted on, or before, the due date.
- Teachers may not introduce new ideas, language or research to improve the quality of the student's response.
- Teachers may not edit or correct all errors in a draft and instead are to note in the feedback that this is an issue the student needs to address.

Submission of Assessment

a. Assessment submission

- All assessment for students in year 7, 8 and 9, with the exception of practical tasks, is to be submitted directly to the classroom teacher and by the due date. Students in year 10, 11 and 12 are required to submit their assessment, with the exception of practical tasks, through Turnitin.
- Students in year 7, 8 and 9 who are absent from school on the day of their assessment are still expected to submit their work either by email or drop off by a friend or relative and this must be done before the main office closes at 3.30pm. Students in year 10, 11 and 12 will need to submit their work through Turnitin.

b. Oral/Practical Submission

- All oral/practical assessment is to be submitted to the teacher during the lesson on the due date.
- Students who are unavoidably absent from school on the day of their assessment, are required to contact their teacher as soon as practical and to submit an application for Illness and Misadventure to the HOD. This is in addition to the parent contacting the school to notify of the absence.

c. Exam Procedures

- Behaviour during exams is to be of the highest standard so as not to impact on the work of others and to ensure authenticity of student responses.
- Students should arrive at the exam room promptly and if during an exam block, at least 10 minutes prior to the exam.
- It is the student's responsibility to bring all required materials and equipment but they must not bring in to the exam room any specifically-prohibited items such as mobile phones, smart watches, computers/ipads etc. Teachers will advise students on the specific exam conditions and the best place to put bags, phones etc.
- Students may not communicate with anyone other than the exam supervisor during the exam.
- Supervising teachers cannot provide advice or assistance to students with questions regarding the materials, content or questions of the examination.
- Students are not permitted to leave the exam room if they have finished early. They must stay until the exam session has finished or until instructed to leave by the exam supervisor.
- To support students with time management, exam supervisors will clearly communicate time junctures such as 30 and 10 minutes before the finish time.
- Students who are unavoidably absent from school on the day of their exam, are required to contact their teacher as soon as practical and to submit an application for Illness and Misadventure to the HOD. This is in addition to the parent contacting the school to notify of the absence.

d. Late and Non-Submission

- All assessment must be submitted on or before the due date.
- When the assessment is not submitted by the due date, teachers may use other evidence such as drafts, to award a result.
- Late submissions will not be accepted at all. The result will be based on evidence available on the due date.
- When there is no evidence on or before the due date, a result cannot be awarded.(QCE/QCIA Policy Handbook, Section 8.5.1)
- Students may apply for an AARA or Consideration of Illness and Misadventure if there are valid grounds

Authenticity of Student Work

a. Plagiarism

- All work submitted for assessment must belong to the student.
- All student submissions will be scanned using anti-plagiarism software "Turn it in" to check for ownership
- If plagiarism is suspected, the student will be given the opportunity to prove ownership.
- Only the parts that can be identified as the student's original work will be used to award a result.

b. False or Misleading information

- All research data must be authenticated and referenced.
- If the use of false or misleading information is suspected, the student will be given the opportunity to prove authenticity.
- Only the parts that can be identified as authentic, will be used to award a result.

c. Referencing

- Students must appropriately acknowledge in their work, the inclusion or use of others' ideas, words and information (including charts, tables, graphs and other illustrative materials), through the use of the APA 6th Edition Referencing System.
- In-text referencing and bibliographic requirements will be explained as part of the assessment task/criteria sheet.

Access Arrangements and Reasonable Adjustments (AARA)

a. Purpose

- Benowa State High School recognises that some students may require special arrangements and/or adjustments to their assessment, to be able to demonstrate their skills and knowledge, equitably.
- Formerly known as Special Provisions, Access Arrangements and Reasonable Adjustments (AARA) are designed to assist students who have a disability, impairment, medical condition, or experience other circumstances which may be a barrier to their performance in assessment.
- An AARA must be planned as early as possible to remove these barriers.
- Students are not eligible for an AARA for:
- unfamiliarity with the English language,
- matters that could have been avoided such as misreading a task sheet or exam timetable,
- matters of the student's or family's choosing such as family holidays.

b. Process

- Students, parents or staff may identify a student as requiring an AARA.
- The application form for an AARA is available on the school website or from HODs and Guidance Officers. Parent fact sheets are available to explain the process in detail
- Supporting Evidence must also be submitted which may include but is not limited to, prior recognition of a verified disability, medical report, police report, official notices or psychologist's assessment.
- Parent/Carers must also sign the form indicating their support of the application.
- Applications are submitted to the Guidance Officers
- Approved AARAs will be documented in OneSchool under "Support Provisions" and classroom teachers notified.
- In Years 11 and 12, AARA applications for summative assessment in Units 3 and 4, will need the approval of QCAA.

c. **Examples of AARA**
- Alternative venue or due date, assistance from teacher aide or assistive technology, rest breaks or extra time, scribe or reader, alternative format of task, varied seating or audience.
- The AARA allocated will be dependent on the needs of the student, the evidence submitted and the nature of the task. A student must be allowed to demonstrate what they know and can do in relation to the task and the AARA must support this process.

Illness and Misadventure
a. **Purpose**
- An Illness and Misadventure provision allows for unavoidable and unexpected events which may impact on a student's ability to complete assessment. These are events that are beyond the student's control such as illness/accident, family emergency or unforeseeable technical issues.
- Students are not eligible for Illness and Misadventure for:
  - matters that could have been avoided such as misreading a due date or exam timetable;
  - matters of the student's or family's choosing such as family holidays.

b. **Process**
- Students, parents or staff may identify a student as requiring Illness or Misadventure provision.
- The application form for this is available on the school website or from the HODs and Guidance Officers.
- Supporting Evidence must also be submitted which may include but is not limited to medical reports, police reports, official notices or psychologist's assessment.
- According to the QCE/QCIA Policy Handbook 2019, supporting medical reports for Illness and Misadventure in Year 11 or 12, must include:
  - The illness, condition or event
  - Date of diagnosis, onset or occurrence
  - Symptoms, treatment or course of action related to the condition or event
  - Explanation of the probable effect of the illness, condition or event on the student's participation in the assessment
  - For non-medical claims, written evidence from a relevant independent professional or other independent third party such as a witness or police report
- Parent/Carers must also sign the form indicating their support of the application.
- Applications are submitted to the Guidance Officer, not the classroom teacher. A classroom teacher cannot approve an extension or exemption for an individual student.
- Outcomes will be for either an extension or exemption. However exemptions are not applicable for Vocational Education and Training certificates and all studies in Year 11 or 12.
- Approved Illness and Misadventure applications will be documented in OneSchool under "Support Provisions" and classroom teachers notified.
- In Years 11 and 12, Illness and Misadventure applications for extension of summative assessment in Units 3 and 4, will need the approval of QCAA.

Types of Academic Misconduct and Examples of Misbehaviours

Any form of academic misconduct will attract a penalty, possible consequences may include losing semester credits or receiving a fail for that piece of assessment.

Types 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 • 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: • arranges for a tutor, parent/carer or any person in a supporting role to complete or contribute significantly to the response • pays for a person or a service to complete a response to an assessment • sells or trades a response to an assessment When this is suspected we can: • ask students to complete responses during designated class time to ensure teachers are able to observe the development of work and authenticate student responses • ask students to explain the meaning of particular words and excerpts of the response
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.

Types of misconduct	Examples
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.