

# School Assessment Policy

Beenleigh State High School

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## Scope

This policy encompasses the administering of assessment items in Year 10, 11 & 12, including the processes and procedures involved with block exams; providing information for teachers, students and parents/carers about roles, responsibilities, processes and procedures to ensure the integrity of assessment that contributes to the Queensland Certificate of Education (QCE). The policy framework 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](http://www.qcaa.qld.edu.au/senior/certificates-and-qualifications/qce-qcia-handbook) and applies to Applied, Applied (Essential), General subjects, and Short Courses across all faculties.

## Purpose

The function of this policy is to outline the procedures and processes pertaining to students and their associated school activities in Years 10, 11, and 12. The policy is designed to build capacity as students work towards summative assessment completion for the QCE and outlines:

- Assessment Requirements
- Exam Procedures
- AARA requirements

This policy has been developed in conjunction and accordance with the Queensland Curriculum and Assessment Authority Assessment Policy and Procedures Handbook. Beenleigh State High School (BSHS) is committed to an educational philosophy that encourages all students to achieve personal excellence by developing their talents and abilities.

## Principles

Beenleigh 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 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**

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

<b>QCE and QCIA policy and procedures handbook</b>	<b>Policy and procedures</b>
<b>Location and communication of policy</b>	<p>The school assessment policy is located on the school website at <a href="https://beenleighshs.eq.edu.au/curriculum/testing-and-assessment">https://beenleighshs.eq.edu.au/curriculum/testing-and-assessment</a> and in the school prospectus. All questions regarding this policy should be directed to Head of Department – Senior Schooling.</p> <p>To ensure the assessment policy is consistently applied, it will be revisited at the beginning of each semester in form classes. Relevant processes will be revisited:</p> <ul style="list-style-type: none"> <li>• at enrolment interviews</li> <li>• during senior education and training (SET) planning</li> <li>• when the assessment schedule is published</li> <li>• when each task is handed to students</li> <li>• in the newsletter and by email in response to phases of the assessment cycle.</li> </ul>
<b>Expectations about engaging in learning and assessment</b> <a href="#">Section 1.2.4</a> <a href="#">Section 2</a> <a href="#">Section 8.2.1</a>	<p>BSHS has high expectations for academic integrity and student participation and engagement in learning and assessment.</p> <p>Students become eligible for a QCE when they have completed the QCAA Academic Integrity course for students, 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 date for their results to contribute credit to the QCE.</p> <p><b>Student responsibility</b></p> <p>Students are expected to:</p> <ul style="list-style-type: none"> <li>• complete the QCAA academic integrity course for students</li> <li>• engage in the learning for the subject or course of study</li> <li>• produce evidence of achievement that is authenticated as their own work</li> <li>• submit responses to scheduled assessment on or before the due date.</li> </ul> <p>To emphasise the importance of sound academic practices, staff and students will complete the QCAA academic integrity courses.</p>
<b>Due dates</b> <a href="#">Section 8.2.1</a> <a href="#">Section 8.2.7</a>	<p><b>School responsibility</b></p> <p>BSHS is required to adhere to the QCAA’s policies for gathering evidence of student achievement on or before the due date.</p> <p>Due dates for final responses, checkpoints and drafts will be published in the assessment schedule. All students will be provided with their assessment schedule by the end of Week 3 each Semester.</p> <p>The assessment schedule will:</p> <ul style="list-style-type: none"> <li>• align with syllabus requirements</li> <li>• provide sufficient working time for students to complete the task</li> <li>• allow for internal quality assurance processes</li> <li>• enable timelines for QCAA quality assurance processes to be met</li> <li>• be clear to teachers, students and parents/carers</li> <li>• be consistently applied</li> <li>• be clearly communicated by the end of Week 3, each Semester</li> <li>• give consideration to allocation of workload</li> </ul>

### **Student responsibility**

Students are responsible for:

- 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

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

- inform the Head of Department-Senior Schooling, Head of Department (Faculty) and classroom teacher as soon as possible
- provide the school with relevant documentation, e.g. AARA application and supporting medical certificate
- 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.

### **Examinations**

Students will be notified of each examination for each of their subjects on the assessment calendar and by their classroom teacher. Students should therefore avoid all appointments that clash with examination dates. Examinations are compulsory, including all examinations and activities scheduled during Block Exams and Year 12 General subject Mock Exams.

### **Late**

Students who arrive late to an internal assessment (exam) will be permitted entry to the exam, but will not receive extra time to complete the exam. Students will be expected to comply with the scheduled finish time for the exam.

### **Exam Obligations**

Assessment must be presented in the format indicated on the task sheet for the assessment item.

If a student completes their exam on a computer, the student will need to continuously save their work themselves and be responsible for backing up work regularly, to avoid loss of assessment in the event of technical difficulties. If a student on an AARA requires access to a computer for exam completion, a device will be provided to the student for the purpose of completing the assessment.

### **Missed Exams**

#### ***School-approved absences***

Students may engage in a range of learning experiences or activities that exist outside traditional school-based activities. These activities may involve prolonged absences from school, do not meet the requirements for AARA or illness and misadventure applications and may coincide with scheduled assessment periods.

Examples of school-approved absences may include:

- school excursions that cannot be scheduled at another time, e.g. performances being viewed as part of the assessment program

<p><b>QCE and QCIA policy and procedures handbook</b></p>	<p><b>Policy and procedures</b></p>
	<ul style="list-style-type: none"> <li>• school, district, regional, state or national representation for school-supported sport</li> <li>• school, district, regional, state or national representation for artistic endeavours</li> <li>• student exchange programs</li> <li>• audition or entrance exams (state, interstate or international).</li> </ul> <p>These examples are not exhaustive. BSHS may seek advice from the QCAA in unusual circumstances before approving student absences, particularly if absences will have an impact on the completion of assessment.</p> <p>Situations that are of the student's or parent/carer's own choosing (e.g. <i>Family holidays</i>) are <b>not eligible</b> for consideration.</p> <p>If the school approves the absence and the student will be absent the day assessment is due, the following actions apply:</p> <ul style="list-style-type: none"> <li>• for examinations — a comparable examination will be offered before the due date to maintain the integrity of the original assessment for the remaining cohort. BSHS must follow required QCAA processes if a comparable assessment instrument is used for summative internal assessment in Unit 3 or 4.</li> <li>• for non-examinations — students are required to submit/present the assessment on or before the due date.</li> </ul> <p>If a student is participating in a state or national representative activity during the external examination period, they may submit a variation to venue application.</p> <p><b>Applying for a school-approved absence</b></p> <p>Students must complete a 'Request for a school-approved absence' form to advise the school of an unavoidable impending absence as soon as possible after they become aware of it. Documentary evidence must be supplied.</p> <p><b>School suspension</b></p> <p>Students on suspension, at the discretion of the appropriate Deputy Principal and Head of Department, will be given the opportunity to complete any examination as scheduled during their suspension period.</p> <p><b>Illness and Misadventure</b></p> <p>A student who is ill and unable to attend school for internal assessment should inform the Head of Department – Senior Schooling, Head of Department (Faculty) and classroom teacher as soon as practical. This may be before, during or immediately after the assessment session. The student and parent are then required to complete an AARA application and submit it with required documentation for review. Arrangements such as comparable assessment and extensions may be considered when illness or misadventure is established.</p> <p>Where the school has attempted to implement principal-reported AARA, or principal-reported AARA is unable to be implemented due to the illness or event, and therefore the student is unable to provide a response to a summative internal assessment, the school may use evidence gathered by the student's teacher during the assessment preparation time, for example, draft work, to make a judgment about the student's work.</p>
<p><b>Submitting, collecting and storing assessment information</b> <a href="#">Section 9</a></p>	<p>Assessment instruments will provide information about BSHS's arrangements for submission of draft and final responses, including due dates, conditions and file types. Students will submit all evidence (checkpoints, draft and final) to their teacher by the due date. Students submit draft and final assessment for authentication via Turnitin. Teachers will be given access to originality reports. Students are responsible for authentication and submitting drafts and final submissions through Turnitin by the due date. Failure to do so will bring into question academic integrity and may impact on the results awarded to the student.</p>

<b>QCE and QCIA policy and procedures handbook</b>	<b>Policy and procedures</b>
	<p>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 electronically in the appropriate Faculty folder on BSHS's Sharepoint.</p> <p><b>Student Submission and Completion of Assessment Item</b></p> <p>Class time is made available for partial completion of any assessment task. Hence all students will have at least a partially completed assessment task to submit on the due date. Students must submit all aspects of assessment, at each checkpoint to their teacher. Timely submission of assessments is essential for students to demonstrate mandatory aspects of the course and in order for feedback to be given. All due dates (checkpoints, draft due date and final due date) for assessment items are to be strictly observed. All submissions are due by 11.59 pm on the due date via Turnitin.</p> <p><b>Handing in Written Assessment Items</b></p> <p>As part of the teaching and learning process all students will complete assessment items for all courses of study they are undertaking.</p> <p>Some subjects may require 3-Dimensional tasks to be handed in (e.g. Art, ITD) others may require physical performances to be conducted as an assessment piece (e.g. Drama, HPE). However, all subjects at some stage will require a written assignment to be submitted.</p> <p><b>Oral Presentations</b></p> <p>In the interests of fairness and equity, the transcripts and other material for live oral assignments are due in the first nominated lesson, regardless of when the oral assignment will be presented.</p> <p><b>Submission Obligations</b></p> <p>Assignments must be presented in the format indicated on the task sheet for the assessment item. If a student completes their assignment on a computer, the student must keep clear evidence to reasonably substantiate the completion of the assessment item in the event of technical difficulties. Failure of technology is not an approved reason for an extension.</p>
<b>Appropriate materials</b> <a href="#">Section 8.2.2</a>	<p>BSHS is a supportive and inclusive school. Material and texts are chosen with care in this context by students and staff.</p>

## Ensuring academic integrity

BSHS 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

<b>QCE and QCIA policy and procedures handbook</b>	<b>Policy and procedures</b>
<b>Scaffolding</b> <a href="#">Section 8.2.3</a>	<p>Scaffolding for assessment helps students understand the process for completing the task. Scaffolding will:</p>

<b>QCE and QCIA policy and procedures handbook</b>	<b>Policy and procedures</b>
	<ul style="list-style-type: none"> <li>maintain the integrity of the requirements of the task or assessment instrument</li> <li>allow for unique student responses and not lead to a predetermined response</li> </ul> <p>Across the phases of learning, students will gradually be given more responsibility for understanding the processes required to complete their tasks.</p>
<b>Checkpoints</b> <a href="#">Section 8</a>	<p>Checkpoints will:</p> <ul style="list-style-type: none"> <li>be detailed on student task sheets</li> <li>monitor student progress</li> <li>be used to establish student authorship</li> </ul> <p>Students will work on assessment during designated times and must submit evidence of progress at all scheduled checkpoints to their teacher.</p> <p>Teachers will use these checkpoints to identify and support students to complete their assessment.</p> <p>Heads of Department and parents/carers will be contacted if checkpoints are not met.</p>
<b>Drafting</b> <a href="#">Section 8.2.5</a>	<p>Drafting is a key checkpoint. Types of drafts differ depending on subject, e.g. 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, misadventure or non-submission for other reasons.</p> <p>Feedback on a draft is:</p> <ul style="list-style-type: none"> <li>provided on a maximum of one draft of each student's response;</li> <li>a consultative process that indicates aspects of the response to be improved or further developed</li> <li>delivered in a consistent manner and format for all students</li> <li>provided within one week of submission of a draft</li> </ul> <p>Feedback on a draft must not:</p> <ul style="list-style-type: none"> <li>compromise the authenticity of a student response;</li> <li>introduce new ideas, language or research to improve the quality and integrity of the student work;</li> <li>edit or correct spelling, grammar, punctuation and calculations;</li> <li>allocate a mark.</li> </ul> <p>A copy of the feedback will be stored with a hard copy of the draft in the student's folio. Teacher will notify parents and carers about non-submission of drafts and the processes to be followed.</p>
<b>Managing response length</b> <a href="#">Section 8.2.6</a>	<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"> <li>all assessment instruments indicate the required length of the response.</li> <li>teaching and learning programs embed subject specific strategies about responding purposefully within the prescribed conditions of the task;</li> <li>model responses within the required length are available;</li> <li>feedback about length is provided by teachers at checkpoints.</li> </ul> <p>After all these strategies have been implemented, if the student's response exceeds the word length required by the syllabus, the school will either:</p> <ul style="list-style-type: none"> <li>mark only the work up to the required length, excluding evidence over the prescribed limit; or</li> <li>allow a student to redact their response to meet the required length, before a judgement is made on the student work; and</li> </ul>

<p><b>QCE and QCIA policy and procedures handbook</b></p>	<p><b>Policy and procedures</b></p>
	<ul style="list-style-type: none"> <li>• annotate any such student work submitted for confirmation purposes to clearly indicate the evidence used to determine a mark.</li> </ul>
<p><b>Authenticating student responses</b> Section 8.2.8</p>	<p>Accurate judgments of student achievement can only be made on student assessment responses that are authenticated as their own work.</p> <p>BSHS uses the authentication strategies promoted by the QCAA. The authentication strategies will be specified on assessment instruments in addition to the requirement that all students must submit a draft and final response via Turnitin (plagiarism-detection software).</p> <p>In cases where a student response is not authenticated as their own work, procedures for managing alleged academic misconduct will be followed (refer to page 10).</p>
<p><b>Access arrangements and reasonable adjustments, including illness and misadventure (AARA)</b> Section 6</p>	<p>BSHS 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 QCE and QCIA policy and procedures handbook available from <a href="http://www.qcaa.qld.edu.au/senior/certificates-and-qualifications/qce-qcia-handbook">www.qcaa.qld.edu.au/senior/certificates-and-qualifications/qce-qcia-handbook</a>.</p> <p>The principal manages all approval of AARA for students.</p> <p>All AARA applications must be accompanied by the relevant supporting documentation (outlined in Section 6.4.5) 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 Head of Department-Senior Schooling.</p> <p>Students are not eligible for AARA on the following grounds:</p> <ul style="list-style-type: none"> <li>• unfamiliarity with the English language</li> <li>• teacher absence or other teacher-related difficulties</li> <li>• matters that the student could have avoided (e.g. misreading an examination timetable, misreading instructions in examinations)</li> <li>• matters of the student's or parent's/carer's own choosing (e.g. family holidays)</li> <li>• matters that the school could have avoided (e.g. incorrect enrolment in a subject)</li> <li>• failure of technology; all students are encouraged to back up assessment in multiple places</li> </ul> <p><b>Applications for extensions to due dates for unforeseen illness or misadventure</b></p> <p>Students and parents/carers must contact the Head of Department-Senior Schooling and/or classroom Teacher as soon as possible and submit the relevant supporting documentation.</p> <p>Information regarding the documentary evidence required, extension application form and other supporting documentation are available from the school website.</p>
<p><b>Managing non-submission of assessment by the due date</b> Section 8.2.7 Section 11.1.4</p>	<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.</p> <p>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:</p>



QCE and QCIA policy and procedures handbook	Policy and procedures
	<ul style="list-style-type: none"> <li>provided by the student for the purposes of authentication during the assessment preparation period is available, teachers make judgments based on this evidence; or</li> <li>was not provided by the student on or before the due date as specified by the school and no other evidence is available, a 'Not-Rated' (NR) will be awarded.</li> </ul> <p>In circumstances where a student response is judged as NR, the student will not meet the requirements for that subject.</p>
<b>Internal quality assurance processes</b> <a href="#">Section 9</a>	<p>BSHS's quality management system ensures valid, accessible and reliable assessment of student achievement. This includes:</p> <ul style="list-style-type: none"> <li>quality assurance of all assessment instruments before they are administered to students using quality assurance tools provided by the QCAA; and</li> <li>quality assurance of judgments about student achievement.</li> </ul> <p>All marks for summative internal assessments for General 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> <p>Teachers at BSHS also partake in moderation processes prior to the uploading of student results to QCAA Student Management to ensure student work is marked consistently and accurately.</p>
<b>Review</b> <a href="#">Section 11.1</a>	<p>BSHS's 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
<b>External assessment is developed by the QCAA for all General and General (Extension) subjects</b> <a href="#">Section 10</a>  See also: <i>External assessment — administration guide</i> (provided to schools each year)	<p>See the QCE and QCIA policy and procedures handbook (Section 10) and follow the External assessment — administration guide for processes, roles and responsibilities of the EA coordinator, teachers and students.</p>

## Managing academic misconduct

	Types of misconduct	Procedure
<b>Artificial Intelligence</b> e.g. ChatGTP etc.	A student: <ul style="list-style-type: none"> <li>engages with an AI Chatbot to gain assistance with writing assessment for them.</li> <li>uses AI to complete class tasks.</li> </ul>	<p><b>For authorship issues</b></p> <p>When authorship of student work cannot be established or a response is not entirely a student's own work, BSHS will provide an opportunity for the student to demonstrate that the submitted response is their own work.</p> <p><b>For all instances of academic misconduct</b></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>Work that is not the student's own work will be redacted from marking.</p> <p>Work that is entirely AI generated and/or plagiarised will be treated as a Non-submit and therefore, awarded Not-Rated (NR). The school's behaviour management policy will be implemented.</p> <p><b>For instances of academic misconduct during examinations</b></p> <p>Students will be awarded a Not-Rated (NR). See the QCE and QCIA policy and procedures handbook (Section 8.1.2 and Section 8.2.1). Where appropriate, the school's behaviour management policy will be implemented.</p>
<b>Cheating while under supervised conditions</b>	A student: <ul style="list-style-type: none"> <li>begins to write during perusal time or continues to write after the instruction to stop writing is given</li> <li>uses unauthorised equipment or materials</li> <li>has any notation written on their body, clothing or any object brought into an assessment room</li> <li>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.</li> </ul>	
<b>Collusion</b>	When: <ul style="list-style-type: none"> <li>more than one student works to produce a response and that response is submitted as individual work by one or multiple students</li> <li>a student assists another student to commit an act of academic misconduct</li> <li>a student gives or receives a response to an assessment.</li> </ul>	
<b>Contract cheating</b>	A student: <ul style="list-style-type: none"> <li>pays for a person or a service to complete a response to an assessment</li> <li>sells or trades a response to an assessment.</li> </ul>	
<b>Copying work</b>	A student: <ul style="list-style-type: none"> <li>deliberately or knowingly makes it possible for another student to copy responses</li> <li>looks at another student's work during a supervised assessment</li> <li>copies another student's work during a supervised assessment.</li> </ul>	
<b>Disclosing or receiving information about an assessment</b>	A student or other person: <ul style="list-style-type: none"> <li>gives or accesses unauthorised information that compromises the integrity of the assessment, such as stimulus or suggested</li> </ul>	

	Types of misconduct	Procedure
	<p>answers/responses, before a response to an assessment is completed</p> <ul style="list-style-type: none"> <li>• makes any attempt to give or receive access to secure assessment materials.</li> </ul>	
<b>Fabricating</b>	<p>A student:</p> <ul style="list-style-type: none"> <li>• invents or exaggerates data</li> <li>• lists incorrect or fictitious references.</li> </ul>	
<b>Impersonation</b>	<p>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.</p> <p>A student completes a response to an assessment in place of another student.</p>	
<b>Misconduct during an examination</b>	<p>A student distracts and/or disrupts others in an assessment room.</p>	
<b>Plagiarism or lack of referencing</b>	<p>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).</p> <p>Plagiarism also includes the use of a translator, including an online translator, as the work produced is not the work of the student.</p>	
<b>Self-plagiarism</b>	<p>A student duplicates work, or part of work, already submitted as a response to an assessment instrument in the same or any other subject.</p>	
<b>Significant contribution of help</b>	<p>A student or other person arranges for, or allows, a tutor, parent/carer or any person in a supporting role to complete or contribute significantly to the response.</p>	

## Related school policy and procedures

Senior Schooling Learning & Engagement Agreement

Behaviour Management Policy

Electronica Policy

QCAA Academic Integrity course for students and teachers