School Assessment Policy

Beenleigh State High School

Scope

This policy provides information for teachers, students and parents/carers about roles, responsibilities, processes and procedures to ensure the integrity of assessment that contributes to student learning outcomes across Years 7-12 and ultimately to the Queensland Certificate of Education (QCE). The scope of this policy includes Australian Curriculum P-10 Learning Areas, Applied, Applied (Essential), General and 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 policy is developed from the '*QCE and QCIA Policy and Procedures Handbook'* available from www.qcaa.qld.edu.au/senior/certificates-and-qualifications/qce-qcia-handbook-2019 and applies to Australian Curriculum P-10 Learning Areas, Applied, Applied (Essential), General, General (Extension) subjects, and Short Courses across all faculties. Vocational education and training certificate courses (VET) are covered by the standardised policies and procedures located on the QCAA website. The framework for the policy, as it applies to Years 7, 8, 9 and 10, is developed from school-based policies and procedures and the P-12 Curriculum, Assessment and Reporting Framework and associated documents.

Purpose

Learning programs at Beenleigh SHS are developed to support student engagement in learning through interesting and relevant content that adheres to the ACARA content descriptors in Junior Secondary (Years 7-9), and the QCAA syllabus requirements in the Senior School (Years 10-12). Our collective goal is to empower students to achieve through the gradual release of responsibility, and to care about their educational progress and rigour as they develop the skills necessary to be 21st century learners.

Principles

The following policy and procedures are based on principles of academic integrity, fairness and equity for all.

The Assessment Policy is designed to reinforce two essential elements for success at school and beyond.
- Regular attendance and punctuality
- Genuine participation in and a focus on learning and assessment.

The core business of Beenleigh SHS is learning. When students enrol at this school, they commit themselves to active participation in their course of study. This focus on learning is essential for individuals to achieve their best and for classes and activities to run effectively for all.

Assessment includes any examination, practical demonstration, performance or product that allows students to demonstrate the objectives as described by the syllabus. Assessment should be:

- **aligned** with curriculum and pedagogy
- **equitable and inclusive** for all students
- **evidence-based**, using established standards/criteria 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 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, learned 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.

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Promoting academic integrity

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

QCE and QCIA policy and procedures handbook	Policy and procedures
Location and communication of policy	The school assessment policy is located on the school website at https://beenleighshs.eq.edu.au. All questions regarding this policy should be directed to 3442 3777. To ensure the assessment policy is consistently applied, it is revisited at the beginning of each academic year. Relevant processes will be reinforced: • at enrolment interviews • during SET planning • when the assessment schedule is published • when each task is handed to students • by email or phone contact in response to phases of the assessment cycle.
Expectations about engaging in learning and assessment Section 1.2.4 Section 2 Section 8.5.1	Beenleigh SHS has high expectations for academic integrity and student participation and engagement in learning and assessment. Students are required to complete all course and assessment requirements (including drafts) on or before the due date. Students are expected to: • engage in the learning for the subject or course of study • produce evidence of achievement that is authenticated as their own work • complete all aspects of assessment, adhering to the task requirements to the best of their ability • submit complete responses to scheduled assessment (including drafts) on or before the due date
Due dates Section 8.5.2 Section 8.5.3	**School responsibility** Beenleigh SHS is required to adhere to QCAA policies for gathering evidence of student achievement on or before the due date. Due dates for final responses, checkpoints and drafts will be published between the task sheet and the assessment schedule. All students will be provided with their assessment schedule by the end of Week 3. The assessment schedule will: • align with syllabus requirements • provide sufficient working time for students to complete the task • allow for internal quality assurance processes • enable timelines for QCAA quality assurance processes to be met • be clear to teachers, students and parents/carers • be consistently applied • be clearly communicated by the end of Week 3 of each semester • give consideration to the allocation of workload. **Student responsibility** Students are responsible for: • recording due dates in their diaries • planning and managing their time to meet the advertised due dates • informing the school as soon as possible if they have concerns about meeting due dates.

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	In cases where students are unable to meet a due date/ sit an exam, they will:
	- inform the Head of Department and Classroom Teacher as soon as possible - complete the 'Request for Assessment Extension/Variation' form, available from the Head of Junior/Senior Schooling, if in Years 9-12. - provide the school with relevant documentation: *Junior Secondary (7-9)* – a note from a parent/carer or a medical certificate *Senior Secondary (10-12)* – a medical certificate covering the dates of missed assessment - adhere to alternative arrangements for submission of assessment, if applicable, as decided by the school. Students without applicable documentation may not be given the opportunity to resit/resubmit assessment/exams and may receive an 'N' rating. All final decisions are at the Principal's discretion. Refer to AARA information below.
Submitting, collecting and storing assessment information Section 9	Assessment instruments will provide information about Beenleigh SHS's arrangements for submission of draft and final responses, including due dates, conditions and file types. All assessment evidence, including draft responses, will be submitted to the class teacher by the due date and where appropriate, via Beenleigh SHS's academic integrity process. 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 internal moderation and QCAA processes.
Appropriate materials Section 7.1 Section 8.5.3	Beenleigh SHS is a supportive and inclusive school. Material and texts for assessment tasks are chosen with care in this context by students and staff.

Ensuring academic integrity

Beenleigh SHS has procedures in place 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 will apply in this context.

Internal assessment administration

QCE and QCIA policy and procedures handbook	Policy and procedures
Scaffolding Section 7.2.1	Scaffolding for assessment helps students understand the process for completing the task. Scaffolding will: - maintain the integrity of the requirements of the task or assessment instrument - allow for unique student responses and not lead to a predetermined response Across the phases of learning, students will gradually be given more responsibility for understanding the processes required to complete their tasks.
Checkpoints Section 8.5.3	Checkpoints are points in time at which student progress towards task completion is determined. Checkpoints will: - be detailed on student task sheets - monitor student progress - be used to establish student authorship **Student responsibility** Students will: - work on assessment during designated times as instructed - show evidence of progress at scheduled checkpoints to teachers and/or HODs.

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	Teachers will use these checkpoints to identify and support students to complete their assessment. Heads of departments and parents/carers will be contacted if checkpoints are not met.
Drafting Section 7.2.2 Section 8.3	Drafting is a key checkpoint. Types of drafts differ depending on the subject, e.g. written draft, rehearsal of a performance piece, or a product in development. Drafts may be used as evidence of student achievement in the case of illness or misadventure, or non-submission for other reasons. Feedback on a draft is: - provided on a maximum of one draft of each student's response - a consultative process that indicates aspects of the response to be improved or further developed - delivered in a consistent manner and format for all students - provided within one week of a submission of a draft Feedback on a draft must not: - compromise the authenticity of a student response - introduce new ideas, language or research to improve the quality and integrity of the student work - edit or correct spelling, grammar, punctuation and calculations - allocate a mark A copy of all draft feedback will be stored. Parents and caregivers will be notified by email about non-submission of drafts and the subsequent processes to be followed.
Managing response length Section 7.2.3	Students must adhere to assessment response lengths as specified by syllabus documents and task sheets. The procedures below support students to manage their response length. - All assessment instruments indicate the required length of the response. - Teaching and learning programs embed subject-specific strategies about responding purposefully within the prescribed conditions of the task. - Model responses within the required length are available. - Feedback about length is provided by teachers at checkpoints. After all these strategies have been implemented, if the student's response exceeds the word length required by the task, the school will: - mark only the work up to the required length, excluding evidence over the prescribed limit Any such student work submitted to the QCAA for Confirmation purposes will be annotated to clearly indicate the evidence used to determine a mark.
Authenticating student responses Section 7.3.1	Accurate judgments of student achievement can only be made on student assessment responses that are authenticated as their own work. Beenleigh SHS uses the authentication strategies promoted by the QCAA. The authentication strategies will be specified on assessment instruments. In cases where a student response is not authenticated as a student's own work, procedures for managing alleged academic misconduct will be followed.
Access arrangements and reasonable adjustments, including illness and misadventure (AARA) Section 6	**Applications for AARA – Years 10-12** Beenleigh SHS 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. Beenleigh SHS follows the processes as outlined in the *QCE and QCIA policy and procedures handbook* available from www.qcaa.qld.edu.au/senior/certificates-and-qualifications/qce-qcia-handbook-2019.

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	The Beenleigh SHS Principal manages the approval of AARA applications for students.

All AARA applications must be accompanied by the relevant supporting documentation (outlined in Section 6.5.1) and made as far in advance as possible to meet the QCAA published timelines. All evidence used to make decisions is recorded in the student's file by the Principal or their delegate.

Students are not eligible for AARA on the following grounds:
- unfamiliarity with the English language
- teacher absence or other teacher-related issues
- matters that the student could have avoided
- matters of the student's or parent's/carer's own choosing

Applications for extensions to due dates for unforeseen illness and misadventure
Students and parents/carers must contact the Junior/Senior Schooling HOD as soon as possible and submit the relevant supporting documentation.

Copies of the medical report template, extension application and other supporting documentation are available from the school. |
| **Managing non-submission of assessment by the due date**
Section 8.5 | Teachers will collect progressive evidence of student responses to assessment instruments at the prescribed checkpoints.

The checkpoints on the instrument-specific task sheets provide details of the evidence that will be collected.

In circumstances where students are enrolled in a subject but do not submit a final response to an assessment (other than unseen examinations) and where evidence of student work:
- provided by the student for the purposes of authentication during the assessment preparation period is available, teachers make judgments based on this evidence
- was not provided by the student 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 SEP calendar

In circumstances where a student response is judged as NR, the student will not meet the requirements for that subject.

Multiple late or non-completion of tests and/or non-submission of work either within one subject, or across a number of subjects, could result in cancellation of enrolment due to refusal to participate in an education program (Department of Education and Training). |
| **Internal quality assurance processes**
Section 8.5.3 | Beenleigh SHS's quality management system ensures valid, accessible and reliable assessment of student achievement. This includes:
- quality assurance of all assessment instruments before they are administered to students using quality assurance tools provided by the QCAA
- quality assurance of judgments about student achievement

All marks for summative internal assessment for General and General (Extension) subjects are provisional until they are confirmed by the QCAA.

Results for Applied and Applied (Essential) subjects and Short Courses may be subject to advice from the QCAA. |

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Review Section 9.1 Section 9.2 Section 9.5	Beenleigh SHS's internal review processes for student results (including NR) for all Australian Curriculum P-10 Learning Areas, General subjects (Units 1 and 2), Applied subjects, and Short Courses are designed to ensure equity and compliance with all QCAA requirements.

External assessment administration

QCE and QCIA policy and procedures handbook	Policy and procedures
External assessment is developed by the QCAA for all General and General (Extension) subjects Section 7.3.2 Section 10.3 Section 10.4 See also: *External assessment — administration guide* (provided to schools each year)	See the *QCE and QCIA policy and procedures handbook* (Section 7.3.2). Beenleigh SHS will follow the *External assessment — administration guide* for processes, roles and responsibilities of the school external assessment (SEA) coordinator, teachers and students.

Managing academic misconduct

Beenleigh SHS is committed to minimising opportunities for academic misconduct by supporting students to complete assessment and to submit work that is their own. There may be a situation when a student inappropriately and falsely demonstrates their learning. The following are some examples of academic misconduct along with the procedures for managing them in accordance to QCE and QCIA policy and procedures handbook (Section 7: Academic Integrity and Section 7.1.2: Understanding academic misconduct):

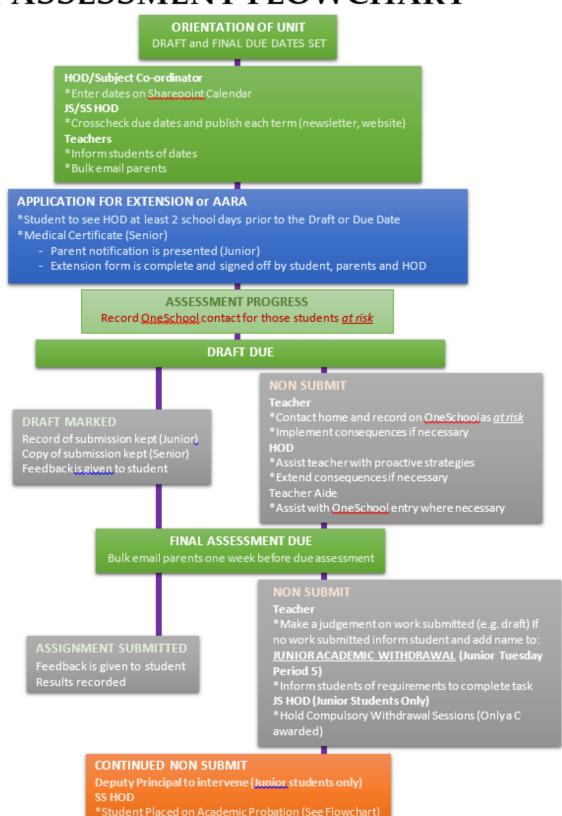|	Types of misconduct	Procedure
Cheating while under supervised conditions	A student: • begins to write during perusal time or continues to write after the instruction to stop writing is given • uses unauthorised equipment or materials • has any notation written on the body, clothing or any object brought 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	**For authorship issues** When authorship of student work cannot be established or a response is not entirely a student's own work Beenleigh SHS will provide an opportunity for the student to demonstrate that the submitted response is their own work.

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	Types of misconduct	Procedure
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	**For all instances of academic misconduct** 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.
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	**For instances of academic misconduct during examinations** Students will be awarded a Not-Rated (NR). See the *QCE and QCIA policy and procedures handbook* (Section 8.5.1 and Section 8.5.2).
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	Where appropriate, Beenleigh SHS's behaviour management policy will be implemented.
Fabricating	A student: • invents or exaggerates data • lists incorrect or fictitious references	Multiple instances of misconduct within one subject, or across a number of subjects, could result in cancellation of enrolment due to refusal to participate in an education program (Department of Education and Training).
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 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.	

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APPENDIX A - Related school policies and procedures

BEENLEIGH STATE HIGH SCHOOL
ASSESSMENT FLOWCHART

ORIENTATION OF UNIT
DRAFT and FINAL DUE DATES SET

HOD/Subject Co-ordinator
*Enter dates on Sharepoint Calendar
JS/SS HOD
*Crosscheck due dates and publish each term (newsletter, website)
Teachers
*Inform students of dates
*Bulk email parents

APPLICATION FOR EXTENSION or AARA
*Student to see HOD at least 2 school days prior to the Draft or Due Date
*Medical Certificate (Senior)
- Parent notification is presented (Junior)
- Extension form is complete and signed off by student, parents and HOD

ASSESSMENT PROGRESS
Record OneSchool contact for those students *at risk*

DRAFT DUE

DRAFT MARKED
Record of submission kept (Junior)
Copy of submission kept (Senior)
Feedback is given to student

NON SUBMIT
Teacher
*Contact home and record on OneSchool as *at risk*
*Implement consequences if necessary
HOD
*Assist teacher with proactive strategies
*Extend consequences if necessary
Teacher Aide
*Assist with OneSchool entry where necessary

FINAL ASSESSMENT DUE
Bulk email parents one week before due assessment

ASSIGNMENT SUBMITTED
Feedback is given to student
Results recorded

NON SUBMIT
Teacher
*Make a judgement on work submitted (e.g. draft) If no work submitted inform student and add name to:
JUNIOR ACADEMIC WITHDRAWAL (Junior Tuesday Period 5)
*Inform students of requirements to complete task
JS HOD (Junior Students Only)
*Hold Compulsory Withdrawal Sessions (Only a C awarded)

CONTINUED NON SUBMIT
Deputy Principal to intervene (Junior students only)
SS HOD
*Student Placed on Academic Probation (See Flowchart)

BEENLEIGH STATE HIGH SCHOOL
SENIOR ACADEMIC PROBATION FLOWCHART

STUDENT IDENTIFIED AS AT RISK
(Failed Subjects on Report Card)
- Academic Probation Letters issued
- Compulsory enrolment Period 5 Wednesday Academic Probation class

Student attends Academic Probation class, meets deadlines and passes subjects

Student attends Academic Probation class but work still overdue/not passing

Students does not attend Academic Probation class as requested

Students fails subjects for the first time

Student's name is removed from the AP list for the following term

Notice of Concern (Non-Compliance) issued. Continued attendance at Academic Probation class expected

Student receives a letter regarding AP for the following term and begins the process above

Subsequent failure of subjects in following terms and/or continued non-attendance at Academic Probation class may result in cancellation of enrolment

Destinations such as GSFW, CCSE, YMCA, TAFE negotiated through consultation with students, parents/caregivers to enable continuing education via alternative pathway

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