

Assessment Policy



Parents and Students: August 2019

Rationale

This policy is to inform students, parents and teachers of the key principles around assessment and assessment requirements at Glenala State High School. It is designed to ensure that there is consistency in assessment procedures in all subject areas across Years 7 to 12 and that all students are treated equitably. This document is aligned to Queensland Curriculum and Assessment Authority (QCAA) policies.

At Glenala State High School assessment is used to:

- Promote, assist and improve learning;
- Inform teaching and learning;
- Provide information to students, parents and teachers about the progress and achievements of individual students;
- Provide information for the issuing of certificates of achievement (including the Queensland Certificate of Education).

All students are expected to participate fully by:

- Maintaining an attendance rate of at least 92%.
- Completing the course of study including all assessment work and exams.
- Following school policy and procedures in relation to attendance and submitting assessment.

Expectations about engaging in learning and assessment

Glenala State High School has high expectations for academic integrity and student participation and engagement in learning and assessment. Students in Years 11 & 12 become eligible for a QCE when they have 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.

Student responsibility

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
- submit responses to scheduled assessment on or before the due date.

Course Planners and Due Dates

Glenala State High School publishes course assessment planners for each subject at the commencement of each semester. Due dates for final responses, checkpoints and drafts will be included in the course assessment planner. These are posted home to all families and also available for students and their parents/carers to access via the student's OneSchool account at any time.

Whilst every effort is made to ensure that these documents are accurate when published, minor changes to assessment due dates may be required due to unforeseen interruptions to learning time. Teachers will advise

students of any required changes to assessment dates and amendments will be published as necessary. Senior Students studying General subjects from 2020 can check the QCAA for their published external examination timetable.

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 and classroom teacher as soon as possible
- provide the school with relevant documentation, e.g. medical certificate
- adhere to alternative arrangements for submission of assessment, if applicable, as decided by the school.

Assessment Tasks

Assessment Tasks are to be submitted on the due date as stated on the Assessment Task Sheet provided by the class teacher. All assessment due dates are final. Any extensions or requests for changes to a due date of an assessment task must be made through HOD negotiation with the relevant DOSA.

Procedures for Examinations

Students will be notified via classroom teachers and the published Assessment Planner of examinations for each of their subjects at the beginning of each semester. Students and families should therefore avoid making appointments that clash with examination dates.

- Students will be informed of what items they are permitted to bring into an exam room.
- Talking is not permitted during exams. Students wishing to speak to a supervisor are asked to raise their hand and wait for a supervisor to assist them.
- Students are not permitted to leave the exam room until the session is complete.
- More specific instructions will be given to students at the time of the exam.

Missed Examinations

Students who are absent on the day of an exam must ensure that their absence is acceptable and the required documentation is provided to the teacher on return to school.

Advance Notice:

- Students and/or Parents must inform the school of unavoidable impending absence immediately they are aware of it.
- Complete an *Application for Variation to Assessment* and submit for approval. Documentary evidence may be required.
- If approved, the student will be allowed to complete a comparable assessment piece as negotiated with the teacher in consultation with the relevant Curriculum Head of Department.
- For unapproved absences, students will not have an opportunity to reschedule exams and therefore may not be credited with completing course requirements.

Unforeseen Circumstances:

- Should a student be absent on the day of an examination, the school must be notified as soon as possible.
- For approved absences, the relevant Curriculum HOD may reschedule exams in consultation with the classroom teacher.

Students on External Suspension:

- Students on suspension, at the discretion of the appropriate Year Level Administrator and in consultation with the relevant HOD/s, will be provided the opportunity to complete any examination as scheduled during their suspension period. The Year Level Administrator will liaise with parents/caregivers to arrange a suitable time.

Acceptable Reasons for Absence	Evidence Required	Action Required
Illness	Medical certificate for the exam date (Years 10 – 12)	Parent / carer contacts school on the date of exam to advise of illness. Immediately upon return to school, student to provide a copy of the medical certificate or supporting documentation and negotiate alternative exam time with teacher/ HOD.
Funeral or Bereavement	Contact from parent / carer prior to exam date	Student to negotiate alternative exam time with teacher/ HOD as soon as possible prior to exam date.
Undergoing Medical Procedure	Medical certificate for the exam date	Student to complete an <i>Application for Variation to Assessment</i> and submit for approval <i>at least one week</i> prior to exam date.
Selection in Regional / State / National Sporting Team	Written evidence of selection	Student to complete an <i>Application for Variation to Assessment</i> and submit for approval <i>at least one week</i> prior to exam date.
SATs / TAFE	Nil	Student to complete an <i>Application for Variation to Assessment</i> and submit for approval <i>at least one week</i> prior to exam date.

External Assessment in Year 12 General Subjects from 2020

Non-attendance at external assessment

A student who cannot attend an external exam must notify the principal's delegate or the school external assessment (SEA) coordinator as soon as practical.

Students who believe their performance in an external assessment is affected by an illness or circumstances beyond their control, occurring in the lead up to or during the external assessment schedule, must speak to the exam coordinator regarding an application for illness and misadventure.

Supporting documentation for illness and misadventure

To make an informed decision about an illness and misadventure application, Glenala State High School and the QCAA require a report that includes the following details:

- Diagnosed 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 participating in the assessment
- For non-medical claims, written evidence from a relevant independent professional or other independent third party.

Procedures for Assessment Tasks other than Examinations

Students will be notified via classroom teachers and the published Assessment Planner of assessment tasks for each of their subjects at the beginning of each semester. All assessment tasks will indicate the due date on the Assessment Task Coversheet. Submission of the assessment task must occur on or before the due date.

For non-written pieces of assessment requiring presentation or delivery (eg. orals, performance, multi-modal) all students must be prepared to present on the due date. Individual departments may vary requirements for some practical assessments but this will be clearly articulated on the Assessment Task Coversheet.

For subjects that have ongoing assessment items, such as projects, teachers will monitor work throughout the unit of work. The final task will be submitted as per details on the Assessment Task Coversheet.

Due Dates Junior School: Years 7 – 9

- Final copies of assessment tasks must be submitted by the due date either in person or via email to the class teacher during the timetabled lesson.

Due Dates Senior School: Years 10 – 12

- Final copies of assessment tasks must be submitted in person **and** digitally (email or electronic submission) to the class teacher by **5.00pm** on the due date.

Submission of Drafts

Students will be issued with timelines for the submission of assessment drafts. When an assessment draft is due, students must hand a copy of their draft to the teacher who will keep a record of submission. Alternatively, students may submit an electronic copy of their draft submission. The 'draft' copy with feedback will be returned to the student. Students must re-submit the 'draft' with the 'final' submission. Should the student not make a final submission, this draft will be marked and graded as the final assessment piece.

Students on External Suspension

Students on suspension, at the discretion of the appropriate Year Level Administrator and in consultation with the relevant HOD/s, will be expected to submit all draft and final assessment tasks, as scheduled, during their suspension period. The Year Level Administrator will liaise with parents/caregivers to arrange submission / presentation if necessary.

Absence on an Assessment Task Due Date

Students who are absent with a genuine reason on an assessment due date should still make **every effort** to submit the assessment task on that day. The parent/caregiver of the student absent on the due date for the assessment must contact the school office on the day the assessment task is due to explain the situation.

Students who are absent on the day of an assessment due date must ensure that their absence is acceptable and the required documentation is provided to the teacher.

Acceptable Reasons for Absence	Evidence Required	Action Required
Illness	Medical certificate for the due date (Years 10 – 12)	Parent / carer contacts school on the due date to advise of illness. Submission emailed teacher or submitted to office by parent / carer. <i>OR</i> Parent / carer contacts school on the due date to advise of illness. Immediately upon return to school, student to submit assessment task to class teacher, accompanied with medical certificate or other approved supporting documentation.
Funeral or Bereavement	Contact from parent / carer prior to due date	Student is responsible for arranging with class teacher for submission of assessment task either prior to or by 3.00pm on the due date. <i>OR</i> Student to complete an <i>Application for Variation to Assessment</i> and submit for approval <i>at least one week</i> prior to due date if performance/practical.
Undergoing Medical Procedure	Medical certificate for the due date	Student to complete an <i>Application for Variation to Assessment</i> and submit for approval <i>at least one week</i> prior to due date.
Selection in Regional / State / National Sporting Team	Written evidence of selection	Student is responsible for arranging with class teacher for submission of assessment task either prior to or by 3.00pm on the due date. <i>OR</i> Student to complete an <i>Application for Variation to Assessment</i> and submit for approval <i>at least one week</i> prior to due date if performance/practical.
SATs / TAFE	Nil	Student is responsible for arranging with class teacher for submission of assessment task either prior to or by 3.00pm on the due date. <i>OR</i> Student to complete an <i>Application for Variation to Assessment</i> and submit for approval <i>at least one week</i> prior to due date if performance/practical.

Access arrangements and reasonable adjustments (AARAs)

Glenala State High School and the QCAA recognise that some students have disability and/or medical conditions that may make them eligible for AARAs to assessment conditions for internal and external assessment.

Access arrangements and reasonable adjustments (AARAs) to assessment ensure opportunities for eligible students to demonstrate their learning on the same basis as other students. AARAs are considered on an individual basis and decisions are made in consultation with the eligible student, parents/carers, school staff and, when applicable, the QCAA.

Years 7 – 10

AARAs may apply to any student with specific educational needs. Assessment criteria and standards are not modified, the intent and rigour of the Australian Curriculum is maintained.

In making a decision about access arrangements and reasonable adjustments, the school will consider what adjustments to assessment conditions are reasonable in the circumstance. Often students require adjustment to the form of presentation of an assessment instrument and their response to it. The method of transmission of information about the assessment and the way the student presents evidence of their knowledge and skills may be adapted.

Special Provisions for EAL/D Students: Students eligible for extra time in exam situations need to collect a bright orange “**Extra Time Pass**” from the EAL/D Coordinator or HOSES. This pass states the student’s name, the exam they are doing and the amount of extra time they are allowed. This pass **must be displayed on their desk during the exam**.

Years 11 & 12

Long-term conditions that are unlikely to improve over time:

- Except in exceptional circumstances and with the prior written agreement of the QCAA, for long-term conditions when the student is not covered by current Education Adjustment Program (EAP) verification or equivalent, medical documentation must be dated no earlier than 1 January of the year of the student’s Year 10 enrolment. This means that from the perspective of their Year 12 external assessment schedule, the maximum age of supporting medical documentation allowable is two years and 10 months.

Short-term conditions or temporary injuries

- Short-term conditions may improve or deteriorate over time depending on a range of influences and factors. Except in exceptional circumstances and with the prior written agreement of the QCAA, supporting medical documentation for short-term conditions or temporary injuries, including mental health conditions such as anxiety and depression, must be dated:
 - for internal assessment, no earlier than six months prior to the relevant Units 3 or 4 assessment event for General and Applied subjects
 - for external assessment, no earlier than 1 April of the assessment year.

Variation to Examination Date

Students can apply for a variation to an examination date if they are aware in advance of an unavoidable absence on an examination day. The variation of exam date must be arranged through the appropriate Head of Department (HOD), prior to the due date via the *Application for Variation to Assessment* form.

A variation to an examination date can only be granted and approved by the Curriculum HOD with a valid reason.

A variation to an examination date will only be granted in cases of advance notice for approved absences including but not limited to:

- a. Funeral or Bereavement
- b. Undergoing Medical Procedure
- c. Selection in Regional / State / National Sporting Team
- d. School-based Apprenticeship or Traineeship / TAFE

Each case will be considered on its merit and a decision made in consultation with Administration (if required).

Extensions

Consideration for extensions must be arranged through the appropriate Head of Department (HOD), prior to the due date via the *Application for Variation to Assessment* form.

An extension can only be granted and approved by the Curriculum HOD with a valid reason. An extension of time to complete an assessment task will be granted:

- e. Only in cases of genuine prolonged illness or exceptional circumstances.
- f. Parents/caregivers who believe that their student has a case for an extension of time should apply to the HOD prior to the due date to discuss relevant circumstances.
- g. Each case will be considered on its merit and a decision made in consultation with Administration (if required).

It is not school policy to allow extensions beyond the due date; however, extensions may be given in some circumstances to students who:

- Are suffering from a chronic illness with medical certificates as evidence.
- Have an extenuating family situation that has been discussed with a Deputy Principal or Guidance Officer.
- Enrolled in the school / subject late and missed some of the drafting time.

Extensions may not be granted to students who have not met deadlines for check-ins or drafts for the assessment item. This will be a consideration when determining whether a student will be granted an extension due to a lost or corrupted USB or other technology difficulty.

Note: It is the student's responsibility to ensure they have multiple backups of assessment items e.g. USB, stored on school computer or a cloud and emailed to themselves.

Exemptions

In rare situations, students may be exempted from completing an assessment task. An exemption may be appropriate where a student has missed an assessment instrument due to illness or because of some other legitimate absence, and completing the assessment would place an unreasonable burden on the student. Exemption is not an option where reasonable adjustment is appropriate i.e. removing barriers to a student's access to learning and assessment opportunities.

An exemption can only be allowed when there is sufficient alternative evidence on which to make a judgment about an exit level of achievement without the student having to complete a particular assessment instrument.

Consideration for exemptions must be arranged through the appropriate Director of Student Achievement (DOSA) using the *Application for Variation to Assessment* form.

Illness and Misadventure

Illness and misadventure provides for students whose ability to attend, or performance in, summative internal or external assessment was adversely affected by an unexpected event. Illness and misadventure can affect a single student or a group of students.

The following guidelines apply for illness and misadventure:

- A student who has been approved for AARAs in years 11 and 12 is not eligible to apply for illness and misadventure consideration for the same condition, unless it can be demonstrated through evidence that a significant deterioration or complication of the condition occurred which diminished the student's performance in assessment.
- The condition or situation must be unforeseen and beyond the student's control. An adverse effect must be demonstrated.
- The condition or situation cannot be of the student's own choosing or that of their parents/carers, such as a family holiday.
- Misreading an external assessment timetable is not adequate grounds to submit an application for AARA or illness and misadventure.

Supporting documentation for illness and misadventure — internal and external assessment

To make an informed decision about an illness and misadventure application, Glenala State High School and in Senior Schooling, the QCAA require a report that includes the following details:

- Diagnosed 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 participating in the assessment
- For non-medical claims, written evidence from a relevant independent professional or other independent third party.

Academic Integrity

Glenala State High School and the QCAA promote academic integrity. Academic integrity is how a person approaches their academic responsibilities in an honest, moral and ethical way. Teachers, parents/carers and others who support students in their learning must adhere to the guidelines for academic integrity.

Across the phases of learning, students will gradually be given more responsibility for understanding the processes required to complete their tasks.

Scaffolding

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.

Checkpoints

Checkpoints will:

- be detailed on student task sheets
- monitor student progress
- be used to establish student authorship.

Students will work on assessment during designated times and show evidence of progress at scheduled checkpoints. 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

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 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 the feedback will be stored with a hard copy of the draft in the student's folio. Parents and caregivers will be notified by email about non-submission of drafts and the processes to be followed.

Managing Response Length

Students must adhere to assessment response lengths as specified by syllabus documents. 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 syllabus, the school will either:

- mark only the work up to the required length, excluding evidence over the prescribed limit
- or
- allow a student to redact their response to meet the required length, before a judgment is made on the student work.

And, annotate any such student work submitted for confirmation purposes to clearly indicate the evidence used to determine a mark.

Authenticating Student Responses

Accurate judgments of student achievement can only be made on student assessment responses that are authenticated as their own work.

Glenala State High School 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.

Managing Academic Misconduct

Plagiarism and cheating involves the copying of another person's ideas, text, or other creative work and presenting it as one's own, and will not be tolerated. Examples of plagiarism include:

- Copying or closely paraphrasing sentences or paragraphs.
- Copying ideas, concepts, designs, sounds, images, music, scripts, research data mathematical workings etc.
- Copying or adapting another student's work.
- "Cutting and pasting" statements gathered from a variety of sources.
- Submitting work produced by someone else on the student's behalf.

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.



GLENALA STATE HIGH SCHOOL

Application for Variation to Assessment

STUDENT TO COMPLETE:

Student Name: _____ That's Life class: _____

Subject: _____ Date of Application: _____

Teacher: _____ HOD: _____

Task: _____ Due date: _____

Requesting: Access arrangements and reasonable adjustments Extension
 Variation to exam date Exemption

Reason: _____

Documentation: Medical certificate (attached) Other: _____

Student signature: _____

Parent Acknowledgement: I have discussed the grounds for this application with my child and I support the request for an extension.

Parent Signature: _____

HEAD OF DEPARTMENT TO COMPLETE:

- Check with class teacher regarding student work ethic (attendance, effort in class, homework etc.)
- Draft has been completed, marked and returned (if applicable)
- Check evidence of work done on assessment item at the time of negotiation of for assessment variation
- Application not approved – Reason/s: _____

Assessment variation approved – please provide details: _____

Extension approved – Draft due: ____/____/____ Final due: ____/____/____

Variation to exam date approved – Revised exam date: ____/____/____

Time: _____ Location: _____

Exemption approved

HOD signature: _____ Date: _____

DIRECTOR OF STUDENT ACHIEVEMENT TO COMPLETE:

- Information has been recorded on OneSchool.
- Information has been reported to QCAA (if applicable).

DOSA signature: _____ Date: _____