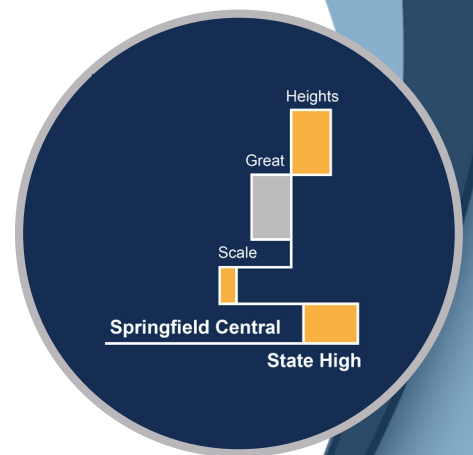


Springfield Central
State High School
**SCHOOL
ASSESSMENT
POLICY**



Believe *Belong* *Become*

SCHOOL ASSESSMENT POLICY

Springfield Central State High School

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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 the Queensland Certificate of Education (QCE). The framework for the policy is developed from the *QCE and QCIA policy and procedures handbook* available from <https://www.qcaa.qld.edu.au/senior/certificates-and-qualifications/qce-qcia-handbook> (red sections relate to this handbook) and applies to Applied (Essential), General (ATAR) subjects, VET and Short Courses across all faculties.

PURPOSE

Springfield Central SHS is committed to an educational philosophy that encourages all students to achieve personal excellence by developing their talents and abilities. This policy is designed to build capacity as students work towards summative assessment completion for the QCE.

PRINCIPLES

Springfield Central SHS 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 as 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.

ASSESSMENT

Students will participate in a wide variety of assessment while in school. Junior School and Middle School students will participate in the Australian Curriculum. Senior students may participate in a variety of school-based courses including General subjects, Applied subjects, Vocational Education and Training courses, Short courses and other QCAA-recognised studies. Junior and Middle School students may participate in internal and external assessment such as NAPLAN. Senior school students may participate in internal and/or external assessment.

INTERNAL ASSESSMENT	EXTERNAL ASSESSMENT
<p>Internal Assessment can include:</p> <ul style="list-style-type: none"> ✓ Examinations ✓ Extended responses ✓ Investigations ✓ Performances/ oral presentations ✓ Practical demonstrations ✓ Products ✓ Projects ✓ Collection of work (Applied subjects only) <p>Internal assessment is developed and administered for General and Applied subjects and Short Courses. In Year 11, this is Formative Internal Assessment (F.I.A.) and in Year 12 the first three (general subject) / four (applied subject) assessment items are Summative Internal Assessment (S.I.A.).</p> <p>Submission of Assignments (Extended Responses, Investigations, Products, Projects, Collections of Work):</p> <p>These assessment types must be submitted by the advised due date:</p> <ul style="list-style-type: none"> ✓ <i>checkpoint and/or,</i> ✓ <i>draft and/or</i> ✓ <i>final.</i> <p>If a final assessment is submitted late (without prior Access Arrangement and Reasonable Adjustments (AARA) and/or illness/misadventure being granted) the assessment may be assessed and graded for feedback purposes only. In some cases, the assessment will be retained for record-keeping purposes only, as it cannot be marked in accordance with QCAA guidelines.</p>	<p>External assessment is developed by external agencies such as the Queensland Curriculum and Assessment Authority (QCAA), Education Queensland, for example NAPLAN or Senior External Examinations.</p> <p>NAPLAN</p> <p>For NAPLAN year 7 and 9 students participate each year.</p> <p>SENIOR EXTERNAL ASSESSMENT (UNIT 3-4)</p> <p>All external assessment for General subjects is summative and contributes to a Queensland Certificate of Education (QCE) and Australian Tertiary Admission Rank (ATAR) calculation. VET and Applied subjects do not include external assessment.</p> <p>External Assessment is:</p> <ul style="list-style-type: none"> ✓ an examination held at the end of the course of study. ✓ common to all schools ✓ administered by schools under the same conditions at the same time and on the same day ✓ marked by the QCAA according to a commonly applied marking scheme. <p>The subject matter and conditions for external assessment are determined by the QCAA and based on the relevant General syllabus.</p> <p>External assessment contributes 25% of the overall subject result in most senior subjects and generally assesses Unit 4 of the syllabus. In mathematics and science subjects, external assessment contributes 50% of the overall subject result and assesses Units 3 and 4.</p>

Schools design assessment instruments. Schools utilise a variety of assessment techniques (see appendix 3) to develop assessment instruments for gathering evidence of learning.

PROMOTING ACADEMIC INTEGRITY

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

POLICY AND PROCEDURES	
<p>LOCATION AND COMMUNICATION OF POLICY</p>	<p>https://www.qcaa.qld.edu.au/senior/certificates-and-qualifications/qce-qcia-handbook</p> <p>The school assessment policy is located on the school website at https://springfieldcentralshs.eq.edu.au/curriculum. All questions regarding this policy should be directed to the relevant year level Deputy Principal.</p> <p>To ensure the assessment policy will be consistently applied:</p> <ul style="list-style-type: none"> ☑ relevant processes will be revisited every year: ☑ reviewed at enrolment interviews. ☑ the assessment schedule is published (via school website). ☑ published in the student diaries. ☑ summaries sent regularly to students and parents.
<p>EXPECTATIONS ABOUT ENGAGING IN LEARNING AND ASSESSMENT</p> <p>See Sections 8.2.1</p>	<p>Springfield Central SHS has high expectations for academic integrity and student participation and engagement in learning and assessment. Students become eligible for a Junior Certificate of Education (JCE) (internal school certification) or Queensland Certificate of Education (QCE) (external QCAA certification) when they have accrued</p> <p>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 their Level of Achievement (LOA), JCE (7-9) or QCE (10-12).</p> <p>STUDENT RESPONSIBILITY</p> <p>Students are expected to:</p> <ul style="list-style-type: none"> ☑ 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. <p>To emphasise the importance of integrity in academic practices, senior school staff will regularly engage in completing academic integrity training. Students will be supported to complete academic integrity training (QCAA courses available at myQCE) to support effective participation in assessment.</p>

DUE DATES AND TIMES

See

Sections 8.2.7

SCHOOL RESPONSIBILITY

Springfield Central SHS is required to adhere to QCAA policies for gathering evidence of student achievement on or before the due date.

- ✓ Year 10-12 students - the due date/time stipulated in the assessment conditions and submitted before **11.59 pm on the due date** of assessment as instructed by the teacher.
- ✓ Year 7-9 students **11.59 pm on the due date or due date/time** as advised by the HOD/ teacher.

(NB: spoken/performance tasks may have a teacher directed time prior to 11:59 pm/ also note, in some cases both scripts and video/s need to both be submitted for assessments to be considered a complete and assessable submission)

Due dates for final responses, checkpoints and drafts will be published in the assessment schedule for a respective year level. All students will be provided with access to their assessment schedule via ID Attend at the start of each term. If a due date for a checkpoint, draft or final assessment must change due to an unforeseen circumstance that permits a reasonable adjustment, the HOD for the subject will give final approval, and student/s will be notified by their teacher.

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 at the start of each semester
- ✓give consideration to allocation of workload.

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.

Assessment is expected to be submitted/completed by a student on or before (where applicable) the due date/time stipulated in the assessment conditions.

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

- ✓(Year7-9) inform the head of department and classroom teacher as soon as possible

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	<ul style="list-style-type: none"> ☑(Year 10-12) parents/carers to inform the school- Year 10, 11 and 12 Heads of Year ☑provide the school with a reasonable explanation including relevant documentation, e.g. medical certificate, AARA application – confidential medical form / student statement, third party advice (Year 10-12 AARA)) e.g. illness/misadventure ☑SCAARA for Year 7-9: https://springfieldcentralshs.eq.edu.au/support-and-resources/scaara-yr7-9 ☑AARA for Year 10-12: https://springfieldcentralshs.eq.edu.au/support-and-resources/aara-yr10-12 ☑adhere to alternative arrangements for submission of assessment, if applicable, as decided by the school. <p>All final decisions for change of conditions or AARA are at the Principal's discretion/ QCAA.</p> <p>Senior students refer to AARA information in the school assessment policy and/or on the school website.</p>
<p>SUBMITTING, COLLECTING AND STORING ASSESSMENT INFORMATION</p> <p>See Sections 13.3</p>	<p>Assessment instruments, where applicable, will provide information about Springfield Central's arrangements for submission of check point, draft and final responses, including due dates and conditions.</p> <p>All assessment evidence, including draft responses, will be submitted by their due date/time as per the assessment conditions. Where required, students will submit digital assessment to teachers online via Turn It In, email, saving to Q Learn, Teams, hard drive or other as per the directions in the assessment conditions. (Note well: back up the work/ assessment/ video and scripts need to both be submitted)</p> <p>Final responses for all internal assessment will be collected and stored. Live performance assessments will be recorded and stored as required for QCAA processes. Heads of Department working with subject teachers manage the collection and storage of assessment information. All evidence used for making judgments is stored as described in Springfield Central SHS staff handbook.</p>
<p>APPROPRIATE MATERIALS</p>	<p>Springfield Central SHS is a supportive and inclusive school. Material and texts are chosen with care in this context by students and staff.</p>

ENSURING ACADEMIC INTEGRITY

Springfield Central SHS has procedures to ensure that there is consistent application of the assessment policy and that staff and students optimise opportunities to understand academic integrity. The following procedures are to be applied in this context.

INTERNAL ASSESSMENT ADMINISTRATION

<https://www.qcaa.qld.edu.au/senior/certificates-and-qualifications/qce-qcia-handbook> (red)

<p>SCAFFOLDING</p> <p>See Sections 8.2.3</p>	<p>Scaffolding for assessment helps students understand the process for completing the task. Scaffolding will:</p> <ul style="list-style-type: none"> ☑ maintain the integrity of the requirements of the task or assessment instrument ☑ allow for unique student responses and not lead to a predetermined response. <p>Across the phases of learning (year levels) students will gradually be given more responsibility for understanding the processes required to complete their tasks.</p>
<p>CHECKPOINTS</p> <p>See Sections 8.2.7</p>	<p>Checkpoints will:</p> <ul style="list-style-type: none"> ☑ be detailed on student task sheets ☑ monitor student progress ☑ be used to establish student authorship. <p>Students will work on assessment during designated times and show evidence of progress at scheduled checkpoints.</p> <p>Teachers will use these checkpoints to identify and support students to complete their assessment.</p> <p>Teachers in Junior (Year 7-9) will support students to meet checkpoints which may include contacting suitable intervention strategies, referral to a Head of Department and/or contact with a parents/carer. Teachers in Senior School (10-12) will support students to meet checkpoints and may in some instances notify Heads of Department where checkpoints are not met. Students with assessment that is unsatisfactory at a checkpoint will be expected to participate in appropriate support. Repeated failure to participate satisfactorily including engagement with support, will result in referral to the respective HOD for the year level or Deputy Principal for further support/intervention. Failure to submit assessment at a checkpoint is deemed unsatisfactory participation.</p> <p style="text-align: right;"><i>(Continued next page)</i></p>

DRAFTING

See

Sections 8.2.5

Drafting is a key checkpoint. Types of drafts differ depending on the given 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

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.

Parents and caregivers will be notified by the teacher or HOD via email and/or phone about non-submission of drafts and the processes to be followed. Students with assessment that is unsatisfactory at a draft will be expected to participate in appropriate support determined by the teacher and/or Head of Department.

Teachers are not expected to give feedback on drafts that are not submitted by the due date/time. Repeated failure to participate satisfactorily including engagement with support, will result in referral to the respective year level HOY or Deputy Principal for further support/intervention. ***Failure to submit a draft by a due date is deemed refusal to participate (unsatisfactory participation).***

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<p>MANAGING RESPONSE LENGTH</p> <p>See Sections 8.2.6</p>	<p>Students must adhere to assessment response lengths as specified by syllabus documents, e.g. word length range, time frame for performance etc. For example, where a word length range of 500-600 words is provided, a student response must be within this word range. The procedures below support students to manage their response length.</p> <ul style="list-style-type: none"> ☑ 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. ☑ Feedback about length may be provided by teachers at checkpoints. ☑ Feedback about length is provided by teachers at draft. <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"> ☑ mark only the work up to the required length, excluding evidence over the prescribed limit <p>or</p> <ul style="list-style-type: none"> ☑ allow a student to redact their response to meet the required length, before a judgment is made on the student work. This process would occur at the discretion of the school and under supervision of a member of staff. <p>And, annotate any such student work submitted for confirmation purposes to clearly indicate the evidence used to determine a mark.</p> <p>QCE and QCIA Handbook section 8.2.6 on managing response length provides further guidelines about the length of response including a comprehensive table that gives specific guidance on inclusions for word count and exclusions for word count, e.g. in text citations, appendices, title pages etc.</p>
<p>AUTHENTICATING STUDENT RESPONSES</p> <p>See Sections 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>Springfield Central SHS uses the authentication strategies promoted by the QCAA. The authentication strategies will be specified on assessment instruments. All students are expected to submit assessment as per the authentication strategies specified on assessment instruments. Springfield Central SHS uses authentication software Turn It In as an authentication strategy at the discretion of the Head of Department.</p> <p>The assessment conditions on an assessment item will stipulate expectations for students for authentication requirements.</p> <p>All written assessment items for Year 10-12 Senior students will be expected to be authenticated with students uploading to Turn It In (authentication software) for all subjects by the student by the due date/time stipulated in the assessment and submitted before 11.59 pm on the due date of assessment as instructed by the teacher.</p> <p>In cases where a student response is not authenticated as a student's own work, procedures for managing alleged academic misconduct will be followed.</p>

MANAGING CHANGE OF CONDITIONS (YEAR 7-12)

AND/OR

ACCESS ARRANGEMENTS AND REASONABLE ADJUSTMENTS, INCLUDING ILLNESS AND MISADVENTURE (AARA) (YEAR 10-12)

See

Sections

6, 8 and 9

Applications for Change of Conditions or Access Arrangements and Reasonable Adjustments (AARA) (Year 10-12)

Springfield Central SHS is committed to reducing barriers to success for all students.

For Junior School (7-9) students that require a change of conditions for assessment, students complete the change of conditions form with each respective subject working with the Head of Department for the specific subject. (SCAARA)

For Senior School Students (Year 10-12) that require a change of conditions for a reason that **does not qualify for AARA** e.g. state sport, dance competition etc., students complete the change of conditions form with each respective subject working with the Head of Department for the specific subject.

For Senior students (10-12) with a disability or impact by illness/ or misadventure (an unexpected event) AARA applications are required for support for access arrangements and reasonable adjustments. 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.

The school follows the processes as outlined in the *QCE and QCIA policy and procedures handbook* available from

<https://www.qcaa.qld.edu.au/senior/certificates-and-qualifications/qce-qcia-handbook>

The School Principal or their delegate Year 10, 11 and 12 Heads of Year as per the school AARA policy, manages all approval of AARA for students.

All AARA applications must be accompanied by the relevant supporting documentation (*outlined in 6.5.4*) 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 delegates. (Year 10, 11 and 12 Heads of Year)

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, e.g. holiday
- ☑matters that the school could have avoided.

Applications for extensions to due dates for unforeseen illness and misadventure

Students and parents/carers must contact the principal's delegates, Year 10, 11 and 12 Heads of Year as soon as possible and submit the relevant supporting documentation for AARA.

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Copies of the confidential medical report template and student statement documentation are available from the school website. Parents/ Carers access AARA application forms via the school website <https://springfieldcentralshs.eq.edu.au/support-and-resources/aara-yr10-12>

During Senior School (Year 10-12), the Principal or their delegates determines AARA for Year 10 work, unit 1-2. AARA for unit 3-4 is Principal reported to the QCAA or determined by the QCAA. Students must submit a complete AARA application for unit 3-4, whereby the school, if the application is deemed suitable, will submit the AARA application to the QCAA.

For each AARA application, AARA are considered for all the student's enrolled subjects. AARA may vary by subject depending on the assessment requirements of the subject.

The school will:

- ✓ check the accuracy of information supplied in the AARA application
- ✓ (Section 6 4.2: Application and notification process)
- ✓ consider whether a student's application for AARA is consistent with eligibility requirements and clarify with QCAA officers as required
- ✓ complete the online application and submit supporting documentation by the due date via the QCAA Portal
- ✓ advise the student, parents/carers and assessment supervisor of any principal-reported and QCAA-approved AARA, including providing them with any written notifications from the QCAA.

External Course participants: External Course participants: TAFE, School Based Apprenticeships/ Traineeships and other external training opportunities do not meet the requirements for AARA. Where a clash occurs students are expected to submit a course conflict application to the Senior Pathways Office so a resolution can be found. Resolutions could include: change of course day, half day at school/ course, sitting an alternate exam time (Year 10 and 11 only). (forms on line)
School-based assessment takes the priority and unless a conflict resolution or AARA is applied for and approved, failure to follow this process will be failure to participate in the educational program of instruction.

INELIGIBLE STUDENTS

It is a school decision whether or not to provide support to a student that is ineligible for

AARA e.g. absent for state/national sport, dance competition, holidays etc. The school will determine whether it is appropriate to apply approved strategies for assessment completion e.g. submit before/on due date or sit comparable assessment. The school is

responsible for quality assurance of assessment practices in Senior school. Students are not able to sit assessment after the due date as the assessment quality is no longer assured, e.g. other students have seen the assessment and are able to share details about the assessment.

MANAGING NON-SUBMISSION OF ASSESSMENT BY THE DUE DATE

See

Sections 8.2.7

Teachers will collect progressive evidence of student responses to assessment instruments at the prescribed checkpoints.

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
- ☑ was not provided by the student on or before the due date/time as specified by the school and no other evidence is available, Not-Rated (N) will be issued by the school for the assessment item on the school report. Teachers determine a result for a student at reporting junctures based on completion of the course requirements 'on balance' during the reporting period (term, semester, unit).
- ☑ in Senior School (11-12), where evidence of student achievement is insufficient for the given unit, 'Not-Rated' (NR) or "Do Not Administer" (DNA) "Not Yet Administered"(NYA) must be entered in the Student Management system (SMS) by the date published in the SEP calendar, for the QCAA. (NR) when either a script or video are not submitted.

It is not appropriate to award a lower result, mark or standard as a penalty for late or non- submission, as evidence is to be matched to the relevant syllabus marking guides or standards.

In circumstances where a student response is judged as N/NR, the student will not meet the requirements for that subject. Students failing to meet participation requirements for an assessment will be referred to their respective Head of Department by the teacher. Students who not meet participation requirements across their educational program will be referred to the respective year level HOY or Deputy Principal.

Students who receive a 'Not Rated' on a single piece of assessment may also receive a 'Not Rated' for their Semester credit. The implication(s) of this for students in Years 11 and 12 could include ATAR and QCE ineligibility. Subsequent tertiary study could also be jeopardised.

It is essential for a student experiencing difficulty with a piece of assessment, to approach the teacher for support before the due date.

INTERNAL QUALITY ASSURANCE PROCESSES

Springfield Central'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, e.g. endorsement, internal systems for checking assessment is reliable, valid and accessible before implementing.
- ☑ quality assurance of judgments about student achievement e.g. confirmation, moderation
- ☑ External quality assurance of year 12 assessment instruments via participation in the QCAA endorsement processes as scheduled by the QCAA annually

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.

REVIEW	Springfield Central SHS internal review processes, e.g. moderation of assessment, calibration of marking, confirmation of results, for student results (including N/NR) for all General subjects (Units 1 and 2), Applied subjects, and Short Courses is equitable and appropriate for the local context.
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EXTERNAL ASSESSMENT ADMINISTRATION - SENIOR SCHOOL

POLICY AND PROCEDURES

EXTERNAL ASSESSMENT IS DEVELOPED BY THE QCAA FOR ALL GENERAL AND GENERAL (EXTENSION) SUBJECTS YEAR 12

See also:

External assessment - administration guide

(provided to schools each year)

<https://www.qcaa.qld.edu.au/senior/certificates-and-qualifications/qce-qcia-handbook>

(Section 7.3.2) and follow the

External assessment - administration guide for processes, roles and responsibilities of the school external assessment (SEA) coordinator, teachers and students.

External assessment is developed by the Queensland Curriculum and Assessment Authority (QCAA) for all General subjects. All external assessment for General subjects is summative and may contribute to a Queensland Certificate of Education (QCE) and Australian Tertiary Admission Rank (ATAR) calculation. External assessment contributes 25% of the overall subject result in most senior subjects and generally assesses Unit 4 of the syllabus. In mathematics and science subjects, external assessment contributes 50% of the overall subject result. Applied (Essential) subjects has a common internal assessment that students in these subjects must participate in.

The QCAA determines the timing of external assessments. External assessment occurs in Term 4, year 12. The specific dates for external assessment are made available on the QCAA website at the beginning of each year. Students must complete external assessment on the date published on the QCAA website.

At the beginning of each school year, the QCAA communicates rules for students completing external assessment. Schools are responsible for communicating the *External Assessment student rules* to students.

SENIOR EXTERNAL ASSESSMENT (SEA) COORDINATORS:

- ✓ Adhere to and manage external assessment processes as outlined in the ***QCE and QCIA policy and procedures handbook*** and as per the ***External Assessment — Directions for Administration***
- ✓ Communicate to school staff, students and parents/carers the
 - *External assessment timetable*
 - *External assessment student rules*
 - *Approved equipment list*
- ✓ Apply to the Queensland Curriculum and Assessment Authority (QCAA) for the rescheduling of an external assessment if there is an external assessment timetable clash
- ✓ Supervise the overarching exam block planning and preparation including;
 - Allocate teaching staff or other suitable staff to supervise external assessment. ***Senior secondary teachers are ineligible for supervision of an external assessment for subjects that they teach in a given year.***
 - *Allocate physical and human resources, e.g. rooms, furniture etc.*

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- Manage incidents when a student is suspected of or observed participating in an act of academic misconduct.
- Manage any AARA or illness/misadventure applications via QCAA portal in consultation with the Deputy Principal Senior School.

TEACHERS ARE RESPONSIBLE FOR

- ✓ Complying with and supervise external assessment according to the external assessment guidelines
- ✓ Allowing a student suspected of academic misconduct to complete the external assessment
- ✓ Informing a student suspected of academic misconduct that the SEA coordinator will be advised of an alleged incident of academic misconduct
- ✓ Reporting an alleged incident of academic misconduct to the SEA coordinator
- ✓ Adhering to external assessment processes outlined in the QCE and QCIA policy and procedures handbook and as per the External Assessment — Directions for Administration
- ✓ Supervising external assessment - senior secondary teachers are ineligible for supervision of an external assessment for subjects that they teach in a given year.
- ✓ Reporting incidents when they suspect or observe an act of academic misconduct by a student.

STUDENTS ARE RESPONSIBLE FOR

- ✓ Read and comply with the *External assessment student rules* and external assessment information that is made available on the QCAA website and provided to schools each year.
- ✓ Read the information provided by schools, including the;
 - *External assessment timetable*
 - *External assessment student rules*
 - *Approved equipment list*
- ✓ Attend external assessment on the day/time in which they are enrolled.

PARENTS ARE RESPONSIBLE FOR

- ✓ Read the *External assessment timetable* and *External assessment student rules* on the QCAA website
- ✓ Support students to participate in the external assessment in which they are enrolled

EXTERNAL ASSESSMENT ADMINISTRATION - JUNIOR SCHOOL

POLICY AND PROCEDURES

NAPLAN YEAR 7 / 9

NAPLAN tests are held during May each year. The Australian Curriculum, Assessment and Reporting Authority (ACARA) has responsibility for the development and central management of the National Assessment Program – Literacy and Numeracy (NAPLAN).

The test administration authority (TAA) in each state or territory is responsible for the administration of the tests in their jurisdiction. All states and territories administer the tests in accordance with nationally agreed protocols.

Participation and accessibility. NAPLAN is a national assessment, and all eligible students are expected to participate.

Policies and procedures are explicitly set out by the Australian Curriculum, Assessment and Reporting Authority and can be found:

<https://www.qcaa.qld.edu.au/p-10/naplan/test-administration>

MANAGING ACADEMIC MISCONDUCT

Springfield Central SHS is committed to supporting students to complete assessment and to submit work that is their own, and minimising opportunities for academic misconduct. 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:

	TYPES OF MISCONDUCT	PROCEDURES FOR MANAGING ACADEMIC MISCONDUCT
CHEATING WHILE UNDER SUPERVISED CONDITIONS	<p>A student:</p> <ul style="list-style-type: none"> ✓ 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. 	<p>FOR AUTHORSHIP ISSUES</p> <p>When authorship of student work cannot be established or a response is not entirely a student's own work the school will implement consequences in line with the minor and majors behaviour document and will be considered academic misconduct.</p> <p>Heads of Department will determine appropriate opportunities, with consideration to QCAA internal quality assurance processes (Section 9) and school operations.</p> <p>Opportunities may include;</p> <ul style="list-style-type: none"> ✓ verbal confirmation of responses ✓ resit modified assessment ✓ resubmit modified assessment ✓ mark verifiable assessment ✓ mark checkpoint/draft assessment <p>FOR ALL INSTANCES OF ACADEMIC MISCONDUCT</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 assessment conditions or syllabus, on or before the due date.</p>
COLLUSION	<p>When:</p> <ul style="list-style-type: none"> ✓ 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	<p>A student:</p> <ul style="list-style-type: none"> ✓ pays for a person or a service to complete a response to an assessment ✓ sells or trades a response to an assessment. 	
COPYING WORK	<p>A student:</p> <ul style="list-style-type: none"> ✓ 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	<p>A student:</p> <ul style="list-style-type: none"> ☑ 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. 	FOR INSTANCES OF ACADEMIC MISCONDUCT DURING EXAMINATIONS <p>Students will be awarded a Not-Rated (N/NR). For Senior students, see the <i>QCE and QCIA policy and procedures handbook</i></p> <p>Students disruptive during an examination will be (1) redirected, (2) warned and, if persistent despite redirection and warning,</p>
FABRICATING INCLUDING USING	<p>A student:</p> <ul style="list-style-type: none"> ☑ invents or exaggerates data ☑ lists incorrect or fictitious references. 	<p>(3) removed from the examination. Removal from an examination will result in the head of department contacting a parent/carer and the student may be awarded a Not-Rated (N/NR).</p>
IMPERSONATION	<p>A student:</p> <ul style="list-style-type: none"> ☑ 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. 	<p>Where required, the school's rules and The Springfield Central State High School, Student Code of Conduct will be implemented.</p> <p>https://springfieldcentralshs.eq.edu.au/our-school/rules-and-policies</p> FOR INSTANCES OF LATE ARRIVAL TO EXAMINATIONS: SENIOR (YEAR 10-12)
MISCONDUCT DURING AN EXAMINATION	<p>A student distracts and/or disrupts others in an assessment room.</p> <ul style="list-style-type: none"> ☑ Any use of electronic devices during an examination is academic misconduct, e.g. smart phones, phones, smart watches. 	<p>Students who arrive late to an examination 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.</p>
PLAGIARISM OR LACK OF REFERENCING	<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>	FOR INSTANCES OF POSSESSION/USE OF ELECTRONIC DEVICES DURING EXAMINATIONS <p>Students possessing a device during an examination will be subject to (1) the device being confiscated (2) the student may complete or be withdrawn from the examination dependent on the assessment of the misconduct by staff, and referred to the HOD (3) the misconduct being reported to the HOD for further action (4) HOD to determine academic misconduct impact and action based on</p>
USE OF AI IN ANY ASSESSMENTS	<p>Artificial intelligence (AI) used in assessments will be considered plagiarism and the academic misconduct will be dealt with accordingly.</p>	<p>maintaining academic integrity.</p>
SELF-PLAGIARISM	<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>	<p>(Continued next page)</p> <p>Not Rated (NR) for the assessment</p>

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.	where it is judged the students misconduct constituted cheating or academic misconduct during an examination. THE SPRINGFIELD CENTRAL STATE HIGH SCHOOL MINOR AND MAJOR DOCUMENT
LATE ARRIVAL FOR AN EXAM	A student arrives late for an examination without providing a reasonable explanation.	Linking to <i>Academic Misconduct</i> - examples of consequences for Academic Misconduct may include but not limited to: no result for the assessment piece, nil result for the assessment piece, suspension from school, no result for the subject, nil result for the subject, referrals are made to the Springfield Central Code of Conduct.
ELECTRONIC DEVICE MISUSE	A student has in their possession any electronic device that is not permitted: e.g. mobile phone- use or possession, not permitted calculator- use or possession, smart watch- use or possession, other	(All of the above academic misconduct)

RELATED SCHOOL POLICY AND PROCEDURES

Refer to other school policies as appropriate:

- ☑ Standards for RTO (VET)
- ☑ Mobile and Electronic Device Policy- Springfield Central SHS
- ☑ BYOD Charter Agreement - Springfield Central SHS
- ☑ Subject change policy- Springfield Central SHS
- ☑ Senior school management policy (including school procedures for endorsement and confirmation) (internal school document)
- ☑ Staff handbook (internal school document)

APPENDICES

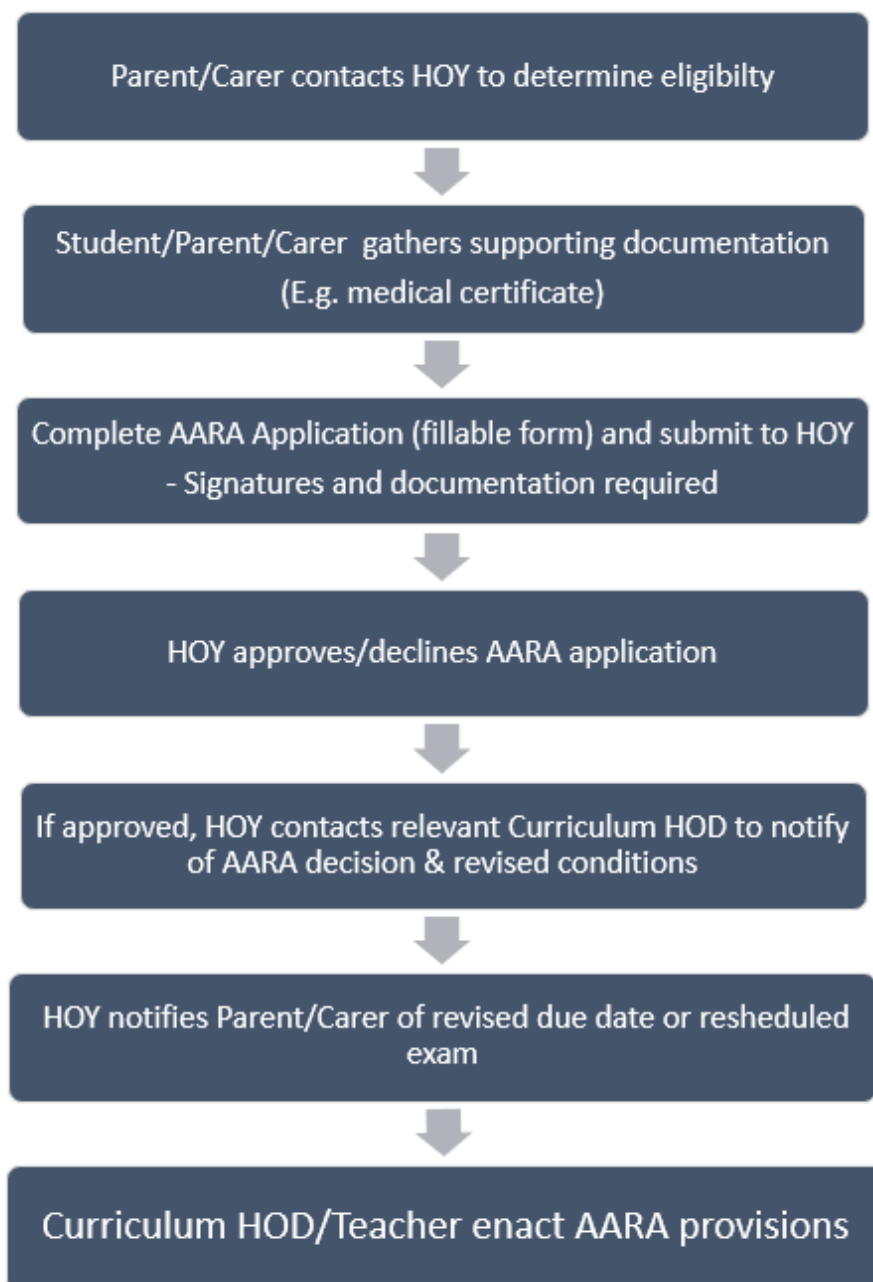
APPENDIX 1: AARA FLOW CHART AND APPLICATION FORM

NB: Year 10-12 AARA process- school website

<https://springfieldcentralshs.eq.edu.au/support-and-resources/aara-yr10-12>



AARA PROCESS

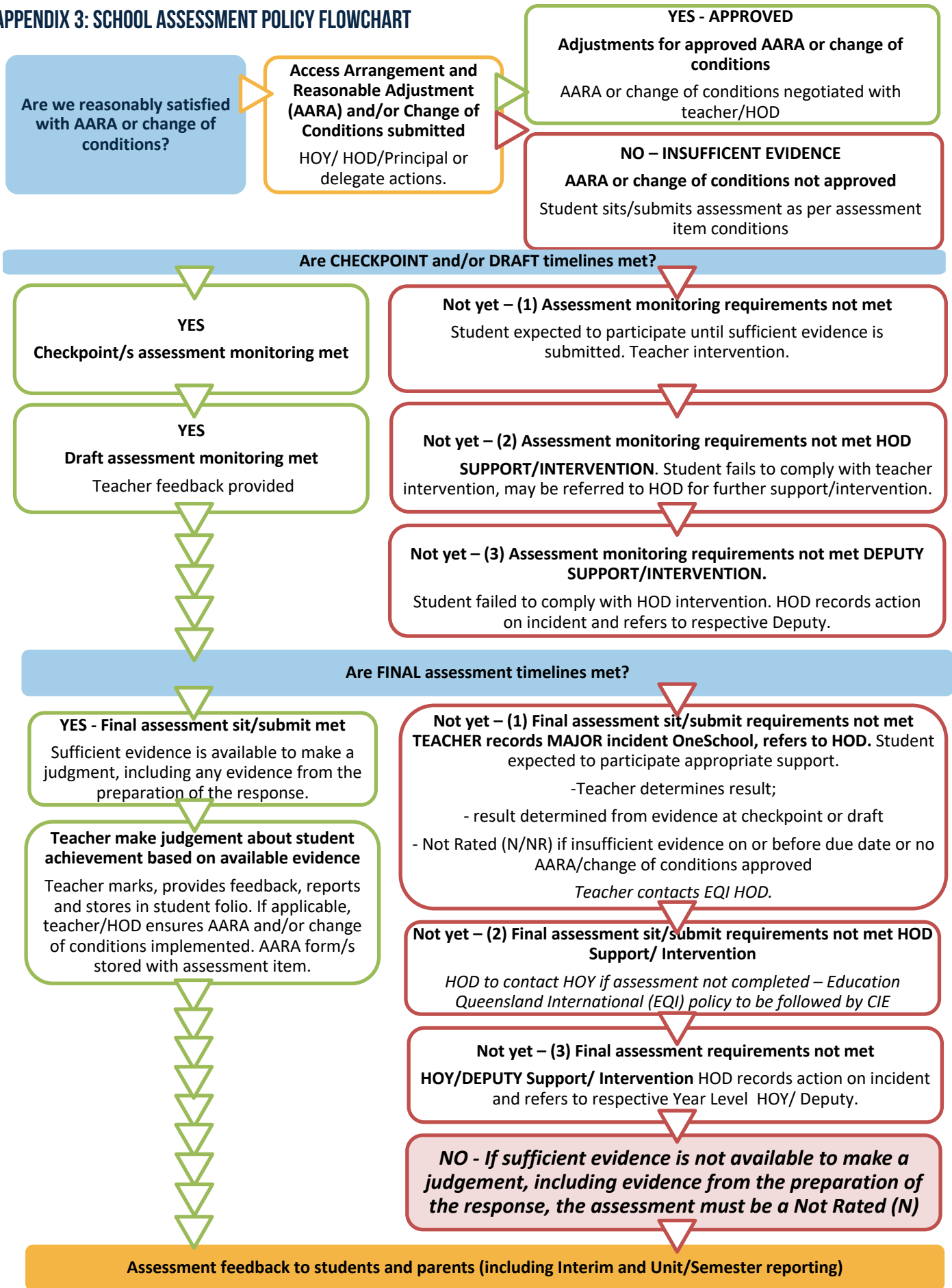


APPENDIX 2: GENERAL / APPLIED ASSESSMENT TECHNIQUES

ASSESSMENT TECHNIQUE	PURPOSE
EXAMINATION	An examination is a supervised test that assesses the application of a range of cognitions to one or more provided items such as questions, scenarios, and/or problems. Student responses must be completed individually, under supervised conditions, and in a set timeframe.
EXTENDED RESPONSE	An extended response is an open-ended assessment technique that focuses on the interpretation, analysis, examination and/or evaluation of ideas and information in response to a particular situation or stimulus. While students may undertake some research when writing the extended response, it is not the focus of this technique. An extended response occurs over an extended and defined period of time.
INVESTIGATION	An investigation requires students to research a specific problem, question, issue, design challenge or hypothesis through the collection, analysis and synthesis of primary and/or secondary data. An investigation uses research or investigative practices to assess a range of cognitions in a particular context. An investigation occurs over an extended and defined period of time.
PERFORMANCE	A performance is an assessment technique that requires students to demonstrate a range of cognitive, technical, creative and/or expressive skills, and to apply theoretical and conceptual understandings through the psychomotor domain. It involves student application of identified skills when responding to a task that involves solving a problem, providing a solution or conveying meaning or intent. A performance is developed over an extended and defined period of time.
PRODUCT	A product is an assessment technique that focuses on the output or result of a process requiring the application of a range of cognitive, physical, technical, creative and/or expressive skills, and theoretical and conceptual understandings. A product is developed over an extended and defined period of time.
PROJECT	A project is an assessment technique that focuses on a problem-solving process requiring the application of a range of cognitive, technical and creative skills and theoretical understandings. The response is a coherent work that documents the iterative process undertaken to develop a solution to a problem and includes written paragraphs and annotations, diagrams, sketches, drawings, photographs, video, spoken presentations, physical prototypes and/or models. A project is developed over an extended and defined period of time.
COLLECTION OF WORK (APPLIED ONLY)	A collection of work assesses a response to a series of tasks relating to a single topic in a module of work. The student response consists of a collection of at least three assessable components provided at different times and may be demonstrated in different circumstances and places.
PRACTICAL DEMONSTRATION (APPLIED ONLY)	A practical demonstration assesses the practical application of a specific set of teacher- identified production skills and procedures. Responses are completed individually and in a set timeframe.

**Table – refer to QCAA, QCE and QCIA policy and procedure handbook, Assessment requirements*

APPENDIX 3: SCHOOL ASSESSMENT POLICY FLOWCHART



UPDATED JULY 2023

Believe *Belong* *Become*

