

Assessment policy

Kepnock 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 the Australian Curriculum P-10 learning areas and the Queensland Certificate of Education (QCE).

The framework for the procedures, as they apply to years 11 and 12 is developed from the *QCE and QCIA policy and procedures handbook* and applies to all Applied, Applied (Essential), General, General (Extension) subjects, and Short Courses across all faculties.

The framework for the procedures, as they apply to years 7, 8, 9 and 10 is developed from school-based policies and procedures and the P-12 Curriculum, Assessment and Reporting Framework.

Purpose

Kepnock State High School is committed to an educational philosophy that encourages all students to achieve personal excellence by developing their talents and abilities. This document details the policies and procedures of Kepnock State High Schools' Assessment Policy.

The aims of this policy are to:

- provide information to students about expectations for assessment, their responsibilities and build capacity as they work towards summative assessment completion for the QCE
- provide guidelines for teachers and information to all staff regarding expectations around assessment and their roles and responsibilities
- ensure assessment policies and procedures are enacted consistently across all subjects, faculties and year levels within the school.

The assessment policy utilises the P-12 Curriculum, Assessment and Reporting Framework and associated documents, QCAA guidelines, the QCE and QCIA policy and procedures handbook and QCAA syllabuses to inform school-based assessment policies.

More detailed information located at:

- P-12 Curriculum, Assessment and Reporting Framework
<https://education.qld.gov.au/curriculum/school-curriculum/p-12>
- QCE and QCIA policy and procedures handbook
www.qcaa.qld.edu.au/senior/certificates-and-qualifications/qce-qcia-handbook-2019

Principles

Kepnock State High School’s expectations for teaching, learning and assessment are grounded in the principles of academic integrity and excellence.

Assessment is the ongoing process of gathering, analysing and reflecting on evidence to make informed judgments about the achievement or capabilities of individuals and cohorts.

Assessment plays an integral role in improving learning and informing teaching. Its fundamental purpose is to establish where learners are in an aspect of their learning at the time of assessment.

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.

Promoting academic integrity

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

<p>QCE and QCIA policy and procedures handbook</p>	<p>Policy and procedures</p>
<p>Location and communication of policy</p>	<p>The school assessment policy is located on the school website at https://kepnockshs.eq.edu.au/our-school/rules-and-policies. All questions regarding this policy should be directed to classroom teachers, Heads of Department or Deputy Principals.</p> <p>To ensure the assessment policy is consistently applied, it will be revisited at the beginning of each semester in home group classes. Relevant processes will be revisited:</p> <ul style="list-style-type: none"> • at enrolment interviews

	<ul style="list-style-type: none"> • during SET planning • when the assessment schedule is published • when each task is handed to students • in the newsletter and email in response to phases of the assessment cycle.
<p>Expectations about engaging in learning and assessment Section 1.2.4 Section 2 Section 8.1.2 Section 8.2.1</p>	<p>Keppnock State High School has high expectations for academic integrity and student participation and engagement in learning and assessment. Students 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.</p> <p>Student responsibility 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 • <u>submit responses</u> to scheduled assessment <u>on or before the due date</u>. <p>To emphasise the importance of sound academic practices, staff and students will complete the QCAA academic integrity courses.</p>
<p>Due dates Section 8.2.7 Section 8.5.3</p>	<p>School responsibility Keppnock State High School is required to adhere to QCAA policies for <u>gathering evidence of student achievement on or before the due date</u>.</p> <p>Due dates for final responses, checkpoints and drafts will be published in the assessment calendar in Daymap. The Daymap assessment calendar will be completed by the end of Week 3 each semester.</p> <p>The assessment calendar will:</p> <ul style="list-style-type: none"> • 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 each semester • give consideration to allocation of workload. <p>Student responsibility Students are responsible for:</p> <ul style="list-style-type: none"> • recording due dates on personal calendars • 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. <p>In cases where students are unable to meet a due date, they will:</p> <ul style="list-style-type: none"> • inform the Head of Department and classroom teacher as soon as possible but prior to the due date • provide the school with relevant documentation, e.g. medical certificate, and complete necessary school based paperwork • adhere to alternative arrangements for submission of assessment, if applicable, as decided by the school. <p>All final decisions are at the Principal's discretion. Refer to AARA information below (Pg8).</p>

<p>Submitting, collecting and storing assessment information Section 9</p>	<p>Assessment instruments will provide information about Kepnock State High School's arrangements for submission of draft and final responses, including due dates, conditions and file types.</p> <p>All assessment evidence, including draft responses, <u>will be submitted on or before their due date</u> by being uploaded into Daymap or where appropriate, via the School's academic integrity software. A time and date stamp will be provided with all electronic submissions to ensure assessment is <u>submitted on or before the due date</u>. A paper based copy may also be required, however, this is to be in addition to electronic submission.</p> <p>Unless otherwise stated <u>all electronic submissions are due by 11:59pm on the due date</u>.</p> <p><u>For Australian Curriculum 7-10 learning areas:</u> assessment instruments, student work and records of results will be securely stored until the end of Term one of the following year.</p> <p><u>For Applied, Applied (Essential), General and General (Extension) subjects and Short Courses:</u> assessment instruments, student work and records of results will be securely stored in accordance with the QCAA retention and disposal requirements.</p> <p><u>For VET courses:</u> assessment instruments, student work and records of results will be securely stored in accordance with the standardised policies and procedures located on the QCAA website.</p>
<p>Appropriate materials Section 7.1 Section 8.5.3</p>	<p>Kepnock State High School staff select materials in accordance with syllabus requirements, curriculum priorities and Department of Education principles of inclusivity. Students are responsible for considering the appropriateness of any materials accessed or produced and ensuring they are aligned with the school values.</p>

Ensuring academic integrity

Kepnock State High School 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

<p>QCE and QCIA policy and procedures handbook</p>	<p>Policy and procedures</p>
<p>Scaffolding Section 8.2.3</p>	<p>Scaffolding is an intentional instructional strategy through which teachers support students to develop greater independence in completing a task or responding to an assessment instrument. Scaffolding may be provided to individuals or to a class of students.</p> <p>Kepnock State High School curriculum leaders manage a pre-moderation process to ensure all assessment aligns with the principles of accessibility, validity and reliability. To develop students' knowledge and skills, teachers gradually release support and responsibility to students over a course of study.</p> <p>Scaffolding may include:</p> <ul style="list-style-type: none"> • breaking a complex task, learning experience, concept or skill into discrete parts • modelling thought processes required to complete parts of an assessment instrument • pre-teaching vocabulary specific to the subject and assessment instrument • questioning to develop students' conceptions, describe interpretations or challenge opinions that inform a response • showing examples of responses and demonstrating the match to performance descriptors

	<ul style="list-style-type: none"> • using visual frameworks or graphic organisers to plan responses. <p>Scaffolding for assessment</p> <p>When scaffolding in an assessment context, it is important to maintain the integrity of the assessment instrument in order to ensure a student’s response is their own. Scaffolding or task instructions should not lead to a predetermined response or interfere with students’ ability to demonstrate their knowledge and understanding of the relevant criteria.</p> <p><u>For Applied, Applied (Essential), General and General (Extension) subjects and Short Courses:</u> Scaffolding for assessment instruments in Units 3 and 4 should focus on processes or presentation of the response. It should avoid repeating cognitions or the task description.</p> <p>Scaffolding may include:</p> <ul style="list-style-type: none"> • providing a timeline or checkpoints that students can use to manage their completion of components of the assessment instrument • guiding students to make predictions and/or reflect on their learning to complete the assessment instrument • providing prompts and cues for students about the requirements for their response.
<p>Feedback Section 8.2.4</p>	<p>Kepnock State High School teachers provide students with two different types of feedback: feedback for teaching and learning, and feedback for assessment.</p> <p>Feedback as part of a teaching and learning process</p> <p>The purpose of feedback is to provide meaningful information about a student’s strengths and areas for improvement to support them to progress their learning. It helps the student understand where and how they are going, and where they need to go next.</p> <p>Effective feedback is:</p> <ul style="list-style-type: none"> • ongoing • individualised • specific to the teaching, learning and assessment • related to the standards/descriptions • clear, and in language that is readily interpreted by the intended audiences • timely, so that students can act on it and adjust their learning • collaborative, so that students, teachers and parents/carers all support and participate in the students’ learning • supportive, so that the student is encouraged to reflect and act on the feedback and build their capacity for self-assessment. <p>Feedback opportunities</p> <p>Teachers provide feedback that varies throughout the teaching, learning and assessment process. Opportunities for feedback in the classroom may include:</p> <ul style="list-style-type: none"> • ensuring a positive learning environment where students are aware of the protocols and practices for giving and receiving feedback in a constructive way • reviewing how students are working towards their learning goals • working with students on classroom tasks in preparation for the assessment task • encouraging a classroom culture that supports students to appropriately give and receive feedback when peer editing • enabling students to practise self-assessment, such as using checkpoints — key stages in the assessment process at which students engage with peers and/or the teacher to check they are on track for both content and assessment conditions, e.g. mode, response length.
<p>Checkpoints</p>	<p>Kepnock State High School teachers rely on checkpoints to monitor and support student progress towards successful completion of assessment tasks.</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 are required to work on assessment during designated times and show evidence of progress at scheduled checkpoints.</p> <p>Teachers and/or Heads of Departments may contact parents/carers if checkpoints are not met.</p>
<p>Drafting Section 7.2.2 Section 8.2.5</p>	<p>Drafting is a key checkpoint. Types of drafts differ depending on subject, e.g. written draft, rehearsal of a performance piece, or a product in development. Drafts might be used as evidence of student achievement in the case of illness or misadventure, or non-submission for other reasons.</p> <p>Feedback on a draft is:</p> <ul style="list-style-type: none"> • 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. <p>Feedback on a draft must not:</p> <ul style="list-style-type: none"> • compromise the authenticity of a student response • introduce new ideas, language or research to improve the quality and integrity of the student work • significantly edit or correct spelling, grammar, punctuation and calculations • allocate a mark. <p>For Australian Curriculum P-10 learning areas, and in Units 1 & 2 for Applied, Applied (Essential), General and General (Extension) subjects and Short Courses: teachers provide feedback on one or more drafts, with consideration for the phase of learning.</p> <p>Units 3 & 4 for Applied, Applied (Essential), General and General (Extension) subjects and Short Courses: <u>teachers provide feedback on a maximum of one draft.</u></p> <p>A copy of the feedback will be stored with a hard copy of the draft in the student's folio.</p> <p>Students are responsible for:</p> <ul style="list-style-type: none"> • submitting drafts on or before the checkpoint date • making use of teacher-provided feedback <p>Parents and caregivers <u>will be notified</u> by teachers and/or Heads of Department about non-submission of drafts and the processes to be followed.</p>
<p>Managing response length Section 8.2.6</p>	<p>Students must adhere to assessment response lengths as specified by syllabus documents. The procedures below support students to manage their response length.</p> <ul style="list-style-type: none"> • 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. <p>After 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. <p>And, annotate any such student work submitted for confirmation purposes to clearly indicate the evidence used to determine a mark.</p>

Determining word length of a response

Response requirements are expressed in syllabuses as a word length, duration of time, or page count and vary according to the technique and response type such as written, spoken/signed and multimodal or performance responses.

Elements to be included in or excluded from the word length or page count of a written response are provided in the following table.

Table 2: Determining word length and page count of a written response

	Word length	Page count
Inclusions	<ul style="list-style-type: none"> • all words in the text of the response • title, headings and subheadings • tables, figures, maps and diagrams containing information other than raw or processed data • quotations • footnotes and endnotes (unless used for bibliographical purposes) 	<ul style="list-style-type: none"> • all pages that are used as evidence when marking a response
Exclusions	<ul style="list-style-type: none"> • title pages • contents pages • abstract • raw or processed data in tables, figures and diagrams • bibliography • reference list • appendixes* • page numbers • in-text citations 	<ul style="list-style-type: none"> • title pages • contents pages • abstract • bibliography • reference list • appendixes

* Appendixes should contain only supplementary material that will not be directly used as evidence when marking the response.

Students are responsible for:

- Adhering to prescribed word lengths
- Applying feedback about word length
- Editing responses to meet requirements
- Providing an accurate word count or performance time

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.

Kepnock State High School uses the authentication strategies promoted by the QCAA. Authentication strategies may include:

- Changing assessment tasks from year to year
- Providing class time to observe task completion
- Requiring reference lists and acknowledgement of sources
- Collection of evidence of student response development via classwork, outlines, photographs, plans and drafts
- Post-moderation processes such as cross-marking for subjects with multiple cohorts
- Individual monitoring, feedback and results for students working in groups
- A student declaration of authenticity

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. These procedures may include:

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| | <ul style="list-style-type: none">• providing an opportunity for the student to demonstrate that the submitted response is their own work• making a judgment about the student's knowledge and skills using the parts of the response that can be identified as the student's own work. |
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<p>Access arrangements and reasonable adjustments, including illness and misadventure (AARA) Section 6</p>	<p>Applications for AARA <u>For Applied, Applied (Essential), General and General (Extension) subjects and Short Courses only</u></p> <p>Keppock State High School is committed to reducing barriers to success for all students. AARA are actions taken by the school to minimise, as much as possible, barriers for a student whose disability, impairment, medical condition or other circumstances may affect their ability to read, respond to or participate in assessment.</p> <p>The school follows the processes as outlined in the <i>QCE and QCIA policy and procedures handbook</i> available from www.qcaa.qld.edu.au/senior/certificates-and-qualifications/qce-qcia-handbook-2019.</p> <p>The school principal manages all approval of AARA for students.</p> <p>All AARA applications must be accompanied by the relevant supporting documentation (outlined in Section 6.5.1) 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.</p> <p>Students are not eligible for AARA on the following grounds:</p> <ul style="list-style-type: none"> • 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 • matters that the school could have avoided. <p>Applications for extensions to due dates for unforeseen illness and misadventure</p> <p>Students whose ability to attend or participate in an assessment is adversely affected by illness or an unexpected event may be eligible for illness and misadventure access arrangements and/or reasonable adjustments. Illness and misadventure can affect a single student or a group of students.</p> <p><u>Applications for internal assessments</u> must be submitted as close to the assessment event as possible, and where relevant, before submitting provisional marks for confirmation.</p> <p><u>Applications for external assessments</u> can be submitted from 14 days before the start of the assessment period, to seven days after the assessment.</p> <p>A student who is ill and unable to attend school should inform the principal's delegate or assessment supervisor as soon as practical. This may be before, during or immediately after the assessment session and submit relevant supporting documentation where applicable.</p>
<p>Managing non-submission of assessment by the due date Section 8.5</p>	<p>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.</p> <p>When a student does not submit a final response to an assessment instrument on or before the due date set by the school (other than for an examination), a result should be awarded using evidence:</p> <ul style="list-style-type: none"> • from the preparation of the response during the assessment preparation period • available on or before the due date, e.g. class work, a draft, rehearsal notes, photographs of student work. <p>If a student is eligible for AARA and an extension of time is granted, this becomes the revised due date for this student.</p> <p>Where there is no evidence collected by the school in response to the planned assessment instrument, a Not-Rated (NR) is awarded for the response to the instrument.</p>

<p>Internal quality assurance processes Section 8.5.3</p>	<p>Kepnock State High School’s quality assurance processes incorporate the following principles:</p> <ul style="list-style-type: none"> • there is alignment between teaching, learning, and assessment • teachers implement syllabuses and develop teaching, learning and assessment for students in their local context • teachers make judgments about student achievement using evidence in student work • quality assurance processes including feedback and professional conversations promote continuous improvement and help teachers improve teaching and inform assessment practices. <p>For Australian Curriculum P-10 learning areas quality assurance processes occur at two main junctures:</p> <ul style="list-style-type: none"> • development and alignment of assessment to Australian Curriculum achievement standards and QCAA standard elaborations • internal moderation processes utilising the ‘Before, After, After’ model. <p>For Applied, Applied (Essential), General and General (Extension) subjects and Short Courses:</p> <ul style="list-style-type: none"> • 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. <p>All marks for summative internal assessment for General and General (Extension) subjects are provisional until they are confirmed by the QCAA.</p> <p>Results for Applied and Applied (Essential) subjects and Short Courses may be subject to advice from the QCAA.</p>
<p>Review Section 9.1 Section 9.2 Section 9.5</p>	<p>Kepnock State High School internal review processes for student results (including NR) for all 7-10 Australian Curriculum, General subjects (Units 1 and 2), Applied subjects, and Short Courses is equitable and appropriate for the local context.</p> <p>A QCAA review of assessment and judgments from Units 1 and 2 for Applied, Applied (Essential) General subjects and Short Courses occurs annually, generally in the first part of the summative year. Timelines are published by QCAA in the SEP calendar.</p> <p>Confirmation is an annual quality assurance process for General and General (Extension) subjects (Units 3 and 4) based on the reliability attribute of quality assessment. Confirmation examines the accuracy and consistency of teachers’ judgments about students’ responses to summative internal assessment instruments to ensure comparability of results across Queensland. The confirmation process aims to ensure fair and reliable results for students.</p>

External assessment administration

<p>QCE and QCIA policy and procedures handbook</p>	<p>Policy and procedures</p>
<p>External assessment is developed by the QCAA for all General and General (Extension) subjects Section 7.3.2</p>	<p>See the <i>QCE and QCIA policy and procedures handbook</i> (Section 7.3.2) and follow the <i>External assessment — administration guide</i> for processes, roles and responsibilities of the school external assessment (SEA) coordinator, teachers and students.</p>

Section 10.3
Section 10.4

See also:
External assessment — administration guide (provided to schools each year)

Managing academic misconduct

Kepnock State High School is committed to supporting students to complete assessment, submit work that is their own, and minimise opportunities for academic misconduct. Proactive strategies implemented by the school include:

- requiring students to complete the academic integrity course
- actively engaging students in learning about research, referencing, note-taking and summarising skills
- actively engaging students in learning about types of academic misconduct and how they can be avoided
- provide student guidelines around academic misconduct.

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 college will provide an opportunity for the student to demonstrate that the submitted response is their own work.</p> <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 syllabus, on or before the due date.</p> <p>For instances of academic misconduct during examinations</p> <p>Students will be awarded a Not-Rated (NR). See the <i>QCE and QCIA policy and procedures handbook</i> (Section 8.5.1 and Section 8.5.2). Where appropriate, the school's behaviour management policy will be implemented.</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 	

	Types of misconduct	Procedures for managing academic misconduct
	<ul style="list-style-type: none"> • 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. 	
Fabricating	<p>A student:</p> <ul style="list-style-type: none"> • invents or exaggerates data • lists incorrect or fictitious references. 	
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. 	
Misconduct during an examination	<p>A student distracts and/or disrupts others in an assessment room.</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 audiovisual material, figures, tables, design, images, information or ideas).</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>	
Significant contribution of help	<p>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.</p>	