

Bowen State High School Assessment Policy (Revised 2021 V 1.1)



Bowen State High School has developed and implemented policies and procedures that encourage the participation and engagement of students in their learning and assessment.

Relevant Australian Curriculum, QCAA syllabuses, QCAA guidelines, information from the QCIA and QCIA policy and procedures handbook to develop a school-based assessment policy for Australian Curriculum, Applied, Applied (Essentials), General and General (Extension) subjects and Short Courses have assisted in the development and administration of assessment. This policy will allow our school to cater for our individual context, whilst ensuring assessment approaches are comparable to processes implemented across the State.

This assessment policy:

- Provides information to students and parents about expectations for assessment and their responsibilities;
- Includes guidelines for teachers and information to all staff about expectations and their roles and responsibilities.

Teachers will be supported to ensure that the assessment policy is understood and enacted consistently.

Development of Junior and Senior Assessment

Year 7- 10

Bowen State High School will develop and administer a maximum of three assessment items per semester for each subject to match the Australian Curriculum.

Year 11 and 12

Units 1 and 2

Bowen State High School will develop and administer a minimum of *two* and a maximum of *four* assessments from Syllabuses and approved study plans to match the techniques and conditions described in the syllabus and to reflect the local context.

Units 3 and 4

Bowen State High School will develop and administer a total of *four* summative internal assessment instruments from Syllabuses and approved study plans. Student responses to the assessments will be marked by teachers using an instrument-specific standards matrix (ISSM) and/or instrument-specific marking guide (ISMG).

General Syllabuses will engage in external assessment. Applied syllabuses do not use external assessment. The exit folio, which includes only evidence of student work from Units 3 and 4, is used to determine a student's exit result. The A–E exit result is determined using the syllabus exit standards. Bowen State High School will participate in quality assurance processes as required.

Engaging in learning and assessment at Bowen State High School

Students are expected to engage in the learning within the subject or course of study including the course objectives.

Students produce evidence of achievement in response to assessment planned for each unit.

Schools gather evidence of learning and match this to the relevant standards to make judgments.

Assessment completion

Schools are responsible for ensuring that school communities are aware of assessment requirements.

Bowen State High School staff should inform students and parents/carers in a timely manner when incomplete assessment arises as it will mean that the student will not meet requirements for a subject or course result.

Students may be eligible for Access Arrangements and Reasonable Adjustments (AARA). These provisions need to be approved by the Principal or QCAA.

Junior Secondary and Year 10 assessment completion requirements

Students are expected to complete all course and assessment requirements for all subjects studied.

Year 11 and 12: Applied and Applied (Essential) subjects

When enrolled in Applied and Applied (Essential) subjects, students are expected to complete all course and assessment requirements. For summative units, there must be evidence of a response to each summative assessment for a student to achieve a subject result.

Where there is no evidence of a response to each summative assessment *on or before the due date* as set by the school, a subject result cannot be allocated. Students may repeat Unit 1 or Unit 2 individually or Unit 3 and 4 as a pair. A student cannot repeat one summative unit only.

In Year 12, in order to receive an overall subject result, a student must complete Units 3 and 4 together (General and Applied), providing responses to each of the summative internal assessments and the external assessment for the subject.

Short Courses

When enrolled in a Short Course, students are expected to complete all course and assessment requirements. For the course of study, there must be evidence of student responses to each summative internal assessment to achieve a course result.

Gathering evidence of student achievement

Schools are responsible for gathering evidence of student achievement on or before the due date for assessment instruments in all subjects. The following guidelines do not apply to situations when a student is eligible for AARA.

Year 7-10 Non-submission of a student response

When a student does not submit a response to an assessment instrument on or before the due date set by the school, a result should be awarded using evidence available on or before the due date, e.g. class work, a draft, rehearsal notes, photographs of student work, teacher observations.

If a student has principal-approved AARA that requires an extension of time, this student is given an adjusted due date. In Years 7-10 this extension can be approved by the Faculty Head of Department.

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.

Year 11 and 12 Non-submission of a student response

When a student does not submit a response to an assessment instrument on or before the due date set by the school, a result should be awarded using evidence available on or before the due date, e.g. class work, a draft, rehearsal notes, photographs of student work, teacher observations.

If a student has principal-approved AARA that requires an extension of time, this student is given an adjusted due date. In Years 11 and 12, this extension may be granted in consultation with the Faculty Head of Department and Deputy Principal (Senior Secondary).

In Units 3 and 4, the adjusted due dates need to comply with quality assurance processes (Confirmation due dates).

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.

- For Applied subjects, an E cannot be awarded when there is no evidence for that standard.
- For General and General (Extension) subjects, a mark of zero for the internal assessment instrument cannot be allocated if there is no evidence.
- For Short Courses, an E cannot be awarded when there is no evidence for that grade.
- In all these cases, if there is no evidence, the only result that can be awarded is Not-Rated (NR).

Managing school-approved absences

Students may engage in a range of learning experiences or activities that exist outside traditional school-based activities.

Examples of school approved absences (not an exhaustive lists) may include:

- School excursions
- School, District, state or national sport or artistic endeavour
- Student exchange programs
- Audition or entrance exams.

If the school approves the absence for an examination, the school can offer a comparable examination before the due date.

For non-examinations, students are required to submit/present the assessment on or before the due date.

In Units 3 and 4, the adjusted due dates need to comply with quality assurance processes (Confirmation due dates).

Access arrangements and reasonable adjustments (AARA)

The Queensland Curriculum and Assessment Authority (QCAA) recognises that some students have disability, impairment and/or medical conditions, or experience other circumstances that may be a barrier to their performance in assessment. Access arrangements and reasonable adjustments (AARA) are designed to assist these students.

AARA minimise barriers for eligible students to demonstrate their learning, knowledge and skill in assessment.

Access arrangements are action/s taken by the school so that a student with an eligible impairment that may not be covered by the definition of disability can access assessment. Reasonable adjustments are action/s taken by the school so that an eligible student with impairment as a result of disability and/or medical conditions or experiencing other circumstances creating a barrier to the completion of assessment can be assessed.

Bowen State High School Heads of Department and HOSEs will make decisions in consultation with parents and students regarding the eligibility of AARA for Year 7-12 students.

For Eligibility requirements, please refer to QCE/QCIA Handbook.

Illness and misadventure

Students whose ability to attend or participate in an assessment due to being adversely affected by illness or an unexpected event, may be eligible for provisions for illness and misadventure. Illness and misadventure can affect a single student or a group of students.

The following principles apply:

- When a group of students is affected by an illness of adverse and unforeseen event leading up to or during the summative internal assessment schedule, or during an external assessment session, the above principles apply.
- The illness or event is unforeseen and beyond the student's control.
- An adverse effect must be demonstrated.
- The situation cannot be of the student's own choosing or that of their parents/carers, such as a family holiday.
- An illness and misadventure application cannot be made for the same condition or circumstances for which QCAA-approved AARA have been approved, unless it can be demonstrated that a significant deterioration or complication of the condition occurred that diminished the student's performance in external assessment.

Bowen State High School will implement principal-reported AARA when possible, before considering an application for illness and misadventure.

Application for Illness and Misadventure

A student who is ill and unable to attend school for internal assessment should inform the office or Deputy Principal as soon as practical. Principal-reported AARA must be implemented first. Arrangements such as comparable assessment for an examination and extensions may be considered when illness or misadventure is established.

If a student is unable to provide a response to a summative internal assessment, **due to the illness or event**, the school may use evidence gathered by the student's teacher during the assessment preparation time, for example draft work to make a judgement about a student's work.

Where the school is unable to provide **any evidence** of a student response and the student is unable to provide a response to a summative internal assessment with AARA, but has completed the required learning as outlined in the relevant syllabus, Bowen State High School, in consultation with the student, will complete an application for illness and misadventure provisions.

Year 7-12 Non-attendance during assessment

A student who is ill and unable to attend school for assessment should inform the school administration office and their subject teacher as soon as practical. This may be before, during or immediately after the assessment session.

Students in Years 7-10 are required to produce written or verbal communication from a parent or carer advising of an absence. Students must complete their exam or submit their assessment the next day they return to school from their absence.

Students in Year 11 and 12 must produce written medical advice with a reason for the absence. If a student is eligible for AARA and an extension of time is granted, this becomes the new due date for this student. A comparable examination will be provided on the new due date. If there is no sufficient evidence to explain an absence, a student may be awarded an N, after consultation with a Head of Department and Deputy Principal.

Attendance during an External assessment (General Subjects, Year 12, 2021)

The QCAA advises students to attend every external assessment. However, the QCAA does not expect students to attend an external assessment against specific written medical advice. When students are in doubt about attendance to complete an external assessment, they should contact the school administration office.

The school will work closely with the student, their parent/carer and the QCAA to determine the most supportive approach to the absence. If the absence is valid, then this may include an application for Illness and Misadventure.

Illness during external assessment

A student who is ill but able to attend the external assessment should inform the external assessment supervisor of their illness as soon as practical. This may be before, during or immediately after the external assessment session.

Submitting an application for illness and misadventure for external assessment (Year 12, 2021)

A submission for Illness and misadventure may be made by a student or the school on behalf of the student or groups of students when 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, may submit an application for illness and misadventure.

An illness and misadventure application cannot be made for the same condition or circumstances for which QCAA-approved AARA have been approved, unless it can be demonstrated that a significant deterioration or complication of the condition occurred that diminished the student's performance in external assessment.

No alternative arrangements can be made if a student does not attend a scheduled written examination. Reasons for absence may include illness or misadventure.

The QCAA will seek background information and a recommendation from the principal or the principal's delegate to verify a student's application for illness and misadventure.

Academic integrity

Academic integrity requires academic responsibilities to be approached in an honest, moral and ethical way. Schools, teachers, parents/carers and others who support students in their learning — including the Queensland Curriculum and Assessment Authority (QCAA) — have responsibility for promoting and maintaining academic integrity.

When students genuinely demonstrate their learning, they achieve results based on their own work and effort. These results may lead to benefits such as certification, employment, university entry or awards.

Schools are responsible for fostering a learning environment that encourages mutual trust and respect.

Academic misconduct incorporates a broad range of behaviours by which students inappropriately and falsely demonstrate their learning. Schools are responsible for managing school-based processes and consequences through a school-developed assessment policy when there is evidence of academic misconduct in internal assessment.

Bowen State High School supports the QCAA guidelines for Academic misconduct and will apply natural consequences to a student or students for any breaches to the policy. The consequence/s issued will be determined by an investigation which will take into consideration the type of misconduct and impact on individual and peer performance.

Types of academic misconduct and examples of behaviours Type of misconduct	Examples
Cheating while under supervised conditions	A student: <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.
Collusion	When: <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/ significant contribution of help	A student: <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	A student: <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	A student: <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	A student: <ul style="list-style-type: none"> • invents or exaggerates data • lists incorrect or fictitious references.

Impersonation	A student arranges for another person to complete a response to an assessment in their place, e.g. impersonating the student in a performance or supervised assessment. A student completes a response to an assessment in place of another student.
Misconduct during an examination	A student distracts and/or disrupts others in an assessment room.
Plagiarism or lack of referencing	A student completely or partially copies or alters another person's work without attribution (another person's work may include text, audio or audio-visual material, figures, tables, design, images, information or ideas).
Self-plagiarism	A student duplicates work or part of work already submitted as a response to an assessment instrument in the same or any other subject.
Significant contribution of help	A student or other persons arranges for or allows a tutor, parent/carer or any person in a supporting role to complete or contribute significantly to the response.

Ensuring academic integrity in assessment

Accurate judgments of student achievement can only be made on genuine student assessment responses.

Teachers are best positioned to determine authenticity of student work and are responsible for ensuring that it complies with syllabus requirements.

Strategies for establishing authorship

When developing an assessment instrument, schools should consider how student authorship of final responses will be established.

At Bowen State High School Teachers:

- take reasonable steps to ensure that each student's work is their own across a range of conditions, particularly when students have access to electronic resources, are preparing responses to collaborative tasks, and have access to others' ideas and work
- collect evidence of the authenticity of student responses throughout the process (such as classwork, outlines, plans or submit a draft).

At Bowen State High School Students:

- Complete responses during the designated class time to ensure teachers are able to observe the development of work and authenticate student responses.
- participate in authentication processes by signing a declaration of authenticity before submitting the final response.

Parents/carers can:

- Support the efforts of teachers and students to authenticate student responses by ensuring that students are aware of the guidelines for drafting and providing feedback on a draft student response.

Scaffolding

Scaffolding for teaching and learning

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.

To develop students' knowledge and skills, teachers gradually release support and responsibility to students over a course of study.

Scaffolding may include:

- 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
- using visual frameworks or graphic organisers to plan responses.

Scaffolding for assessment instruments

When scaffolding in an assessment context, it is important that the integrity of the requirements of the task or assessment instrument are maintained so 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.

Scaffolding for assessment instruments in Units 3 and 4 should refer to processes or presentation of the response. It should avoid repeating cognitions or the task description.

Scaffolding may include:

- providing a timeline or checkpoints that students can use to manage completion of components of the assessment instrument
- guiding students to make predictions and/or reflect on their learning to complete the requirements of the assessment instrument
- providing prompts and cues for students about the requirements for their response.

Feedback

The purpose of feedback is to provide meaningful information about a student's strengths and areas of improvement to support them to progress their learning. Effective feedback encourages self-reflection, facilitates self-direction and motivation.

Teachers at Bowen State High School are required to provide feedback that varies throughout the teaching, learning and assessment process.

Drafting

A draft is a preliminary version of a student's response to an assessment instrument. The quality of a draft may vary from a brief outline, to a response that is nearing completion. A draft can be used to provide feedback on a response as well as to authenticate student work.

The type of draft students submit differs depending on the subject and assessment technique. For example, if an assessment instrument requires a presentation as the response, a draft might be a rehearsal of this presentation.

Using a draft as a checkpoint

Before submitting a close to final draft for feedback, students may be required to pass through other checkpoints, such as developing an outline or discussing their approach with the class teacher. These checkpoints **are not** considered a draft.

Providing feedback on a draft

In Years 7-10, Bowen State High School Teachers will provide feedback on a *maximum of two drafts* of each student's response.

In Years 11 and 12, Bowen State High School Teacher will provide feedback on a *maximum of one draft* of each student's response.

Providing feedback is a consultative process, not a marking process. Teachers should not allocate a result for the draft student response.

Feedback should encourage a student to reflect on strategies they might use to refine their response.

Teachers may use a range of suitable strategies to provide feedback on the draft response. The strategy chosen may differ depending on the mode of response. Possible strategies include:

- written feedback
- verbal feedback
- feedback provided through questioning
- a summary of feedback and advice to the whole class.

Managing response length

All assessment instruments indicate the required length of a response as a word length, duration of time, or page count.

Teachers are required to:

- develop valid assessment instruments (appropriate for endorsement where applicable) of suitable scope and scale to allow students to produce a complete response within the required length indicated by the syllabus
- implement teaching strategies that provide students with opportunities to learn effective skills for responding to assessment instruments using genres within the subject
- provide students with examples of responses that are within the required length
- model how to edit a response.

To encourage students to respond to assessment instruments within the required length teachers are required to:

- provide students with feedback if the draft response is longer or shorter than the required length
- if a student submits a response that exceeds the required length, implement a strategy, such as not reading/viewing the response after the required length, e.g.
 - mark only the evidence in the student response that meets the assessment conditions for the response length, excluding evidence outside the required length.
 - allow a student to redraft/redact a response to meet the required length before a judgement is made on the evidence in the student response.

Confirmation samples

When submitting samples for confirmation, schools must clearly indicate the strategy implemented when a sample exceeds the response length.

- Submit only the evidence in the student response used to determine the provisional mark per criterion
- Annotate the student response to indicate the evidence used to determine the mark.

The following table specifies the inclusions and exclusions for word limits for assessment items completed at Bowen State High School.

	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 	<ul style="list-style-type: none"> • title pages • contents pages • abstract • bibliography

	<ul style="list-style-type: none"> • raw or processed data in tables, figures and diagrams • bibliography • reference list • appendixes* • page numbers • in-text citations 	<ul style="list-style-type: none"> • reference list • appendixes*
* Appendixes should contain only supplementary material that will not be directly used as evidence when marking the response.		

Administering external assessments (2021) Excerpt from QCE/QCIA Handbook

The QCAA publishes rules and expectations on the QCAA website each year to help schools prepare for external assessment. The *External assessment — administration guide* allows schools to administer the assessments using a consistent approach across the state, and ensuring student responses are their own.

The academic responsibilities inherent in assessment administration should be approached by all parties in an honest, moral and ethical way.

Schools:

- communicate rules and expectations for external assessment to their school community, including teachers, students and parents/carers
- maintain the security of external assessment materials
- provide supervision and conditions that comply with the external assessment schedule and guidelines.

School external assessment (SEA) coordinators:

- ensure that all external assessment guidelines and rules are shared with and understood by teachers and students
- supervise external assessment, ensuring no undue assistance is provided that contributes to a student's assessment response.

Teachers:

- comply with rules and expectations when supervising the external assessment
- inform students that the SEA coordinator will be advised of any alleged incident of academic misconduct
- report incidents of suspected or observed academic misconduct to the SEA coordinator.

Students:

- read and comply with the external assessment student rules and information provided by the school
- understand the importance of academic integrity when completing external assessment and what constitutes academic misconduct (see Section 7.1.2: Understanding academic misconduct)
- are aware that if unauthorised material is taken into an assessment room, regardless of whether an attempt is made to use that material, they are in breach of the regulations.

Breaches of the external assessment rules are a form of academic misconduct.

If an alleged incident of academic misconduct by a student is detected, the SEA coordinator is to:

- permit the student to complete the assessment
- inform the student that an academic misconduct incident report must be completed and submitted to the QCAA
- report an alleged incident of academic misconduct to the QCAA:

- complete an academic misconduct incident report that includes:
 - a statement from the SEA coordinator and/or invigilator/s which may include witness statements and any relevant circumstances leading up to the incident and details of the discussion after the completion of the assessment
 - a seating plan of each assessment room at all assessment venues

- return it to the QCAA either with the completed external assessment responses or within 24 hours of the alleged incident occurring, whichever is sooner.

External assessment — administration guide directions must be adhered to by all school staff and students. Non-compliance will be investigated by the QCAA. Examples of non-compliance include:

- rescheduling an external assessment without authorisation from the QCAA
- not keeping the external assessment materials secure prior to the scheduled assessment time
- accessing external assessment materials, the assessment venue or assessment room without authorisation from the school or QCAA
- opening external assessment packages before the time appointed by the QCAA
- providing a student with undue assistance in the production of any work that contributes to their external assessment response
- leaving students unsupervised or inadequately supervised during external assessment
- allowing additional time for external assessment without authorisation from the QCAA
- administering unapproved access arrangements and reasonable adjustments (AARA).