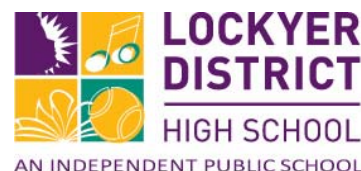# Lockyer District State High School
Senior Assessment Policy

School vision
Our students, working together to ensure that every day, in every classroom, every student is learning and achieving. Becoming enterprising, resilient, creative, adaptable and confident.

Revision history

Version date	Version status	Updated by
13th Nov. 2019	Draft	T McCormack
2nd Dec. 2019	Discussion	T McCormack
9th Dec. 2019	Student Diary	T McCormack

Purpose
This assessment policy sets out the rationale, priorities and processes for assessment in the Senior Phase (Year 10-12) at Lockyer District SHS, to inform students, parents and teachers of the key principles around assessment and assessment requirements at Lockyer.

Scope
This assessment policy aligns the assessment principles and practices, with the plan for curriculum delivery within the Senior Phase (Years 10-12). It applies to the assessment of all planned and enacted curriculum within Year 10 Australian Curriculum and Vocational Education and Training (VET) delivery, as well as all QCAA subjects within the Queensland Certificate of Education. This includes General, Applied, and VET subjects for Years 11 and 12.

Principles
Students must complete and submit all mandatory assessment items - as determined by the Curriculum Head of Department, the syllabus, work program, TLAP (Teaching, Learning & Assessment Plan), or TAS (Training and Assessment Strategy) - to meet course requirements and be eligible for credit for any semester unit for each subject being studied. The work submitted/ completed must indicate every attempt has been made by the student to satisfy the specific assessment criteria.

Subsequent results will form part of the student's assessment profile for the subjects and semester units studied leading to overall levels of achievement being awarded.

If a student repeatedly does not meet mandatory requirements:
- they will not have met the substantial requirements of the course as per the Education (General Provisions) Act 2006, (QLD), and as a result, could be removed from the subject. This subject would then not appear on the student's QCE and the student could become ineligible for an ATAR or the QCE
- this may amount to a failure to engage in the program of study, and become grounds for cancelling the students' enrolment as per the Education (General Provisions) Act 2006, (QLD).

Promoting academic integrity
Students at Lockyer District SHS are supported to develop and demonstrate appropriate academic integrity through a range of strategies. LDHS actively seeks to develop curriculum and assessment that allows for the identification of individual work, and fosters a learning environment that encourages mutual trust and respect by acknowledging the ideas of others. Students are given access to resources that enable them to self-assess their compliance with academic integrity guidelines before submitting responses, and are required to undertake the QCAA Academic Integrity module upon entry into the Senior Phase (Year 10-12).

This assessment policy forms the basis of a holistic understanding of assessment, reflected through our Pedagogical Framework and the Assessment Dimension of Teaching and Learning, meaning that students experience assessment for a range of purposes throughout their time at school. Engaging consistently with assessment, and learning appropriate ways to engage with assessment, encourages students to develop and demonstrate academic integrity. This can be demonstrated by:

Students
- drafting assignments and keeping copies of their drafts (e.g. saving drafts as "Version 1", "Version 2" etc.)
- referencing other sources used
- providing a bibliography
- signing a declaration on the cover sheet of the task stating that it is their own original work
- not engaging in any type of academic misconduct
- submitting their final response using plagiarism-detection software (TurnItIn)
- completing the QCAA Academic Integrity module
- based on subject specifications, students may be required to participate in interviews during and after the development of the final
- may be required to provide documentation of the drafting progress (e.g. planning, research notes, drafts).

Teachers
- taking 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, when they are preparing responses to collaborative tasks, and when they have access to others' ideas and work
- collecting and storing evidence of the authenticity of student responses
- ensuring assessment decisions are fair and equitable for all students
- completing the QCAA integrity module for teachers
- reviewing plagiarism detection software (TurnItIn) reports to identify any issues
- implementing strategies to ensure authentication of student work.

Parents/caregivers
- supporting the efforts of teachers and students to authenticate student responses
- encouraging students to approach their academic responsibilities in an honest, moral and ethical way
- alerting the teacher if they suspect that their child has engaged in academic misconduct.

Purposes of assessment
Assessment has multiple uses, including:
- Feedback to teachers, such as:
  - diagnostic evidence of students' strengths, ways of learning, areas of development, the depth of their knowledge, and their conceptual understandings, which informs the teacher, so they know what students can do, and what subsequent teaching is required to progress student learning
  - identification of students' learning needs across a range and balance of assessments that enhances teachers' ability to establish where students are in their learning and to help them attain higher levels of performance
- Feedback to students and parents/caregivers that gives:
  - clear, specific, meaningful and timely feedback, allowing reflection on the learning process and collaboration to support future learning and development
  - evidence of student learning and advice for further progress, underpinning the provision of meaningful reports/statements to parents/carers and others
  - development of lifelong learners by enabling students to identify and reflect on the progress they are making, which is crucial to building self-evaluation, self-efficacy and self-responsibility for in-depth and long-term learning
  - refinement of quality teaching, by supporting teacher reflection and professional learning
  - provision of information for certification
  - measurement and evaluation of policies, programs, interventions and teaching strategies to provide better understanding of student achievement and growth.

For further reference: Masters, GN 2014, 'Assessment: Getting to the essence', Designing the Future, Issue 1, August 2014, Centre for Assessment reform and Innovation (CARI), http://research.acer.edu.au/ar_misc/18.

Expectations about engaging in learning and assessment
Students
- All students are responsible for submitting both draft and assessment items on or before the due date
- All students are responsible for arriving on time on the due day for examinations, unless special consideration has been formally arranged (see Access Arrangements and Reasonable Adjustments)

- All students must show academic integrity
- Authentication of student work is mandatory, as indicated by the task sheet authentication strategies
- All procedures surrounding the completion of assessment must be followed and the relevant documentation submitted to the Curriculum Head of Department within the required timeframe.

Parents/caregivers
- Support and encourage their children to complete and submit all drafts and assessment by the due date
- Maintain awareness of the school's assessment expectations as per this policy
- Support and encourage their children to adhere to the requirements of this policy
- Ensure that all work submitted by their children meets authenticity requirements, and is the work of their child
- Inform the teacher of any difficulties relating to the completion of assessment tasks and provide documentary evidence where necessary.

Teachers
In school-based assessment, teachers are accountable for designing assessment programs and making judgments about the standards achieved by their students within the assessment and reporting timeframes.
- Teachers will support students by providing them, where appropriate, with modeling, scaffolding, and annotated exemplar responses. They will engage students in feedback and reflection on their assessment, and will be able to articulate reasoning behind judgments of the standards achieved.
- Teachers are responsible for informing parents when students do not provide work to support a judgment of achievement, and are likely to be awarded with a Not-Rated (N) level of achievement on their report card.

Heads of Department and Administration
Heads of Department are accountable for quality assuring assessment items using both the QCAA's Principles of assessment and the QCAA's Attributes of quality assessment across Year 7-12.
In the Senior Phase (Year 10-12), Heads of Department, the Senior Deputy Principal and the QCAA are responsible for quality assessment items; ensuring all assessment is valid, is clear and fair, meets the QCAA directives for assessment and submission of student results.

Assessment schedules
By Week two (2) of each semester students will receive a printed individual Assessment Schedule. In addition, students can also access the same schedule via their OneSchool account. Year 12 Students studying General subjects from 2020 can check the QCAA for their published external examination exam timetable.

Due dates
Due dates are set by the relevant Head of Department, in consultation with teaching staff and in response to timelines set by the Senior Schooling Deputy Principal. Dates must make reference to the requirements of QCAA syllabus documents, and:
- 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

Changes to due dates
Changes to due dates published in the Assessment Schedule at Week two (2) can occur only when the relevant Curriculum Head of Department recommends the change and it is approved by the Senior Schooling Deputy Principal. Students will be given reasonable notice (not less than two weeks) of the change in due dates. Amendments will be published in assessment schedules and via email to students.

Submitting, collecting and storing assessment information
Unless otherwise indicated on assessment task sheets, all drafts and final assignment submissions are to be submitted electronically via TurnItIn (http://turnitin.com). TurnItIn provides authenticity checks for students and staff, as well as time-stamped submission to ensure that due dates are met.

Assessment must be submitted by 3:30pm on the due date, either directly to teacher or with notification to teacher of submission to office/delegate.

Refer to section on *Drafts* for further information about drafting expectations.

Submission and formatting of assessment
(i) Written responses
Written responses may be word-processed or handwritten, as specified by the task sheet.

Word-processed responses
Word-processed responses may include hyperlinks, photographs, diagrams, maps and other visual features. For ease of scanning and/or electronic submission, when developing a response, students should use:
- legible font types, sizes (e.g. minimum size 10) and colours for text
- legible colours and sizes for visual features
- white paper for paper-based submissions
- appropriate file types for electronic submissions (refer to the subject-specific information).

Handwritten responses
Handwritten responses may be submitted as final responses to summative internal assessment. For ease of scanning and/or electronic submission, students should use:
- black or dark blue ink
- 2B pencil (where appropriate)
- white paper (either individual sheets or official response booklets)
- colour used for drawings and sketches needs to be visible in scanning and electronic submission.

For ease of scanning, all handwritten responses must be collected using the LDHS response sheet template (refer Appendix A of the Senior Assessment Style Guide).

(ii) Performance and spoken responses
Schools are required to film performance and spoken responses. The following conditions apply where syllabuses allow students to pre-record their performance for submission to the teacher.
Teachers ensure that:
- recording occurs in a space with suitable lighting
- the camera is placed at an appropriate distance from the student
- the camera remains directly in front of the student
- the camera pans only to keep the student in view if movement is used
- vocal delivery, where relevant, is clearly audible for the duration of the response
- the file is a continuous recording of the response with no pausing or editing, where relevant, or a collation of edited performances.

Video resolution of 720p or higher is recommended to ensure that responses can be reviewed at the Confirmation event.

For Physical Education, teachers should note that to collate evidence of individual student performance, the video needs to focus on the performance of that student. Consequently, the best camera position to capture the student response may not be directly in front of the student.

(iii) Multimodal responses
For multimodal responses, students present or submit responses that integrate more than one mode (e.g. a website or blog; a vlog; a digital folio or multimedia slideshow that combines photographs, video, sound, text and/or narration; a multimodal presentation; a digital narrative).

When students submit multimodal responses, they should use the file types that are required for electronic submission or that can be converted by the school. Some multimodal responses require submission of more than one file.

Collation and storage of assessment
On completion of a piece of assessment, all annotated student work must be electronically stored in '**G:\Curriculum\Senior Assessment Storage'**, within the structure '**Faculty > Exit Year Cohort > Subject > Task**'.
Name files as "**Surname, First name – Task – File**" (eg: 'SMITH, John – IA2 – ISMG.pdf')

Physical files that require scanning, should be submitted by teachers to the relevant Administration staff, clearly indicating which cohort, subject, task and student each document belongs to.

All static files should be converted to PDF to ensure the security of file content.

(i) PDF files
Should be:
- in colour (if necessary for the review at confirmation)
- legible and clear
- complete — including all pages of the original student work (this may include a title page, bibliography/reference list and/or appendixes)
- in correct page order
- oriented correctly (no student work presented upside-down or sideways)
- relevant to the confirmation of provisional marks — draft or checkpoint versions of the student work should be submitted if these were the only evidence of student work and were used to award a provisional mark
- compressed to meet or approach static file size requirements (maximum size 5 MB).

(ii) Audiovisual files
Should be:
- in colour (if necessary for the review at confirmation)
- audible and clear
- complete — the entire performance or, where syllabuses require supplementary evidence, a collation of edited performances for that student
- relevant — camera position and movement to capture the evidence used to award a provisional mark
- compressed to meet or approach dynamic file size requirements (maximum size 500 MB).

Note: Files sizes are provided as a guideline only. Audiovisual files larger than 500 MB may be able to be uploaded by the school.

(iii) Audio files
Should be:
- audible and clear
- complete — a continuous recording without editing of the student response
- compressed to meet or approach dynamic file size requirements (maximum size 500 MB).

Internal & Formative assessment administration
Scaffolding
Scaffolding for assessment helps students understand the process for completing the task. Scaffolding will:
- maintain the integrity of the requirements of the task or assessment instrument
- allow for unique student responses and not lead to a predetermined response.

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

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

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

Teachers will use these checkpoints to identify and support students to complete their assessment.

Heads of Department and parents/carers will be contacted if checkpoints are not met.

Drafts

Drafting is a key checkpoint. Types of drafts differ depending on the subject, e.g. written draft, rehearsal of a performance piece, or a product in development. Drafts might be used as evidence of student achievement in the case of illness or misadventure, or non-submission for other reasons.

Feedback on a draft is:
- provided on a maximum of one draft of each student's response
- a consultative process that indicates aspects of the response to be improved or further developed
- delivered in a consistent manner and format for all students
- provided within one week of a submission of a draft.

Feedback on a draft must not:
- compromise the authenticity of a student response
- introduce new ideas, language or research to improve the quality and integrity of the student work
- edit or correct spelling, grammar, punctuation and calculations
- allocate a mark.

A copy of the feedback will be stored by the teacher, with the draft, in the student's folio. Heads of Department and parents/carers will be contacted if draft submission requirements are not met.

Timelines for feedback on drafts

Drafts submitted to teachers by the specified due dates should be expected back, with feedback by teachers, within two (2) of that class' lessons past the due date.

Drafts submitted beyond the specified due date will be provided back to students at the teacher's earliest convenience, however draft due dates are provided for the reason of ensuring timely feedback to students. If students fail to meet these due dates, the school can accept no responsibility for the provision of feedback before the assessment due date.

Failure to submit a draft

If no draft work is submitted, the class teacher will contact the parent/guardian/carer (within 48 hours). The class teacher will note on the student profile "a result for IN CLASS work completed to date". The class teacher will actively encourage the student to submit their draft work for feedback prior to the final due date.

Should the student not submit a final assessment response or draft submission, then the IN CLASS WORK COMPLETED result (referred to above) will be the result assigned on the student profile. This is why teachers must store a copy of the draft and feedback in the student folio.

Managing non-submission of assessment by the due date

In the absence of an Access Arrangement and Reasonable Adjustment (AARA), results will be formulated based on evidence available at or before 3:30pm on the due date. This may include:
- Completed assessment, submitted before 3:30pm on the due date; or
- Drafts submitted prior to the due date; or
- "In class work completed" result recorded where no draft was provided by the required drafting date.

Note: Technology failure (such as printer not working, work not being saved, or computer malfunction etc.) is not considered acceptable grounds for non-submission or other special provision, including extension.

In the instance that no result is possible (i.e. there is no evidence available on or before the due date, including no draft and no evidence of classwork):
- For Applied subjects (Year 11 & 12), and General subjects in Year 11 – an E standard cannot be allocated when there is no evidence demonstrated. Failure to demonstrate sufficient coverage of the Unit Objectives may result in an Unsatisfactory result being recorded. This may impact upon the ability to attain the Queensland Certificate of Education (QCE).
- For General subjects in Year 12 – an overall subject result for a course of study may be withheld if a student does not submit or complete a summative internal assessment. This may impact upon the ability to attain either an Australian Tertiary Admissions Rank (ATAR) or the QCE

Absence on due date

Absence from school on the due date is not a valid reason for not submitting an assignment on time. If a student is unable to attend school on the day an assignment is due he/she must do one of the following:

- Submit the assessment digitally, via TurnItIn, if required by the task. If TurnItIn is specified as the submission medium, other forms of submission will only be accepted in special circumstances
- Arrange to submit the assessment before the due date (in case of known absence)
- Have a parent or guardian contact the school office and arrange delivery of the assignment to school before 3:30pm. Please note that it is vital that the teacher be notified (via email or other contact) to advise them that the assessment has been handed to the office and making note of the submission time.
- Send the assignment with a friend, to be delivered to the school office by 3:30pm. Please note that it is vital that the teacher be notified (via email or other contact) to advise them that the assessment has been handed to the office and making note of the submission time.
- Email digital copy of assessment to class teacher using a confirmation receipt, providing a hard copy on the day of return to school.

If illness or injury prevents any of the above options, a parent or guardian must contact the school office so that the information can be passed to the subject teacher, Head of Department and Principal's Delegate. **A medical certificate must be provided on the student's return to school**. Failure to do so will result in the assessment considered as a late submission (see above).

The grounds for AARA's will then be considered through official processes (Principal/QCAA Approved AARA)

Refer to sections on *AARA* and *Illness and misadventure* for further information.

Managing response length

Students must adhere to assessment response lengths as specified by syllabus documents. The procedures below support students to manage their response length.

- All assessment instruments indicate the required length of the response
- Teaching and learning programs embed subject-specific strategies about responding purposefully within the prescribed conditions of the task
- Model responses within the required length are available
- Feedback about length is provided by teachers at checkpoints.

After all these strategies have been implemented, if the student's response exceeds the word length required by the syllabus, the school will either:

- mark only the work up to the required length, excluding evidence over the prescribed limit

or

- allow a student to redact their response to meet the required length, before a judgment is made on the student work.

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

Authenticating student responses

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

LDHS uses the authentication strategies promoted by the QCAA. The authentication strategies that apply to individual tasks 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.

Internal quality assurance processes

LDHS's quality management system ensures valid, accessible and reliable assessment of student achievement. This includes:

- quality assurance of all assessment instruments before they are administered to students using quality assurance tools provided by the QCAA
- quality assurance of judgments about student achievement.

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

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

External assessment administration

External assessment is developed by the QCAA for all General and General (Extension) subjects. LDHS will implement and communicate the required external assessment processes, roles and responsibilities of the school external assessment (SEA) coordinator, teachers and students. This section will be clarified upon publishing of the *External assessment – Administration guide*, by the QCAA, in 2020.

Access arrangements and reasonable adjustments (AARA)

Lockyer District 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.

The school follows the processes as outlined in the *QCE and QCIA policy and procedures handbook* available from www.qcaa.qld.edu.au/senior/certificates-and-qualifications/qce-qcia-handbook-2019.

The school principal, or their delegate, manages all approval of AARA for students.

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

Students are not eligible for AARA on the following grounds:

- unfamiliarity with the English language
- teacher absence or other teacher-related issues
- matters that the student could have avoided
- matters of the student's or parent's/carer's own choosing
- matters that the school could have avoided.

Illness and misadventure

Students and parents/carers must contact the principal's delegate as soon as possible and submit the relevant supporting documentation.

Copies of the medical report template, extension application and other supporting documentation are available from the school website.

Identifying students for AARA
School identified

Lockyer District SHS will utilise the Nationally Consistent Collection of Data (NCCD) to identify students who may be eligible for AARA provisions.

Students with verified disabilities (those students supported by the Special Education Program (SEP)) will be case managed by the Head of Department for Inclusion attached to the SEP.

Students without verified disabilities who are otherwise identified through the NCCD will be case managed by the Guidance Officer.

In either circumstance, the case manager will contact the student and parents to seek clarification around AARAs that may be required, offer support in the application process and collate the required evidence to both create and submit the application. The case manager will provide end-to-end support of the AARA application, including assistance and advice to collate the required evidence, submitting the application, and supporting teachers to be aware of the approved AARA provisions.

Self-identified
Students not identified by the NCCD process may still be eligible for AARA provisions. In this instance, students are able to seek support from the Guidance Officer by filling in the AARA Application form (available from the school website). The Guidance Officer will then assume the role of case manager and provide end-to-end support of the AARA application, including assistance and advice to collate the required evidence, submitting the application, and supporting teachers to be aware of the approved AARA provisions.

Managing academic misconduct

Lockyer District High School 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/or 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	A student: • begins to write during perusal time or continues to write after the instruction to stop writing is given • uses unauthorised equipment or materials • has any notation written on the body, clothing or any object brought into an assessment room • communicates with any person other than a supervisor during an examination, e.g. through speaking, signing, electronic device or other means such as passing notes, making gestures or sharing equipment with another student.	**For authorship issues** When authorship of student work cannot be established or a response is not entirely a student's own work the college will provide an opportunity for the student to demonstrate that the submitted response is their own work. **For all instances of academic misconduct** Results will be awarded using any evidence from the preparation of the response that is available that is verifiably the student's own work and that was gathered in the conditions specified by the syllabus, on or before the due date.
Collusion	When: • more than one student works to produce a response and that response is submitted as individual work by one or multiple students • a student assists another student to commit an act of academic misconduct a student gives or receives a response to an assessment.	**For instances of academic misconduct during examinations** Students will be awarded a Not-Rated (NR). See the *QCE and QCIA policy and procedures handbook* (Section 8.5.1 and Section 8.5.2). Where appropriate, the school's behaviour management policy will be implemented.
Contract cheating	A student: • pays for a person or a service to complete a response to an assessment • sells or trades a response to an assessment.	
Copying work	A student: • deliberately or knowingly makes it possible for another student to copy responses • looks at another student's work during an exam • copies another student's work during an exam.	
Disclosing or receiving information about an assessment	A student: • gives or accesses unauthorised information that compromises the integrity of the assessment, such as stimulus or suggested answers/responses, prior to completing a response to an assessment • makes any attempt to give or receive access to secure assessment materials.	

Fabricating	A student: - invents or exaggerates data - lists incorrect or fictitious references.	**For authorship issues** 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.
Impersonation	A student: - arranges for another person to complete a response to an assessment in their place, e.g. impersonating the student in a performance or supervised assessment. - completes a response to an assessment in place of another student.	**For all instances of academic misconduct** Results will be awarded using any evidence from the preparation of the response that is available that is verifiably the student's own work and that was gathered in the conditions specified by the syllabus, on or before the due date.
Misconduct during an examination	A student distracts and/or disrupts others in an assessment room.	
Plagiarism or lack of referencing	A student completely or partially copies or alters another person's work without attribution (another person's work may include text, audio or audiovisual material, figures, tables, design, images, information or ideas).	**For instances of academic misconduct during examinations** Students will be awarded a Not-Rated (NR). See the *QCE and QCIA policy and procedures handbook* (Section 8.5.1 and Section 8.5.2). Where appropriate, the school's behaviour management policy will be implemented.
Self-plagiarism	A student duplicates work, or part of work already submitted as a response to an assessment instrument in the same or any other subject.	
Significant contribution of help	A student arranges for, or allows, a tutor, parent/carer or any person in a supporting role to complete or contribute significantly to the response.	

Link to relevant legislation and other policy

Legislation

- Education (General Provisions) Act 2006
- Education (General Provisions) Regulation 2006
- Education (Queensland Curriculum and Assessment Authority) Act 2014
- Education (Queensland Curriculum and Assessment Authority) Regulation 2014
- Disability Discrimination Act 1992
- Anti-Discrimination Act 1991
- Disability Standards for Education 2005

Relevant Policy

- QCAA October 2018 - QCE & QCIA Policy and Procedures,4.6.1 School-based assessment policy
- QCAA October 2018 - QCE & QCIA Policy and Procedures 7.1 – 7.8 Access arrangements and reasonable adjustments
- QCAA October 2018 - QCE & QCIA Policy and Procedures 4.1 – 4.6 Assessment
- QCAA October 2018 - QCE & QCIA Policy and Procedures 5.1 – 5.8 Internal assessment quality management system
- Roadmap for P-10 curriculum, teaching, assessment, and reporting – Department of Education, Training, and Employment (DETE) 2011