



MAROOCHYDORE
STATE HIGH SCHOOL

.....
STRIVE AND SERVE

Whole School Assessment Policy



MAROOCHYDORE
STATE HIGH SCHOOL
.....
STRIVE AND SERVE

Contents

Scope	3
Purpose	3
Values	3
Principles	4
Relevant Legislation and Policy	4
Legislation	4
Policy	4
Responsibilities	5
School responsibilities:	5
Student responsibilities:.....	5
Parent/Caregiver responsibilities:	6
Support	6
Expectations – Learning and Assessment	6
Administering Assessment	7
Internal and External Assessment (Years 11 and 12)	7
Scaffolding	7
Checkpoints	7
Drafting and Feedback	8
Managing Response Length.....	8
Due Dates	9
School-approved absences	10
Non-approved Absences	10
Electronic / Digital Submission of Assignments	10
Exam Blocks	11
Specific Requirements: Assignments	12
Specific Requirements: Tests/Examinations.....	14
Access Arrangements and Reasonable Adjustments (AARA)	15
Roles and Responsibilities	15
Eligibility for AARA	15
Ineligibility for AARA.....	16
Application Process.....	16
Year 7-10 Students	16
Year 11-12 Students	16
Academic Integrity	18
Student Responsibilities	18
Parent Responsibilities	18
Types of Academic Misconduct	19
Authentication Strategies.....	20
Academic misconduct during an exam or external assessment.....	20
Consequences for academic misconduct	20
Internal Quality Assurance	21

Scope

This policy provides information for teachers, students and parents/carers about roles, responsibilities, processes and procedures to ensure the integrity of all assessment across years 7-12. The framework for the policy is developed from the QCE and QCIA policy and procedures handbook available from the [QCAA website](#).

Purpose

Maroochydore State High School strives to achieve excellent outcomes for all through empowering high performance. It aims to do this through the My Personal Best (MyPB) process where students are individually accountable for attendance, engagement and assessment. A 92% attendance rate and submitting all assessment requirements is crucial for improving outcomes.

This policy applies to **all students** currently enrolled at Maroochydore State High School. It details procedures to be followed in applying for an extension of time to complete an assessment task, late submission and non-submission of student responses to assessment tasks. It also details procedures relating to examination requirements and possible consequence that may occur in the event of student misconduct relating to assessment.

This policy incorporates:

- a) the conditions under which students submit/complete pieces of assessment;
- b) how students and parents are notified about planned assessment and where necessary, non-submission of assessment; and
- c) procedures for dealing with cases of late or non-submission of assessment.

This policy has been developed to be fair to all students and to ensure that students meet their obligations regarding completion of a course of study.

Values

Maroochydore State High School recognises these core values:

- Learning:** I will make the most of every learning opportunity and allow others to do the same
- Respect:** I will respect myself, all others, the school community, environment and facilities
- Safety:** I will act safely and be accountable for my actions

Principles

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

Assessment includes any examination, practical demonstration, performance or product that allows students to demonstrate the objectives as described by the syllabus. Assessment should be:

- aligned with curriculum and pedagogy
- equitable for all students
- evidence-based, using established standards and continua to make defensible and comparable judgments about students' learning
- ongoing, with a range and balance of evidence compiled over time to reflect the depth and breadth of students' learning
- transparent, to enhance professional and public confidence in the processes used, the information obtained and the decisions made
- informative of where students are in their learning.

High-quality assessment is characterised by three attributes:

- validity, through alignment with what is taught, learnt and assessed
- accessibility, so that each student is given opportunities to demonstrate what they know and can do
- reliability, so that assessment results are consistent, dependable or repeatable.

When designing learning experiences and assessment opportunities, consideration is given to:

- ensuring that learning is an environment that is free from physical, emotional and psychological harm
- engaging with age-appropriate topics, texts, materials, performances, activities and resources
- developing appropriate assessment responses or materials that would not offend, humiliate, intimidate or cause distress or harm in the wider community

Relevant Legislation and 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

Policy

- QCE and QCIA Policy and Procedures Handbook V4.0
- Every student succeeding - State Schools Improvement Strategy 2022–2026
- P-12 curriculum, assessment and reporting framework (DETE) – February 2022
- K-12 assessment (QCAA) – February 2022

Responsibilities

School responsibilities:

- Provide an Assessment Planner, a Unit/Term Planner and Learning Goals to students for each subject, at the beginning of each semester/unit.
- Discuss with students the assessment policy and expectations.
- Provide assessment instruments in an appropriate timeframe, consistent with the relevant subject syllabus document / work program, to assist students with organisation.
- Support students with Access Arrangements and Reasonable Adjustments (AARA) where necessary.
- Provide appropriate class time for assessment, consistent with the relevant subject syllabus document / work program.
- Provide clear, specific, meaningful and timely feedback, allowing reflection on the learning process and collaboration to support future learning and development. Feedback can include written and verbal communication.
- Enact moderation procedures which ensure a consistency of standards is maintained in the administration and marking of assessment.
- Communicate with caregivers if the student is not on the pathway for assessment completion by the required time frame.
- Responsible for gathering evidence of student achievement on or before the due date for internal assessment instruments.
- Provide timely assessment feedback. In relation to exams, no feedback will be provided to students until all students have sat the exam to ensure exam integrity.

Student responsibilities:

- Students will engage with school, including maintaining a high level of attendance and punctuality, to ensure they adequately equip themselves with the necessary knowledge and support to experience success.
- Students are responsible for planning and managing their time to meet due date requirements.
- Students who have a flexible learning program are responsible for ensuring they remain in contact with teachers to ensure they catch up with work missed and complete all assessment by the due date.
- Students will store the Assessment Planner and Unit/Term Planners appropriately, for example saved appropriately, glued in subject book, and share them with parents/caregiver.
- Students will engage in the learning for the subject or course of study.
- Students will produce evidence of achievement that is authenticated as their own work.
- Students will fulfil course requirements and submit responses to scheduled assessment on or before the due date.
- Year 11 and 12 students will attend internal examinations on the due date, some of which may be on the flexible learning day. Exams will not be rescheduled to suit situations that are of the student's or parent/carer's own choosing (eg. family holidays).
- Year 12 students studying General subjects will check the QCAA website for their published external examination timetable.
- Students will demonstrate their value for their education and respect for self by ensuring all work submitted is their original work (see Academic Integrity).
- Students will utilise the Harvard Referencing Style for all assessment pieces. See guide in student planner.
- Students will present required drafts for assessment, by the due date, to allow them the opportunity to reflect on their progress and review their work. This process allows the development of lifelong learning practices which are crucial to building self-evaluation, self-efficacy and self-responsibility for in-depth and long-term learning.
- Students will communicate anticipated difficulties in completing assessment requirements with their teacher in a timely manner, allowing structured support for completion. If AARA or an extension is required, the student will follow the correct application procedures, before the due date with the knowledge of the teacher.
- Students will discuss their assessment piece/s and result/s with their teacher to gain feedback for

- personal growth and learning and assist with the development and reinforcement of a growth mindset.
- If students seek to appeal a result, they are to access their teacher for feedback prior to accessing this process.
 - Students are to be familiar with the Effort for Learning Policy.

Parent/Caregiver responsibilities:

- Encourage and support their student to create positive habits for school engagement and assessment completion to develop self-efficacy, self-responsibility and character strengths.
- Encourage and support students to submit all drafts and final assessment by the due date.
- Inform the appropriate school staff (teacher and/or HOD) of any difficulties relating to the completion of assessment items before the due date.
- Provide necessary documentary evidence (eg. medical certificate) necessary if there is a need for AARA (See Access Arrangements and Reasonable Adjustments).
- Be familiar with the Effort for Learning Policy.

Support

An Assessment Planner and Unit/Term Planner is provided to students for each subject, at the beginning of every semester/unit so that parents and students are aware of assessment commitments and can plan study programs accordingly. Students are actively encouraged to seek out assistance from subject teachers or Heads of Department if they are experiencing difficulties with assessment tasks. Time management, study skills and stress management strategies and techniques are embedded within the whole school Pastoral Care program.

Expectations – Learning and Assessment

Maroochydore State High School has high expectations for student participation, engagement and academic integrity in learning and assessment. Students will be provided with an Assessment Planner, a Unit/Term Planner and Learning Goals for each subject, at the beginning of each semester/unit.

It is intended that every student (except under exceptional circumstances) will complete every assessment item to a satisfactory level of effort. Students must complete and submit mandatory assessment items to meet course requirements and maintain eligibility for credit for any unit/semester for each subject being studied.

If a student repeatedly does not meet mandatory requirements, they will not have met the substantial requirements of the course, and as a result, could be removed from the subject. For year 11 and 12 students, results for this subject may not contribute towards the student's QCE and may lead to the student being QCE/ATAR ineligible. This may become grounds for cancelling the students' enrolment as per the Education (General Provisions) Act 2006 (Qld).

When changing subjects after a course of study has begun, consideration needs to be made as to how teaching, learning and assessment requirements for the subject are to be achieved, within appropriate timelines.

Administering Assessment

An 'assessment item' is defined as a task undertaken by a student over a specified period of time, which contributes to the student's overall assessment profile for a particular subject. These items may be in the form of:

- Collection of work
- Examination
- Extended response
- Investigation
- Learning journal
- Multi-modal responses
- Performance
- Practical demonstration
- Presentation
- Product
- Project

Internal and External Assessment (Years 11 and 12)

In years 11 and 12 internal assessment is developed by and administered by subject area teachers.

Students selecting General subjects in Year 12 will engage in three internal pieces of assessment and one piece of externally generated assessment. In Applied subjects a student's subject result is based on their achievement in four internal assessments. For Applied Essential English and Applied Essential Mathematics schools develop three of the four internal assessments. The fourth internal assessment is a common internal assessment developed by the QCAA, and marked by schools.

External assessment is developed by the QCAA for all General subjects. External assessment is an examination held at the end of the course of study, common to all schools, administered by the schools under the same conditions at the same time and on the same day and marked by the QCAA according to a commonly applied marking scheme. All external assessment for General subjects is summative and may contribute to a QCE and/or ATAR calculation. The QCAA determines the timing of external assessments, generally in October and November of Term 4. The specific dates for external assessment are made available on the QCAA website at the beginning of each year.

Scaffolding

Scaffolding may be provided to individuals or to a class of students. Scaffolding considerations:

- Allows for unique student responses and does not lead students to a **predetermined answer** or response and allows students to demonstrate the objectives being assessed.
- To develop students' knowledge and skills, teachers **gradually release support** and responsibility to students over a course of study.
- Maintains the integrity of the requirements of the task or assessment instrument.

Checkpoints

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

- clarify assessment expectations for students, e.g. task requirements
- discuss progress towards the task completion
- help students develop strategies to submit assessment by the due date
- ensure students are creating assessment in the correct mode
- gather evidence on or before the due date
- provide points of intervention, if needed
- embed authentication strategies.

Drafting and Feedback

A draft is a preliminary version of the student's response to an assessment instrument. A draft may be used to provide feedback on a response as well as to authenticate student work. At Maroochydore State High School, it is compulsory for all students to submit a draft. Failure to do so will result in consequences in line with the Effort for Learning Policy.

Providing feedback on a draft is a consultative process, not a marking process. Teachers should not allocate a mark or a result for draft student responses. Feedback on a draft must not compromise the authenticity of student work. Teachers should not introduce new ideas, language or research to improve the quality of the student responses.

Teachers will:

- Provide feedback on a **maximum of one draft** of each student's response.
- **Indicate some key errors** and remind students that the draft requires more editing, but **will not edit or correct** spelling, grammar, punctuation and calculation errors in a draft.
- Encourage students to reflect on strategies they could use to refine their response. For example:
 - Consider other aspects of the text, report, performance or activity
 - Develop their response to show more awareness for the audience
 - Give priority to the most important points by rearranging the sequence and structure of ideas
 - Conduct further investigation to support an argument or communicate meaning
 - Adhere more closely to the referencing style – Harvard Referencing is required for all year levels.
- Indicate when and how to submit a draft response.

Students will:

- **Submit** a draft by the due date, **that meets requirements** to enable teachers to provide adequate feedback.
- Utilise feedback to enhance the final copy.

Managing Response Length

In developing a response to an assessment instrument, students are required to meet the conditions outlined in the task requirements or syllabus. All assessment instruments must indicate the required length of a response as a word length, duration of time or page count.

Teachers will:

- Work with students at **check points** throughout the process, emphasising the conditions of the task including response length.
- Use **proactive strategies** to support students to meet the syllabus requirements and assessment conditions for the **response length** before the assessment is submitted.
- Provide **examples** of responses that are written **within the required response length**.
- **Annotate** any student responses submitted on or before the due date **that exceed the required length**.

If a student submits a response that exceeds the required length the student will be able to **redact the response** to meet the required length before a judgement is made on the evidence in the student response. Teachers are not to redact a student response. It is also not appropriate for a student to redact a response that is

- produced under exam conditions
- in an assessment that requires a continuous response, such as a presentation or a recording.

When marking student responses, schools **cannot**:

- change the tool being used for making a judgment
- penalise students for submitting an over-length response by arbitrarily reducing their result, eg. a 2-mark penalty
- increase the upper limit of a length eg. allowing a tolerance of +10%
- increase working time eg. allowing students to take an over-length assignment home to redact.

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 – 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 visual elements associated with the genre[^] raw or processed data in tables, figures and diagrams numbers, symbols, equations and calculations bibliography / reference list appendixes* page numbers in-text citations 	<ul style="list-style-type: none"> title pages contents pages abstract bibliography / reference list appendixes* blank pages

[^] For example, by-lines, banners, captions and call-outs used in genre-related written responses.
 * Appendixes should contain only supplementary material that will not be directly used as evidence when marking the response.

Elements to be included in or excluded from the duration of a non-written response are provided in the following table.

Table – Determining length of a non-written response

	Response Length – duration
Inclusions	<ul style="list-style-type: none"> Any items that form part of the response and chosen by the student for inclusion in the multimodal or presentation including introductory slides or excerpts such as video or music Any required referencing of texts or citations chosen for inclusion, e.g. as a note on a slide in a multimodal presentation.
Exclusions	<ul style="list-style-type: none"> Extraneous recording prior to the beginning of the response, e.g. setting up microphones, waiting for an audience to settle, talking about setting up.

Due Dates

Maroochydore State High School will consider scheduled assessment and avoid clashes where possible. Solutions will be provided, when clashes are unavoidable. Assessment Planners will be provided outlining due dates.

Students are responsible for planning and managing their time in order to meet due date requirements. Schools are responsible for gathering evidence of student achievement in response to assessment **on or before the due date** in all subjects.

It is **not possible** to gather evidence for an **examination** technique **before the due date** where the student is required to respond under supervised conditions to unseen questions or stimulus materials. There may be adjustments to processes or due dates in situations when a student is eligible for AARA.

School-approved absences

Maroochydore State High School values and supports students that engage in a range of learning experiences or activities that exist outside traditional school-based activities. These activities may involve prolonged absences from school, do not meet the requirements for AARA or illness and misadventure applications and may coincide with scheduled assessment periods. Where appropriate, schools may approve student engagement in these experiences.

To apply for a **school-approved absence**, an “Application for AARA” Form needs to be completed and submitted to the appropriate person for approval **at least two weeks** in advance. Supporting documentation needs to be provided with the application.

Situations that are of the student’s or parent/carer’s own choosing (e.g. family holidays) are not eligible for consideration.

Examples of school-approved absences may include:

- school excursions that cannot be scheduled at another time e.g. performances being viewed as part of the assessment program
- school, district, regional, state or national representation for school-supported sport
- school, district, regional, state or national representation for artistic endeavors.

If the school approves the absence and the student will be absent the day assessment is due, the following actions apply:

- for **examinations** — a comparable examination must be completed **before** the due date.
- for **non-examinations** — students are required to submit/present the assessment **on or before** the due date.

For year 12 students, if they are participating in a state or national representative activity during the external examination period, they may submit a Variation to venue application through the QCAA.

Non-approved Absences

The following absences will not be approved by the school and therefore, assessment adjustments will not be made.

- Driving lesson/test
- Non-urgent appointments
- Family holidays
- Moving house
- Care for younger siblings
- Circumstances that are within the control of the student or parent/carer.

Students will be required to meet all assessment timelines. It is the responsibility of students to complete all work for classes as per regular course processes.

Electronic / Digital Submission of Assignments

Written assignments (or parts thereof) in most year 10-12 subjects must be submitted electronically. The information regarding submission details will be provided on task sheets where applicable.

All electronically submitted assessment using **Turnitin**, must be **submitted by 5.00pm** on the due date through the Turnitin software.

In all year levels, students must back up all work and keep the latest version available on request. Students are encouraged to take safe-guard measures to ensure that assignment work is saved in multiple locations to avoid loss.

NOTE: **Technology failure** (such as a printer not working, work not being saved properly or computer/email malfunction etc) **is not considered acceptable grounds for an extension** or a valid reason for assignments not being submitted on time.

Exam Blocks

School created Exam Blocks – Years 10, 11 & 12

- Year 10 – there will be an exam block at the end of Term 2 and Term 4. Students are required to attend school only when they have a scheduled exam.
- Year 11 – there will be an exam block at the end of Unit 1 and Unit 2. Students are required to attend school only when they have a scheduled exam or assessment to catch up on. Exams may also be held on flexible learning days.
- Year 12 – exams may be held on flexible learning days throughout Units 3 & 4.

QCAA External Assessment – Year 12

The QCAA develops the external exam schedule ensuring that the same subject exam is administered under the same conditions, at the same time and on the same day across the state. All external assessments must be administered according to the QCAA's requirements. The exam block runs from Term 4 week 3 to week 7.

During this time, students in Essential, Applied and VET subjects may be required to sit exams, complete assignments or undertake regular class work, depending on course requirements.

Specific Requirements: Assignments

Assignments are included as an integral part of both learning and assessment programs in most subjects. These assignments are compulsory.

ALL assignments at MSHS must be the student's own work and proved to be so, through the drafting process in every subject. Any assignment/assessment that is found to contain plagiarism and/or is copied or written by someone else may receive no credit. See Academic Integrity.

Assignment Drafts

- a) All students are required to submit a draft of assignments on the **draft due date**. Teachers will provide **feedback** on a maximum of **one draft in a timely manner**. Providing feedback is a consultative process, not a marking process. Feedback on a draft must not compromise the authenticity of student work.
- b) All assignments will have at least two (2) important checkpoints (a **draft due date** and the **final due date**) that are clearly identifiable on the task cover page. If a student does not meet their commitment at any of these important junctures, the classroom teacher will contact home and the Effort for Learning Policy will be implemented.
- c) If a student submits a draft of the assignment after the **draft due date**, with no documented or valid reason, no written feedback will be provided to the student.

Submitting assessment on or before the due date

- d) Students with flexible learning arrangements or off-campus commitments must ensure that assignments are submitted **on or before the due date**.
- e) Student with approved absences are required to submit/present the assessment **on or before** the due date.

Extensions

- f) An extension to the **draft due date** is to be made in consultation with the Faculty HOD. Approval for an extension to the draft due date does not guarantee approval to an extension to the final due date.
- g) Assignments must be completed and presented on or before the due date, unless an **extension** has been approved. To apply for an extension, an "Application for AARA" needs to be completed and submitted to the appropriate person for approval with a **minimum of 2 days'** notice before the **due date**.
- h) If a student has had an extended absence prior to the due date, due to bereavement or other illness and misadventure he or she may request an **extension** of the due date by completing an "Application for AARA".
- i) Any application for an **extension** of the due date must be made in advance at **least two days** before the **due date**. If such a request is granted then all of the above conditions apply to the revised due date. Only in extreme circumstances (e.g. unexpected illness) verified by parents (years 7-10) or a medical certificate (years 11-12) can an **extension** be requested **on the due date**.
- j) Reasons which indicate a lack of effort, or commitment by the student, are not acceptable reasons for making a request to extend the due date.
- k) Staff wishing to apply for a **whole class extension** to an assignment must seek prior advice from the Faculty HOD one week in advance of the due date. Where a whole class extension is granted, all students need to be informed of the change in due date at least **one week** before the due date so that they can manage their study tasks and commitments accordingly.
- l) Assignments which satisfy the above criteria, and for which an extension has been approved, will be assessed and credited towards the student's level of achievement. Students will have *fulfilled course requirements* only when assignments and other required tasks are completed.

Non-Submission of Assignment

- m) Where it becomes evident that a student is **not on track** to submit assessment to a satisfactory standard, the teacher must **contact home** either via phone or email, in line with the Effort for Learning Policy. This contact can be made in conjunction with draft due dates or anytime during the completion of the assessment instrument.
- n) On the assessment due date (or as soon as reasonably possible), the teacher will **contact home** regarding non-compliance with the Assessment Policy and the Effort for Learning Policy.
- o) Absence on the due date requires the following:
- The work must be delivered to the school on the due date; **emailed** directly to the teacher; or **submitted** through the office and an **assignment receipt** will be provided.
 - Contact should be made with the school if the work cannot be submitted.
 - Students in years 11 & 12 must submit work **on or before the due date**. If absent on the due date, contact with the school must be made. If absent due to bereavement or other illness and misadventure (holidays will not be accepted as a valid reason) an "Application for AARA" is to be completed as soon as possible. A **medical certificate** or documentary evidence is required to support the AARA application. If no medical certificate/documentary evidence is provided or deemed ineligible, the student will receive a result using evidence of learning that has been compiled before the due date.
- p) Non-submission of a student response in years 7-10 will result in:
- **No grade/credit** will be given unless approval is given by the Faculty HOD / Deputy Principal; or
 - **No grade/credit** will be given unless there is **evidence of work in class** or a draft compiled before the due date.
 - After the final due date, on return to school, students will be required to hand in their **completed work** and the Effort for Learning Policy will be implemented.
 - Consequences for **unsatisfactory effort**/lack of progress could include extra learning opportunities (ELO) being applied by the teacher in order to satisfactorily complete the work. If the work is still not completed satisfactorily, the student may be referred to the Faculty HOD and/or Deputy Principal in conjunction with the Effort for Learning Policy.
 - In cases where the student has **multiple outstanding pieces of assessment** the year level team may assist to get the work completed.
 - A satisfactory assignment is one in which the student has properly attempted every possible section of the assignment. This will be judged on the effort made to complete the work and not the quality of the work.
- q) Non-submission of a student response in years 11 or 12:
- When a student **does not submit a final response** to an assessment instrument on or before the due date, a result should be awarded using evidence:
 - from the preparation of the response to the assessment instrument gathered **during** the assessment preparation period (i.e. class work, a draft)
 - available **on or before** the due date (i.e. class work, a draft, rehearsal notes, photographs of student work)
 - that is in the **same mode** as the required response (i.e. written, spoken etc).
 - 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. In this case, the student will **NOT receive a result** for the subject (Units 3 and 4) or Units 1 and 2. This may impact QCE/ATAR eligibility. An NR needs to be in consultation between the Faculty HOD and Deputy Principal.
- r) Students who repeatedly fail to submit assessment will be subject to the Effort for Learning Policy.
- s) In order to **complete course requirements**, students are still required to hand in their completed assessment work or complete the work to a satisfactory level of effort (all sections must be properly attempted). This process will be in consultation with the Faculty HOD/Year Level Team and the Effort for Learning Policy.

Specific Requirements: Tests/Examinations

Tests/Examinations are included as an integral part of both learning and assessment programs in most subjects and as such are compulsory.

Due Dates

- a) Students **must attend** and complete Tests/Examinations on the day they are scheduled.
- b) Students are to check **exam block** schedules (if applicable) to ensure they do not have any **conflicting exams**. If there are conflicts, the student is required to organise an alternate time.
- c) The school may schedule examinations for year 11-12 students on the **flexible learning day**. Flexible learning days do not apply during exam blocks and therefore, alternative arrangements for external courses will need to be made.
- d) School exams are given **priority** over external courses.

Non-Completion of Examination

- e) Students in years 7-10 who **miss exams** will be required to sit those exams at the next convenient opportunity for the teacher. A note / **medical certificate** explaining the absence for the exam time is recommended. Other circumstances must be approved by the relevant HOD / Deputy Principal and may be subject to the Effort for Learning Policy. Early examinations will only be permitted in consultation with the Faculty HOD and/or relevant Deputy Principal.
- f) Students in years 11-12 who **miss an exam** due to illness or misadventure, must **contact** the school on the morning of the exam (or earlier if known) and must provide a **medical certificate** or other documentation. A **comparable assessment** item will be completed upon the student's return. An "Application for AARA" along with supporting documentation needs to be completed for a subject result to be awarded.
- g) Students in years 11-12 who **miss an exam** for a **non-approved absence** (i.e. situation of the student or parent/carer's own choosing) will receive a **Not Rated (NR)** for the instrument and will not receive a subject result. They are not to sit the examination or a comparable examination after the due date. Where there is no evidence collected and a **Not Rated (NR)** is awarded for the response, the student will not receive a result for the subject (Units 3 and 4) or Units 1 and 2. This may impact QCE/ATAR eligibility.
- h) Students who repeatedly fail to sit examinations will be subject to the Effort for Learning Policy.
- i) In order to **complete course requirements**, students are required to complete the work to a satisfactory level of effort (all sections must be properly attempted). This process will be in consultation with the Faculty HOD/Year Level Team and the Effort for Learning Policy.

Comparable Examination

- j) A comparable assessment instrument is developed from the original instrument if the integrity of the original assessment item has been compromised for one or more students. This may be as a result of illness or misadventure, or when managing a school-approved absence for an examination.

Access Arrangements and Reasonable Adjustments (AARA)

Access arrangements and reasonable adjustments (AARA) are designed to assist students who have a disability, impairment and/or medical conditions, or experience other circumstances that may be a barrier to their performance in assessment.

Illness and unforeseen events may also impact on a student's ability to complete assessment, and may require access arrangements or a reasonable adjustment.

It is intended that every student (except under exceptional circumstances) will complete every assessment item to a satisfactory level of effort.

Roles and Responsibilities

To ensure Maroochydore State High School administers assessment within the requirements of the relevant syllabus and meets quality assurance processes, in making decisions about AARA, the school is required to consider what access arrangements or adjustments to assessment conditions are reasonable in the context of the eligible student's disability, impairment, medical condition or circumstances.

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

School responsibilities

- Check the accuracy of information supplied in the AARA application.
- Consider whether a student's application for AARA is consistent with eligibility requirements and clarify as required.
- Advise the student/parent/caregiver of approved AARA.

Parent responsibilities

- Advise the school of the disability, impairment, medical condition or other circumstance/s that may affect their student's ability to read, respond to or participate in assessment.
- Provide the school with the necessary evidence to support the application.
- Support their student in engaging with the curriculum and assessment.

Student responsibilities

- Follow the guidelines of the AARA support provided and utilise it meaningfully.

Eligibility for AARA

AARA are provided 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. These barriers fall into three categories:

- Long-term and chronic conditions
- Short-term conditions and temporary injuries
- Illness and misadventure.

Maroochydore State High School uses broad disability categories for AARA:

- cognitive
- physical
- sensory
- social/emotional.

Students may also be eligible for AARA where illness and misadventure (i.e. unforeseen circumstances) or other situations may prevent students from demonstrating their learning, knowledge and skill in internal and/or external summative assessment. For year 11 and 12 students, the QCAA will also consider applications for certain cultural obligations or personal circumstances.

Students who believe they have a condition e.g. anxiety disorder, ADHD, diabetes, dyslexia etc. that meets the AARA criteria can apply to have adjustments made to their assessment. Some of these adjustments require Principal-approval, while others require QCAA approval. Supporting documentation is required.

Ineligibility for AARA

Students are **not** eligible for AARA on the following grounds:

- unfamiliarity with the English language
- teacher absence or other teacher-related difficulties
- matters that the student could have avoided (e.g. misreading an examination timetable, misreading instructions in examinations)
- timetable clashes
- matters of the student's or parent's/carer's own choosing (e.g. family holidays or sporting events)
- matters that the school could have avoided (e.g. incorrect enrolment in a subject).

Application Process

Students are required to complete an "Application for AARA" Form and submit it to the relevant person as outlined on the Application Form. This Application Form also includes Extension for Assignment Due Date.

Year 7-10 Students

Appropriate AARA arrangements will be made after advice and consultation with either the Faculty/Year Level HOD, HOD Diverse Learning, Guidance Officer or Deputy Principal.

Year 11-12 Students

The QCAA is responsible for approving identified AARA for students undertaking summative assessment in Units 3 and 4 of Applied, Applied (Essential) and General subjects. QCAA approved AARA are specific practical arrangements that can only be approved by the QCAA following considerations of supporting documentation submitted with the AARA application via the QCAA Portal.

Long-term conditions that are unlikely to improve over time

Students who have been verified under the Education Access Program (EAP) will have AARA provisions put in place by the Guidance Officer or the HOD Diverse Learning or their Case Manager. The formal notification of EAP may substitute for a medical report. If a student has a long-term condition and is not captured in the EAP, a confidential medical report must be supplied to the Guidance Officer who will coordinate the AARA process.

Short-term conditions or temporary injuries

Short-term conditions may improve or deteriorate over time depending on a range of influences and factors. A supporting confidential medical report for short-term conditions or temporary injuries, including mental health conditions such as anxiety and depression, will need to be supplied to the Guidance Officer as part of the AARA process.

Illness and Misadventure

Students whose ability to attend or participate in an assessment is adversely affected by illness or an unexpected event may be eligible for provisions for illness and misadventure. The following 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.

Internal Assessment

A student who is ill and unable to attend school for internal assessment should inform the Deputy Principal, Year Level HOD and their teacher as soon as practical. A medical certificate or other reasonable documentation must be provided and accompany the "Application for AARA".

The Year Level HOD will liaise with classroom teacher/s and the student to determine an agreed extension due date. It is preferred that exams be completed during the next available weekly exam session. A copy of the AARA is distributed to classroom teachers and must be attached to the assessment item where an extension or comparable assessment has been granted.

External Assessment

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.

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

A submission for illness and misadventure may be made by a student, or by the school on behalf of the student or groups of students. The submission may be made 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.

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.

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

No alternative arrangements can be made if a student does not attend a scheduled external assessment.

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, are responsible for promoting and maintaining academic integrity.

Maroochydore State High School supports students with this development, regarding their assessment, in the following ways:

- Clearly indicating a drafting and feedback process, allowing students the opportunity to consult and confer regarding their assessment and progress. This process also allows students to develop the confidence to seek support when experiencing difficulty and assists to develop academic self-efficacy.
- Explicitly teach and model the use of appropriate processes and materials in academic work, including an understanding of ownership of information, ideas and images.
- Providing scaffolding that allows a structured, interactive and collaborative process to construct knowledge and skills as part of teaching, learning and assessment.
- Fostering a learning environment that encourages mutual trust and respect for developing individual work by appropriately acknowledging the ideas, work or interpretation of others.
- Giving students access to resources that enable students to self-assess their compliance with academic integrity guidelines before submitting responses.
- Providing an authenticity statement on every item of assessment, allowing students to reflect and agree to the item's authenticity.
- Providing a process to manage, resolve and appeal cases of academic misconduct.
- Providing students access to Turnitin (years 10-12), an online plagiarism detection tool, to assist students in achieving academic honesty.
- Support students to have authentic responses in exams by removing any technology from students that may provide the opportunity to cheat.
- Take reasonable steps to ensure that each student's work is their own, 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 drafts).

Student Responsibilities

- Students sign a declaration of authenticity for the assessment task stating that it is their own original work.
- Students utilise and submit their assessment via Turnitin (years 10-12).
- Students submit drafts of their assessment and keep copies of their drafts.
- Students provide a bibliography and/or reference list (as required) to reference sources used.
- Students will not engage in any type of academic misconduct, and if in doubt, will consult with their teacher.
- Year 10 and 11 students will be required to complete the QCAA Academic Integrity course within their Pastoral Care program and may revisit as required within subjects.
- Students may be required to participate in interviews during and after the development of the final assessment item.
- Students may be required to provide documentation of the drafting process (e.g. planning, research, notes, drafts).
- Students ensure they are not accessing technology during exams to cheat.

Parent Responsibilities

- Support the efforts of teachers and students to authenticate student responses.
- Encourage their student to approach their academic responsibilities in an authentic, and ethical way with integrity.
- Alert the teacher if they suspect that their student has engaged in academic misconduct.

Types of Academic Misconduct

Academic misconduct incorporates a broad range of behaviours in which students inappropriately and falsely demonstrate their learning. Academic misconduct may be considered along a continuum of breaches that range in the significance of misconduct and intent.

Table – Common Types of Misconduct (as defined by the QCAA)

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 their 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	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 a supervised assessment copies another student's work during a supervised assessment.
Disclosing or receiving information about an assessment	A student or other person: <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, before a response to an assessment is completed 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: <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 a supervised assessment	A student: <ul style="list-style-type: none"> distracts and/or disrupts others in an assessment room.
Plagiarism or lack of referencing	A student: <ul style="list-style-type: none"> 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).
Self-plagiarism	A student: <ul style="list-style-type: none"> 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 person: <ul style="list-style-type: none"> arranges for, or allows, a tutor, parent/carer or any person in a supporting role to complete or contribute significantly to the response.

Authentication Strategies

Maroochydore State High School uses authentication strategies when collecting evidence. The assessment conditions on an assessment item will stipulate expectations for students for authentication requirements, as well as checkpoints, draft and final due dates.

To make judgements about student achievement, the school must have sufficient evidence of the student's own knowledge and skills to match with the relevant criteria sheet, instrument-specific marking guide, instrument-specific standards or syllabus standards.

Responses that are not the student's own cannot be used to make a judgement. When authorship of student work cannot be established, or a response is not entirely a student's own work, judgements about achievement can be made by:

- Providing an opportunity for the student to demonstrate that the submitted response is their own work.
- Making a judgement about the student's knowledge and skills using the parts of the response that can be identified as the student's own work.
- Where a student is found to have plagiarised the entire task, it will be treated as a non-submission.
- Consequences will be applied if a student is found to be plagiarising work and will be considered as not meeting curriculum requirements.

Academic misconduct during an exam or external assessment

Reportable alleged misconduct includes, but is not limited to:

- Gaining access to assessment content before starting the external assessment
- Copying from, or communicating with, another student while in the assessment room
- Bringing unauthorised material into an assessment room
- Disrupting other students
- Impersonating a student
- Behaviour that will disrupt the good order and management of the external assessment session.

For years 11 and 12, when a student is suspected of or observed participating in an act of academic misconduct, students are permitted to complete the assessment despite the alleged incident of misconduct and are notified at the end of the session that a report may be made to the QCAA.

Consequences for academic misconduct

During an assessment item, other than an exam:

- Where a student is found to have cheated, colluded or plagiarised a section or significant portion of the task, only the elements of the task that can be verified as the student's own work, will be graded.
- Where the entire work is proven a result of cheating, collusion or plagiarism, students may be required to resubmit the assessment in order to meet course requirements. The item will be treated as a non-submission.
- Students caught cheating or plagiarising can expect to be given in-class withdrawal, detention(s) or suspension for the behaviour.
- Students caught cheating or plagiarising will be expected to re-do the QCAA Academic Integrity Course.
- Teacher to record behaviour incident on OneSchool, contact home and refer to Faculty HOD.
- Students will be required to meet with Faculty HOD and Deputy Principal to determine further appropriate consequences.

During an exam or external assessment:

- Serious incidents that are unable to be reasonably managed by the external assessment supervisor may result in the student being removed from the assessment room.
- If a student is suspected of cheating or collusion during an exam, the assessment completed should be removed immediately and annotated with time and details. A new paper should be issued so the

student can complete the remainder of the paper with integrity and the grade may be awarded based on the remainder of the paper.

- Teacher to record behaviour incident on OneSchool, contact home and refer to Faculty HOD.
- Students will be required to meet with Faculty HOD and/or Deputy Principal to determine further consequences.

Failure to comply

To ensure the integrity of the levels of achievement for reporting/senior certification, students must meet the mandatory requirements stated in the course outline or syllabus. Students failing to meet the mandatory requirements of the course outline or syllabus cannot be rated for the semester unit.

If a student repeatedly does not meet mandatory requirements:

- They will not have met the requirements of the course and as a result, could be removed from the subject. For years 11 and 12, this unit/subject would then not appear on the student's QCE and the student could become ineligible for a QCE or an ATAR.
- This may become grounds for cancelling the students' enrolment as per the Education (General Provisions) Act 2006, (QLD).

Internal Quality Assurance

Maroochydore State High School operates quality assurance processes to ensure assessment is valid, accessible and reliable. Quality assurance processes incorporate the following principles:

- 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 of student work
- Quality assurance processes – including feedback and professional conversations – promote continuous improvement, which both helps teachers improve teaching, and informs assessment practices.

In addition:

- Protocols are in place to maintain the security and integrity of all assessment items
- Required materials are submitted to QCAA for endorsement, confirmation, approval etc.
- Internal processes include cross-marking across more than one class within a cohort
- Moderation processes ensure a consistency of standards is maintained in the administration and marking of assessment
- Year 11 and 12 marks for summative internal assessment for General and General (Extension) subjects are provisional until they are confirmed through the confirmation process
- Year 11 and 12 results for Applied and Applied (Essential) subjects and Short Courses may be subject to advice from the QCAA quality assurance processes
- Internal quality review processes run annually to meet AQTF compliance requirements for VET qualifications, results and certification.
- External audits are conducted by the QCAA to meet AQTF compliance requirements for VET qualifications, results and certification.



MAROOCHYDORE
STATE HIGH SCHOOL
STRIVE AND SERVE

Document Name:	Maroochydore State High School Assessment Policy
Updated Version Date:	07/03/2023