

Lowood State High School - Assessment Policy



Purpose

Lowood State High School believes that all students are supported to demonstrate their personal best. Summative assessment items are the measurable moments in students' work that demonstrates their learning. This policy details the responsibilities surrounding summative assessment for all students and all subjects at Lowood State High School.

For more information regarding how assessment framework is supported in Year 11 and 12 please visit:

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

For more information regarding how assessment framework is supported in Years 7 to 10 please visit:

<https://education.qld.gov.au/curriculums/Documents/p-12-curriculum-assessment-reporting-framework.pdf>

Principles of Assessment

Teaching, learning and assessment are grounded in the principles of academic integrity and excellence. Assessment can include any examination, practical demonstration, performance or product that allows students to demonstrate the objectives as described by the syllabus.

High quality assessment is characterised by three attributes:

- Validity – through alignment with what is taught, learned and assessed.
- Accessibility – so that each student is given opportunities to demonstrate what they know and can do.
- Reliability – so that assessment results are consistent, dependable or repeatable.

Assessment at Lowood State High School

Location and Communication of Policy - The assessment policy is available on the school website in the Junior Schooling and Senior Schooling pages under the Curriculum tab. If students require additional hard copies of the policy then they should ask the Head of Junior Schooling or Head of Senior Schooling.

The policy will be communicated with all students during WEL lessons, in individual classes when assessment is handed out and will also be e-mailed to all students on the same day the assessment calendar is published for the semester.

Expectations about engaging in learning and assessment – It is the expectation of Lowood State High School that all students are working towards attaining their JCE (Junior Certificate of Education) Years 7 – 9 or QCE (Queensland Certificate of Education) Years 10 – 12.

To find out more about the JCE please visit:

<https://lowoodshs.eq.edu.au/Curriculum/JuniorSchool/Pages/JuniorSchool.aspx>

To find out more about the QCE please visit:

https://www.qcaa.qld.edu.au/downloads/senior/snr_schooling_qld_guide.pdf

To be successful in these endeavours students are expected to:

- Engage in the learning for the subject or course of study
- Produce evidence of achievement that is able to be authenticated as their own work
- Submit responses to scheduled assessment on or before the due date

Due Dates - Due dates, including dates for checkpoints and drafts, are detailed on individual assessment items. Final submission dates are also detailed in the Assessment Schedule all students receive hard copies and e-mail versions of by the start of week 4 of each semester.

Supporting student achievement

Students are supported through the assessment process using a number of strategies. These strategies are in place to assist students' in completing assessment to the best of their ability.

Support strategy	What it looks like...
Distribution of assessment	On the day assignment is distributed students will be e-mailed a copy of their task sheet to their school e-mail address to ensure that all students have access to the task on the same day.
Scaffolding	<p>Scaffolding assessment helps students understand the process for completing the task. Scaffolding will:</p> <ul style="list-style-type: none"> • maintain the integrity of the requirements of the task or assessment instrument • allow for unique student responses and not lead to a predetermined response. <p>Across the phases of learning, students will gradually be given more responsibility for understanding the processes required to complete their tasks.</p>
Checkpoints	<p>Checkpoints will:</p> <ul style="list-style-type: none"> • be detailed on student task sheets • monitor student progress • be used to establish student authorship <p>Students will work on assessment during designated times and show evidence of progress at scheduled checkpoints. Teachers will use these checkpoints to identify and support students to complete their assessment. Heads of departments and parents/carers will be contacted if checkpoints are not met.</p>
Drafting	<p>Drafting is a key checkpoint. Types of drafts differ depending on subject, e.g. written draft, rehearsal of a performance piece, or a product in development. A copy of the feedback will be stored with a hard copy of the draft in the student's folio.</p> <p>Drafts might be used as evidence of student achievement in the case of illness or misadventure, or non-submission for other reasons. Parents and caregivers will be notified by email about non-submission of drafts and the drafting processes will be followed.</p>
Feedback	<p>Feedback is:</p> <ul style="list-style-type: none"> • provided on a maximum of one draft of each student's response – Years 10, 11 and 12 only • a consultative process that indicates aspects of the response to be improved or further developed • delivered in a consistent manner and format for all students • provided within one week of a submission of a draft. <p>Feedback must not:</p> <ul style="list-style-type: none"> • compromise the authenticity of a student response • introduce new ideas, language or research to improve the quality and integrity of the student work • edit or correct spelling, grammar, punctuation and calculations • allocate a mark.

Managing assessment while on suspension

Draft of an assignment - Draft dates still apply to students when they are on suspension from school. It is the expectation that students submit directly to their teacher via e-mail on the day the draft is due. If this is not possible the assessment should be delivered to the administration office for your teacher.

Final submission of an assignment – Final submission dates for assignments must still be met when a student is on suspension. It is the expectation that students submit directly to their teacher via e-mail on the day the assessment item is due. If this is not possible the assessment should be delivered to the administration office for your teacher. If this does not occur then a draft will be used as evidence for the submission.

Examination (Years 7 - 9) – If an examination is to be completed while a student is on suspension then the exam must be undertaken as part of the re-entry process. A student will not be able to attend classes until all required exams are completed.

Examination (Years 10 – 12) - If an examination is to be completed while a student is on suspension arrangements will be put in place for the student to complete the exam on the same day. If this is not possible then the exam must be undertaken as part of the re-entry process.

Managing your assessment for a planned absence

Draft of an assignment - Draft dates still apply to students when they are on a planned absence from school. It is the expectation that students submit their draft before their absence. If this is not possible due to the length of the absence it may be possible to negotiate that the item is e-mailed directly to their teacher on the draft due date.

Final submission of an assignment – Final submission for all assignments is before the planned absence. If this does not occur then a draft will be used as evidence for the submission.

Examination (All years) - If an examination is to be completed while a student is on a planned absence the student must arrange for the examination to be undertaken before the absence.

Managing Non-Submissions

Drafts - The submission of drafts is a requirement at Lowood State High School as this is the best opportunity for individual feedback on assessment progress. Copies of drafts are also retained by the teacher in case of non-submission. The quality of the feedback and ability to apply it may be reduced due to the turn-around time on any drafts that are submitted after the due date.

Final submissions - Teachers will collect progressive evidence of student responses to assessment instruments at the prescribed checkpoints. The checkpoints on the instrument-specific task sheets provide details of the evidence that will be collected.

In circumstances where students are enrolled in a subject but do not submit a final response to an assessment on the due date (other than unseen examinations):

- checkpoint and draft work submitted by the student for the purposes of authentication and drafting during the assessment preparation period will be used to make a final judgement for this item of assessment.
- in the circumstances where there was no evidence provided by the student on or before the due date as specified by the school and no other evidence is available, 'Not-Rated' (NR) must be entered for this item of assessment.

Year 11 and 12

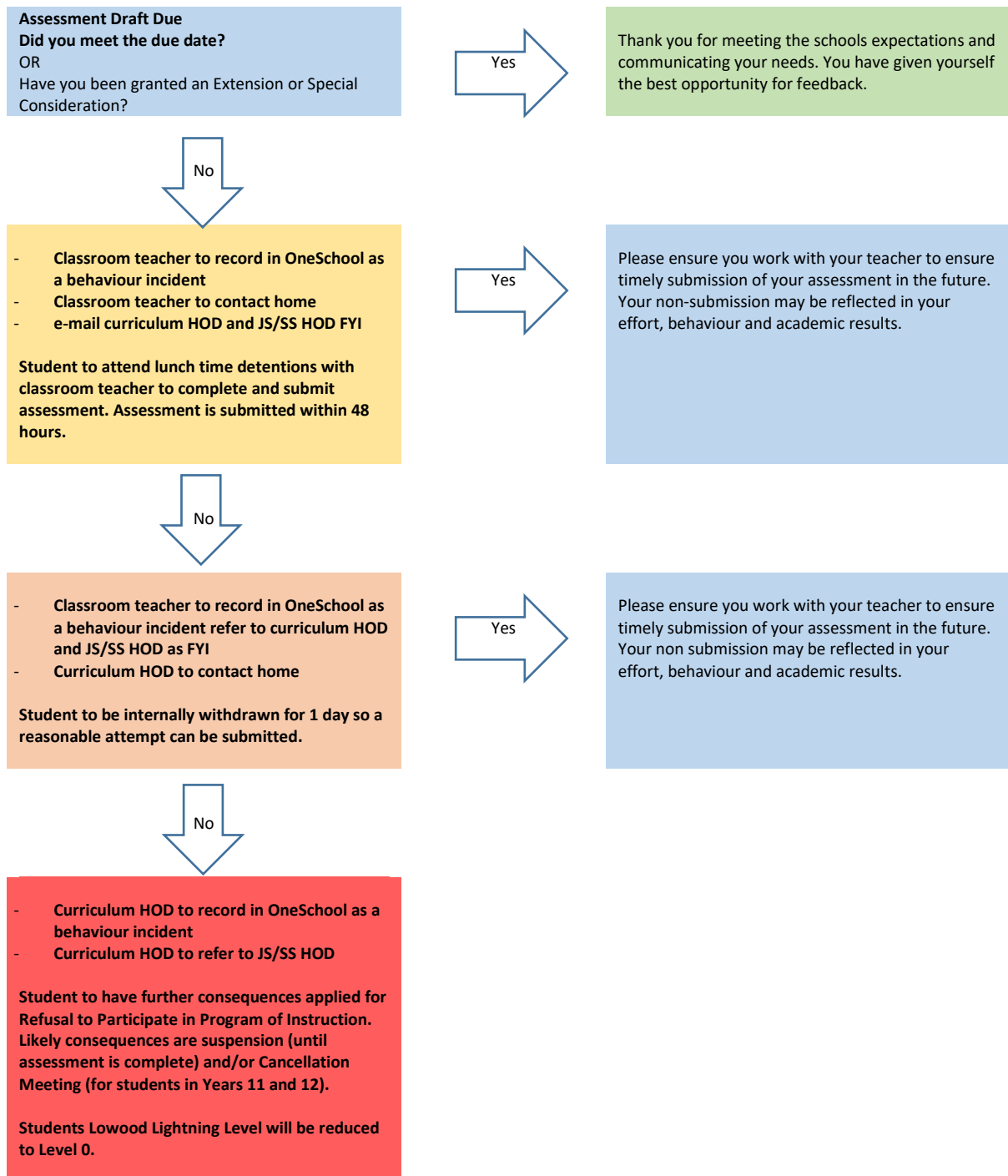
In circumstances where a student response is judged as NR, the student will not meet the requirements for that subject. Lowood State High Schools internal review processes for student results (including NR) for all General subjects (Units 1 and 2), Applied subjects, and Short Courses.

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.

Years 7, 8, 9, 10

In circumstances where a student response is judged as NR, the student may not meet the requirements for that semester of reporting

Flow Chart for Non-Submission of Assessment - Drafting and Final Submission (Reasonable attempt)



Access Arrangements and Reasonable Adjustments (AARA) (Year 11 and 12)

Access Arrangements and Reasonable Adjustments are aimed at 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.

Lowood State High School follows the processes as outlined in the *QCE and QCIA policy and procedures handbook* available from <https://www.qcaa.qld.edu.au/senior/certificates-and-qualifications/qce-qcia-handbook>

The school principal manages all approval of AARA for students.

All AARA applications must be accompanied by the relevant supporting documentation ([outlined in Section 6.5.3](#)) 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. The delegate at Lowood State High School is the Head of Department Senior Schooling.

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.

Special Provisions (Year 7, 8, 9 and 10)

Special Provisions are aimed at reducing barriers to success for all students. Special Provisions 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.

All Special Provisions applications must be accompanied by the relevant supporting documentation and made as far in advance as possible. All evidence used to make decisions is recorded in the student's file. All special provisions applications are to go through the Head of Department Junior Schooling.

Students are not eligible for Special Provisions on the following grounds:

- 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.

Applications for extensions to due dates for unforeseen illness and misadventure

Students and parents/carers must contact the principal's delegate (Senior Schooling HOD or Junior Schooling HOD) 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.

Exams that are not completed on their scheduled day are to be completed upon the students return however for the mark to contribute towards their subject result, the student must have submitted appropriate AARA paperwork for illness and misadventure.

Ensuring Academic Integrity – Internal Assessment

Lowood State High School students will be explicitly taught what constitutes academic integrity and academic misconduct. For all senior students they will undertake the QCAA Academic Integrity online course during WEL lessons. Junior students will also be explicitly taught through their curriculum lessons.

Authenticating Student Responses - Accurate judgments of student achievement can only be made on student assessment responses that are authenticated as their own work. Lowood State High School uses the authentication strategies promoted by the QCAA. The authentication strategies will be specified on assessment instruments. In cases where a student response is not authenticated as a student's own work, procedures for managing alleged academic misconduct will be followed.

Ensuring Academic Integrity – External Assessment (Year 11 and 12)

See the *QCE and QCIA policy and procedures handbook* ([Section 10.1](#)) and follow the *External assessment* — roles and responsibilities of the school external assessment (SEA) coordinator, teachers and students.

Managing academic misconduct - Types of Academic Misconduct

Type	Is present when...
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	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: <ul style="list-style-type: none"> • arranges for another person to complete a response to an assessment in their place, e.g. impersonating the student in a performance or supervised assessment. • completes a response to an assessment in place of another student.
Misconduct during an examination	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).
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.

Procedures for Managing Academic Misconduct

Authorship issues - When authorship of student work cannot be established or a response is not entirely a student's own work the school will provide an opportunity for the student to demonstrate that the submitted response is their own work.

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.

Academic misconduct during examinations - Students will be awarded a Not-Rated (NR). The school's Code of Conduct policy will be implemented for students found to have breached academic integrity. (Additional information for Year 11 and 12 students can be found in the *QCE and QCIA policy and procedures handbook* ([Section 8.1.2](#))).