

Lowood State High School

Year 11-12 Assessment Policy



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1.0 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 demonstrate 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>

2.0 Principles of Summative 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.

3.0 Whole School Expectations (All Students)

Students are expected to:

- Engage in learning
- Submit all assessment on or before the due date
- Produce work that can be authenticated as their own

Accessing and Understanding the Policy

The Assessment Policy is available on the school website under the Curriculum tab within the Junior Schooling and Senior Schooling pages. Hard copies are available upon request from the relevant Head of Department or Head of Senior Schooling. The policy is explicitly communicated to students within their classes to ensure understanding of expectations.

Expectations for Engagement and Achievement

- All students are expected to strive to achieve their personal best in every subject.
- In Years 11–12, students are working towards attainment of the Queensland Certificate of Education (QCE) and are expected to meet the requirements of their chosen courses.

Due Dates & Communication

- Assessment schedules are provided by Week 4 each semester
- Task sheets include checkpoints, drafts and final due dates
- Dates are also communicated through unit planners and class reminders

4.0 Supporting student achievement

Students are supported through the assessment process using a number of strategies. The following strategies may be used to assist students in completing assessment to the best of their ability:

- **Scaffolding of tasks** – this may include:
 - breaking a complex task, learning experience, concept or skill into discrete parts
 - modelling thought processes required to complete parts of an assessment instrument
 - pre-teaching vocabulary specific to the subject and assessment instrument
 - questioning to develop students' conceptions, describe interpretations or challenge opinions that inform a response
 - showing examples of responses and demonstrating the match to performance descriptors and the mode of response required
 - using visual frameworks or graphic organisers to plan responses.
- **Check Points / Draft Due Dates** are a series of due dates which show evidence of assessment progress. **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 student work/feedback will be stored as evidence of student achievement in the case of illness or misadventure, or non-submission of a final copy.
Check Points/ Drafting Due Dates may:
 - be detailed on student task sheets
 - be used to monitor student progress
 - be used to establish student authorship
- **Feedback** on student progress is provided throughout the learning cycle. Feedback is used as a guide by teachers to assist students to reflect on and improve their own work. **Formal, written feedback will only be provided once per assessment item** – eg on a maximum of one draft of each student's response.

Support strategies used by staff during the learning cycle will not:

- lead students to pre-determined answers
- give students direct information or answers
- tell students what to write
- edit or correct all grammar, spelling, punctuation and calculation mistakes
- allocate a mark
- compromise the authenticity of a student response
- introduce new ideas, language or research to improve the quality and integrity of the student work
- or interfere with students' ability to independently demonstrate their knowledge and understanding of the relevant criteria

5.0 Managing Assessment, Absences and AARA (Years 11–12 – QCE)

Planned Absence

Where a student has a planned absence, it is their responsibility to ensure all assessment requirements are met in line with QCAA expectations. Students must submit assessment on or before the due date, and where required, make arrangements to complete assessment prior to the absence. For examinations, students must arrange with their teacher or relevant Head of Department to complete the exam before the absence. Failure to do so may result in the student being unable to access alternative arrangements.

Unplanned Absence (Illness or Misadventure)

Where a student is unable to complete or submit assessment due to illness or an unexpected event, they may be eligible for an Access Arrangement and Reasonable Adjustment (AARA). Students and parents/carers must contact Student Reception as soon as possible and provide appropriate supporting documentation.

Access Arrangements and Reasonable Adjustments (AARA)

Access Arrangements and Reasonable Adjustments (AARA) are aimed at reducing barriers to success for all students. AARAs may be provided where a student's disability, impairment, medical condition or other circumstances affect their ability to read, respond to or participate in assessment.

AARAs may apply to:

- **Short-term circumstances** such as illness or misadventure
- **Long-term circumstances** such as disability, impairment or ongoing medical conditions

Short-Term AARA (Illness and Misadventure)

Students who are unable to attend or participate in assessment due to illness or an unexpected event may be eligible for an AARA.

The following principles apply:

- The situation must be **unforeseen and beyond the student's control** (eg illness, personal circumstance, or emergent cultural obligation)
- An **adverse effect on assessment performance must be demonstrated**
- The situation must not be of the student's or parent/carer's own choosing (eg holidays, sporting events)

Supporting documentation is required, such as:

- Medical certificate, or Official documentation (eg funeral notice or legal documentation)

Long-Term AARA

Long-term AARAs are provided for students whose ongoing circumstances may impact their ability to access assessment. Applications must be supported by relevant documentation and submitted as early as possible to meet QCAA timelines. All AARA applications are processed in accordance with the **QCE and QCIA policy and procedures handbook**, and all decisions are recorded.

AARA Applications and Process

Students and parents/carers must contact Student Reception as soon as possible and provide all required supporting documentation.

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/carer's own choosing (eg holidays, sporting events)

Assessment During Suspension

Assessment requirements remain in place during suspension. Students are expected to submit all assessment on or before the due date via email or through the school office. Where an examination is scheduled during a period of suspension, arrangements will be made for the student to complete the assessment on or before the due date. This will be coordinated by the Head of Department, House Dean or Deputy Principal.

Non-Submission of Assessment

Failure to submit assessment in the senior phase has significant implications for a student's results and QCE attainment.

Where a student does not submit a response and there is no other evidence of achievement, a result of **Not-Rated (NR)** will be awarded. This means the student will not meet the requirements for that subject.

Non-submission will be recorded as *Refusal to participate in the program of instruction* and referred to the relevant Head of Department and Senior Schooling team for follow-up. **Continued non-submission may result in further action, including cancellation of enrolment.**

Assessment Results and QCE Requirements

- Results for summative internal assessment in **General subjects** are provisional until confirmed by the QCAA.
- Results in **Applied subjects** and **Short Courses** may also be subject to QCAA review.
- Students must meet the requirements of each subject to contribute towards the attainment of the Queensland Certificate of Education (QCE).

6.0 Managing Academic Misconduct

Table 1. 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 (including that of Artificial Intelligence) 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

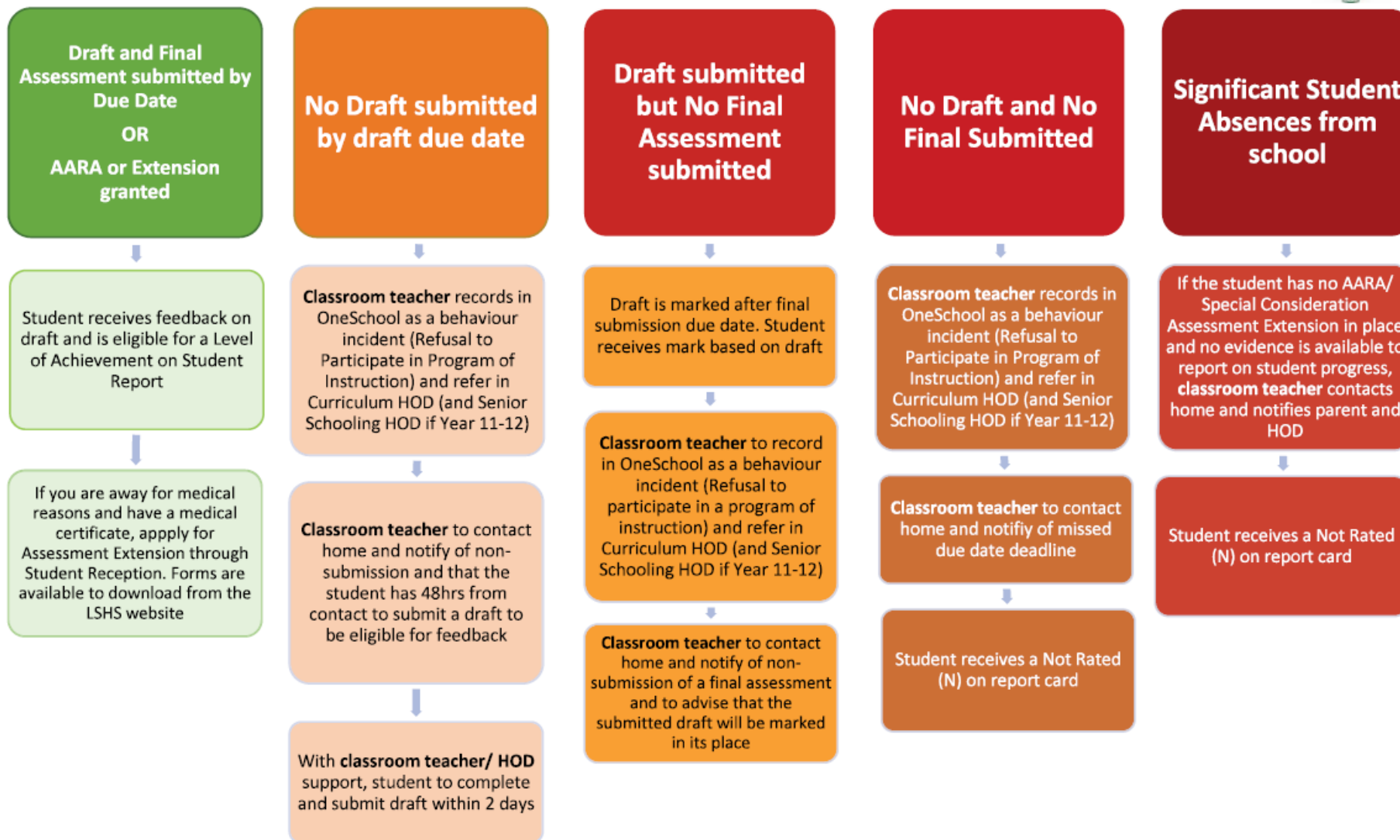
Authorship issues - When authorship of student work cannot be established or a response is not entirely a student's own work the school will provide an opportunity for the student to demonstrate that the submitted response is their own work.

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 (N). 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*.)

7.0 Appendix A: LSHS Assessment Policy Flow Chart from Student Learning Journal

LSHS ASSESSMENT POLICY FLOW CHART



8.0 Appendix B: Guide for Engaging with Generative AI

GUIDE FOR ENGAGING WITH GENERATIVE AI

Level of AI	Level Description of AI	Examples of Learning & Assessment *Including but not limited to	Example Prompts See appendices for additional faculty- based prompts
NO AI	AI must not be used at any point during the assessment The assessment task is completed entirely without AI assistance. This level ensures that student rely solely on their knowledge, understanding, and skills.	<ol style="list-style-type: none"> 1. Students complete a traditional multiple-choice exam. 2. Students write an in-class essay on an assigned topic. 3. Students solve a series of mathematical problems on paper during a timed examination. 	<p>Students cannot use AI at all. Prompts aren't applicable here — instead, students should rely on their own thinking, notes, and teacher feedback.</p> <p>Student action reminder:</p> <ul style="list-style-type: none"> • "I must complete this entirely on my own without using any AI tool." • "I can brainstorm ideas with classmates (if permitted) or in my notebook, but I cannot input anything into AI."
AI-ASSISTED IDEA GENERATION AND STRUCTURING	No AI content is allowed in the final submission. AI can be used in the assessment for brainstorming, creating structures, and generating ideas for improving work.	<ol style="list-style-type: none"> 1. Students use AI to generate ideas. 2. Students use AI tools to brainstorm potential solutions and develop innovative ideas. 3. Students collaborate with AI to develop effective response structures. 	<p>"Brainstorm ideas for *concept*."</p> <p>"Suggest three possible ways to structure an essay about *concept*."</p> <p>"What are some different perspectives people might have about *concept*?"</p> <p>"Help me create a dot-point plan for comparing two different viewpoints about *concept*."</p> <p>"Create a list of key events in the novel and include the relevant chapters"</p>
AI-ASSISTED EDITING	AI can be used to edit your original work, but AI content must be cited. AI can be used to make improvements to the clarity and coherence of student-created work to improve the final output, but no new content can be generated using AI.	<ol style="list-style-type: none"> 1. Students use AI to convert their handwritten notes into a typed copy. 2. Students use AI to organise their research findings. 3. Students use AI to assist with spelling, punctuation and grammatical structures. 	<p>"Check my paragraph for grammar and punctuation errors only."</p> <p>"Without changing my ideas, highlight where my sentences could be clearer"</p> <p>"Identify repeated words in my draft."</p> <p>"Without adding new content, suggest how to make this paragraph flow better."</p>
AI TASK COMPLETION; HUMAN EVALUATION	AI can be used to complete specified tasks in the assessment item. Any AI-created content, including prompts, must be cited. AI is used to complete certain elements of the task, with students providing discussion or commentary on the AI-generated content. This level requires critical engagement with AI-generated content and evaluating its output.	<ol style="list-style-type: none"> 1. If the task permits, students can use AI tools to generate content and/or structure. 2. If students use AI to generate content and/or structure, evaluation of the purpose of these must be provided. 	<p>Generate a sample counter-argument about *concept* — I will explain whether I agree with it."</p> <p>"Create a paragraph supporting the idea of *concept* — I will analyse its strengths and weaknesses."</p> <p>"Summarise three arguments for *concept* — I will evaluate their reliability."</p> <p>"Draft an example introduction for a persuasive essay. I will rewrite and critique it."</p> <p>"Provide an outline of both sides of the *concept* so I can evaluate which side is stronger."</p>
FULL AI	AI can be used throughout the assessment item. Any AI-created content, including prompts, must be cited. AI should be used as a 'co-constructor' in order to meet the requirements of the assessment, allowing for a collaborative approach with AI and enhancing creativity.	<ol style="list-style-type: none"> 1. Students provide AI with their research and ideas, then use the AI-generated synthesis to create an assessment item. 2. Students supply AI with their concepts and requirements to generate a visual representation or image. 	<p>"Using my notes, help me co-write a persuasive essay draft arguing *concept/ perspective*"</p> <p>"Here are my three key points — help me expand them into full paragraphs."</p> <p>"Turn my dot-point plan into a draft speech with rhetorical devices included."</p> <p>"Generate a persuasive conclusion that reinforces my position but I will refine it."</p> <p>"Based on my evidence table, help me create a visual graphic that summarises the arguments."</p>

Acknowledgement: Furze, L. (2022). *The AI Assessment Scale: From no AI to full AI*. <https://leonfurze.com/2023/04/29/the-ai-assessment-scale-from-no-ai-to-full-ai/>