



POLICY: Junior Secondary Assessment Policy

Scope

This policy provides information for teachers, students and parents/carers about roles, responsibilities, processes and procedures to ensure the integrity of assessment that contributes to the Queensland Certificate of Education (QCE). The framework for the policy is developed from the QCAA K-12 Assessment Policy (<https://www.qcaa.qld.edu.au/about/k-12-policies/student-assessment>) and the QCE and QCIA policy and procedures handbook. (<https://www.qcaa.qld.edu.au/senior/certificates-and-qualifications/qce-qcia-handbook>) and applies to all Junior Secondary subjects across all faculties.

Purpose

Kawana Waters State College is committed to an educational philosophy that encourages all students to achieve personal excellence by developing their talents and abilities. This policy is designed to build capacity as students work towards summative assessment completion for the QCE.

Principles

Kawana Waters State College expectations for teaching, learning and assessment are grounded in the principles of academic integrity and excellence.

What is Assessment?

Assessment is the purposeful and systematic collection of information about students' achievements. It is:

Either

- Formative (the use of day-to-day, often informal, assessments to explore students' understanding)

or

- Summative which evaluates student learning, skill acquisition, and academic achievement at the conclusion of a defined instructional period – typically at the end of a project, unit, course, semester, program, or school year.

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.

As defined by the Queensland Curriculum & Assessment Authority (QCAA), assessment is the ongoing process of gathering, analysing and reflecting on evidence to make informed judgments about the achievement or capabilities of individuals and cohorts.

Ensuring academic integrity

Kawana Waters State College has procedures to ensure that there is consistent application of the assessment policy and that staff and students optimise opportunities to understand academic integrity. The following procedures are to be applied in this context.

	Policy and procedures
Location and communication of policy	<p>The Kawana Waters State College assessment policy is located on the school website at [https://kawanawaterssc.eq.edu.au/curriculum/junior-secondary]. All questions regarding this policy should be directed to relevant Deputy Principal for your Year group</p> <p>To ensure the assessment policy is consistently applied, it will be revisited at the beginning of each semester in form classes. Relevant processes will be revisited:</p> <ul style="list-style-type: none">• At enrolment interviews.• During SET planning.• When the assessment schedule is published.• When each task is handed to students.• In the newsletter and by email in response to phases of the assessment cycle.
Expectations about engaging in learning and assessment	<p>Kawana Waters State College has high expectations for academic integrity and student participation and engagement in learning and assessment. Students are required to complete all course and assessment requirements on or before the due date for their results to contribute credit to their Academic Achievement.</p> <p>Heads of Department Responsibilities: Heads of Department are accountable for quality assuring assessment items using the QCAA's Years 7-12 Principles of assessment [https://www.qcaa.qld.edu.au/about/k-12-policies/student-assessment/understanding-assessment/principles-quality-assessment] and Attributes of quality assessment. [https://www.qcaa.qld.edu.au/about/k-12-policies/student-assessment/understanding-assessment/attributes-quality-assessment]</p> <p>Teachers Responsibilities:</p> <ul style="list-style-type: none">• Teachers will use QCAA developed standard elaborations from the Australian Curriculum achievement standards. The standards elaborations provide teachers with a tool for making consistent, comparable and defensible judgments about how well, on a five-point scale, students have demonstrated what they know, understand and can do. [https://www.qcaa.qld.edu.au/p-10/aciq/frequently-used-resources/standards-elaborations]• Teachers will use the QCAA Techniques and conditions which provide advice that supports teachers to develop a range and balance within an assessment program (Techniques- exams, assignments etc. Conditions – Time/word count) A range and balance of assessment gives students the opportunity to demonstrate their knowledge, understanding and skills across a year or band of years. [https://www.qcaa.qld.edu.au/p-10/aciq/frequently-used-resources/techniques-and-conditions]• In school-based assessment, teachers are accountable for designing assessment programs and making judgments about the standards achieved by their students within the assessment and reporting timeframes.• Teachers will support students by providing them, where appropriate, with modelling, scaffolding, and annotated exemplar responses. They will engage students in formative and summative assessment, feedback and reflection on their assessment, and will be able to articulate reasoning behind judgments of the standards achieved.• Teachers will engage students in Lyn Sharratt's 5 Questions for and as learning in order to further and support the learning. (See Lyn Sharratt's 5 Questions below)• Teachers are responsible for informing parents when students do not provide work to support a judgment of achievement, and are likely to be awarded with a Not-Rated (N) level of achievement on their report card. <p>Student Responsibilities:</p> <ul style="list-style-type: none">• To engage in the learning or the subject or course of study.• Use their time productively - focus on completing a reasonable amount of work each lesson.• Take ownership of their learning and self-reflect using Lynn Sharratt's 5 Questions for students. (See Lyn Sharratt's 5 Questions below)• Ask their teacher to clarify/explain things they don't understand.• Produce evidence of achievement that is authenticated as their own work• Submit a completed draft by the specified date to the class teacher as outlined on the Assessment Task sheet.• Submit responses to scheduled assessment on or before the due date. <p>Parents/Guardians Responsibilities:</p> <ul style="list-style-type: none">• Support and encourage their children to engage in the learning, a regular routine of study and complete and submit all drafts and assessment by the due date.• Support their student by discussing Lyn Sharratt's 5 Questions for Parents on a regular basis (See Lyn Sharratt Questions below)• Inform the teacher of any difficulties relating to the completion of assessment tasks and provide documentary evidence where necessary.

	5 Questions for students 1. What are you learning? Why? 2. How are you doing? 3. How do you know? 4. How can you improve? 5. Where do you go for help?	5 Questions for Parents to ask their students 1. What did you learn today? 2. How did you do? 3. What did you do if you didn't understand? 4. How can you improve on your learning? 5. What are you most proud of?
Reference: Sharratt, L. D. (2019). CLARITY. Corwin Press		
Internal Exam Protocols	<p>Conduct During Internal Examinations</p> <p>To be fair to all students sitting a test, it is important that test conditions are maintained. This means that students do not talk or act in a way that distracts others and prevents them from completing the test to the best of their abilities.</p> <p>Teacher responsibilities:</p> <ul style="list-style-type: none"> • Ensuring students maintain exam conditions for the entire duration of the exam. • Ensure time allocated is dedicated only to the assessment task. • Deal with any inappropriate behaviour as per Student Code of Conduct. <p>Student responsibilities:</p> <ul style="list-style-type: none"> • Maintain exam conditions and follow teacher instruction. • No communication during exam except quietly raising hand and waiting to speak with a teacher. • Use the entire time allocation given to assessment task. • Check work before handing in. 	
Due dates	<p>School responsibility</p> <p>Kawana Waters State College is required to adhere to QCAA policies for gathering evidence of student achievement on or before the due date.</p> <p>Due dates for final responses, checkpoints and drafts will be published in the assessment schedule. All students will be provided with their assessment schedule by the end of Week 3.</p> <p>The assessment schedule will:</p> <ul style="list-style-type: none"> • Align with syllabus requirements. • Provide sufficient working time for students to complete the task. • Allow for internal quality assurance processes. • Enable timelines for QCAA quality assurance processes to be met. • Be clear to teachers, students and parents/carers. • Be consistently applied. • Be clearly communicated by the end of Week 3 each semester. • Give consideration to allocation of workload. <p>Student responsibilities:</p> <ul style="list-style-type: none"> • Recording due dates. • Planning and managing their time to meet the due dates. • Informing the school as soon as possible if they have concerns about assessment load and meeting due dates. <p>Parent responsibilities:</p> <ul style="list-style-type: none"> • Support students to submit all drafts and complete assessment by the due date. • Inform the head of department and classroom teacher as soon as possible via phone 5436 9388 or email if student is unable to meet assessment due dates and complete an Application for Extension / Special Provisions Form – <i>See Access arrangements and reasonable adjustments, including illness and misadventure (Extensions, Alternate Exam and Special Provisions)</i> • Provide the school with relevant documentation, e.g. medical certificate. <p>What do I do if I am unable to meet the due date?</p> <p>In cases where students are unable to meet a due date, they will:</p> <ul style="list-style-type: none"> • Inform the head of department and classroom teacher as soon as possible. • Have your parent/guardian contact the school via phone 5436 9388 or email • Complete an Application for Extension / Special Provisions Form – <i>See Access arrangements and reasonable adjustments, including illness and misadventure (Extensions, Alternate Exam and Special Provisions)</i> • Provide the school with relevant documentation, e.g. medical certificate. • Adhere to alternative arrangements for exams and submission of assessment, if applicable, as decided by the school. <p>If you are absent from a written, oral or practical exam on the due date, you will be asked to provide documented evidence (Junior Secondary students to have parent contact the class teacher – phone call, email or note). You will then be required to complete the assessment on a date set by the Head of Department. For Exams, you may required to complete an alternate exam prior to leaving. The school needs to be notified prior to departure and arrangements to be made with teacher/HOD.</p> <p>Note: holidays are not an eligible reason for extensions.</p> <p>If a student is absent due to a family holiday, assessment items are expected to be completed and submitted prior to leaving or via electronic submission on or before the due date.</p> <p>All final decisions are at the principal's discretion.</p>	

<p>Access arrangements and reasonable adjustments, including illness and misadventure (Extensions, Alternate Exam and Special Provisions)</p>	<p>Kawana Waters State College is committed to reducing barriers to success for all students. Access arrangements 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.</p> <p>Special Provisions – are modification to conditions (including, but not exclusive to, filming of an oral presentation)</p> <p>If special provision is required: Applications for special provision to assignments and exams must be made at least five (5) school days before the due date.</p> <p>An extension for an assignment and alternate exam can only be granted for the following situations:</p> <ul style="list-style-type: none"> ○ <u>Extended illness - Illness on the due date - Bereavement</u> ○ <u>Extenuating circumstances - School based special circumstances</u> <p>Assignments and Exams which satisfy the above criteria, and for which an extension or special provisions has been granted, will be assessed and credited towards the student’s interim or exit level of achievement.</p> <p>Application for an Extension/Alternate Exam Policy:</p> <ul style="list-style-type: none"> • Any application for an extension of the due date or alternate exam is to be made more than two (2) school days prior to the due date. • An ‘Application for Extension of Assessment / Special Provisions’ form, is to be obtained from the relevant HOD, and must be completed with supporting documented evidence which can be email/note from a parent/guardian or a phone call from a parent/guardian for Junior Secondary students only. • Extension of Assessment and Alternate Exams <u>can only be granted by the Head of Department</u> more than two (2) school days prior to the due date and after consultation with the student, parent, teacher and HOD. • Last minute applications for Extension of Assessment/ Alternate Exam (inside two (2) school days, on or after the due date) <u>must be applied for through the Deputy Principal after consultation with the teacher and HOD.</u> • It is the responsibility of the student to follow up with the relevant Head of Department to confirm an extension or alternate exam time has been granted. <p style="text-align: center;">LATE ASSIGNMENTS WITH NO APPROVED EXTENSION</p> <p>Late assignments that have no approved extension, or incomplete assignments, will be:</p> <ul style="list-style-type: none"> • marked and commented on in order to provide the student with sufficient feedback • credited towards completion of the course, however awarded an overall mark based on the work supplied at the draft phase of assessment
<p>Managing non-submission of assessment by the due date</p>	<p>Teachers will collect progressive evidence of student responses to assessment instruments at the prescribed checkpoints.</p> <p>The checkpoints on the instrument-specific task sheets provide details of the evidence that will be collected.</p> <p>In circumstances where students are enrolled in a subject but do not submit a final response to an assessment (other than unseen examinations) and where evidence of student work:</p> <ul style="list-style-type: none"> • Provided by the student for the purposes of authentication during the assessment preparation period is available, teachers make judgments based on this. • Was not 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 in the student profile. Parents and students will be contacted regarding unsatisfactory progress at the draft stage by the class teacher. <p>If the assignment is not-submitted by the due date, parents will be notified of a non-submit and informed the result will be based on draft or other evidence of work cited during class time.</p> <p>If the teacher has not seen any evidence of work and there were no extenuating circumstances or medical reason, then the student will be awarded with a Not Rated. Not Rated for an assessment item may result in the student not receiving credit for the assessment task.</p> <p>In circumstances where a student response is judged as NR, the student will not meet the requirements for that subject.</p>

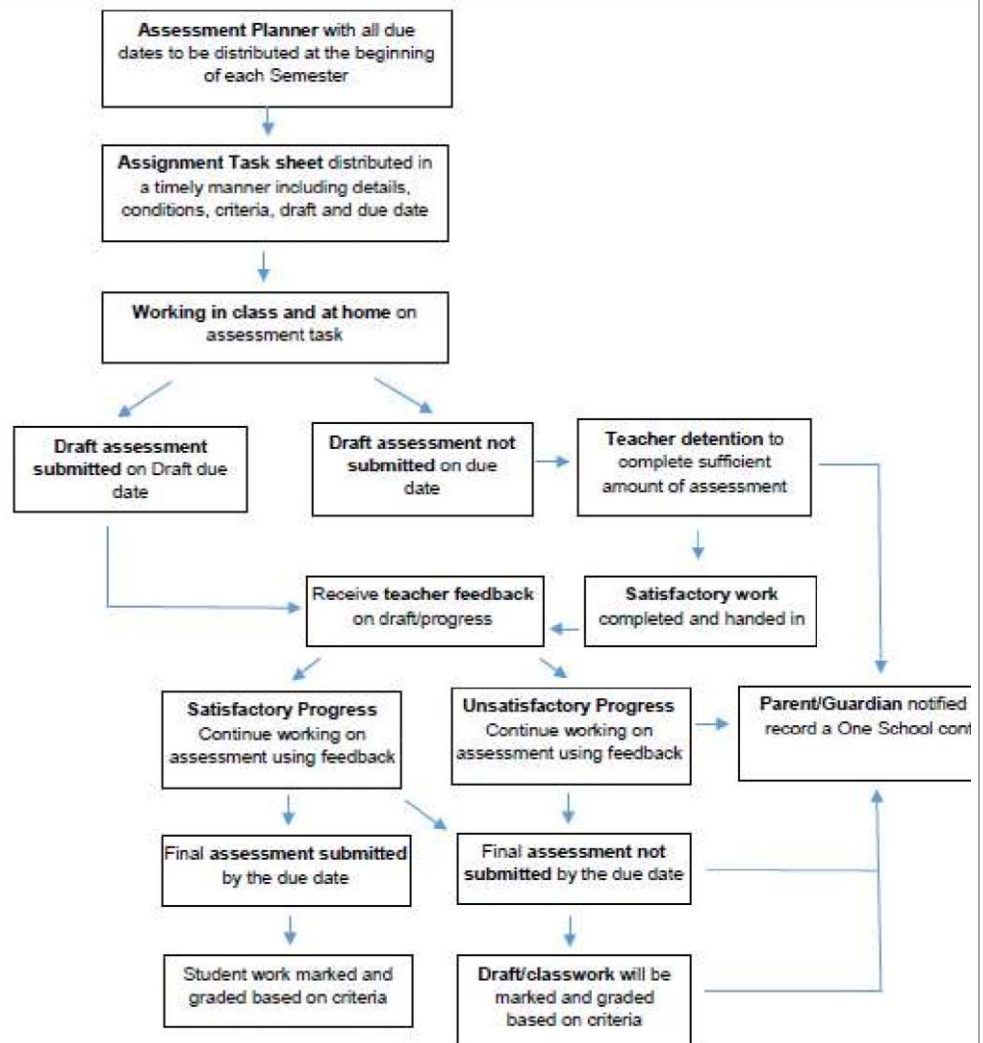
Submitting, collecting and storing assessment information

Assessment instruments will provide information about Kawana Waters State College’s arrangements for submission of draft and final responses, including due dates, conditions and file types.
 Draft and final responses for all internal assessment will be collected and stored in each student’s folio.
 Live performance assessments will be recorded and stored as required for QCAA processes.

Student Responsibilities:

- Students are required to keep THREE back-up copies of all assessment work (a copy saved to an external storage device, a copy saved on the primary device, a copy saved to the school network or their EQ provided OneDrive storage space).
- All assessment evidence, including draft responses, will be submitted by their due date.
- Students will be required to submit their assessment on the due date no later than 3:00pm.
- All Students are permitted to submit in their assessment task directly to their teacher on the due date no later than 3:00pm
- If a student is away on the day the assessment is due, they will be required to email their assessment to the teacher on the due date by 3:00pm, however they will be required to provide a hard copy to the teacher once they return to school.
- If the assessment task is not in an electronic format, a parent will need to contact the school to confirm their child’s absence. The student will then be required to hand in their assessment on their return to school.
- If the teacher is away on the day the assessment is due and the assessment item cannot be submitted electronically, you will be required to hand the assessment into the appropriate Head of Department (do not hand the assessment item to the supervising teacher).

Assignment Flowchart



Appropriate materials

Kawana Waters State College is a supportive and inclusive school.
 Material and texts are chosen with care in this context by students and staff.

Promoting academic integrity

Kawana Waters State College promotes academic integrity by developing students' skills and modelling appropriate academic practices. The following whole-school procedures support this endeavour.

	Policy and procedures
Scaffolding	<p>Scaffolding for 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>Teacher Responsibilities:</p> <ul style="list-style-type: none"> • 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>Student Responsibilities:</p> <ul style="list-style-type: none"> • Work on assessment during designated times and show evidence of progress at scheduled checkpoints.
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. Drafts might be used as evidence of student achievement in the case of illness or misadventure, or non-submission for other reasons.</p> <p>Feedback on a draft is:</p> <p>Provided on a maximum of one draft of each student's response.</p> <ul style="list-style-type: none"> • A consultative process that indicates aspects of the response to be improved or further developed. <p>Delivered in a consistent manner and format for all students.</p> <p>Provided in a variety of forms including but not limited to oral (individual or group) or written feedback</p> <p>Provided within one week of a submission of a draft.</p> <p>Feedback on a draft must not:</p> <p>Compromise the authenticity of a student response.</p> <ul style="list-style-type: none"> • Introduce new ideas, language or research to improve the quality and integrity of the student work. <p>Edit or correct spelling, grammar, punctuation and calculations.</p> <p>Allocate a mark.</p> <p>A copy of the feedback will be stored electronically or with a hard copy of the draft in the student's folio.</p> <p>Teacher Responsibilities:</p> <ul style="list-style-type: none"> • Notify Parents and caregivers by email about non-submission of drafts and the processes to be followed. • Not award a notional result or level of achievement on the draft. <p>Student Responsibilities:</p> <ul style="list-style-type: none"> • Submit a completed* draft by the due date. *a completed draft meets all the assessment technique and conditions including the word limit. <p>Parent Responsibility:</p> <ul style="list-style-type: none"> • Encourage and support their child to submit drafts on time.
Authenticating student responses	<p>Kawana Waters State College uses the authentication strategies promoted by the QCAA. The authentication strategies will be specified on assessment instruments.</p> <p>In cases where a student response is not authenticated as a student's own work, procedures for managing alleged academic misconduct will be followed.</p> <p>Student responsibilities:</p> <ul style="list-style-type: none"> • Submit a declaration of authenticity for submissions on cover sheet. • Acknowledge and reference all sources. • Provide documentation of your progress, at indicated checkpoints. • Produce a unique response as indicated on the assessment. <p>Parent Responsibilities:</p> <ul style="list-style-type: none"> • Support the efforts of teachers and students to authenticate student responses.

<p>Managing response length</p>	<p>Students must adhere to assessment response lengths as specified by syllabus documents. The procedures below support students to manage their response length.</p> <ul style="list-style-type: none"> • All assessment instruments indicate the required length of the response. • Teaching and learning programs embed subject-specific strategies about responding purposefully within the prescribed conditions of the task. • Model responses within the required length are available. • Feedback about length is provided by teachers at checkpoints. <p>After all these strategies have been implemented, if the student’s response exceeds the word length required by the syllabus, the school will either:</p> <ul style="list-style-type: none"> • Mark only the work up to the required length, excluding evidence over the prescribed limit. <p style="text-align: center;">or</p> <ul style="list-style-type: none"> • Allow a student to redact their response to meet the required length, before a judgment is made on the student work. <p>Teacher Responsibilities:</p> <ul style="list-style-type: none"> • Mark only the work up to the required length, excluding evidence over the prescribed limit. <p>or</p> <ul style="list-style-type: none"> • Use the redacting process to allow a student to redact their response to meet the required length, before a judgment is made on the student work. <p>Student Responsibilities:</p> <ul style="list-style-type: none"> • Develop responses that do not exceed or are significantly under the required length. • Document the length of their response using a word count, page count or time. <p>Redacting Process:</p> <ul style="list-style-type: none"> • Teacher will provide student with a hard copy of their assessment task and under supervised conditions, the student will highlight excess words to be redacted. • Teacher will mark updated assessment task. • Teachers will then annotate any such student work submitted for confirmation purposes to clearly indicate the evidence used to determine a mark.
<p>Internal quality assurance processes</p>	<p>Kawana Waters State College’s quality management system ensures valid, accessible and reliable assessment of student achievement. This includes:</p> <ul style="list-style-type: none"> • Quality assurance of all assessment instruments before they are administered to students using quality assurance tools provided by the QCAA. • Quality assurance of judgments about student achievement.
<p>Whole School Moderation: Before After After End Model</p>	<p>Kawana Waters State College has a whole-school approach to moderation to: align curriculum, pedagogy, assessment and reporting; and support consistency of teacher judgments and comparability of reported results against the relevant achievement standards in the Junior Secondary phase.</p>
	<pre> graph TD A[Develop and maintain a whole school curriculum, assessment and reporting plan to align curriculum, pedagogy assessment and reporting] --> B[Develop summative assessment tasks aligned to the whole school plan and relevant achievement standards] B --> C[Moderate before assessment takes place, at the planning stage] C --> D[Teach students and align pedagogy and curriculum to the summative assessment Administer monitoring tasks to gather information about student progress] D --> E[Moderate at appropriate times throughout teaching and learning sequence] E --> F[Administer summative assessment task] F --> G[Moderate after assessment takes place, but before it is graded] G --> H[Make judgments about the quality of the evidence of student achievement demonstrated in the assessment, using marking guides that use the relevant standards and assessable elements] H --> I[Moderate after assessment is graded] I --> J[Maintain an assessment folio for each student in each subject, which contains student responses to summative assessment] J --> K[Determine the overall level of achievement in each subject at the end of each semester, using the student's assessment folio and the appropriate five-point scale] K --> L[Moderate at the end of the reporting period using assessment folios] L --> M[Report on student achievement against the relevant standard, using the appropriate five-point scale for the year level] M --> N[Analyse and use assessment and reporting data to inform decisions about how to provide the curriculum in a way that supports continuous improvement in student achievement] </pre>

Managing academic misconduct

Kawana Waters State College is committed to supporting students to complete assessment and to submit work that is their own, and minimising opportunities for academic misconduct. There may be a situation when a student inappropriately and falsely demonstrates their learning. The following are some examples of academic misconduct along with the procedures for managing them:

Types of misconduct	
Cheating while under supervised conditions	<p>A student:</p> <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	<p>When:</p> <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	<p>A student:</p> <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	<p>A student:</p> <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	<p>A student:</p> <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.
Fabrication	<p>A student:</p> <ul style="list-style-type: none"> • Invents or exaggerates data, lists incorrect or fictitious references.
Impersonation	<p>A student:</p> <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	<ul style="list-style-type: none"> • A student distracts and/or disrupts others in an assessment room.
Plagiarism or lack of referencing	<ul style="list-style-type: none"> • A student completely or partially copies or alters another person's work without attribution (another person's work may include text, audio or audio-visual material, figures, tables, design, images, information or ideas).
Self-plagiarism	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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 Academic Misconduct	<p>For authorship issues: When authorship of student work cannot be established or a response is not entirely a student's own work the college will provide an opportunity for the student to demonstrate that the submitted response is their own work.</p> <p>For all instances of academic misconduct Results will be awarded using any evidence from the preparation of the response that is available that is verifiably the student's own work and that was gathered in the conditions specified by the syllabus, on or before the due date.</p> <p>For instances of academic misconduct during examinations: Students will be awarded a Not-Rated (NR). Where appropriate, the school's behaviour management policy will be implemented.</p> <p>For instances of academic misconduct involving using a mobile phone or having a mobile phone on them in an exam, students may:</p> <ul style="list-style-type: none"> • Be issued with a replacement test paper to be completed in the remaining time that is left, or • Find their work prior to the confiscation of the mobile phone is not marked, or • Be awarded a Not-Rated (NR) or Where appropriate, face penalties in accordance with the school's behaviour management policy.