

# Tamborine Mountain State High School



# Senior Assessment Policy 2023

## Scope

This policy provides information for teachers, students and parents/caregivers 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 *QCE and QC/A policy and procedures handbook*.

At Tamborine Mountain State High School this policy applies to students in Year 10, 11 and 12 and Applied, Applied (Essential), General, General (Extension) subjects, and Short Courses across all faculties.

## Purpose

This document details the policies and procedures at Tamborine Mountain State High School that encourage participation and engagement of students in their learning and assessment.

This policy is designed to build capacity as students work towards summative assessment completion for their Queensland Certificate of Education (QCE).

This assessment policy:

- provides information to students about expectations for assessment and their responsibilities
- includes guidelines for teachers about expectations and their roles and responsibilities
- is communicated clearly to teachers, students and parents/cares
- is enacted consistently across all subjects with the school
- is based on information in the P-12 Curriculum, Assessment and Reporting Framework, Australian Curriculum P-10 syllabuses and QCAA guidelines and syllabuses.

## Principles

The expectations for teaching, learning and assessment are grounded in the principles of academic integrity and excellence.

### **Purposes of assessment:**

The purpose of assessment at Tamborine Mountain State High School is to:

- promote, assist and improve learning
- inform programs of teaching and learning
- provide information to students, parents/carers, teachers, regarding the progress and achievements of students in order to help them achieve to the best of their abilities
- provide information for school reporting.

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

## Promoting academic integrity

Schools, teachers, parents/carers and others who support students in their learning have responsibility for promoting and maintaining academic integrity. Tamborine Mountain State High School utilizes the following procedures to develop students' skills and model appropriate academic practices.

<b>QCE and QCIA policy and procedures handbook</b>	<b>Policy and Procedures</b>
<b>Location and communication of policy</b>	<p>The school assessment policy is located on the school website at <a href="https://tamborinemtshs.eq.edu.au/Supportandresources/Formsanddocuments/Documents/Our%20school/assessment-policy.pdf">https://tamborinemtshs.eq.edu.au/Supportandresources/Formsanddocuments/Documents/Our%20school/assessment-policy.pdf</a>.</p> <p>All questions regarding this policy should be directed to Deputy Principal - Senior School. To ensure the assessment policy is consistently applied, it will be revisited at the beginning of each semester in subject classes.</p> <p>Relevant processes will be implemented:</p> <ul style="list-style-type: none"> <li>• at enrolment interviews</li> <li>• during SET planning</li> <li>• when the assessment schedule is published</li> <li>• when each task is distributed to students</li> </ul>

<p><b>Expectations about engaging in learning and assessment</b></p> <p>(QCAA Handbook)</p>	<p>Tamborine Mountain State High School 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 have responsibility for promoting and maintaining academic integrity.</p> <p>Staff are required to complete the academic integrity courses and accreditation course provided by the QCAA.</p> <p>Senior students are required to complete the academic integrity courses provided by the QCAA, in Year 10 or after enrolment if not completed at a previous school.</p> <p>Tamborine Mountain State High School will actively engage students with this policy at the following junctures:</p> <ul style="list-style-type: none"> <li>• enrolment interviews</li> <li>• SET planning</li> <li>• when assessment is distributed to students.</li> </ul> <p>The whole school community: staff, students and parents/carers have roles and responsibilities in ensuring that all students are:</p> <ul style="list-style-type: none"> <li>• Engaged in the learning of the course of study</li> <li>• Expected to produce evidence of achievement that is authenticated as their own work</li> <li>• To submit responses to scheduled assessment on or before the due date.</li> </ul>
<p><b>Due dates</b></p> <p>(QCAA Handbook)</p>	<p>Tamborine Mountain State High School is responsible for gathering evidence of student achievement on or before the due date for internal assessment</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 each semester.</p> <p>The assessment schedule will:</p> <ul style="list-style-type: none"> <li>• align with syllabus requirements</li> <li>• provide sufficient working time for students to complete the task</li> <li>• allow for internal quality assurance processes</li> <li>• enable timelines for QCAA quality assurance processes to be met</li> <li>• be clear to teachers, students and parents/carers</li> <li>• be consistently applied</li> <li>• be clearly communicated by the end of Week 3 each semester</li> <li>• give consideration to allocation of workload.</li> </ul>

	<p><b>Student Responsibility</b></p> <p>Students are expected to:</p> <ul style="list-style-type: none"> <li>• record due dates</li> <li>• plan and manage their time to meet the due dates</li> <li>• inform the school as soon as possible if they have concerns about assessment load and meeting due dates.</li> </ul> <p>In cases where students are unable to meet a due date, they will:</p> <ul style="list-style-type: none"> <li>• inform the classroom teacher and Head of Department as soon as possible</li> <li>• follow school processes to apply for extensions</li> <li>• provide the school with relevant documentation, e.g. medical certificate</li> <li>• adhere to alternative arrangements for submission of assessment, if applicable, as decided by the school.</li> </ul> <p>All final decisions are at the principal's discretion. Refer to AARA information below.</p>
<p><b>Submitting, collecting and storing assessment information</b></p> <p>(QCAA Handbook)</p>	<p>Assessment instruments will provide information about arrangements for submission of draft and final responses, including due dates, conditions and file types.</p> <p>All assessment evidence, including draft responses, will be submitted by their due date in the required format, length and mode.</p> <p>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. All evidence used for making judgments is stored as described in faculty handbooks and in accordance with QCAA retention and disposal requirements.</p>
<p><b>Appropriate materials</b></p> <p>(QCAA Handbook)</p>	<p>Tamborine Mountain State High Schools is a supportive and inclusive school. Material and texts are chosen in accordance with syllabus requirements and curriculum priorities.</p> <p>Students are responsible for considering the appropriateness of any materials accessed or produced and ensuring they are aligned with school community values.</p>

## Ensuring academic integrity

Tamborine Mountain State High School has as 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.

## Internal assessment administration

<p><b>QCE and QCIA policy and procedures handbook</b></p>	<p><b>Policy and Procedures</b></p>
<p><b>Scaffolding</b>  (QCAA Handbook)</p>	<p>Tamborine Mountain State High School curriculum leaders manage a pre-moderation process to ensure all assessment aligns with the principles of accessibility, validity and reliability. Across the phases of learning, there will be a gradual release of responsibility to students.</p> <p>During the teaching and learning phase, scaffolding may include:</p> <ul style="list-style-type: none"> <li>• breaking a complex task, learning experience, concept or skill into discrete parts</li> <li>• modelling thought processes required to complete parts of an assessment instrument</li> <li>• pre-teaching vocabulary specific to the subject and assessment instrument</li> <li>• questioning to develop students' conceptions, describe interpretations or challenge opinions that inform a response</li> <li>• showing examples of responses and demonstrating the match to performance descriptors</li> <li>• using visual frameworks or graphic organisers to plan responses.</li> </ul> <p>Scaffolding for assessment helps students understand the process for completing the task. Scaffolding will:</p> <ul style="list-style-type: none"> <li>• maintain the integrity of the requirements of the task or assessment instrument</li> <li>• allow for unique student responses and not lead to a predetermined response.</li> </ul> <p>Across the phases of learning, students will gradually be given more responsibility for understanding the processes required to complete their tasks.</p> <p>Scaffolding assessment in Year 11 and 12 may include:</p> <ul style="list-style-type: none"> <li>• providing a timeline or checkpoints that students can use to manage completion of components of the assessment instrument</li> <li>• guiding students to make predictions and/or reflect on their learning to complete the requirements of the assessment instrument</li> <li>• providing prompts and cues for students about the requirements for their response.</li> </ul>
	<p>Tamborine Mountain State High School uses quality assurance processes, including pre-moderation of assessment, and the use of QCAA quality assurance tools to ensure that student work is not restricted to a predetermined response and allows students to demonstrate the objectives being assessed.</p>

<p><b>Checkpoints</b></p>	<p>Tamborine Mountain State High School teachers use monitoring processes to check student progress towards successful completion of assessment tasks. Communication with Heads of Departments and parents/carers will occur where teachers identify risks to successful completion of assessment.</p> <p>Students are responsible for meeting the requirements of monitoring.</p> <p>Checkpoints will:</p> <ul style="list-style-type: none"> <li>• be detailed on student task sheets</li> <li>• monitor student progress</li> <li>• be used to establish student authorship.</li> </ul> <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.</p> <p>Heads of Departments and parents/carers will be contacted if checkpoints are not met. Students will be referred to the Monitoring Room if check points are not sufficiently progressed.</p>
<p><b>Drafting</b>  (QCAA Handbook)</p>	<p>Drafting is used as a part of the teaching and learning process as an opportunity for a teacher to provide feedback and gather evidence of achievement.</p> <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>The number of drafts –</p> <p>Year 12 – one draft</p> <p>Year 11 – two drafts – second draft feedback is a maximum of 7 points</p> <p>Year 10 – two drafts</p> <p>Feedback on drafts may be:</p> <ul style="list-style-type: none"> <li>• written</li> <li>• verbal</li> <li>• provided through questioning</li> <li>• an indication more editing is required</li> </ul>

	<ul style="list-style-type: none"> <li>• a summary of feedback and advice to the whole class</li> <li>• advice to consider other aspects of the report, text or performance</li> <li>• advice to show more awareness of the intended audience or purpose</li> <li>• advice to rearrange the sequence and structure of the response to remove excess information.</li> </ul> <p>Feedback on a draft is:</p> <ul style="list-style-type: none"> <li>• a consultative process that indicates aspects of the response to be improved or further developed</li> <li>• delivered in a consistent manner and format for all students</li> <li>• provided within one week of a submission of a draft.</li> </ul> <p>Feedback on a draft must not:</p> <ul style="list-style-type: none"> <li>• compromise the authenticity of a student response</li> <li>• introduce new ideas, language or research to improve the quality and integrity of the student work</li> <li>• edit or correct spelling, grammar, punctuation and calculations</li> <li>• allocate a mark.</li> </ul> <p>A copy of the feedback will be stored with a hard copy of the draft in the student's folio.</p> <p>Parents/carers will be notified by email about non-submission of drafts and the processes to be followed.</p> <p>Students are responsible for:</p> <ul style="list-style-type: none"> <li>• Submitting drafts on or before the checkpoint date</li> <li>• Making use of teacher provided feedback.</li> </ul>
<p><b>Managing response length</b></p> <p>(QCAA Handbook)</p>	<p>Students must adhere to assessment response lengths as specified by QCAA syllabus documents and curriculum guidelines. The procedures below support students to manage their response length.</p> <ul style="list-style-type: none"> <li>• All assessment instruments indicate the required length of the response.</li> <li>• Teaching and learning programs embed subject-specific strategies about responding purposefully within the prescribed conditions of the task.</li> <li>• Model responses within the required length are available.</li> <li>• Feedback about length is provided by teachers at checkpoints.</li> </ul> <p>After all these strategies have been implemented, if the student's response exceeds the word length required by the syllabus, the school will:</p>



	<ul style="list-style-type: none"> <li>mark only the work up to the required length, excluding evidence over the prescribed limit as per QCAA expectations.</li> </ul> <p>and</p> <ul style="list-style-type: none"> <li>annotate any such student work submitted for confirmation purposes to clearly indicate the evidence used to determine a mark i.e., sections over the required length; are identified on the student work and an appropriate comment is included on the IMG/ISS.</li> </ul> <p>Students are responsible for:</p> <ul style="list-style-type: none"> <li>Adhering to prescribed word lengths</li> <li>Applying feedback about word length</li> <li>Editing responses to meet length requirements</li> <li>Providing an accurate word count or performance time.</li> </ul>
<p><b>Authenticating student responses</b></p> <p>(QCAA Handbook)</p>	<p>Tamborine Mountain State High School uses the authentication strategies promoted by the QCAA. The authentication strategies will be specified on assessment instruments.</p> <p>Accurate judgments of student achievement can only be made on student assessment responses that are authenticated as their own work.</p> <p>A range of authentication strategies are employed –</p> <ul style="list-style-type: none"> <li>Assessment tasks are varied annually.</li> <li>Class time is provided to observe task completion.</li> <li>Reference lists and acknowledgements of source are required.</li> <li>Evidence of student response is collected via classwork, photographs, recordings, plans, photographs, drafts etc.</li> <li>Individual monitoring, feedback and results for students working in groups.</li> <li>Students sign a declaration of authenticity.</li> <li>Students must acknowledge all sources.</li> <li>Students are aware that the use of AI in their assessment item is not authentic.</li> <li>Your teacher will conduct interviews or consultations as you develop the response.</li> <li>Your teacher may interview you after your response has been submitted to determine your understanding of, and familiarity with your responses.</li> <li>I, _____ declare this is my own original work and that no part of this assessment has been copied from any other source except where duly acknowledged and referenced appropriately.</li> </ul> <p>In cases where a student response is not authenticated as a student's own work, procedures for managing alleged academic</p>

	misconduct will be followed.
<p><b>Access arrangements and reasonable adjustments, including illness and misadventure (AARA)</b></p> <p>(QCAA Handbook)</p>	<p><b>Applications for AARA</b></p> <p>Tamborine Mountain State High School is committed to reducing barriers to success for all students. AARA are actions taken by the school to minimise, as much as possible, barriers for a student whose disability, impairment, medical condition or other circumstances may affect their ability to read, respond to or participate in assessment.</p> <p>The school follows the processes as outlined in the QCE and QCIA policy and procedures handbook available from –</p> <p><a href="http://www.qcaa.qld.edu.au/senior/certificates-and-qualifications/qce-qcia-handbook-2021">www.qcaa.qld.edu.au/senior/certificates-and-qualifications/qce-qcia-handbook-2021</a>.</p>
	<p>The Deputy Principal Senior School manages all approval of AARA for students.</p> <p>All AARA applications must be accompanied by the relevant supporting documentation 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.</p> <p>Students are not eligible for AARA on the following grounds:</p> <ul style="list-style-type: none"> <li>• unfamiliarity with the English language</li> <li>• teacher absence or other teacher-related issues</li> <li>• matters that the student could have avoided</li> <li>• matters of the student's or parent's/carer's own choosing</li> <li>• matters that the school could have avoided.</li> </ul> <p><b>Applications for extensions to due dates for unforeseen illness and misadventure</b></p> <p>Students and parents/carers must contact the Deputy Principal – Senior School as soon as possible and submit the relevant supporting documentation.</p> <p>Copies of the medical report template, extension application and other supporting documentation are available from the school's website.</p>
<p><b>Completion of course requirements for senior subjects</b></p> <p>(QCAA Handbook)</p>	<p>When enrolled in a General, General (Extension), Applied, Applied (Essential) subjects or Short Courses, students are expected to complete all course and assessment requirements.</p> <p>For summative units, a student must produce evidence of responses to each of the summative assessments in order to receive an overall subject result. Schools are responsible for ensure that all students have opportunities to access assessment.</p>

	<p>School are responsible for ensuring that school communities are aware of assessment requirements. The school will inform students and parents/carers in a timely manner when incomplete assessment will mean that the student will not meet requirements for a subject or course result.</p> <p>Where a student is a late entry into Units 1 or 2 due to a change of subject, change of school, or AARA-eligible illness or misadventure, a satisfactory result may be based on a single piece of assessment, provided that all syllabus objectives are assessed by the conclusion of Units 1 and 2.</p>
<p><b>Managing non-submission of assessment by the due date</b>  (QCAA Handbook)</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>Tamborine Mountain State High School teachers will progressively gather evidence of student achievement in forms including but not limited to:</p> <ul style="list-style-type: none"> <li>• drafts</li> <li>• class work</li> <li>• rehearsal notes</li> <li>• photographs of student work</li> <li>• teacher observations.</li> </ul> <p>When a student does not submit a response to an assessment item on or before the due date, a result is awarded using evidence that is available on or before the due date.</p> <p>Where there is no evidence that can be matched to relevant achievement standards, the student will receive a result of Not-Rated (NR) for the assessment piece.</p> <p><b>Year 10 (only)</b> The student will be required to complete the assessment task after receiving a Non-Rated result and will be required to attend school on a senior study day. If the student is unable to attend the senior study day, then the consequence will be five (5) hours after-school detention.</p> <p><b>Year 11/12 – QCAA Policy rules will apply.</b> In circumstances where a student response is judged as NR, the student will not meet the requirements for that subject.</p>
<p><b>Managing Non-submission of Oral Presentations</b> (QCAA Handbook)</p>	<p>Oral assessment occurs over an extended and defined period of time.</p> <p>Students may use class time or their own time to develop a response.</p> <p>Students may support their responses with multi-modal elements as appropriate to the context and audience.</p> <p>The response may be 'live' or pre-recorded.</p>

	<p>Technology issues are not an acceptable justification for non-submission.</p> <p>Failure to present on the allocated day will require a medical certificate to be submitted.</p> <p>Students who have not submitted their script will need to undertake a Wednesday or if traineeship/apprenticeship/work experience/ TAFE 5 hours after-school. The student will make their presentation at the beginning of oral assessment period.</p>
<p><b>Internal quality assurance processes</b></p> <p>(QCAA Handbook)</p>	<p>Tamborine Mountain State High School's quality management system ensures valid, accessible and reliable assessment of student achievement. This includes:</p> <ul style="list-style-type: none"> <li>• quality assurance of all assessment instruments before they are administered to students using quality assurance tools provided by the QCAA</li> <li>• quality assurance of judgements about student achievement.</li> <li>• quality assurance of judgements after assessment is completed by students and prior to results being provided, using faculty-based moderation processes, which may vary depending on the size of the cohort and nature of the assessment.</li> </ul> <p>All marks for summative internal assessment for General and General (Extension) subjects are provisional until they are confirmed by the QCAA.</p> <p>Results for Applied and Applied (Essential) subjects and Short Courses may be subject to advice from the QCAA.</p> <p>Students who refuse to present will be referred to the Deputy Principal – Senior School. They will be required to present and this will be recorded.</p>
<p><b>Review</b></p> <p>(QCAA Handbook)</p>	<p>Tamborine Mountain State High School internal review processes for student results (including NR) for all General subjects (Units 1 and 2), Applied subjects and Short Courses may be subject to review by the Head of Department and the Deputy Principal – Senior School.</p>

## External assessment administration

QCE and QCIA policy and procedures handbook	Policy and Procedures
<p><b>External assessment is developed by the QCAA for all General and General (Extension) subjects</b></p> <p>See also: <i>External assessment - administration guide</i> (provided to schools each year)</p>	<p>See the QCE and QC/A policy and procedures handbook (Section 7.3.2) and follow the External assessment - administration guide for processes, roles and responsibilities of the school external assessment (SEA) coordinator, teachers and students.</p>

## Managing academic misconduct

Tamborine Mountain State High School is committed to supporting students to complete assessment and to submit work that is their own and minimising opportunities for academic misconduct.

Tamborine Mountain State High School positively and proactively assists students to avoid academic misconduct and ensures fairness for all students, using the following.

- **requiring students to complete the academic integrity course**
- actively engaging students in learning about research, referencing, note-taking and summarizing skills
- actively engaging students in learning about types of academic misconduct and how they can be avoided.

<b>Types of misconduct</b>	
<b>Cheating while under supervised conditions</b>	<p>A student:</p> <ul style="list-style-type: none"> <li>• begins to write during perusal time or continues to write after the instruction to stop writing is given</li> <li>• uses unauthorised equipment, material or assistive digital</li> <li>• has any notation written on the body, clothing or any object brought into an assessment room</li> <li>• uses unauthorised notes (iPhones, iPods, earphones, smart watches etc.)</li> <li>• 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.</li> </ul>
<b>Collusion</b>	<p>When:</p> <ul style="list-style-type: none"> <li>• more than one student works to produce a response and that response is submitted as individual work by one or multiple students</li> <li>• a student assists another student to commit an act of academic misconduct</li> <li>• a student gives or receives a response to an assessment.</li> </ul>
<b>Contract cheating</b>	<p>A student:</p> <ul style="list-style-type: none"> <li>• pays for a person or a service to complete a response to an assessment</li> <li>• sells or trades a response to an assessment</li> </ul>
<b>Copying work</b>	<p>A student:</p> <ul style="list-style-type: none"> <li>• deliberately or knowingly makes it possible for another student to copy responses</li> <li>• looks at another student's work during an examination</li> <li>• copies another student's work during an examination.</li> </ul>
<b>Disclosing or receiving information about an assessment</b>	<p>A student:</p> <ul style="list-style-type: none"> <li>• 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</li> </ul>

	<ul style="list-style-type: none"> <li>• makes any attempt to give or receive access to secure assessment materials</li> </ul>
<b>Fabricating</b>	<p>A student:</p> <ul style="list-style-type: none"> <li>• invents or exaggerates data</li> <li>• duplicating the same work for different assessment items</li> <li>• lists incorrect or fictitious references.</li> </ul>
<b>Impersonation</b>	<p>A student:</p> <ul style="list-style-type: none"> <li>• arranges for another person to complete a response to an assessment in their place,</li> <li>• impersonates a student in a performance or supervised assessment.</li> <li>• completes a response to an assessment in place of another student.</li> </ul>
<b>Misconduct during an examination</b>	A student distracts and/or disrupts others in an assessment room.
<b>Plagiarism or lack of referencing</b>	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).
<b>Self-plagiarism</b>	A student duplicates work or part of work already submitted as a response to an assessment instrument in the same or any other subject.
<b>Significant contribution of help</b>	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**

### **For 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.

### **For all instances of academic misconduct**

Results will be awarded using any evidence from the preparation of the response that is available to verify the student's own work and that was gathered in the conditions specified by the syllabus, on or before the due date.

### **For instances of academic misconduct during examinations**

In the case of examinations, the Deputy Principal – Senior School will make a determination as to the potential impact of the academic misconduct on the student's response. The student will not be rated on any exam segments potentially affected by academic misconduct.

In cases where the impact is significant, the student's response may be awarded a Not Rated (NR) result.

The Head of Department in consultation with the Deputy Principal – Senior School will determine whether further consequences need to apply.

### **Consequences for academic misconduct**

Consequences may include –

- Contact to QCAA (in external exams as per QCAA Policy)
- Completion of reference booklets
- Graded to point of discretion
- Suspension
- Exclusion
- Community service
- Withdrawal of subject

### **Related school policy and procedures**

Refer to other school policies and procedures as appropriate:

- Student Code of Conduct
- Technology Policy
- internal moderation procedures (including school procedures for endorsement and confirmation)
- staff handbook
- faculty handbook.
- Appendix I Assessment Procedures

## Senior Student Guide to Assessment Procedures

### Submitting

You can submit your assessment as:

- paper-based copy and/or physical product directly to the teacher
- paper-based copy and/or physical product to Student Services, where a receipt will be issued
- electronically via email to the subject teacher.

Different subjects will have different requirements, which will be listed on the task sheet or explained to you by your teacher or submissions drive.

It is your responsibility to:

- Year 11 and 12 submit assessment on or before the due date.
- Year 10 submit assessment on or before due date. Due date is Thursday 4:00 pm.
- Submit assessment in the correct format.

### Due Dates

Every assessment piece has a due date that tells you exactly when you must submit your finished product, whether it is a written piece, presentation or project. The school will help you to know when your due dates are by:

- publishing an assessment calendar by Week 3 of Term 1 and Week 3 of Term 3
- putting the due date on every task sheet
- having monitoring checkpoints in the lead up.

It is your responsibility to:

- access due dates via the assessment schedule
- plan and manage your time to meet due dates
- follow school processes to apply for extensions.

### Late Submissions

- Assignments are due on the day specified.
- All assignments should be submitted to the class teacher or to Student Services by 4:00 pm on the due date. This submission may be by email. A hard copy of the draft may also be requested at the teacher's discretion.
- If a student is unable to submit a final copy by the stipulated time, without a legitimate AARA reason, then the student will have any previously submitted draft work assessed. The draft work will be marked by the standards of the final criteria.



- Where students are absent from school on the due date, the assessment is required to be submitted to the class teacher or Student Services via email by the due date and by 4:00 pm.
- Student will be required to attend Senior Study Day or under certain circumstances, five hours after-school detention unless a medical certificate has been submitted on the day of return.

### **Absence on Assessment Day**

Written:

1. Parent/Caregiver to call the school to explain the exceptional circumstances e.g. emergency, family bereavement etc.
2. Submit via email or have it delivered to the school.
3. Submit medical certificate or other relevant documentation.
4. Assignment must be presented on first day you return to school.

Orals:

- Parent/Caregiver to call Student Services to explain the exceptional circumstances e.g. emergency, family bereavement etc.
- Submit script via email. Failure to submit script will result in attendance on the Senior Study Day.
- Failure to present will result in a referral to Deputy Principal – Senior School to record the presentation.

### **Checkpoints Submissions**

Your assessment task sheet will have one or more checkpoints 'monitoring' dates on it. These dates tell you when your teacher will check your progress to make sure you are on track to submit your best work by the due date. Your teacher will also use this as an opportunity to give your parent/s or caregiver/s an update on your progress.

It is your responsibility to:

- submit a draft (or whatever your teacher has asked for) by the provisional due date.

### **Non-Submission**

- In the case of non-submission of an assessment item, a result can only be allocated when evidence has been demonstrated.
- For General Subjects, an overall subject result for a course of study may not be allocated if a student does not submit or complete the entire summative internal assessment.
- Similarly, an overall subject result for a course of study may not be allocated if a student does not submit or complete the external assessment.
- Faulty technology is not accepted as a reason for non-submission without substantial evidence. Consultation with the Deputy Principal – Senior School will be necessary to ascertain if AARA will apply.

## **Non-Provision of a Medical Certificate**

1. Medical certification is to be submitted on the day you return to school.
2. Failure to submit the required medical certificate will result in the evidence that is available on or before the due date being used.

Where there is no evidence that can be matched to the relevant achievement standards, the student will receive a result of non-rated (NR) for the assessment piece.

## **Drafting and Feedback**

Preparing a draft (or similar if it is a performance or project) is a very important preparation for assessment and most assessment tasks will require you to do some sort of draft, unless it is an unseen exam. The draft is where your teacher will give you feedback and guidance on your assessment.

- Feedback will be provided and scaffolded based on the QCAA criteria and drafting advice.
- The teacher will provide feedback on a maximum of two drafts Year 10 and 11 and one draft Year 12 for each assignment. This feedback may be written or via verbal conferencing.
- After drafting and a period of consultation about drafting comments, there will be no more assistance given.
- The teacher will not allocate a notional result for draft student responses.
- The teacher will provide feedback only on a draft submitted by the draft due date.
- In providing feedback on the first draft, teachers will indicate aspects of the response that need to be improved or developed to meet the requirements of the assessment instrument. The feedback will be clear and enable the student to engage effectively in the process of improvement.
- In General Subjects, it would be expected that teacher scaffolding is reduced in Units 3 and 4. Teachers will gradually release support and responsibility to students so that they may eventually complete assessment independently.
- Regular progress checks will be made during the assessment period. Any student failing to make satisfactory progress will be referred to the Monitoring Room. Parents/Caregivers will be informed if this action is deemed appropriate.
- In Year 10, two drafts are permitted. There is no prescribed limit to the detail which a teacher may provide a student in the drafting feedback.
- In Year 11, QCAA policy indicates 'increasing independence' and that teachers provide feedback that is more focused on concepts rather than editing and content.
- The second draft will be in point form only – 7 points maximum on an A5 sheet. No teacher annotations are permitted on student work.
- In Year 12, feedback will only be provided on one draft and on the conceptual processes and ideas. Students may clarify feedback on their draft but such conferencing will only be conceptual in nature.

- Drafts should be returned to students within two weeks.
- A draft submission that exceeds the specified word limit will have the draft returned unmarked and the student will be given twenty-four hours to rectify and re-submit.

It is your responsibility to:

- submit a draft on or before the provisional due date
- make use of the feedback your teacher gives.

### **Check Points (Monitoring)**

On the checkpoint due date for an assignment, the teacher will review each student's progress on the assessment item and provide feedback. Any student who, at the provisional grade stage has made insufficient progress or whose standard of work is not appropriate will be referred to the lunchtime monitoring room. This room is designed to provide a form of compulsory time management.

The student is required to report to this room from 11:10 am daily until their assignment is of the appropriate standard to be "cleared" by the subject teacher. Each student who is required to report to the lunchtime monitoring room is given a reminder through form class/parade.

Students must report to the monitoring room regardless of whether the referral has been sighted by students through form class/parade, as students are advised during subject class. Parents/caregivers are texted/emailed this information.

It is the student's responsibility to report to the monitoring room until their work has been "cleared" by the relevant teacher. Monitoring work must be cleared with the teacher prior to the commencement of form class.

Failure to report to the monitoring room will result in further disciplinary consequences e.g. required to attend Senior Study Day or five hours after school. Parents/caregivers will be notified through text message or email.

### **Response Length**

Every assessment task will have a maximum word length or time limit for you to follow. This tells you how long your response should be. You should try to write or present so that you are close to, but not over, the limit.

If your response exceeds the required word length:

- your work will be marked up to the required length
- or

It is your responsibility to:

- stay below the maximum word/time length
- use your teacher's feedback about word length
- edit your response to meet length requirements

- put an accurate word count or performance time on the front of your assessment piece.

## Written Responses

- Written responses may be word-processed or handwritten.
- Word-processed responses may include hyperlinks, photographs, diagrams, maps and other visual features.
- For ease of scanning and/or electronic submission, when developing a response, students should use:
  - ❖ Legible font types, sizes (e.g. minimum size 10) and colours for text
  - ❖ Legible colours and sizes for visual features
  - ❖ Appropriate file types for electronic submissions (refer to the subject-specific information)
  - ❖ Black or dark blue ink
  - ❖ 2B pencil (where directed)
  - ❖ White paper (either individual sheets or official response booklets).

## Authentication

To make sure the teacher has accurate picture of your skills and knowledge, it is important that we know the work you submit is your own. You might be asked to:

- sign your work
- hand in drafts and planning
- hand in notes and lists of sources
- use the school referencing system.

If it appears that some of the work you submit is not your own:

- you will have an opportunity to demonstrate the work is yours
- your result will be based on parts of your submission that can be identified as your work
- procedures for managing alleged academic misconduct will be followed.

## Pre-recorded Speech Presentation

Speeches must:

- Be in MP4 format (maximum size 500MB).
- Be saved to the Submissions Drive in the relevant teacher's folder by 8:45 am on the due date.
- Labelled in the following format: Lastname, Firstname\_Persuasive Speech.
- Be supported by a screenshot of the properties of the video (including the date and time of recording) saved in the same location in the following format: Lastname, Firstname\_Screenshot.
- Be saved on the recording device and kept as a backup.

When filming students need to:

- use any device that will allow a MP4 to be created and saved.
- ensure that the file is a continuous recording with no pausing or editing.
- ensure that the camera is placed at an appropriate distance to allow the student's entire body and any gestures to be seen.
- ensure that the camera remains directly in front of the presenter.
- ensure that recording occurs in a space with suitable lighting.
- ensure that any background or PowerPoint required, is able to be seen/read clearly and advanced throughout the speech (if appropriate to the task).
- ensure that voice is clear and audible for the duration of the presentation.
- ensure that there is no private information/images which can be seen.
- ensure that camera pans only to keep the student in view of movement is used.
- ensure that the file is a continuous recording of the response with no pausing or editing.
- ensure a video resolution of 720p or higher is used.

Technology issues are not an excuse and extensions will not be approved for this reason.

Failure to present on the allocated day will require the submission of a medical certificate.

Script must be submitted.

Failure to submit by the deadline will result in consequences.

- two hours after-school.
- Presentation at the beginning of the next oral assessment period.
- Refusal will require presentation before Deputy Principal – Senior School. This presentation will be recorded.

## **Extensions**

Students sometimes need extensions to due dates. Each case will be considered on its merits.

Extensions are available for:

- a disability or impairment
- an illness or injury that stops you from working on assessment for a long period.

Extensions are not available for:

- unexplained absence
- family holiday or events
- representative sports

- misreading assessment tasks or calendars
- technology breakdown
- teacher absence
- work or sporting commitments
- assistance with household responsibilities.

### Extension Request Procedure

1. A specific medical certificate must be provided. Contact Deputy Principal – Senior School.
2. Draft work must be sighted prior to the extension being considered.
3. Complete request for extension proforma and submit to the relevant Head of Department.
4. Extensions should be requested at least two (2) days prior to due date.
5. Continue to work on assessment item until advised by the Head of Department.
6. Deputy Principal – Senior School will authorise any extensions.
7. Specific details or conditions for the new due date will then be written on the relevant criteria sheet.

REQUEST FOR ASSESSMENT EXTENSION (Submitted to Department HOD)	
<b>Student:</b>	<b>Form:</b>
<b>Subject:</b>	<b>Teacher:</b>
<b>Assessment Item:</b>	<b>Due Date:</b>
<b>Reason for request:</b>	
<b>Medical certificate or evidence of absence recorded on OneSchool</b>	<b>YES      NO</b>
<b>HOD comment:</b> _____	
<b>APPROVED</b>	<b>NOT APPROVED</b>
<b>New assessment due date:</b>	<b>HOD Signature:</b>
This form must be attached to the assessment item.	

(Year 10 only)

<b>REQUEST FOR SPECIAL PROVISION ASSESSMENT - EXEMPTION (Submitted to HOD)</b>		
<b>Student:</b>	<b>Form:</b>	
<b>Subject:</b>	<b>Teacher:</b>	
<b>Assessment Item:</b>		<b>Due Date:</b>
<b>Reason for request:</b>		
<b>Medical certificate or evidence of absence recorded on OneSchool</b>	<b>YES</b>	<b>NO</b>
<b>HOD comment:</b>		
<b>APPROVED</b>	<b>NOT APPROVED</b>	
<b>HOD Signature:</b>	<b>Principal Signature:</b>	<b>Date:</b> / /

### **Traineeships and Apprenticeships**

Students on traineeships or apprenticeships must submit required assessment on the first day after their scheduled work day.

### **Examination Rules**

Candidates must:

- comply with all directions given by the supervisor
- enter the examination room only when told
- take only QCAA-approved equipment into the examination room (see equipment list)
- sit at the desk provided
- write in black or blue pen only
- follow the directions given on examination books/sheets
- raise their hand if they need to speak to a supervisor
- ensure that their conduct is appropriate. Examples of misconduct include:
  - deliberately creating a disturbance that disrupts other candidates
  - unauthorised writing during perusal time or after the examination has finished.

Candidates must not:

- talk to or communicate in any way with other candidates after entering the examination room
- ask a supervisor to explain or interpret a question
- give material or equipment to other candidates
- remove any response books/sheets from an examination room
- cheat, which includes:
  - ❖ gaining prior access to examination content
  - ❖ bringing unauthorised material and/or equipment into the examination room
  - ❖ copying from another candidate
  - ❖ impersonating a candidate.

### **Examination Expectations**

- All unnecessary items should be placed in the student's bags outside of the examination room, as directed by the examination chief supervisor. School jackets to be placed on back of student's chair.
- All mobile phones, smart watches and any electronic devices enabling communication, audio or visual recording are prohibited from examination rooms. Such items need to be stored at Students Services as per school policy. Any cases of malpractice involving such devices will be reported to the QCAA. This requirement applies to all internal and external examinations.
- During perusal time, any equipment, examination or response booklets/paper must not be touched, unless instructed by exam supervisor.
- At the conclusion of the examination, all students must respond immediately to the 'pens down' directive.
- The examination only concludes when all papers are collected. Silence is required until collection is complete. Any breach of these protocols will be deemed a serious breach of procedure.
- Students are not permitted to leave the room until the examination is complete, regardless of the time the examination paper is completed.

### **Examination Equipment**

Approved equipment

- All equipment must be in a clear container. Candidates may take only the following equipment into the examination room:
- materials/equipment listed in subject notices (see [www.qcaa.qld.edu.au/senior/see/subject-resources](http://www.qcaa.qld.edu.au/senior/see/subject-resources))
- blue or black pens, 2B pencils, highlighters
- ruler, slide rule
- eraser



- calculator (see below)
- tinted glasses, magnifying glasses, earplugs
- water in plain unlabeled container
- equipment allowed as a QCAA-approved special provision.

#### Non-approved equipment

The following items must not be taken into the examination room:

- electronic devices, e.g. iPods, translators, laptops, mobile phones, smart watches
- extra paper, books or manuscripts
- food, unless allowed as a special provision.

### **Completion of course requirements for senior subjects**

You are expected to complete every piece of assessment to be awarded as subject result. It is important that your teacher has comprehensive knowledge of your abilities, in order to accurately grade your achievement.

For senior students studying Units 1 and 2, you might have entered a subject late because you have changed schools or subjects or had a long-term illness. In these cases, you can receive credit for these units with a reduced amount of assessment. Make sure you discuss this with your teacher, HOD and Deputy Principal – Senior School.

For senior students studying Units 3 and 4, you must submit a response for every assessment piece on or before the due date. If you do not, you will not receive a result for the subject.

### **Academic Misconduct**

Your school and your teachers will help you to understand the rules about assessment. Staff will:

- help all Year 10 students to complete the online academic integrity course
- teach you about research, referencing, note-taking and summarizing
- help you learn about academic misconduct and how to avoid it.

Academic misconduct is:

**Cheating while under supervised conditions**

A student:

- begins to write during perusal time or continues to write after the instruction to stop writing is given
- uses unauthorized equipment or materials
- has any notes 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:

- 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:

- pays for a person or a service to complete a response to an assessment
- sells or trades a response to an assessment.

**Copying work**

A student:

- deliberately or knowingly makes it possible for another student to copy responses
- looks at another student's work during an exam
- copies another student's work during an exam.

**Disclosing or receiving information about an assessment**

A student:

- gives or accesses unauthorized information that compromises the integrity of the assessment, such as stimulus or suggested answers/responses, prior to completing a response to an assessment
- makes any attempt to give or receive access to secure assessment materials.

**Fabricating**

A student:

- invents or exaggerates data
- lists incorrect or fictitious references.

To make sure every student achieves a fair result for their own work, students who have engaged in academic misconduct will be given a result using evidence gathered by teachers prior to or on the due date that is verifiably the student's own work.

In the case of exams, the Deputy Principal – Senior School will make a determination as to the potential impact of the academic misconduct on the student's response and students will not be rated on any exam segments potentially affected by the academic misconduct. In cases where the impact is significant, the student's response may be awarded a Not Rated (NR) result.

### **Appeal of a Grade**

- Every student has a right to appeal their grade. The class teacher must be notified by the student of the appeal submission. A letter stating the specific grounds of appeal is required to initiate the review process. The appeal process is overseen by the Head of Department.
- All appeals should be made within five school days of the mark being released.
- The basis of the appeal can only focus on the marking criteria.

### **Reporting**

Reporting is an integral part of the teaching and learning process. Reporting is undertaken in a number of ways including:

- Informal discussions - parents and teacher
- Formal meetings - academic/ progress
- Parent/Teacher interviews
- Communication to students and parents/caregivers from teachers
- Feedback and marks for all assessment items
- Progress Reports - Terms 1 and 2
- End Semester/Year Reports.

Academic reports reflect the depth and breadth of learning that has taken place in a range of subjects and indicate the progress or achievement students have attained over the course of a particular year. Course completion is comprised of both summative and formative assessment. It is anticipated to achieve course completion; students will need to complete all summative and formative work for the subject.

Department of Education defines chronic absentee as a student who has less than 85% attendance. To achieve higher than 85% attendance, students need to aim at less than 10 days absent per semester. In such instances a student may not cover all the mandated formative and summative assessment to achieve course completion – an N may be recorded on the report card in these instances. It is important to note a medical certificate does not exempt a student from the need to meet the majority of formative/summative work for course completion.

If a student is experiencing chronic absenteeism which is impacting course completion, support options are available – please contact the school administration to discuss these options.

- Variable Progression – completion of year level over an extended period of time.
- Reduction in subject load.
- Short-term part-time attendance program.
- Attendance on Wednesday to participate in catch-up tutorial program.
- Attendance at after-school tutorial sessions.
- Delayed printing or re-print of semester report card after extended time to catch-up missed formative and summative work.

Reports are official documents issued by Tamborine Mountain State High School.

### **Compressed Curriculum**

Term 1 Report – Year 11 – Semester One

Term 2 Report – Year 11 – Whole Year

Term 3 Report – Year 12 – Semester One

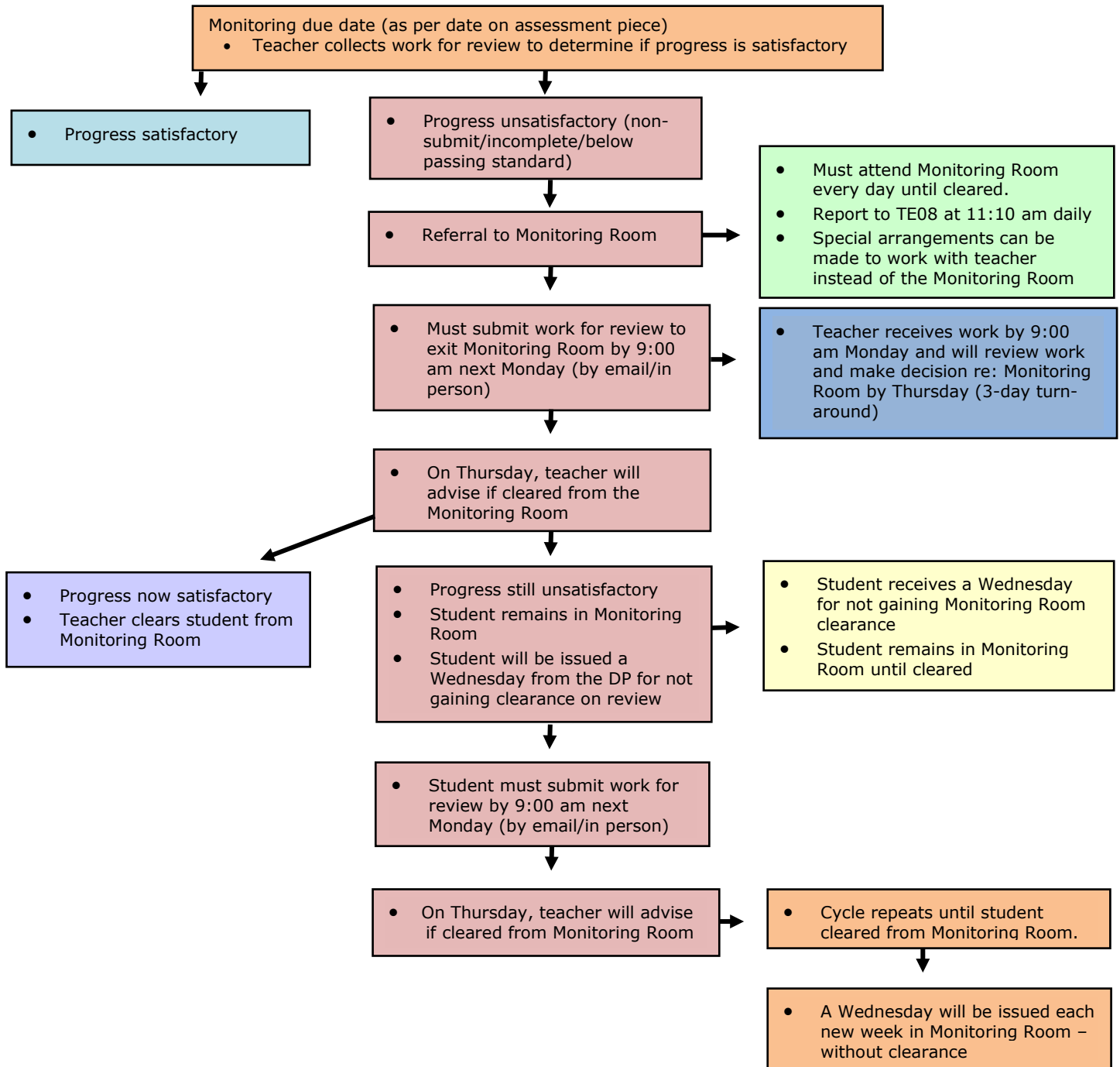
### **Storage of Student Work**

- Year 10 assessment items are permitted to review teacher feedback for a time period designated by the teachers. All assessment must be returned by the date stipulated and student work filed for twelve months.
- Year 11 and 12 assessments will be stored in preparation for QCAA confirmation sampling electronically (S:Drive). All assessment work must be filed until April of the following year.

# MONITORING ROOM PROCESS

## Year 10 – 12

Students who have not submitted sufficient work to meet monitoring expectations are referred to the Monitoring Room.



**Points to note:**

- (1) Once assessment due date arrives, student will be removed from Monitoring Room.
- (2) Diploma (Business) runs its own Monitoring Room process independent of school Monitoring Room.
- (3) Monitoring Room processes for PL students act independently of school Monitoring Room – will operate same as they currently do.

**Absent on Monitoring Due Date**

- (1) Students absent on due date are required to submit their monitoring draft by email or in person (via office).
- (2) Failure to submit your monitoring draft on due date results in automatic referral to Monitoring Room.
- (3) You can submit a medical certificate to your year level DP for immediate clearance from the Monitoring Room on your return and/or you can apply contact the HOD for a formal extension – if granted you will be cleared from the Monitoring Room.

**No Show to Monitoring Room**

- Any no show to the Monitoring Room is referred by SSL to DP for management/action.
  - (1) First No Show → Loss of Wednesday x 1
  - (2) Second No Show → Loss of Wednesday x 2
  - (3) Third No Show → Saturday detention x 1
  - (4) Fourth No Show → Cancellation of Enrolment

**Privileges Requirements**

- Number of Wednesdays allowed to retain access to Jerseys/Formal has increased from 4 to 6