



Assessment Policy

1. SCOPE

This Assessment Policy is designed to inform decisions around assessment practices from Year 7 to Year 12. Processes which are different depending on the year level will be documented in this policy. Heads of Department and teaching staff need to consult this policy when making decisions around all assessment practices in the school.

Assessment includes any assignment, exam, practical, oral individual or group presentation that is a measure of student performance.

2. PURPOSE

The purpose of this document is to ensure consistency and continuity of processes horizontally (from faculty to faculty) and vertically (from sector to sector and year level to year level). Policy Statement (3 below) will be published to parents/caregivers, students and staff.

This policy applies to all students currently enrolled at Kedron State High School. The aim of this policy is to ensure fairness and equity is maintained across the school, therefore supporting students to achieve to the best of their ability.

3. POLICY STATEMENT

3.1 ENGAGING IN LEARNING AND ASSESSMENT

Students are expected to engage in the learning in the subject or course of study including the course objectives.

Students produce evidence of achievement in response to assessment planned for each unit. Schools gather evidence of learning and match this to the relevant standards to make judgments. (*QCAA, QCE and QCIA Policy and Procedures Handbook, 8.5.1*)

3.2 ASSESSMENT COMPLETION

Schools are responsible for ensuring that school communities are aware of the following assessment requirements. Kedron State High 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.

In circumstances where Access Arrangements and Reasonable Adjustments (AARA) (see Section 6: Access Arrangements and Reasonable Adjustments (AARA)) are not applicable, the following information should be used by schools. (*QCAA, QCE and QCIA Policy and Procedures Handbook 2019 v1.1,8.5.1*)

JUNIOR AND MIDDLE SCHOOL

Summative Assessment

- Students are expected to complete all course and assessment requirements.
- Work must be authenticated as the student's own work.
- For Summative units, a student must produce evidence of a response to each summative assessment to receive a subject result.

Non-Submission Of A Final Response (Excluding Exams)

- Where students do not submit a final response to an assessment (other than unseen examinations) teachers make judgments based on evidence from the preparation of the response that is available on or before the due date. (eg drafts, responses to work at checkpoints, classwork, teacher observations (7-10 only), rehearsal notes).
- For students who are enrolled in a subject, but do not produce evidence on or before the due date as specified by the school and no other evidence is available, a result of Not Rated will be provided on Report card.
- Where assessment pieces include a performance, practical component or multimodal aspects students will be required to deliver only the minimum requirement of the assessment task on the first day they are present at school on/after the due date has passed using any previous drafting and/or classwork evidence available which aligns to the assessment piece.

SENIOR SCHOOL

Formative Assessment (Units 1 & 2)

- Students are expected to complete all course and assessment requirements.
- Work must be authenticated as the student's own work.
- Work must be drawn from responses to the assessments designed for reporting.

Summative Assessment (Units 3 & 4)

- Students are expected to complete all course and assessment requirements.
- Work must be authenticated as the student's own work.
- For Summative units, a student must produce evidence of a response to each summative assessment to receive a subject result.
- In order to receive an overall subject result, a student must complete Units 3 and 4 together, providing responses to each of the summative internal assessments and the external assessment for the subject.
- A student cannot repeat one summative unit only.
- Where there is a senior external exam, students must complete the Senior External Examination to receive a subject result.

Short Courses

- Students are expected to complete all course and assessment requirements.
- There must be evidence of student responses to each summative internal assessment to achieve a course result.
- Where a student does not complete the summative assessments by the end of the summative year, an exit result cannot be awarded.
- A student who does not complete all summative assessments would be required to repeat the Short Course and complete all assessments to achieve an exit result.

Vocational Education and Training Subjects

- Students are expected to meet all of the academic progression requirements for the unit within the prescribed study period for all VET subjects.

Non-Submission of a Final Response (Excluding Exams)

- Where students do not submit a final response to an assessment (other than unseen examinations) teachers make judgments based on evidence from the preparation of the response that is available on or before the due date. (eg drafts, responses to work at checkpoints, classwork, teacher observations, rehearsal notes).
- For students who are enrolled in a subject, but do not produce evidence 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 Management system by the date published in the SEP calendar.
- In circumstances where a student response is judged as NR, the student will not meet the requirements for that subject.
- An E or a mark of zero cannot be awarded when there is no evidence for that standard.
- Students must complete external assessment on the date published on the QCAA website.
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3.3 ATTENDANCE

JUNIOR AND MIDDLE SCHOOL:

Students must attend on days when assessment is scheduled. If a student in year 7 to 10 is unable to attend school on the day of an exam, a medical certificate from a doctor/dentist is the preferred documentation. If this is not possible, in years 7 to 10, parent contact may be acceptable.

Approval through the Principal or Sector Deputy Principal is required if the absence is due to bereavement or other special circumstances.

SENIOR SCHOOL:

A medical certificate, or evidence from a relevant independent professional, is compulsory if a Year 11 or Year 12 student misses school on the day of an exam.

As per QCAA policy, (*QCAA, QCE and QCIA Policy and Procedures Handbook 2019, 6.6.3*) the documentation must contain the following information:

- The illness, condition or event (including details of a diagnosis, where applicable)
- Date of diagnosis, onset or occurrence
- Symptoms, treatment or course of action related to the condition or event
- Explanation of the probable effect of the illness, condition or even on the students' participation in the assessment
- For non-medical claims, written evidence from a relevant independent professional or other independent third party, such as a police report.
- Supporting documentation must cover the date of the assessment for which the application is made.
- Applications for internal assessments must be submitted as close to the assessment even as possible, and, where relevant, before submitting provisional marks for confirmation.
- Applications for external assessments can be submitted from 14 days before the start of the assessment period to 7 days after the assessment.

3.4 EXAMS

WHOLE SCHOOL

Students who miss exams without documentation (see above) or AARA (see Policy SM1.1 AARA), may be given an N rating (years 7-10) and a loss of credit for a unit/subject (years 11 & 12). Parents must be notified of this by Head of Department, subject co-ordinator or classroom teacher. Non completion of exams may trigger an academic audit by Sector DP, and in Senior phase, may lead to cancellation of enrolment.

Where there is an approved, planned absence a comparable exam must be completed prior to the given due date.

JUNIOR & MIDDLE SCHOOL

Students who miss exams during their normal class lessons **MAY** be able to sit for these exams provided that documentation (see above) is provided. Faculty Heads of Department will decide processes for sitting exams. This may include exams being completed in sectors or during lunch times as is operationally convenient. Where students do not sit the exam, or are not eligible to sit the exam, an N rating will be applied with potential loss of credit for the subject.

When documentation is provided, the sector DP will determine whether, when and where the student will complete missed exams.

Without documentation, students should expect to complete assessment as soon as practicable upon their return to school. Faculty HoDs should liaise with sector DPs to determine when and where the student will complete missed exams. A determination will be made as to whether the student's results will be accepted for subject credit.

Students who are absent from school on an **Exemption from Attendance** can expect to sit exams and submit assessment immediately upon their return to school unless otherwise negotiated with the sector DP.

SENIOR SCHOOL

Students who miss exams without documentation **MAY** be able to sit for those exams. All arrangements for catching up missed exams will need to be negotiated through the Senior School Deputy Principal.

Students who miss an exam without documentation or having followed the above processes (eg goes home sick during the school day) will negotiate with senior sector DP about sitting a comparable exam. Students will have to provide documentary evidence, as soon as practicable, in order to sit the comparable exam.

As per QCAA, students must:

- provide appropriate documentation for any exam that is missed;
- attempt all summative assessment;
- meet deadlines as set by QCAA.

All external exams are subject to QCAA policy. Students who miss an external exam will not be provided the opportunity to sit a comparable exam.

Where students do not sit the exam, or are not eligible to sit the exam, an N rating may be applied with loss of credit for the unit.

3.5 SCAFFOLDING

Scaffolding for assessment helps students understand the process for completing the task. Scaffolding will:

- maintain the integrity of the requirements of the task or assessment instrument
- allow for unique student responses and not lead to a predetermined response.

Across the phases of learning, students will gradually be given more responsibility for understanding the processes required to complete their tasks.

3.6 ASSIGNMENTS

WHOLE SCHOOL

Absence from school on the due date of any assessment item does not remove the responsibility for completion and submission of that item. Students will have fulfilled course requirements only when all assignments and other required tasks are completed.

A list of assignments (Assessment Calendar) will be published early each semester so that parents and students are aware of assessment commitments and can plan study programs accordingly.

Assignments can be submitted as hard copies or electronically as per the individual assessment task requirements. Physical submissions must be provided to teachers by the end of the school day. Where a digital submission is due at 11.59pm, a physical copy must be presented to the teacher on the following school day.

If a student is absent from school on the day that assessment is due, an electronic copy of the assessment item (if possible) needs to be submitted to the teacher concerned. Where this is not possible (in the case of practical assessments for example), parents/caregivers need to make contact with the HoD on or before the due date to make arrangements. Assessment submission requirements must be adhered to as specified on task sheets. Documentation to cover absence on the due date of assessment can be seen in 3.3 above.

Absence on the due date of an assessment item requires one or more of the following:

- The work must be delivered to the school, either electronically or in hard copy. Students are encouraged to keep an email receipt of work submitted electronically.
- Parental contact should be made with the school and the appropriate Head of Department contact if the work cannot be presented.
- If work is unable to be delivered to school, students must provide a medical certificate to support their absence on the due date (Years 11 & 12).
- Absence due to bereavement or other special circumstances on the due date must be supported by written or verbal parental communication to the Sector DP.

Students must:

- provide appropriate documentation for any assessment that is unable to be submitted by the due date;
- apply for any extension within this policy;
- attempt all summative assessment;
- meet deadlines as set by QCAA.

3.7 MANAGING RESPONSE LENGTH

Students must adhere to assessment response lengths as specified by syllabus documents. The procedures below support students to manage their response length.

- 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.

After all these strategies have been implemented, if the student's response exceeds the word length required by the syllabus, the school will:

- In Years 7 – 9: Identify that the student has exceeded the word length and counsel students about potential academic consequences. In spoken tasks, students will be notified when exceeding time limits and counselled about potential academic consequences.

- In Year 10 – 12: Mark only the work up to the required length, excluding evidence over the prescribed limit. In spoken tasks, students will only be marked on the content presented within the prescribed time limit.

3.8 AUTHENTICATION OF STUDENT WORK

All assignments submitted at this school **MUST** be the student's own work and be able to be proven to be so. All assessments must adhere to authentication processes as outlined on task sheets. Examples of authentication may include:

- signing a declaration of authenticity;
- submission of a draft;
- submission of the final response using plagiarism-detection software, where required;
- participation in interviews during and after the development of the final response.

When authorship of student work cannot be established, opportunities will be provided for students to demonstrate that the submitted response is their own work.

Assessments that are found to contain plagiarism and/or are copied from or written by someone else, will face penalties. Penalties may include, but are not limited to:

- the awarding of a grade commensurate with the work seen by teacher in class, or that part of the work which is proven to be completed by the student;
- academic audit;
- cancellation of enrolment (senior phase);
- submitted work may receive a grade of NR (Not rated);
- other consequences as determined by the Responsible Behaviour Plan for Students (See Policy SM7).

3.9 EXTENSIONS

Students, parents and caregivers are reminded that extensions will not be automatically granted and often are not the preferred option. Any possibility that an assignment may not be able to be completed by the due date, needs to be communicated to the class teacher as early as possible so that strategies may be put into place to assist students to complete assessments by the due date.

Reasons which indicate a lack of effort or commitment by the student are not acceptable reasons for make a request to extend the due date.

If a student has had an extended absence prior to the due date, or exceptional circumstances exist, he or she may request an extension of the due date. Extensions must be applied for prior to the due date using the Application For Extension Form. These need to be submitted to Faculty HoDs, who will be the decision makers in each case. Faculty HoDs and sector DPs may need to liaise to determine whether an extension will be granted. Once the form has been completed and signed by Faculty HoD/s, the Application For Extension Form must be uploaded to OneSchool. Any documentation that can be provided to support an Application For Extension needs to be supplied with the form.

Only in extreme circumstances, verified by parents (eg unexpected illness) can an extension be requested on or after the due date.

Failure of technology will generally not be considered acceptable grounds for an extension to be granted. Students should utilise backup mechanisms such as email, cloud storage, USB, external hard drive.

Attendance at out of school activities, including sport and alternative pathways will generally not be considered acceptable grounds for an extension to be granted.

Once an extension has been granted, the request form will be scanned and attached as a contact in the student's One School record. Teacher, faculty HoD, Sector HoD and DP should be referred into contact.

Once an extension has been granted, a copy of the form needs to be attached to the assignment when it is submitted.

3.10 STUDENTS ON ALTERNATIVE PATHWAYS

School-based assessment and exams take priority over TAFE/training/university/apprenticeship or traineeship days. It is the student's responsibility to inform the external provider/employer well in advance of assessment dates and make alternative arrangements for making up any missed time. If there are clashes with alternative pathway assessment dates, it is the student's responsibility to engage with HoD VET and Sector DP to negotiate submission of both assessments.

3.11 DRAFTING & FEEDBACK

A draft is a preliminary version of a student's response to an assessment instrument. The quality of a draft may vary from a brief outline to a response that is nearing completion. A draft can be used to provide feedback on a response as well as to authenticate student work. Task sheets will clearly state the format of draft required as well as draft due date.

For non-examination techniques, developmental work (i.e. a draft response or assessment work-in-progress) would be appropriate evidence to use to award a provisional mark if a response is not provided on or before the due date.

For performance assessments, or projects that include a performance element, a draft version is the assessment work-in-progress demonstrated by the student. Therefore, a draft or checkpoint version is evidence of a performance, demonstrated by the student in the assessment preparation phase.

Feedback should encourage a student to reflect on strategies they might use to refine their response. In providing feedback on a draft, teachers indicate aspects of the response that need to be improved or developed to meet the requirements of the assessment instrument, ISMG, instrument-specific standards or syllabus standards.

Students may be advised to:

- consider other aspects of the text, report, performance or activity they are creating or responding to
- develop their response to show more awareness of the audience
- give priority to the most important points by rearranging the sequence and structure of ideas
- conduct further investigation to support an argument or communicate meaning
- adhere more closely to the referencing style selected by the school.

Parents and caregivers will be notified about non-submission of drafts and the processes to be followed. Where a draft has not been submitted by the date prescribed, teachers will administer a detention in which students will complete the task to the best of their ability. The work completed in that time will be copied as evidence to provide a rating should final assessment not be completed.

JUNIOR AND MIDDLE SCHOOL

- Teachers provide feedback on a maximum of one draft of each student's response.
- Providing feedback is a consultative process, not a marking process. Teachers should not allocate a result for the draft student response.
- Feedback on a draft must not compromise the authenticity of student work.
- Teachers may use a range of suitable strategies to provide feedback on the draft response. The strategy chosen may differ depending on the mode of response. Possible strategies include:
 - Written feedback;
 - Verbal feedback;
 - Feedback provided through questioning;
 - A summary of feedback and advice to the whole class.
- Feedback on a draft will not:
 - Compromise the authenticity of a student response;
 - Introduce new ideas, language or research to improve the quality and integrity of the student work;
 - edit or correct all spelling, grammar, punctuation and calculations;
 - Allocate a mark.

SENIOR SCHOOL

- Teachers provide feedback on a maximum of one draft of each student's response.
- Providing feedback is a consultative process, not a marking process. Teachers should not allocate a result for the draft student response.
- Feedback on a draft will be delivered in a consistent manner and format for all students in a subject cohort.
- Feedback on a draft must not compromise the authenticity of student work. Teachers may not introduce new ideas, language or research to improve the quality of student responses. Similarly, teachers may indicate some key errors in spelling, grammar, punctuation and calculations, and remind students that the draft requires more editing, but should not edit or correct all errors in a draft.
- Teachers may use a range of suitable strategies to provide feedback on the draft response. The strategy chosen may differ depending on the mode of response. Possible strategies include:

- Written feedback;
- Verbal feedback;
- Feedback provided through questioning;
- A summary of feedback and advice to the whole class.
- Feedback on a draft will not:
 - Compromise the authenticity of a student response;
 - Introduce new ideas, language or research to improve the quality and integrity of the student work;
 - Edit or correct all spelling, grammar, punctuation and calculations;
 - Allocate a mark.

3.12 CHECKPOINTS

Checkpoints will:

- be detailed on student task sheets
- monitor student progress
- be used to establish student authorship.

Students will work on assessment during designated times and show evidence of progress at scheduled checkpoints. Teachers will use these checkpoints to identify and support students to complete their assessment.

Heads of departments and parents/carers will be contacted if checkpoints are not met.

4. RESPONSIBILITIES:

SCHOOL

- Schools are responsible for ensuring that students have opportunities to access assessment. (*QCAA, QCE and QCIA Policy and Procedures Handbook*).
- Collect and collate assessment information in preparation of assessment calendars each semester.
- Publish these calendars at the beginning of each semester.
- Make calendars available on the school website.

TEACHERS

- Schools are responsible for ensuring that students have opportunities to access assessment. (*QCAA, QCE and QCIA Policy and Procedures Handbook*). In this regard, teachers must ensure this policy is followed in their classes.
- Provide students with assessment instruments in sufficient time to enable students to produce quality work.
- Notify students of check/draft and final due dates – task sheets are to facilitate this.
- Keep records of student’s classwork during the period of the assessment
- Provide feedback to students on draft and the final assessment task in a timely manner. Feedback in Year 11 and 12 should reflect the expectations laid out in the *QCAA, QCE and QCIA Policy and Procedures Handbook, section 7.2.2*.
- Enact procedures that ensure a consistency of standards is maintained in the marking of assessment tasks (as per KSHS Moderation Policy).
- Ensure that students are fully aware of the criteria for each task and that the necessary skills required to complete the task have been covered in class teaching.
- Teach text type, appropriate literacy and referencing.
- Notify parents and HoD if checkpoints and draft due dates are not met.
- Respond in a timely manner to requests from HoDs and DPs during period of compilation of assessment calendars.
- Keep to approved assessment calendars unless changes are made by HoD.
- Communicate, in a timely manner, with parents and HoDs regarding any potential issues arising for students.

HEADS OF DEPARTMENT

- Schools are responsible for ensuring that students have opportunities to access assessment. (*QCAA, QCE and QCIA Policy and Procedures Handbook*). In this regard, HoDs must ensure this policy is followed in their faculties.
- Respond in a timely manner to requests from DPs during period of compilation of assessment calendars.
- Follow assessment calendars and processes for extensions.
- Ensure adherence to assessment calendars. If changes do prove to be necessary, work with teachers to amend dates. Notify sector DP of any changes to calendars. Notify, via email, all parents of any changes to assessment dates.

- Give clear and timely information to teaching staff regarding their responsibilities regarding due dates, assessment tasks, and drafts.
- Communicate, in a timely manner, with parents and DPs regarding any potential issues arising for students.

DEPUTY PRINCIPALS

- Schools are responsible for ensuring that students have opportunities to access assessment. (*QCAA, QCE and QCIA Policy and Procedures Handbook*). In this regard, DPs must ensure this policy is followed across the school – with particular focus on the faculties and sectors each DP line manages.
- Give clear and timely information to teaching staff regarding their responsibilities regarding due dates, assessment tasks, and drafts.
- Communicate, in a timely manner, with parents regarding any potential issues arising for students.
- Submit AARA (Access arrangements and reasonable adjustment) for Year 11 and 12 if required. (*QCAA, QCE and QCIA Policy and Procedures Handbook, 6*)
- Provide special provisions to eligible students and ensure all staff are aware of students with AARA/special requirements and what these include.
- Review this policy as required.

STUDENTS

- Know and understand the requirements of assessment policy.
- Record assessment due dates in diaries or Daymap.
- Ensure all work submitted is their own by completing authentication processes as outlined in 3.6 above.
- Attempt all assessment tasks, to best of own ability, as required by courses of study.
- Present a complete draft to teachers on or before the check/draft due date.
- Submit assignments by end of the school day for physical submissions, and by 11.59pm for digital submissions on the due date as stipulated on the task sheet.
- Where the digital submission is due at 11.59pm, physical copies must be presented to teacher when required the following school day.
- Where digital submission is required, students are encouraged to submit a physical copy to their teacher by the end of the school day on the due date.
- Where digital submission is required, students are encouraged to read receipt and/or screenshot submission.
- If needed, complete an Application for Extension Form as per the Application for Extension Process (see 3.7 above).
- Plan ahead for assessment tasks. Excursions, camps, family holidays and sporting activities are not legitimate reasons for applying for extensions.
- Inform school of any disability, impairment, medical condition or other circumstances which may affect their ability to read, respond to or participate in assessment (*QCAA, QCE and QCIA Policy and Procedures Handbook, 6*)
- Communicate with staff any potential difficulties around completion dates.

PARENTS/CAREGIVERS

- Be aware of requirements of assessment policy.
- Download a copy of assessment calendars from school website and assist students to monitor their assessment requirements.
- Foster the best opportunities for success in assessment by ensuring full attendance at school during school terms.
- Communicate, as early as possible, with sectors any absence from school which may impact on assessment.
- Communicate, as early as possible, with class teachers and/or faculty HoDs about any difficulties relating to the completion of assessment items.
- Inform school of any disability, impairment, medical condition or other circumstances which may affect their student's ability to read, respond to or participate in assessment (*QCAA, QCE and QCIA Policy and Procedures Handbook, 6*)

5. RELATED POLICIES OR PROCEDURES:

EXTERNAL

- QCAA, QCE and QCIA Policy and Procedures Handbook 2019 v1.1
- Education (General Provisions) Act 2006
- Education (Queensland Curriculum and Assessment Authority) Act 2014
- [Australian Curriculum](#)

INTERNAL

- CA1.4.1 – Moderation

6. IMPLEMENTATION

- Application for Extension Form