

# Kedron State High School



# SENIOR ASSESSMENT POLICY

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## 1. SCOPE

This Assessment Policy is designed to inform decisions around assessment practices from Year 11 to Year 12.

**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 across all faculties and year levels. The Policy Statement (section 3) 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 ASSESSMENT COMPLETION

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

The Senior Assessment Calendar will be published early each semester so that parents and students are aware of assignment commitments and can plan study programs accordingly. Students must:

- attempt all assessment
- meet deadlines as set in the assessment calendar.

Kedron State High School will inform students and parents/carers in a timely manner if incomplete or no assessment is submitted.

Incomplete or failure to complete assessment will result in the student not achieving credit for the relevant unit of work. This may put them at risk of not attaining the Queensland Certificate of Education.

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***)

#### **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 instrument 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.

### **Vocational Education and Training Subjects**

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

### **Non-Submission of Final Response (Excluding Examinations)**

- Where students do not submit a final response on time to an assessment instrument (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 (e.g., drafts). 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.
- Students must complete external assessment on the date published on the Queensland Curriculum and Assessment Authority (QCAA) website.

## **3.2 EXAMINATIONS**

Students are required to be present and on time to an examination. A medical certificate stating a specific medical condition, or evidence from a relevant independent professional, is compulsory if a Year 11 or Year 12 student is absent from school on the day of an examination.

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

- the specific 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 examination
- 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 examination for which the application is made
- applications for internal assessments must be submitted as close to the examination as possible
- applications for external examinations can be submitted from 14 days before the start of the exam period to 7 days after the exam

Failure to attend examinations will result in the student not achieving credit for the relevant unit of work. This may put them at risk of not attaining the Queensland Certificate of Education.

Students who are absent for an examination and who have followed the above processes (e.g., goes home sick during the school day) will negotiate with Deputy Principal Senior School 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 exams;
- 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.

### **3.3 ASSIGNMENTS**

Assignments can be submitted as physical submissions or electronically as per the individual assignment task requirements. Physical submissions must be provided to teachers by the end of the school day, 2.50pm. Where a digital submission is due at 11.59pm, this must be submitted through the prescribed process outlined on the task sheet.

Absence from school on the due date of any assignment 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.

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

- The work must be delivered to the school, either electronically or by physical submission. 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 documentation to support this and negotiate with the Deputy Principal Senior School as to what can be submitted at that time.
- Absence due to bereavement or other special circumstances on the due date must be supported by written or verbal communication and submissions negotiated with the Deputy Principal Senior School.

### **3.4 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.
- Model responses from QCAA 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:

- 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.

### **3.5 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;
- mapping of assessment with references and themes;
- version control.

When authorship of student work cannot be established, the responsibility lies with the student to prove authorship.

Assessments that are found to contain plagiarism and/or are copied from or written by someone else, including artificial intelligence, 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
- after school detention
- withdrawal from class
- cancellation of enrolment
- submitted work may receive a grade of NR (Not rated)
- other consequences as determined by the Responsible Behaviour Plan for Students (See Policy SM7)

Any plagiarised or Artificial Intelligence generated responses will not be marked.

### **3.6 SUSPENSIONS**

- Students on internal withdrawal are to complete the assessment whilst in the Sector Office.
- If suspended, students must submit all non-practical assessment as per the assessment policy.
- If suspended, students must complete all practical assessment as negotiated with the Head of Department in consultation with the teacher.
- Students who are absent for examinations due to suspension will negotiate a new date to complete the task.

### **3.7 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.

### **3.8 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 complete 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, for example representational sport, the student 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 (e.g., unexpected illness) can an extension be requested on or after the due date.

Failure of technology will 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.

### **3.9 DRAFTING & FEEDBACK**

A draft is a preliminary version of a student's response to an assessment instrument. A draft can be used to provide feedback on a response as well as to authenticate student work. Task sheets will clearly state draft due date. A draft submitted after the due date may not receive written feedback.

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 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.
- revisit their response and review the approach.

Teachers may be advised to:

- provide feedback on a maximum of **ONE DRAFT** of each student's response.
- ensure feedback is a consultative process, not a marking process. Teachers **WILL NOT** allocate a result for the draft student response.
- deliver feedback in a consistent manner and format for all students in a subject cohort.
- ensure that 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 **will not** edit or correct all errors in a draft.
- 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
- ensure 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



Parents and caregivers will be notified about non-submission of drafts and the processes to be followed.

Checkpoints will be detailed on student task sheets to monitor student progress and 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 OF KEY STAKEHOLDERS**

### **4.1 SCHOOL**

- Schools are responsible for ensuring that students have opportunities to access assessment. (*QCAA, QCE and QCIA Policy and Procedures Handbook*)

### **4.2 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.

### **4.3 HEADS OF DEPARTMENT**

- Schools are responsible for ensuring that students have opportunities to access assessment. (*QCAA, QCE and QCIA Policy and Procedures Handbook*).

### **4.4 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, final due dates and that the QCAA requirements are met - task sheets are to facilitate this.

### **4.5 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 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, this must be submitted by this time using the prescribed process outlined on the task sheet.
- Where digital submission is required, students are encouraged to submit a 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 their 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.
- Ensure all responses have evidence of authorship.

#### **4.6 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 AND PRODEDURES**

- 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](#)

#### **6. IMPLEMENTATION**

- Application for Extension Form