



School Assessment Policy – Years 7-10

PALM BEACH CURRUMBIN STATE HIGH

Scope

This policy provides information for teachers, students and parents/carers about roles, responsibilities, processes and procedures to guarantee the integrity of assessment to ensure students are prepared for the requirements of the Queensland Certificate of Education (QCE). The framework for the policy is developed from the *QCE and QCIA policy and procedures handbook* available from www.qcaa.qld.edu.au/senior/certificates-and-qualifications/qce-qcia-handbook-2019 and applies to all subjects in Years 7 to 10. .

Purpose

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

Principles

Palm Beach Currumbin State High School's expectations for teaching, learning and assessment are grounded in the principles of academic integrity and excellence.

Assessment includes any examination, practical demonstration, performance or product that allows students to demonstrate the objectives as described by the marking guide. 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

Palm Beach Currumbin State High promotes academic integrity by developing students' skills and modelling appropriate academic practices. The following whole-school procedures support this endeavour.

QCE and QCIA policy and procedures handbook	Policy and procedures
Location and communication of policy	<p>The school assessment policy is located on the school website at www.pbc-shs.eq.edu.au. All questions regarding this policy should be directed to the relevant Deputy Principal.</p> <p>To ensure the assessment policy is consistently applied, it will be revisited at the beginning of each semester in CARE classes. Relevant processes will be revisited:</p> <ul style="list-style-type: none"> • at enrolment interviews • when the assessment schedule is published • when each task is handed to students • in the newsletter in response to phases of the assessment cycle.
Expectations about engaging in learning and assessment Section 1.2.4 Section 2 Section 8.5.1	<p>Palm Beach Currumbin State High has high expectations for academic integrity and student participation and engagement in learning and assessment. Students need to accrue the set amount of learning, at the set standard, in a set pattern, while meeting literacy and numeracy requirements. Students are required to complete all course and assessment requirements on or before the due date for their results to contribute credit to their semester grade.</p> <p>Student responsibility Students are expected to:</p> <ul style="list-style-type: none"> • engage in the learning for the subject or course of study • produce evidence of achievement that is authenticated as their own work • submit responses to scheduled assessment on or before 9:00am on the due date unless the coversheet of the assessment provides different instructions. <p>To emphasise the importance of sound academic practices, staff and students will complete the QCAA academic integrity courses when required.</p>
Due dates and alternative arrangements Section 8.5.2 Section 8.5.3	<p>School responsibility Palm Beach Currumbin State High is required to adhere to Department of Education policies for gathering evidence of student achievement on or before the due date.</p> <p>Due dates for final responses, and drafts will be published in the school assessment calendar. The school assessment calendar will be published on the school website by the end of week 3 each term.</p> <p>The assessment schedule will:</p> <ul style="list-style-type: none"> • align with course requirements • provide sufficient working time for students to complete the task • enable timelines for PBC quality assurance processes to be met • be clear to teachers, students and parents/carers

	<ul style="list-style-type: none"> • be consistently applied • be clearly communicated by the end of Week 3 each semester • give consideration to allocation of workload. <p>Student responsibility</p> <p>Students are responsible for:</p> <ul style="list-style-type: none"> • recording due dates in their planners • planning and managing their time to meet the due dates • informing the school as soon as possible if they have concerns about assessment load and meeting due dates. <p>In cases where students are unable to meet a due date, they will:</p> <ul style="list-style-type: none"> • inform the Head of Department and classroom teacher as soon as possible • submit an Application for Extension / Change of Date form (available on the school website and in Appendix 1) • provide the school with relevant documentation, e.g. medical certificate • adhere to alternative arrangements for submission of assessment, if applicable, as decided by the school. <p>Palm Beach Currumbin State High is committed to reducing barriers to success for all students. The school can take action 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>All applications to change assessment conditions outlined on the specific assessment cover sheet must be accompanied by relevant supporting documentation (such as a medical certificate) and made as far in advance as possible. For applications for extensions to due dates for unforeseen circumstances, students and parents/carers should contact relevant teacher/s as soon as possible and submit the Application for Extension / Change of Date form (available on the school website and in Appendix 1) with appropriate supporting documentation.</p> <p>All final decisions are at the discretion of the relevant HOD.</p>
<p>Submitting, collecting and storing assessment information Section 9</p>	<p>Assessment instruments will provide information about Palm Beach Currumbin State High's arrangements for submission of draft and final responses, including due dates, conditions and file types.</p> <p>Policy for Internal (School-Based) Assessment Tasks</p> <ul style="list-style-type: none"> • Assessment tasks must be submitted by 9.00am (or by time indicated on the assessment coversheet if different) on the due date to the specified location. When a student does not submit a response to an assessment instrument on or before the due date, a result will be awarded using evidence available on or before the due date, e.g. a draft, specific activities which contribute to the assessment, etc. • Students must comply with the requirements outlined on the task sheet, for example: draft due dates, referencing and submission via Turn-it-in. • For predominantly non-written pieces of assessment (e.g. orals), the due date for written support materials will be the first day of presentations. • Electronic copies of assessment items should be saved in more than one location (e.g. USB, hard drive). <i>Losing an electronic or other copy of work is not grounds for an extension or a Change to Assessment Conditions.</i>

	<p>Storage and Disposal of Student Work</p> <p>In line with the DoE policy PBC teachers are required to retain assessment folios until the end of the term after the grade has been reported on. Therefore, the end of term 3 for Semester 1 reporting and the end of Term 1 for Semester 2 reporting. Teachers are permitted to keep exemplars of student work for up to five years. Student work must be stored securely at school and HODs are responsible for ensuring appropriate storage facilities are available. Student work will be disposed of in secure bins available at PBC.</p>
<p>Appropriate materials</p> <p>Section 7.1 Section 8.5.3</p>	<p>Palm Beach Currumbin State High is a supportive and inclusive school. Material and texts are chosen with care in this context by students and staff</p>

Ensuring academic integrity

Palm Beach Currumbin SHS has procedures to ensure that there is consistent application of the assessment policy and that staff and students optimise opportunities to understand academic integrity. The following procedures are to be applied in this context.

Internal assessment administration

<p>QCE and QCIA policy and procedures handbook</p>	<p>Policy and procedures</p>
<p>Scaffolding</p> <p>Section 7.2.1</p>	<p>Scaffolding for assessment helps students understand the process for completing the task. Scaffolding will:</p> <ul style="list-style-type: none"> • maintain the integrity of the requirements of the task or assessment instrument • allow for unique student responses and not lead to a predetermined response. <p>Across the phases of learning, students will gradually be given more responsibility for understanding the processes required to complete their tasks.</p>
<p>Checkpoints</p> <p>Section 8.5.3</p>	<p>Checkpoints will:</p> <ul style="list-style-type: none"> • be detailed on student task sheets • monitor student progress • be used to establish student authorship. <p>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.</p>
<p>Drafting</p> <p>Section 7.2.2 Section 8.3</p>	<p>Drafting is a key checkpoint. Types of drafts differ depending on subject and year level, e.g. written draft, rehearsal of a performance piece, or a product in development. Drafts will be used as evidence of student achievement in the case of non-submission of the final assessment.</p>

	<p>Feedback on a draft is:</p> <ul style="list-style-type: none"> • provided on a maximum of one draft of each student's response • a consultative process that indicates aspects of the response to be improved or further developed • delivered in a consistent manner and format for all students within a subject and year level • provided within one week of a submission of a draft. <p>When relevant parents and caregivers will be notified about non-submission of drafts and the processes to be followed.</p>
<p>Managing response length Section 7.2.3</p>	<p>Students must adhere to any assessment response lengths specified on the assessment coversheet. The procedures below support students to manage their response length.</p> <ul style="list-style-type: none"> • If relevant, assessment coversheets 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 will be made available if relevant. • Feedback about length is provided by teachers at checkpoints. <p>After all these strategies have been implemented, if the student's response exceeds the word or time length outlined on the assessment coversheet, the teacher will mark only the work up to the required length, excluding evidence over the prescribed limit.</p> <p>Students in Years 7 & 8 are permitted a 20% tolerance to the published length. Students in Years 9 & 10 are permitted a 10% tolerance to the published length. NOTE: In Years 11 & 12 there is a zero tolerance to the published length.</p>
<p>Authenticating student responses Section 7.3.1</p>	<p>Accurate judgments of student achievement can only be made on student assessment responses that are authenticated as their own work.</p> <p>Palm Beach Currumbin State High uses the authentication strategies promoted by the QCAA to help prepare the students for the senior curriculum. When relevant, the authentication strategies will be specified on assessment instruments.</p> <p>In cases where a student response is not authenticated as a student's own work, procedures for managing alleged academic misconduct will be followed.</p>
<p>Managing non-submission of assessment by the due date Section 8.5</p>	<p>When appropriate, teachers will collect progressive evidence of student responses to assessment instruments at the prescribed checkpoints. The final submission of assessment is 9.00am on the due date or time indicated on the assessment coversheet if different.</p> <p>Students on suspension</p> <p>Students on suspension, at the discretion of the School Principal and in consultation with the relevant Head of Department, will be given the opportunity to complete any examination as scheduled during their suspension period.</p> <p>Failure to comply with Examination and Assessment Policies</p> <p>Failure to comply with any school policies regarding assessment tasks and examinations will result in consequences outlined in the Students Code of Conduct.</p>

Internal quality assurance processes Section 8.5.3	<p>Palm Beach Currumbin State High's quality management system ensures valid, accessible and reliable assessment of student achievement. This includes:</p> <ul style="list-style-type: none"> • quality assurance of all assessment instruments before they are administered to students • quality assurance of judgments about student achievement through a calibration process.
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Managing academic misconduct

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

	Types of misconduct	Procedure
Cheating while under supervised conditions	<p>. A student:</p> <ul style="list-style-type: none"> • begins to write during perusal time or continues to write after the instruction to stop writing is given • uses unauthorised equipment or materials • has any notation written on the body, clothing or any object brought into an assessment room • communicates with any person other than a supervisor during an examination, e.g. through speaking, signing, electronic device or other means such as passing notes or making gestures. 	<p>For authorship issues</p> <p>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.</p> <p>For all instances of academic misconduct</p> <p>Results will be awarded using any evidence from the preparation of the response that is available that is verifiably the student's own work and that was gathered in the conditions specified by the task sheet, on or before the due date.</p>
Collusion	<p>When:</p> <ul style="list-style-type: none"> • more than one student works to produce a response and that response is submitted as individual work by one or multiple students • a student assists another student to commit an act of academic misconduct • a student gives or receives a response to an assessment. 	<p>For instances of academic misconduct during examinations</p> <p>The school's behaviour management policy will be implemented.</p>
Contract cheating	<p>A student:</p> <ul style="list-style-type: none"> • pays for a person or a service to complete a response to an assessment • sells or trades a response to an assessment. 	

	Types of misconduct	Procedure
Copying work	A student: <ul style="list-style-type: none"> deliberately or knowingly makes it possible for another student to copy responses looks at another student's work during an exam. copies another student's work during an exam. 	
Disclosing or receiving information about an assessment	A student: <ul style="list-style-type: none"> gives or accesses unauthorised information that compromises the integrity of the assessment, such as stimulus or suggested answers/responses, prior to completing a response to an assessment makes any attempt to give or receive access to secure assessment materials. 	
Fabricating	A student: <ul style="list-style-type: none"> invents or exaggerates data lists incorrect or fictitious references. 	
Impersonation	A student: <ul style="list-style-type: none"> arranges for another person to complete a response to an assessment in their place, e.g. impersonating the student in a performance or supervised assessment completes a response to an assessment in place of another student. 	
Misconduct during an exam	A student distracts and/or disrupts others in an assessment room.	
Plagiarism or lack of referencing	A student completely or partially copies or alters another person's work without attribution (another person's work may include text, audio or audiovisual material, figures, tables, design, images, information or ideas).	
Self-plagiarism	A student duplicates work, or part of work already submitted as a response to an assessment instrument in the same or any other subject.	
Significant contribution of help	A student arranges for, or allows, a tutor, parent/carer or any person in a supporting role to complete or contribute significantly to the response.	

Related school policy and procedures

Refer to other school policies as appropriate:

- Responsible behaviour plan.
- Senior Student policy.
- Communication and Electronic Device policy.
- QCAA procedures for Endorsement and Confirmation and Quality Assurance in Senior Subjects.

Appendix 1: Application for Extension / Change of Date

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Application for Extension/ Change of Date

Please note: This application must be submitted NO LATER than 48 hours before an assessment item is due. Permission to sit/submit assessment on a date other than the scheduled assessment date is at the discretion of the school.

Student Name: _____

Form: _____

Subject: _____

Teacher: _____

Assessment item: _____

Application date: _____

Date due: _____

Reason for extension: _____

Documentation Supplied: Yes / No

Type of documentation supplied: _____

Teacher Recommendations: _____

Extension approved: Yes / No

New due date: _____

HOD signature: _____

Date: _____

Student signature: _____

Date: _____

Parent signature: _____

Date: _____

Please note: HOD authorisation for extension/change of date applications is compulsory. This document should be attached to assessment with task sheet when submitted.

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