

BALMORAL SHS ASSIGNMENT POLICY

PURPOSE

This Assessment Policy ensures that all students have a fair and equitable opportunity to access assessment and encourages all students to achieve personal excellence by developing their talents and abilities. This policy is designed to empower teachers and students to understand the expectations, roles and responsibilities of each party in the completion of summative assessment in the senior school.

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

ENSURING ACADEMIC INTEGRITY

Balmoral State High School has procedures to ensure that there is a consistent application of the assessment policy and that staff and students optimise opportunities to understand academic integrity. The following procedures will be applied in this context;

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, allowing 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.

Checkpoints

Teachers may set systematic checkpoints over the course of delivery. Checkpoints will:

- be detailed on student task sheets - clarify assessment expectations for students
- monitor student progress towards task completion
- help students develop strategies to submit assessment by the due date
- gather evidence on or before the due date
- provide points of intervention, if needed
- 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 key checkpoints are not met.

Drafting

A draft is a preliminary version of a student's response to an assessment instrument and applies to assignments or practical projects only and not exams. 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. Before submitting a draft students may be required to develop an outline or discuss their approach with the class teacher. The type of draft students submit differs depending on the subject and assessment technique. For example, if an assessment instrument requires a presentation as the response, a draft might be a rehearsal of this presentation.

Draft due dates will be one of the key checkpoints students must meet. Teachers will be responsible for contacting parents and caregivers within 2 days if the student fails to meet the draft due date. A letter may also be sent home outlining the implications of non-submission and failing to meet due dates. Teachers may use a range of strategies to collect drafts including remaining in class until complete, detention or internal suspension.

Feedback on a draft is:

- provided on a the number of drafts as stipulated in the syllabus or otherwise at teachers discretion
- 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
- provided within one week of a submission of a draft.

Feedback on a draft must not:

- compromise the authenticity of a student response
- introduce new ideas, language or research to improve the quality and integrity of the student work
- allocate a mark.

A copy of the draft and feedback given will be stored by the teacher and may be used if the student fails to submit final version by the due date without an approved AARA.

Managing Response Length

In developing a response to an assessment instrument, students are required to meet the conditions outlined in the syllabus. Syllabuses describe assessment techniques and conditions for each assessment technique. All assessment instruments are to indicate the required length of a response as a word length, duration of time, or page count to match syllabus requirements.

Balmoral State High School policy is that student responses may exceed the word limit by a margin of no more than 10%. Allowing the 10% leeway ensures that student's do not have to be unduly aware of the word count while formulating their response, while making sure that they do not exceed the word count by any more than a modest margin.

Determining word length and page count of a written response

	WORD LENGTH	PAGE COUNT
INCLUSIONS	<ul style="list-style-type: none"> • all words in the text of the response • title, headings and subheadings • tables, figures, maps and diagrams containing information other than raw or processed data • quotations • footnotes and endnotes (unless used for bibliographical purposes) 	<ul style="list-style-type: none"> • all pages that are used as evidence when marking a response
EXCLUSIONS	<ul style="list-style-type: none"> • title pages • contents pages • abstract • raw or processed data in tables, figures and diagrams • bibliography • reference list • appendixes* • page numbers • in-text citations 	<ul style="list-style-type: none"> • title pages • contents pages • abstract • bibliography • reference list • appendixes*
<p><i>*Appendixes should contain only supplementary material that will not be directly used as evidence when marking the response.</i></p>		

Before the assessment is submitted, teachers proactively support students to meet the syllabus requirements for the response length indicated in the assessment conditions when they: - develop valid assessment instruments of suitable scope and scale - implement teaching and learning strategies so students can learn effective skills to use when responding to assessment instruments - provide explicit feedback at checkpoints and draft due dates

After the assessment is submitted and response is still shown to be over the limit, the student will have 24 hours from the time the teacher is made aware to adjust their work to ensure their response is compliant with response length requirements. This may include deleting words, moving content to an appendix (while noting that work in an appendix is not marked, rather it is seen as supplementary material) or removing sections of work

If the response is still not compliant after the student has been given the opportunity to redact the teacher will: - mark only the evidence in the student response that meets the assessment conditions for response length, excluding evidence outside the required length - annotate the student response to indicate the evidence used to determine the result

Students are encouraged to include the following statement on the title page of their assignment tasks: *'The word count of this document is ### words, excluding the title pages, table of contents, reference list/bibliography, appendixes and in-text citations'*. Including this statement helps indicate compliance with QCAA word count/page count requirements.

Strategies for establishing authorship

Teachers can collect evidence during the development of responses in order to establish authorship of final responses. Teachers may:

- monitor, collect or observe progressive samples of each student's work at various stages. This process may be documented using an authentication record, checklist or photographs.
- interview or consult with each student at checkpoints during the development of the response to ensure that it was based on the student's own work.

To establish authorship of final responses, teachers may:

- directly compare the responses of students who have worked together in groups.
- analyse final student responses using plagiarism-detection software.
- interview a sample of students after their responses were submitted to determine their understanding of and familiarity with their responses.
- use internal quality assurance processes such as cross-marking if there is more than one class for a subject cohort.

Non-submission of student responses

When a student does not submit a final response to an assessment instrument on or before the due date set by the school (other than for an examination and without an approved AARA), a result should be awarded using evidence:

- from the preparation of the response during the assessment preparation period
- available on or before the due date, e.g. class work, a draft, rehearsal notes, photographs of student work.

If a student is eligible for AARA and an extension of time is granted, this becomes the revised due date for this student. It is not appropriate to award a lower result, mark or standard as a penalty for non-submission. Match evidence collected on or before the due date to the relevant syllabus marking guides or standards. Where there is no evidence collected by the school in response to the planned assessment instrument, a Not-Rated (NR) is awarded for the response to the instrument.

For General and General (Extension) subjects in Units 3 and 4, a mark of zero for the internal assessment instrument cannot be allocated if there is no evidence. For all other subjects, an E cannot be awarded when there is no evidence for that grade.

Internal Quality Assurance Processes

Balmoral State High School's quality management system ensures valid, accessible and reliable assessment of student achievement. This includes:

- quality assurance of all assessment instruments before they are administered to students using quality assurance tools provided by the QCAA

- administering only endorsed assessment instruments from the QCAA portal to students to ensure reliability of assessment in alignment with syllabus
- quality assurance of judgments about student achievement are adhered to before submission for Confirmation. This could include teachers engaging in moderation meetings, blind marking and/or peer reviewing randomly selected responses

All marks for summative internal assessment for General and General (Extension) subjects are provisional until they are confirmed by the QCAA at a Confirmation event.

Results for Year 10 assessment, VET, Applied and Applied (Essential) subjects and Short Courses may be subject to advice from the QCAA.

Academic Misconduct

Academic misconduct incorporates a broad range of behaviours by which students inappropriately and falsely demonstrate their learning. Balmoral State High School is responsible for managing school- based processes and consequences through this school-developed assessment policy when there is evidence of academic misconduct in internal assessment. The school will use proactive strategies to minimise opportunities for academic misconduct.

Types of academic misconduct, examples of behaviours:

Type of misconduct Examples	Examples
Cheating while under supervised conditions	A student: <ul style="list-style-type: none"> - begins to write during perusal time or continues to write after the instruction to stop writing is given - uses unauthorised equipment or materials - has any notation written on the body, clothing or any object brought into an assessment room - communicates with any person other than a supervisor during an examination, e.g. through speaking, signing, electronic device or other means such as passing notes, making gestures or sharing equipment with another student.
Collusion	When: <ul style="list-style-type: none"> - more than one student works to produce a response and that response is submitted as individual work by one or multiple students - a student assists another student to commit an act of academic misconduct - a student gives or receives a response to an assessment.
Contract cheating	A student: <ul style="list-style-type: none"> - pays for a person or a service to complete a response to an assessment - sells or trades a response to an assessment.
Copying work	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: - 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: - invents or exaggerates data - lists incorrect or fictitious references.
Impersonation	- A student arranges for another person to complete a response to an assessment in his or her place. - A student completes a response to an assessment in place of another student.
Misconduct during an Examination	- 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 audio-visual material, figures, tables, design, images, information or ideas).
Significant contribution of Help	- A student arranges for, or allows, a tutor, parent/carer or any

Consequences for plagiarism, collusion, copying work, fabricating and/or impersonation

Students cannot be rated on work that is not their own. If plagiarism is confirmed, the sections of work in question cannot be used to make a judgment about student achievement.

Where a student is found to have plagiarised significant portions of the task, only the elements of task that are their own original work will be rated. Where a student is found to have plagiarised the entire task, it will be treated as a non-submission. In both cases, further consequences may be applied.

Consequences for cheating while under supervised conditions (including exams and external exams), copying work, disclosing or receiving information about an assessment and/or misconduct during an exam

When a student is suspected of or observed participating in an act of academic misconduct, students will be still required to complete the assessment despite the alleged incident of misconduct. Serious incidents that are unable to be reasonably managed by the exam supervisor or the external assessment supervisor (eg disrupting other students) may result in one or combination of the following:

- the student being excluded from the assessment room
- sections of student work where misconduct has occurred taken out and not rated for achievement
- required to start again, completing a comparable assessment instrument at a different time and/or venue
- parents/care givers and Head of Department/Deputy Principal notified and the incident recorded as a behaviour incident in One School

- Incident reported to QCAA

Consequences for failing to meet due dates/sit exams

In the event that a student is unable to submit an assessment item on the due date or is unable to attend an exam for any reason, the student has 5 (five) days from the due date to submit an Illness and Misadventure AARA. If the AARA is approved – the student can negotiate with the classroom teacher when the next best time to sit exam or submit assessment is. If the AARA is not approved or failed to be submitted, the teacher will determine achievement based on available evidence at the time. This may be in the form of a draft, class notes or observable evidence. For summative assessment in General subjects, QCAA will also be notified.

See appendix 1 for assessment scheduling, drafting and collection flowchart.

Access arrangements and reasonable adjustments (AARA)

The Queensland Curriculum and Assessment Authority (QCAA) recognises that some students have disability, impairment and/or medical conditions, or experience other circumstances that may be a barrier to completing assessment. Access arrangements and reasonable adjustments (AARA) are designed to assist these students.

AARA minimise barriers for eligible students to demonstrate their learning, knowledge and skills in assessment. The school will use the information in the AARA application to inform their decisions about appropriate adjustments and arrangements for all senior summative assessment.

The Guidance Officer (GO) and Head of Special Education Services (HOSES) have developed a school-based AARA process that supports the early identification of students with unexpected, existing long-term and chronic conditions so the school, parents and students can confidently negotiate and implement AARA according to the guidelines. Please see the Appendix two for more information, or see the GO or HOSES for an application form.

All students in Years 10, 11 and 12 who are wanting extensions and/or variations to the delivery and completion of assessment will be required to complete an AARA application.