TULLAWONG STATE HIGHSCHOOL

Soaring to great heights

ASSESSMENT POLICY

TEACHER HANDBOOK

YEAR 10 - 12

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Assessment Policy

Our Vision and Mission

Tullawong State High School is committed to empowering students to reach their full potential by fostering a culture for learning which allows all students to create their future.

Purpose

The Tullawong State High School Assessment Policy outlines the requirements and expectations to manage the teaching, learning and assessment for all students and all subjects or courses of study. The policy will guide teaching and learning practices that build student capabilities to work towards summative assessment to achieve the Queensland Certificate of Education (QCE). It supports the school to ensure equitable and credible student outcomes through:

- promoting academic integrity
- enabling the provision of valid teaching, learning and assessment
- encouraging the participation and engagement by students in their learning and assessment.

Scope

This Assessment Policy provides information to students about expectations for assessment and their responsibilities. It includes guidelines for teachers and information for all staff about expectations and their roles and responsibilities. The policy and procedures align to information and guidelines provided by the Queensland Curriculum & Assessment Authority (QCAA) and the policy and procedures in the QCE and QCIA Handbook.

Principles

The expectations for teaching, learning and assessment at Tullawong State High School are founded on 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 syllabus. Assessment should be:

- aligned with curriculum and pedagogy
- equitable for all students
- evidence-based, using established standards and continua to make defensible, comparable judgements about student's learning
- ongoing, with a range of and balance of evident 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
- information of where students are in their learning.

Quality assessment is valid, accessible and reliable and provides students the best possible opportunity to demonstrate what they know, understand and can do. It provides meaningful information about students' strengths, learning needs and achievements. Quality assessment improves teaching and helps students learn.

Source: QCAA

Assessment Procedures

Expectations about engaging in learning and assessment

Tullawong State High School has high expectations for academic integrity and student participation and engagement in learning and assessment activities. The expectation is that all Senior Secondary students are committed to working towards either a:

- Queensland Certificate of Education (QCE) or
- A Queensland Certificate of Individual Achievement (QCIA). Students who qualify for a QCIA will be identified by the Head of Department (Inclusion).

Senior students become eligible for a QCE when they have accrued the set amount of learning, at the set standard, in a set pattern, while meeting literacy and numeracy requirements. Senior students are expected to complete all course and assessment requirements on or before the due date to ensure their results contribute credit to their QCE.

All students are expected to:

- participate and engage in learning and assessment activities for every subject or course of study
- provide evidence of learning achievement that is proven to be their own work and aligned to the expectations and values of academic integrity
- submit responses to scheduled assessment at checkpoints that occur on or before the final submission date
- submit final assessment at scheduled dates determined by the school that align with the QCAA submission timelines
- complete the QCAA academic integrity courses to emphasise and promote the importance of quality academic behaviour and conduct.

At Tullawong State High School, assessment occurs throughout the year to align with QCAA and Vocational education and training (VET) requirements as a summative indicator of progress towards achievement of the Queensland Certificate of Education (QCE), Queensland Certificate of Individual Achievement (QCIA), VET and Australian Tertiary Admission Rank (ATAR).

Due dates

Tullawong State High School will adhere to the QCAA policies that govern how evidence of student learning and achievement is gathered **on or before the due date**.

Due dates for final responses, checkpoints and drafts will be published in the students' OneSchool Assessment Planners, issued by the end of Week 3 of each semester.

The assessment planner will:

- align with syllabus requirements
- provide sufficient working time for students to complete the task
- allow for internal quality assurance processes
- enable timelines for QCAA quality assurance processes to occur
- be clear to teachers, students and parents/carers
- be applied consistently
- be communicated clearly by the end of Week 3 each semester
- consider allocation of students' study commitments.

Students are expected to:

- record due dates in their planner diaries
- plan and manage their time to meet the due dates of drafts and final submissions
- inform their subject teacher as soon as possible if they have concerns about assessment and timeline commitments.

When a student cannot attend school on the day assessment is due (examination and non-examination):

- On due date or before, parent/caregivers are to call the Senior Schooling Head of Department or Deputy Principal to inform of reason for absence and to discuss options.

- Parent/caregivers (or nominated delegate) applies for Access Arrangements/Reasonable Adjustments (AARA) and provides the school with relevant documentation to support the request e.g. a medical certificate, funeral notice or hospital letter etc. AARA paperwork can be collected from the Student Counter or printed from the school website. Both the Student form and Medical form are required to be completed if the absence is for medical grounds. This documentation can be submitted to the Parent Counter or emailed to aarateam@tullawongshs.eq.edu.au as soon as possible after the absence (preferably on or before the day of the absence). See Appendix 1 AARA Process.
- Student is to adhere to alternative arrangements as decided by the school in regard to completing assessment.
- See Appendix 2 for flowchart – Non-Submission Process.

Please note: Absences that occur for other circumstances, for example sport, cultural events, family holidays or travel must be pre-approved by the Principal and will only be considered in exceptional circumstances. Not all absences are eligible for AARA/Illness/Misadventure provisions.

Submitting, collecting and storing assessment information

Assessment instruments will provide information about Tullawong State High School's arrangements for submission of draft and final responses including

- due dates
- conditions
- file types, sizes and formats.

All assessment evidence, including draft responses, must be submitted by 11:59pm on the due date via the *QLearn* or as directed by the faculty HOD. This platform checks for plagiarism and Artificial Intelligence misuse. Live performance assessments will be recorded and stored as required for internal and QCAA processes. Students submit assessment tasks, ~~including the assessment cover page~~ as follows:

- Written assessment (non-examination) items must be submitted to the subject teacher via QLearn by 11:59pm on the due date or as directed by the faculty HOD.
- VET subjects and some practical/performance assessment items will have different submission requirements as outlined on the assessment task.
- Practical or performance assessment items must be completed by the performance date.

Ensuring academic integrity

At Tullawong State High School, teachers use the authentication strategies promoted by the QCAA and specify these on each assessment instrument. In cases where a student response is not authenticated as a student's own work, procedures for managing alleged academic misconduct will be followed.

Strategies used to monitor and authenticate student work include:

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 response and not lead to a predetermined response.

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

Checkpoints

Checkpoints will be:

- detailed on ~~assessment cover pages /~~ task sheets
- monitor student progress and support students to develop self-reflection and active monitoring an evaluation of their own learning
- used to establish student authorship.

Students will work on assessment during designated times and show evidence of progress at scheduled checkpoints. Teacher will use checkpoints to identify and support students to complete assessment. Heads of Department and parents/caregivers will be contacted if students do not meet the requirements of checkpoints.

Drafting

Drafting is a key checkpoint to monitor learning progress. Types of drafts differ depending on the subject or course of study.

Examples include:

- written drafts
- rehearsal of a performance piece
- product in development

Drafts may be used as evidence of student achievement if final assessment tasks are not submitted on the due date.

Written drafts must be submitted through *Turnitin*. Students must action AI report data if plagiarism/AI use is detected at this stage. In cases where a student response is not authenticated as a student's own work, procedures for managing alleged academic misconduct will be followed.

Guidelines for feedback:

- Only one (1) draft will receive feedback.
- This is a consultative process that indicates aspects of the response to be improved or further developed
- Feedback is delivered in a consistent manner and format for all students
- Teacher provides feedback within a week of submission.
- Feedback identifies errors, however teachers will not edit or correct spelling, grammar, punctuation and calculations.
- Feedback will not allocate a mark or include edited examples or introduce new ideas / language.
- Feedback on a draft should not compromise the authenticity of a student's response.
- Parents/caregivers will be notified by email about non-submission of drafts and the processes to be followed.

Managing response length

Students are expected to adhere to assessment response lengths as specified by syllabus requirements. The procedures below support students to manage the length of their responses to assessment.

- Task sheets will reflect syllabus requirements regarding length.
- Teaching and learning programs embed subject-specific strategies about responding purposefully within the prescribed conditions of the task.
- Model and/or exemplar responses are available for students to access.
- Feedback about response length is provided by teachers at checkpoints.

If, after the implementation of these strategies, a student's response exceeds the word length required by the syllabus:

- The teacher will mark only the evidence in the student response that meets the assessment conditions for response length.
- The assessment will be marked from the beginning of the response up to the point where the response meets the required length, and excluding evidence after that point.
- The teacher will identify the point at which marking ceased by drawing a line.
- All other evidence will not be marked.

Teachers are to refer to the QCE & QCIA Handbook Section 8.2.6 for guidelines for managing response length.

Managing non-submission of assessment by the due date (Refer to Appendix 2)

Teachers will collect progressive evidence of student responses to assessment instruments at the prescribed checkpoints and the instrument-specific task sheets provide details of the evidence that is required at each checkpoint.

If a student does not complete or submit a final response to an assessment task by the due date and time:

- Where there is no evidence submitted on or before the due date Not rated (NR) will be awarded. In instances where a student response is judged as NR, the student will not meet the requirements for that subject.

or

- If there is evidence submitted on or before the due date a judgement will be made based on the most recent evidence. This could include student work collected during the assessment preparation stage at checkpoint or draft junctures.

Internal quality assurance processes

Tullawong State High School's quality assurance processes ensure valid, accessible and reliable assessment of student achievement through:

- quality assurance of all assessment instruments using guidance provided by the QCAA and prior to administration of assessment to students
- quality assurance of judgements about student achievement through moderation processes.

Year 11 and 12 – all marks for summative internal assessment for General and General (Extension) subjects are provisional until they are confirmed by the QCAA.

Results for Applied and Applied (Essential) subjects and Short Courses may be subject to advice from the QCAA.

Internal review

Tullawong State High School's internal review processes for student results (including NR) for all General subjects (Units 1 and 2), Applied subjects and Short Courses is equitable and appropriate for the local context.

External assessment administration

The *QCE and QCIA policy and procedures handbook* Section 7.3.2 contains information and guidelines for External assessment including an administration guide for processes, roles and responsibilities of the School External Assessment (SEA) coordinator, teachers and students.

Managing academic misconduct

Academic integrity means approaching academic responsibilities in an honest, moral and ethical way. Schools, teachers, parents/carers and others who support students in their learning are responsible for promoting and maintaining academic integrity. This is achieved by emphasising the importance of ethical academic conduct and scholarship through:

- publishing the school's assessment policy and procedures on the school website
- regular communication with students and/or their parents/carers about the aims of the policy and procedures at enrolment interviews, during Senior Education and Training (SET) planning, at scheduled assessment periods, in the newsletter and email in response to phases of the assessment cycle.

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

Academic misconduct incorporates a broad range of behaviours by which students inappropriately and falsely demonstrate their learning.

Type of Academic Misconduct	The responses listed below are not exhaustive.
Authorship concerns	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.
Cheating	Results will be awarded using any evidence from the preparation of the response that is available that is verified as the student's own work and that was gathered in the conditions specified by the syllabus, on or before the due date.
The following types of academic misconduct occur when a student:	
Cheating while under supervised conditions	• 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 their body, clothing or any object brought into an assessment room • communicates with any person other than a supervisor during an examination, for example through speaking, signing, electronic device or other means, such as passing notes, making gestures or sharing equipment with another student.
Collusion	• 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 to or from another student.
Contract cheating or significant contribution of help	• pays for a person or a service to complete a response to an assessment • sells or trades a response to an assessment • receives significant help from a second person, for example tutor, parent, carer, other, who completes or contributes to the response.
Copying work	• deliberately or knowingly makes it possible for another student to copy responses • looks at another student's work during a supervised assessment • copies another student's work during a supervised assessment.
Disclosing or receiving information about an assessment	A student or other person: • gives or accesses unauthorised information that compromises the integrity of the assessment, such as stimulus or suggested answers/responses, before a response to an assessment is completed • makes an attempt to give or receive access to secure assessment materials.
Fabricating	• invents or exaggerates data • lists incorrect or fictitious references.
Impersonation	• arranges for another person to complete a response to an assessment in their place, for example impersonating the student in a performance or supervised assessment • complete a response to an assessment in place of another student.
Misconduct during an examination	• distracts and/or disrupts others in an assessment room.
Plagiarism or lack of referencing	• takes someone else's work or ideas and passing them off as their own.
Self-plagiarism	• duplicates work, or part of work already submitted as a response to an assessment instrument in the same or any other subject.
Artificial intelligence	• **misuses** a generative artificial intelligence, machine learning deep learning or large language model program such as Chat GTP, Bard etc, by not referencing its use and not including an associated transcript.

Appendix 1: AARA Process:

Student

- Student identifies that they may need an AARA OR Students with an IL Case Manager or with cognitive, physical, sensory needs (e.g. ASD, diabetes, epilepsy, dyslexia, ADHD, dysgraphia, etc.);will have an AARA actioned by their case manager
- Guidance Officers will action AARA applications for students with social/emotional grounds
- THe Senior School Deputy Principal will action AARA applications for students with illness/misadventure grounds.

Student

- **For non IL students:**
- **Student completes and emails an AARA student application *with supporting documentation*.** Student AARA Application, medical template and other AARA information can be located on the school intranet and on the school website (Support and resources -> Forms and documents -> Documents -> AARA)
- EMAIL: aarateam@tullawongshs.eq.edu.au (email access provided to: DP SENIOR SCHOOLING and Senior School Guidance Officers)

Staff

- **AARA school contact completes 'Office Use Only' section of student application with student and liaises with relevant HoD**

Staff

- **Process for Unit 1 and 2 - AARA school contact:**
  - Liaise with relevant HoD;
  - Email 'Office Use Only' portion of student application to student regarding decision;
  - Email 'Office Use Only' to staff and HoDs;
  - Upload application to student oneschool PL record;
  - Upload AARAs to OneNote;
  - IL PA to file hard copy into student file and create student AARA Card and give to YLC

Staff

- **Process for Unit 3 and 4 - AARA school contact:**
  - Liaise with relevant HoD;
  - Submit AARA to QCAA Portal - if required, include relevant supporting documents e.g. school statement, medical report, etc.
  - Email student regarding decision - include QCAA decision-letter (if relevant), and/or 'Office Use Only' portion of student application;
  - Upload application and decision letter (if relevant) to student oneschool PL record;
  - Upload AARAs to AARA OneNote;
  - IL PA to file hard copy into student file and create student AARA Card and give to YLC

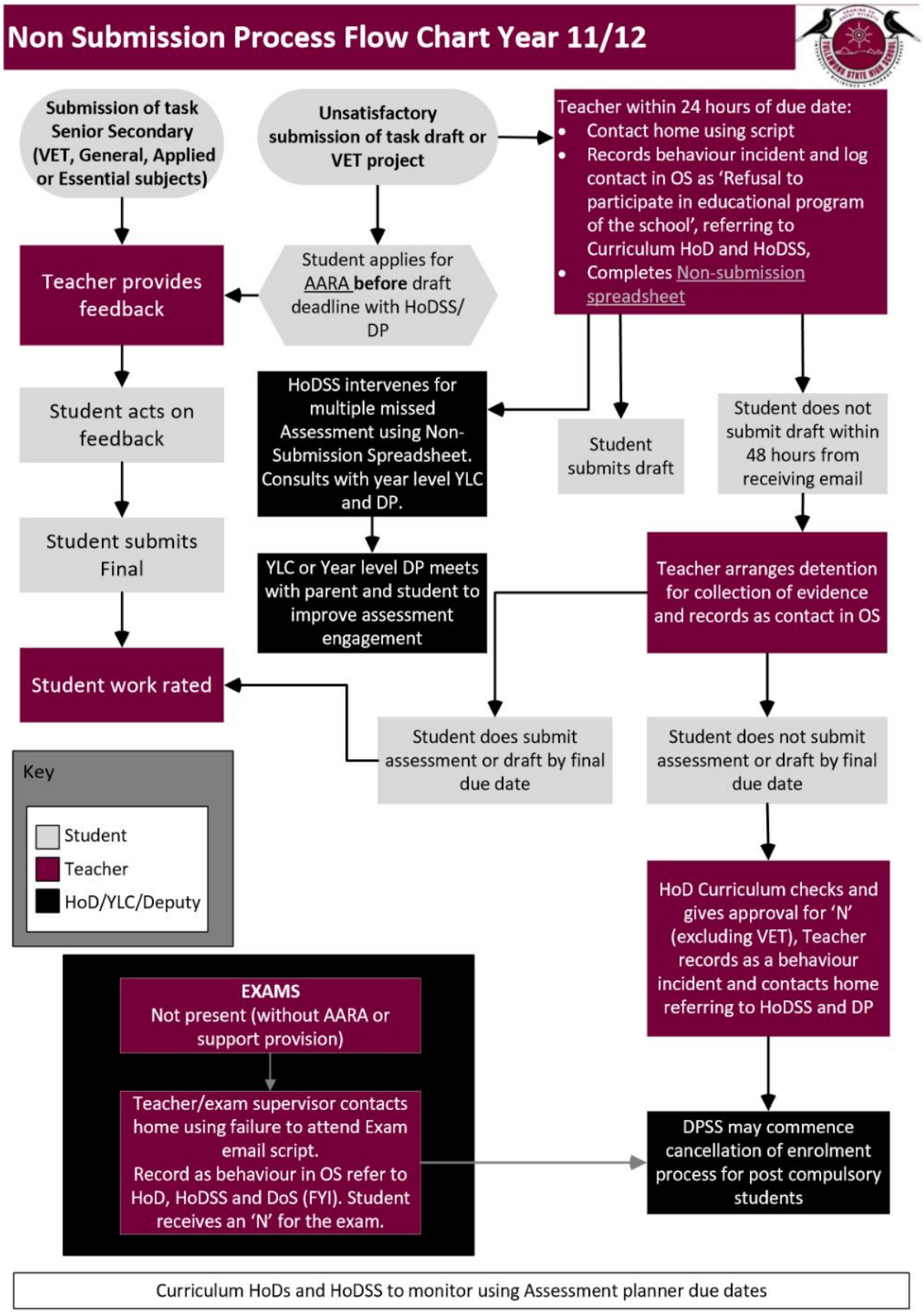
Student & staff

- **Internal assessment non-examinations**
  - Class teacher and HOD-Curriculum check AARA OneNote prior to handing out assessment and/or prior to draft and assessment due date;
  - Class teacher to discuss adjustments with student, including which adjustment/s student is choosing to access and report back to HOD-Curriculum;
  - Student choosing to access adjustment/s, **make an appointment at least 1 week before draft due date** and meet with class teacher and HOD-Curriculum to formalise and organise the chosen adjustments;
  - HOD-Curriculum to email student, class teacher and HOD/DP Senior Schooling with adjustment protocol (e.g. extended draft due date, access to scribe/reader, etc.).

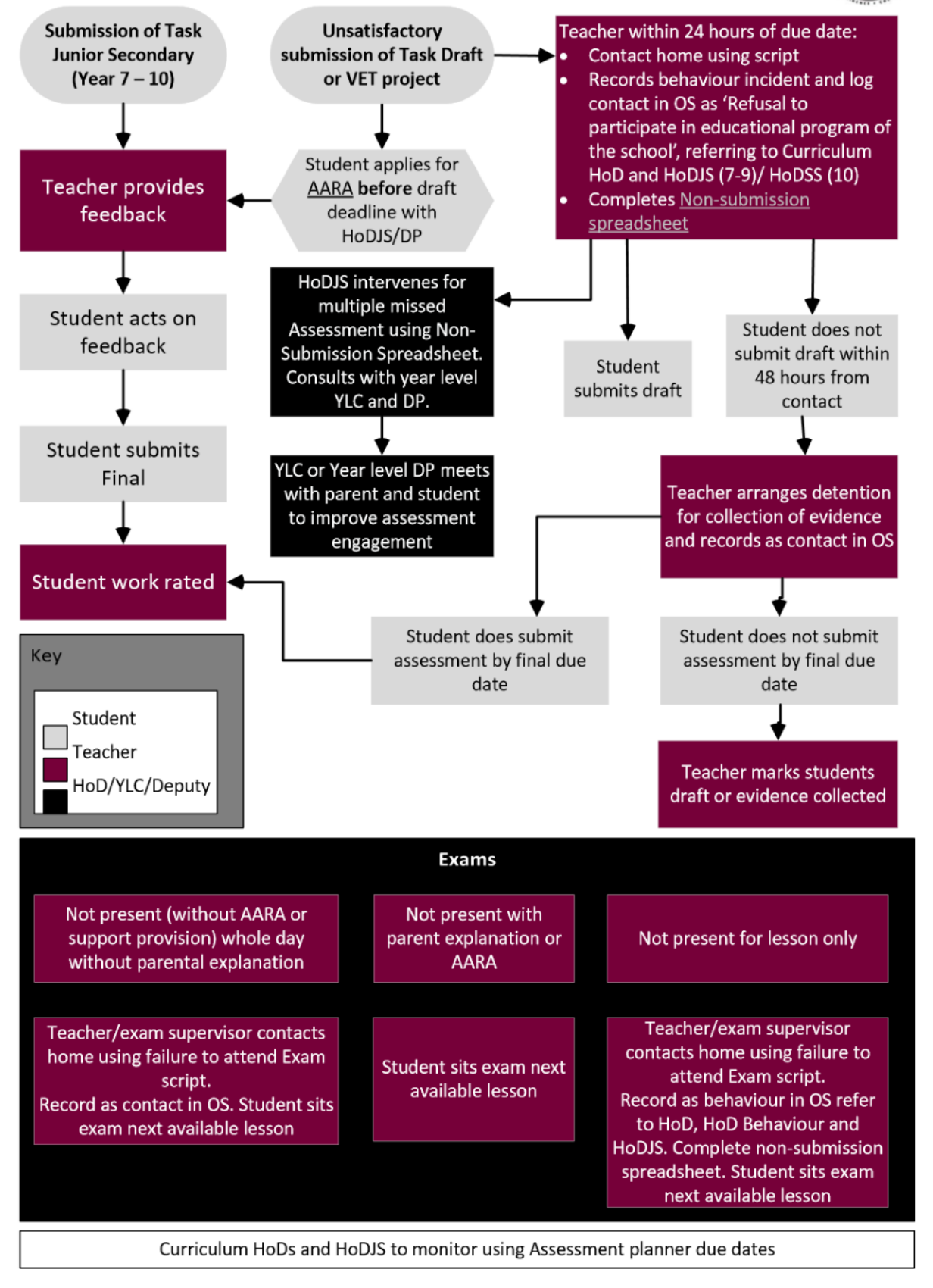
Student & Staff

- **Examinations/data tests, including external**
  - Class teacher and HOD-Curriculum check AARA OneNote **at least 1 week** prior to examination date;
  - Class teacher to discuss adjustments with student, including which adjustment/s student is choosing to access and record as a contact on OS, refer in HOD-Curriculum, HOD Senior Schooling and DP Senior Schooling;
  - Student who is choosing to access adjustment/s, **make an appointment at least 1 week before examination date** to meet with HOD Senior Schooling/DP Senior Schooling to formalise and organise the chosen adjustments;
  - HOD Senior Schooling and DP Senior Schooling to organise adjustment protocol (e.g. TA/alternate room for scribe, reader, rest breaks, etc.);
  - HOD Senior Schooling and DP Senior Schooling to email adjustment protocol to student, class teacherr, HOD-Curriculum.

Appendix 2: Non-submission Process



Non Submission Process Flow Chart Year 7 – 10



Related information and resources:

QCE & QCIA Policies and Procedures Handbook

QCAA

AARA resources

Queensland Certificate of Education (QCE)

Queensland Certificate of Individual Achievement (QCIA)

VET (Vocational Education and Training)

Australian Tertiary Admission Rank (ATAR)

Inclusive education policy

QCAA Artificial Intelligence Guidelines

Tullawong State High School AARA Application (THIS LINK WILL BE BROKEN DUE TO UPDATE OF WEBSITE)