Assessment Policy

Rationale

This policy is designed to ensure a fair and equitable opportunity for all students in accessing means of assessment across all year levels, and to establish clear guidelines, responsibilities, and expectations for all parties in the administering of assessment instruments.

Proactive assessment strategies

Tracking assessment tasks and deadlines

A semester-based assessment calendar is published for each year level, distributed to students and accessible by parents via the *QParents* app. Specific pages are included in the student planner for students to track their assessment tasks and due dates. Procedures for *Engage*, our homeroom, include the allocation of time for promoting the use of the student planner.

Monitoring of progress and authentication strategies

All assessment instruments are detailed on a school-mandated task sheet. Each assessment task sheet must include a list of strategies that the teacher will employ to monitor each student's progress. These may include monitoring checkpoints at which elements of a response, stages of the task, or a full draft will be inspected for formal feedback. Evidence collected at checkpoints must be retained as evidence of progression and may be used to make a judgement on student achievement where a final response is not submitted.

Points of intervention

Where a student does not adequately meet the requirements or expectations of a monitoring checkpoint, the teacher may require the student for a lunchtime session. Where a student does not attend a lunchtime session and where a teacher is unable to engage the student through collaboration with parents, a head of department intervention may be required.

Managing response length

In developing an assessment response, students must adhere to the requirements outlined on the task sheet. Requirements may relate to word length, duration, page count, or another relevant measurable form of length. Assessment responses may not exceed the prescribed length by more than 10 per cent.

The following are inclusions and exclusions when determining the length of a response.

Inclusions	Exclusions
- All words in the text of the response - Title, headings, subheadings - Tables, figures, maps and diagrams containing information other than raw or processed data - Quotations - Footnotes and endnotes (unless citations)	- Title pages and contents pages - Raw or processes data in figures or tables - Reference list or bibliography - In-text citations - Page numbers - Appendices (containing only supplementary material that is unmarked)

Development and submission of assessment responses

Draft responses

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 is used to provide feedback on a student's response, to authenticate a student's individual work, and to collect evidence of progress. Feedback can be provided on **one formal draft** and may be delivered through a consultative process between the teacher and student. Feedback must not compromise the authenticity of a student response and must not allocate a projected mark. Feedback is designed to assist students to demonstrate what they know and can do.

Scaffolding

Scaffolding is the teacher provision of assessment response development resources. Scaffolding strategies employed to assist students in developing an assessment response must not lead students to a predetermined answer or response and must allow students to demonstrate the objectives or standards being assessed.

Mode of submission

With consideration to students' access to resources, assessment responses may be collected by teachers through a range of means, including electronic submission or hard copy.

Incomplete evidence

Where a student has not completed a full response, the teacher must collect any and all evidence of student achievement on the due date. Judgement of student achievement may be formed on the basis of this evidence. Evidence may include teacher observation of students' work.

Non-submission of assessment response

A student must submit his/her assessment response via the specified mode of submission before the specified due date. Where an assessment response is not submitted by the due date, evidence collected through the monitoring of a student's progress will be used to form a judgement of student achievement against the achievement standards. Evidence may include a draft response, classwork, rehearsal notes, observations and/or photographs of student work. Where proactive measures have been exhausted, a teacher may provide a student with one lesson to complete his/her assessment response. Where a student declines supplementary allowances to complete an assessment response, the incident may amount to a refusal to participate and may be referred to a head of department. A principal can cancel the enrolment of a post compulsory school age student (year 11 and 12) if the student refuses to participate in the educational programme provided by the school.

Academic misconduct

Academic misconduct can include cheating, collusion, copying, plagiarising, fabricating data or information, or seeking significant contribution of assistance. Judgements of student achievement cannot be formed on the basis of work that is not of a student's own creation. Where parts of a student's work are determined as inauthentic, only the original elements of the response may be considered. Where an entire response is determined to be plagiarised, it will be treated as non-submission.

Assessment results

Quality assurance processes

Quality assurance processes are employed to ensure that all administered assessment is a valid, accessible, and reliable measure of student achievement. Before being distributed and administered, all assessment instruments must:

- Be developed in partnership with the relevant head of department with consideration to the approved curriculum plan;
- Be evaluated against QCAA quality assurance tools; and,
- For senior General subjects, be endorsed through the QCAA endorsement process.

Before distributing assessment instrument results, teachers must engage in an internal quality assurance process by undertaking moderation. This may be through moderation meetings, collaborating with the relevant head of department, peer review of sample responses, or blind collaborative marking.

All marks for summative internal assessment for General and General (Extension) subjects are provisional until they are confirmed through the confirmation process. All results across all other subjects may be subject to internal review or external advice from QCAA.

Retention of assessment

Teachers are responsible for the digitisation of any paper-based assessment responses and must upload and store evidence of all student assessment responses and accompanying annotated marking guides in the prescribed digital folders. Uploads of student responses must be completed before the end of the term in which the assessment instrument is administered.

Special arrangements and exceptions

Access arrangements and reasonable adjustments

Some students have disability, impairment and/or medical conditions, or experience other circumstances that may be a barrier to their performance in assessment. Access arrangements and reasonable adjustments (AARA) are designed to assist these students.

The *Disability Discrimination Act 1992* (DDA) and the *Disability Standards for Education 2005* (DSE) seek to eliminate, where possible, discrimination against people with disabilities.

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

Access arrangements are action/s taken by the school so that a student with an eligible impairment that may not be covered by the definition of disability can access assessment. Reasonable adjustments are action/s taken by the school so that an eligible student with impairment as a result of disability and/or medical conditions or experiencing other circumstances creating a barrier to the completion of assessment can be assessed.

Students are **not** eligible for AARA on the following grounds:

- Unfamiliarity with the English language;
- Teacher absence or other teacher-related difficulties;
- Matters that the student could have avoided (e.g. misreading an examination timetable, misreading instructions in examinations);
- Timetable clashes;

- Matters of the student's or parent's/carer's own choosing (e.g. family holidays or sporting events);
- Matters that the school could have avoided (e.g. incorrect enrolment in a subject).

Absences

Students whose ability to attend or participate in an assessment is adversely affected by illness or an unexpected event may be eligible for illness and misadventure access arrangements and/or reasonable adjustments.

The following principles apply:

- The illness or event is unforeseen and beyond the student's control, such as personal circumstance or emergent cultural obligation e.g. summons/subpoena to appear in court or close family members' death/funeral;
- An adverse effect must be demonstrated;
- The situation cannot be of the student's own choosing or that of their parents/carers, such as a family holiday.

AARA application process

The heads of department and head of special education services have developed a school-based AARA process that supports proactive and early identification of students who may require the implementation of access arrangements and reasonable adjustments. Students who believe they may be eligible should speak with the head of senior school, guidance officer, or head of special education services.

Document Management

Date	Changes	Authorised Person
13.09.21	Principal approval	G. Lacaze
06.09.21	Draft finalised	R. Foster (HODSS)