



# COLLINSVILLE STATE HIGH SCHOOL



## ASSESSMENT POLICY

(Rev: May 2022)

### Purpose

Collinsville State High School's assessment policy details the policies and procedures that promote active student participation and engagement in learning and assessment across Years 7 – 12.

### Principles

Collinsville 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 syllabus.

High-quality assessment provides timely and informative feedback about students' learning progress. Effective feedback encourages self-reflection, allowing students to actively monitor and evaluate their own learning. Together, assessment and feedback supports continuous, collaborative, active and self-directed learning.

### Promoting Academic Integrity

Schools, teachers, parents/carers and others who support students in their learning have responsibility for promoting and maintaining academic integrity. Collinsville SHS utilises the following procedures to develop student skills and model appropriate academic practices.

#### Student responsibility

Students are expected to:

- 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 the due date.
- complete the QCAA academic integrity course in Year 10.

#### Authentication

Accurate judgments of student achievement can only be made on student assessment responses that are authenticated as their own work.

To ensure all assessment aligns with the principles of accessibility, validity and reliability, Collinsville SHS uses a range of authentication strategies, which include:

- changing assessment tasks from year to year.
- providing class time to observe task completion.
- requiring reference lists and acknowledgement of sources, using APA referencing conventions.
- collection of evidence of student response development via classwork, outlines, photographs, plans and drafts.
- individual monitoring, feedback and results for students working in groups.
- specifying authentication strategies on all assessment instruments.
- a student declaration of authenticity.

In cases where a student response is not authenticated as a student's own work, procedures for managing alleged academic misconduct will be followed and only the student's own work will be marked. A grade of NR (Not Rated) will be awarded where student work is unable to be identified.



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## Assessment Calendar

Assessment due dates will:

- align with syllabus requirements and curriculum plans,
- be published in the subject's topic planner i.e. dates for final responses, checkpoints and drafts and is provided to students by the end of Week 2.
- be published in the assessment calendar, provided to students by the end of Week 3, and made available on the school's website,
- If an assessment due date is changed, students will be advised by the teacher and parents will be notified through a text message from Administration.

## Submission

All assessment evidence, including draft responses, will be submitted by the due date. Assessment instruments may be submitted via the following modes:

- paper-based copy and/or physical product given directly to the teacher by the end of the school day at 2.30pm.
- paper-based copy and/or physical product to the school office by the end of the school day at 2.30pm, where a receipt will be issued.
- electronically via email to the subject teacher and/or Head of Department by 11.59pm on the day the assessment is due. Teacher email addresses are contained in the student diary. A printed copy must be handed to the teacher the next day and that will be compared with the email version.

## Checkpoints, Drafting and Feedback

Collinsville SHS teachers use monitoring processes to check student progress towards successful completion of assessment tasks. Checkpoints will:

- be detailed on student task sheets.
- monitor student progress.
- be used to establish student authorship.

Students will work on assessment during designated times and are responsible for meeting the requirements at scheduled checkpoints for monitoring. Teachers will use these checkpoints to identify and support students to complete their assessment. Teachers will contact Heads of Departments and parents/carers if checkpoints are not met and where they identify risks to successful completion of assessment.

A draft may take a variety of forms (written piece, rehearsal of a performance, product in development) and is a key checkpoint used as a part of the teaching and learning process. It is an opportunity for a teacher to provide feedback and gather evidence of achievement. Drafts might be used as evidence of student achievement in the case of illness or misadventure, or non-submission for other reasons.

Feedback is a consultative process; not a marking process and may be written, verbal, provided through questioning or provided to an individual or to the whole class.

**In Years 7 – 9:** Teachers provide feedback within 72 hours on up to two drafts.

**In Years 10 – 12:** Teachers provide feedback within 72 hours on a maximum of one draft.

The Subject Teacher will contact parents/carers about the non-submission of drafts. The contact will be recorded in One School and referred to the HOD.

## Response Length

Assessment response lengths are stipulated on assessment task sheets and must be abided by. Students are responsible for:

- adhering to prescribed word lengths.
- applying feedback about word length.
- editing responses to meet requirements.
- providing an accurate word count or performance time.



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If the student's response still exceeds the word length requirement, the school will either:

- mark only the work up to the required length, excluding evidence over the prescribed limit or
- allow a student to redact their response to meet the required length, before a judgment is made on the student work.

## **Applications for AARA – Access Arrangements and Reasonable Adjustments**

Access arrangements and reasonable adjustments (AARA) are actions taken by the school in Years 11 and 12 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.

The school follows the AARA processes as outlined in the *QCE and QCIA policy and procedures handbook* available from <https://www.qcaa.qld.edu.au/senior/certificates-and-qualifications/qce-qcia-handbook-2019/6-aara>. The school principal manages all approvals of AARAs for students.

All AARA applications must be accompanied by the relevant supporting documentation and made as far in advance as possible to meet the QCAA published timelines. All evidence used to make decisions is recorded in the student's file by the principal or their delegate.

Students are not eligible for AARA on the following grounds:

- unfamiliarity with the English language.
- teacher absence or other teacher-related issues.
- matters that the student could have avoided.
- matters of the student's or parent's/carer's own choosing.
- matters that the school could have avoided.

## **Applications for extensions to due dates for unforeseen illness and misadventure**

Students and parents/carers must contact the Head of Department as soon as possible and submit the relevant supporting documentation. The Principal gives final approval for extensions.

## **Managing non-submission of assessment by the due date**

In circumstances where students are enrolled in a subject, but do not submit a final response to an assessment (other than unseen examinations) and where evidence of student work:

- is available, teachers make judgments based on this
- was not provided on or before the due date and no other evidence is available, 'Not-Rated' (NR) will be awarded.

In circumstances where a student response is judged as NR, the student may not meet the requirements for that subject.

## **Absences for Examinations**

**In Years 7 - 10, if a student is absent for an exam, the student will complete the exam the day they return to school at the office before they return to class.**

## **Completion of course requirements for Senior Subjects**

Students are expected to complete all course and assessment requirements for all General, Applied and Short Courses in Years 11 and 12. They must produce evidence of responses to each of the summative assessments in order to receive an overall subject result.

Heads of Department will inform Year 11 and 12 students and parents/carers, in a timely manner, when incomplete assessment will mean that the student will not meet requirements for a unit or course result.