



COLLINSVILLE STATE HIGH SCHOOL



ASSESSMENT POLICY

(Rev: Nov 2022)

Purpose

The purpose of assessment is to provide feedback for students, teachers and parents to determine where a student is positioned in their learning. Assessment is characterised by three attributes:

1 Validity

Alignment with what is being taught, learnt and assessed.

2 Accessibility

Each student is given opportunities to demonstrate what they know and can do.

3 Reliability

Assessment results are consistent, dependable or repeatable.

This assessment policy details information and procedures for teachers, students and parents/carers about roles, responsibilities, processes and procedures to ensure the integrity of assessment that contributes to student academic results.

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. Assessment must 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.
- Criteria-based.

Responsibilities

School Responsibilities:

- make the Assessment Policy readily available to students, parents and staff.
- provide students with sufficient notice of assessment, including draft dates and publish final submission dates on the Assessment Calendar each term.
- provide support and relevant documentation for students to apply for extensions where required, including access to relevant documents regarding applications for extension and/or Access Arrangements and Reasonable Adjustments (AARA).
- provide students with assessment instruments in an appropriate time frame, complete with associated marking criteria - GTMJ's or ISMGs.
- provide appropriate time in and outside of class for assessment.
- provide support and adjustments where appropriate.
- provide appropriate opportunities for students to receive feedback prior to completion of assessment.



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Student Responsibilities:

- record due dates in their school diaries.
- plan and manage their time to meet the due dates.
- present only their work for all assessment instruments, ensuring they meet the guidelines for academic integrity as published by the Queensland Curriculum and Assessment Authority (QCAA).
- make full use of the class time provided to work on the assessment.
- present completed drafts and final copies of assessment, as per the task requirements (e.g. file type), by the due date.
- use the school's American Psychological Association (APA) standard system of referencing.
- communicate anticipated difficulties in completing assessment requirements with parents/carers and the teacher and, in the case of Year 11 and 12 students, follow the correct procedures to apply for an extension or AARA before the due date.

Parent Responsibilities:

- support and encourage students to submit all drafts and final assessment by the due date and to the best of their ability.
- inform the appropriate school staff of any difficulties relating to the completion of assessment items before the due date.
- provide documentary evidence, relevant to the year level e.g. medical certificate or AARA documentation.

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 Calendars

Assessment due dates will:

- align with syllabus requirements and curriculum plans.
- be published in the subject's topic planner and assessment calendar 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 of Assessment

All assessment evidence, including draft responses, will be submitted by the due date, together with the task sheet. 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 and Parent Handbook. 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.

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.

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.

Feedback is a consultative process. Students will be provided with individualised written feedback and may be complemented by verbal feedback, provided through questioning or provided 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 and where they identify risks to successful completion of assessment. The contact will be recorded in One School and referred to the HOD.

When a submitted draft does not meet the acceptable minimum requirement (or if no draft is submitted) the student will be required to attend assignment support sessions (before school, during lunch breaks or after school) until they produce work of a sufficient standard. In Year 11 & 12, failure to attend and commit to the support session may lead to your continued enrolment in that subject being reviewed.



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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 or duration (for example presentations or recordings).
- applying feedback about word length at the draft stage.
- editing responses to meet requirements.
- providing an accurate word count or performance time.

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

- mark only the work up to the required length of words or time, 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.

Teachers are not to redact a student response. It is also not appropriate for a student to redact a response that is:

- produced under exam conditions
- in an assessment that requires a continuous response, such as a presentation or recording.

Due Dates

Collinsville State High School is required to adhere to QCAA policies for gathering evidence of student achievement on or before the due date. Due dates for drafts and final responses will be published in Assessment Calendars.

In cases where students are unable to meet a due date due to a legitimate reason, they will:

- inform their classroom teacher as soon as possible and complete a Access Arrangements and Reasonable Adjustment (AARA) if in Year 11 or 12.
- provide the school with relevant supporting documentation, e.g. medical certificate
- adhere to alternative arrangements for submission of assessment, if applicable, as decided by the school.

Extensions

Heads of Department and the Principal are the only school staff that are able to grant extensions for assessment work. Students must complete and submit the appropriate application for extension, depending on their year level.

Years 7 – 10 – Extensions must be applied for at least two (2) days prior to the assessment due date. Extensions will not be granted on the day an assessment is due. 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.

Years 11 -12 – Students must complete Access Arrangements and Reasonable Adjustments (AARA) documentation which will be assessed by the Principal and reported to QCAA. Timely submission of this form is imperative and the Principal will advise applicants of the outcome of this application as soon as possible.

Applications for AARA – Access Arrangements and Reasonable Adjustments (Years 11 and 12)

Collinsville State High School is committed to reducing barriers to success for all students. AARAs are actions taken by the school 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/6-aara>. The school principal manages all approvals of AARAs for students.

All AARA applications must be accompanied by the relevant supporting documentation (outlined in Section 6.5.1 of the QCE/QCIA Handbook) 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.



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- matters that the student could have avoided.
- matters of the student's or parent's/carer's own choosing.

Applications for extensions to due dates for unforeseen illness and misadventure

Students and parents must contact the Head of Department of the subject Principal as soon as possible and submit the relevant supporting documentation. If required, assistance can be provided to complete AARA forms.

QCAA students

Year 11 and 12 students and parents access AARA application forms via the school website including the medical report form (required) and student statement form (optional) for an AARA application.

For Units 1-2, the Principal determines AARA eligibility. For Units 3-4, AARA is Principal reported to the QCAA. Students must submit a complete AARA application for assessment in Units 3-4. If the application is determined suitable, the school will then submit the AARA application to the QCAA. Students and parents will then be notified of the success of this application based on the determination of the QCAA.

For each AARA application, consideration will be given to all of the student's enrolled subjects, however AARA approvals will depend on the subject's assessment requirements.

The school will:

- check the accuracy of information supplied in the AARA application (see Section 6.5: Application and notification process)
- consider whether a student's application for AARA is consistent with eligibility requirements and clarify with QCAA officers as required
- complete the online application and submit supporting documentation by the due date via the QCAA Portal
- advise the student, parents and assessment supervisor of any principal-reported and QCAA-approved AARA, including providing them with any written notifications from the QCAA.

Short-term or intermittent illness and Misadventure

The school is responsible for quality assurance of assessment practices. It will determine whether it is appropriate to apply approved strategies for assessment completion e.g. submit before/on due date or sit comparable assessment.

For more information regarding AARA, parent and guardians are encouraged to contact the Senior Schooling Head of Department.

Managing non-submission of assessment by the due date

Teachers will collect progressive evidence of student responses to assessment instruments at the prescribed checkpoints. The checkpoints on the instrument-specific task sheets provide details of the evidence that will be collected.

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:

- provided by the student for the purposes of authentication during the assessment preparation period is available (e.g. formative work completion including class work, draft, rehearsal notes, photographs of student work), teachers make judgments based on this evidence.
- was not provided by the student on or before the due date as specified by the school and no other evidence is available, Not Rated (NR) will be issued by the school for the assessment item on the school report.

For oral presentations, the due date for written support materials will be the first day of presentations.

In circumstances where a student response is judged as NR, the student will not meet the requirements for that subject. Students failing to meet participation requirements in their educational program will be referred to their respective Head of Department for further support/intervention.

Students who receive a 'Not Rated' on a single piece of assessment may also receive a 'Not Rated' for their Unit credit. The implication(s) of this for students in Years 11 and 12 could include ATAR and QCE ineligibility. Subsequent tertiary study could also be jeopardised.



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It is essential for a student experiencing difficulty with a piece of assessment, to approach the teacher or other appropriate member of staff (e.g. subject teacher, Head of Department, Guidance Officer) for support before the due date.

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.

For information re absences from examinations in Year 11 and 12, refer to the AARA procedure above.

All final decisions are at the Principal's discretion.

Completion of course requirements for Senior Subjects

Students are expected to complete all course and assessment requirements for all General, Applied, VET 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.

Reporting Student Progress

Report cards are sent home at the end of each term and semester, with the exception of Year 12s who will not receive a Semester 2 report card. A five-point reporting scale is used for term and semester reports.

Parent/teacher interviews are held in Terms 2, 3 and 4. If a parent is concerned about their student's progress and wish to speak with the teacher at any other stage, appointment times can be arranged at a mutually convenient time to both parties.