



## ASSESSMENT POLICY

### 1. Rationale & Purpose

This assessment ensures that the conditions under which assessment items are completed (e.g. the due date, the word/time limit, submission requirements etc.) allow all students to demonstrate their skills and knowledge under fair and equitable conditions.

This policy informs students, parents and teachers of the key principles of assessment and assessment requirements at Merrimac State High School. It also ensures consistency of practice in the application of assessment conditions and treatment of assessment issues.

### 2. Assessment Definition

Assessment is the purposeful and systematic collection of information about a student's achievements. Assessment is either formative or summative.

Formative assessment can be day to day, often informal, assessments to gauge and provide feedback on a student's understanding or ability.

Summative assessment evaluates student learning, skill acquisition and academic achievement at the conclusion of a defined instructional period. Typically, summative assessment is conducted at the end of a project, unit, course, semester, module, program or school year. Summative assessment is either internal (designed and administered at the school) or external (designed by the Queensland Curriculum and Assessment Authority (QCAA) and administered at the school).

### 3. Expectations about engaging in learning and assessment

Students must submit all mandatory assessment items to meet course requirements and maintain eligibility for semester credit for any semester unit for each subject being studied.

Summative assessment results will be recorded in the QCAA Portal.

If a student repeatedly does not meet mandatory requirements:

- They will not have met the substantial requirements of the course as per the Education (General Provisions) Act 2006, (QLD), and, as a result, could be removed from the subject. This subject would then not appear on the student's QCE and the student could become ineligible for an ATAR.
- This may become grounds for cancelling the students' enrolment as per the Education (General Provisions) Act 2006, (QLD)

### 4. Assessment Due dates

#### 4.1 Responsibilities

It is the responsibility of the class teacher to set due dates for assessment that:

- 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 be met
- are clear to teachers, students and parents/carers
- are consistently applied



It is the responsibility of the student to submit all assessment and drafts on or by the due dates that are set by the class teacher.

Dates for external assessment and General External Examinations are set by QCAA.

Students can access the assessment schedule for General subjects in the first term of their final year.

#### **4.2 Failure to meet draft due date**

Where a student has failed to meet the draft due date:

- The teacher makes contact with the student's parent/carer (phone call/sms/email) as soon as practical and records the contact on OneSchool
- Where appropriate, the student is issued a detention on the draft due date to complete the draft
- If the student is absent on the draft due date, the student must submit a draft to the class teacher on the first day of their return to school, regardless of whether the subject is timetabled for that day.

#### **4.3 Failure to meet final assessment due date**

Where a student fails to meet a final internal assessment due date, Access Arrangements and Reasonable Adjustments (AARA), including Illness and Misadventure may apply (see Section 5. AARA Including Illness & Misadventure). Where AARA or Illness and Misadventure does not apply, the following process must be followed:

- Class teacher makes contact with the student's parent/carer (phone call/sms/email) on the day the assessment was due.
- Class teacher provides names of non-submission to the Curriculum Head of Department.
- Student achievement will be awarded based on evidence gathered by the class teacher during the assessment preparation time, for example, draft work. This evidence must be available for quality assurance processes.
- Where no evidence exists, the student will receive a not-rated (NR) result. This decision is made in collaboration between the class teacher and the Curriculum Head of Department.
- Additionally, for Senior Students:
  - The Curriculum Head of Department to notify the Year Level Deputy Principal and Head of Department for Senior School via email.
  - The Curriculum Head of Department will also notify the parent/guardian in writing using the failure to submit assessment letter.
  - The Year Level Deputy Principal will interview both student and parent.

### **5. Access Arrangements and Reasonable Adjustments (AARA) - Including Illness & Misadventure**

See AARA, Illness & Misadventure Policy please refer to our website

<https://merrimacshs.eq.edu.au>



## 6. Academic Integrity & Academic Misconduct

### 6.1 Academic Integrity

Merrimac State High School and QCAA promote academic integrity. Academic integrity is how a person approaches their academic responsibilities in an honest, moral and ethical way. Teachers, parents/carers and others who support students in their learning must adhere to the guidelines for academic integrity.

Plagiarism, the copying of another person's ideas, text, or other creative work and presenting it as one's own, will not be tolerated. Examples of plagiarism include:

- Copying or closely paraphrasing sentences or paragraphs.
- Copying ideas, concepts, tables, designs, sounds, images, music, scripts, research data mathematical workings etc.
- Copying or adapting another student's work.
- "Cutting and pasting" statements gathered from a variety of sources.
- Submitting work produced by someone else on the student's behalf.

### 6.2 Types of Academic Misconduct defined by the QCAA

Academic misconduct incorporates a broad range of behaviours in which students inappropriately and falsely demonstrate their learning. Academic misconduct may be considered along a continuum of breaches that range in the significance of misconduct and intent.



## Types of Academic Misconduct

Type of misconduct	Examples
<b>Cheating while under supervised conditions</b>	<ul style="list-style-type: none"> <li>beginning to write during perusal time or continuing to write after the instruction to stop work is given</li> <li>using unauthorised equipment or materials</li> <li>having any notation written on the body, clothing or any object brought into an assessment room</li> <li>communicating with any person other than a supervisor during an examination, e.g. through speaking, electronic device or other means such as passing notes, making gestures or sharing equipment with another student</li> </ul>
<b>Collusion</b>	<ul style="list-style-type: none"> <li>when working in a group, submitting a response that is not individual (the response submitted by each student must be the student's own)</li> </ul>
<b>Contract cheating/ significant contribution of help</b>	<ul style="list-style-type: none"> <li>asking for help on an assessment item from a tutor or a person in a similar supporting role that results in the tutor/other person completing or significantly contributing to the response</li> <li>paying for someone or a service to complete a response to an assessment</li> </ul>
<b>Copying work</b>	<ul style="list-style-type: none"> <li>deliberately or knowingly making it possible for another student to copy responses</li> <li>looking at another student's work</li> </ul>
<b>Disclosing or receiving information about an assessment</b>	<ul style="list-style-type: none"> <li>giving or accessing unauthorised information such as the answers to an examination prior to completing a response to an assessment</li> <li>making any attempt to give or receive access to secure assessment materials</li> </ul>
<b>Fabricating</b>	<ul style="list-style-type: none"> <li>inventing or exaggerating data</li> <li>listing incorrect or fictitious references</li> </ul>
<b>Impersonation</b>	<ul style="list-style-type: none"> <li>allowing another person to complete a response to an assessment in place of the student</li> </ul>
<b>Misconduct during an examination</b>	<ul style="list-style-type: none"> <li>distracting and disrupting others in an assessment room</li> </ul>
<b>Plagiarism or lack of referencing</b>	<ul style="list-style-type: none"> <li>completely or partially copying or altering another person's work without attribution (another person's work may include text, audiovisual material, figures, tables, images or information)</li> </ul>
<b>Self-plagiarism</b>	<ul style="list-style-type: none"> <li>duplicating work or part of work already submitted as a response to an assessment</li> </ul>



### 6.3 Roles and Responsibilities

Merrimac State High School can support academic integrity by:

- Developing curriculum and assessment that allows for the identification of individual work
- Fostering a learning environment that encourages mutual trust and respect for developing individual work by appropriately acknowledging the ideas, work or interpretation of others
- Giving students access to resources that enable students to self-assess their compliance with academic integrity guidelines before submitting responses
- Using QCAA-developed online courses and school-developed programs to help students and teachers understand the importance of academic integrity
- Developing processes to manage, resolve and appeal cases of academic misconduct

Students:

- Sign a declaration on the cover sheet of the task stating that it is their own original work.
- Draft assignments and keep copies of their drafts (e.g. saving drafts as “Version 1”, “Version 2” etc.)
- Reference other sources used.
- Provide a bibliography
- Not engage in any type of academic misconduct
- Are required to submit final assessment digital responses through Safe-Assign
- May be required to submit draft assessment digital responses through Safe-Assign
- May be required to complete an approved course about academic integrity
- May be required to participate in interviews during and after the development of their final submission
- May be required to provide documentation of the drafting progress (e.g. planning, research notes, drafts).

Teachers:

- Take reasonable steps to ensure that each student’s work is their own across a range of conditions, particularly when students have access to electronic resources, when they are preparing responses to collaborative tasks, and when they have access to others’ ideas and work
- Collect evidence of the authenticity of student responses
- Ensure assessment decisions are fair and equitable for all students
- Implement strategies to ensure authentication of student work.
- Model academic integrity

Parents:

- Support the efforts of teachers and students to authenticate student responses
- Encourage student to approach their academic responsibilities in an honest, moral and ethical way
- Alert the teacher if you suspect that your student has engaged in academic misconduct

### 6.4 Consequences for Plagiarism

Consequences for plagiarism include but are not limited to:

- Students cannot be graded 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 graded.



- Where a student is found to have plagiarised the entire task, it will be treated as a non-submission. In both cases, consequences will be applied.
- Serious incidents that are unable to be reasonably managed by the external assessment supervisor may result in the student being excluded from the assessment room.
- Parents/Caregivers notified
- HOD notified
- Parts of the exam in question may be disregarded while grading the exam.
- The student may be required to complete an alternative exam at the soonest possible opportunity.

When a student is suspected of or observed participating in an act of academic misconduct students are permitted to complete the assessment despite the alleged incident of misconduct and are notified at the end of the session that a report may be made to the Head of Department, Deputy Principal (Senior School) and QCAA (for summative and external assessment).

## 7. Assessment Drafts

A draft is a preliminary version of a student's response to an assessment instrument. The draft may be a complete or partially complete task. The type of draft 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 the presentation.

Teachers are required to provide feedback on a maximum of one draft student response that maintains the integrity of the assessment and allows students to demonstrate what they know and can do. The form the feedback takes is at the discretion of the teacher. Some possible strategies include:

- written feedback
- verbal feedback
- summary of feedback and advice to the whole class.

Feedback is a consultative process, not a marking process. Teachers should not allocate a result for the draft student response.

Feedback may not introduce new ideas, language or research to improve the quality of student responses. Teachers may indicate some key errors in spelling, grammar, punctuation and calculations, but should not edit or correct all errors in a draft. Teachers should maintain copies of submitted drafts.

## 8. Checkpoints

Checkpoints are used to monitor the work of students as part of a developmental process. Note that a draft is a specific type of checkpoint, described separately. Teachers may use defined checkpoints to:

- clarify assessment expectations for students (e.g. task requirements, how judgments are made)
- discuss progress towards the 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
- embed authentication strategies



## 9. Scaffolding

Scaffolding for assessment instruments or task instructions should not lead to a predetermined response or interfere with students' ability to demonstrate their knowledge and understanding of the relevant criteria.

Scaffolding for assessment instruments in Units 3 & 4 should refer to processes or presentation of the response. It should avoid repeating cognitions or the task description. Scaffolding may include:

- Providing a timeline or checklist that students can use to manage completion of components of the assessment instruments
- Guiding students to make predictions and/or reflect on their learning to complete the requirements of the assessment instrument
- Providing prompts and cues for students about the requirements for their response.

## 10. Storing assessment information

All student assessment evidence will be stored by the class teacher until 30th of April of the following calendar year.

## 11. Internal quality assurance

Prior to being administered with students, assessment instruments must be submitted for internal endorsement. If it is assessment of Units 3 & 4 of a General subject, the assessment must also be endorsed by the QCAA through the QCAA school portal.

All internally endorsed assessment will be stored in the Assessment folder in the Teacher Common Drive.

Following students' completion of assessment, student work and teacher judgments should be internally moderated.

## 12. Reporting

Merrimac State High School reports to parents/carers on an A-E scale. Units 1 & 2 are reported on individually, while Units 3 & 4 are reported as a pair of units.

Merrimac State High School also reports to the QCAA. In Units 1 & 2, the school reports students' achievement as either satisfactory (S) or unsatisfactory (U). In Applied subjects and Applied (Essential) subjects, in Units 3 & 4, the school reports to QCAA A-E by dimension or criterion for each assessment instrument and the on-balance A-E exit result awarded for the pair of units. In General subjects, in Units 3 & 4, the school reports provisional marks to the QCAA by criterion for each summative internal assessment.

### 12.1 Status of Results

In Units 1 & 2, final results will be given to students following the submission of an assessment item.

In Units 3 & 4, results are provided to students on a provisional basis. Teachers must make sure that students are aware that the provisional results may change, following QCAA's quality assurance processes.

### 12.2. No Surprise Reporting

If a student will be receiving a D or an E in a subject for the reporting period, it is the teacher's responsibility to contact parents and inform them of this prior to the parent receiving their students report.