

Senior School Assessment Policy

Mountain Creek State High School – Year 11 and Year 12

Scope

Mountain Creek State High School has a consistent policy with regards to collecting data to make judgements about student's capabilities on assessment items. This policy outlines the scope, policies and detail in line with a consistent whole school set of processes that ensures equity and fairness for all students. The foundational goal that underpins this policy is that all students exiting Year 12 should have gained a Queensland Certificate of Education (QCE)

Purpose

This assessment policy has as its key purpose to ensure that all assessment has the ability to show what a student knows and can do. It is expected that all assessment items are closely aligned to the SATE curriculum for student's years 11-12. Assessment has the role of giving clear guidance to students as to what extent they have met the requirements of the course of study, and to what level of achievement on the achievement standards. It is the schools responsibility to make all students aware of the policy document and to draw all actions and operational requirements from it as the point of truth in line with the QCE and QCIA policy and procedures handbook and QCAA syllabuses.

Principles

Mountain Creek State High School expectations for teaching, learning and assessment are grounded in the principles of academic integrity and excellence.

- aligned with curriculum and pedagogy
- equitable for all students
- evidence-based, using established standards/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
- informative of where students are in their learning.

High-quality assessment is characterised by three attributes:

- validity, through alignment with what is taught, learned and assessed
- accessibility, so that each student is given opportunities to demonstrate what they know and can do
- reliability, so that assessment results are consistent, dependable or repeatable

Promoting academic integrity

The school adheres to QCE and QCIA policy and procedures handbook policy in terms of academic integrity and its promotion.

<p>QCE and QCIA policy and procedures handbook</p>	<p>Policy and procedures</p>
<p>Location and communication of policy</p>	<p>The school places this policy on its website and in its student journal. All students in Year 11 complete the QCAA course in academic integrity to provide clear directions about what is acceptable in terms of assessment. Heads of Department of each faculty are responsible for articulating the policy into the classroom for each subject. The senior school team regularly review the policy to ensure relevance and currency. The policy is revisited at regular intervals when:</p> <ol style="list-style-type: none"> Enrolments occur When assessment is issued and collected On assemblies On information nights In school publications
<p>Expectations about engaging in learning and assessment Section 1.2.4 Section 2 Section 8.5.1</p>	<p>Students are expected to engage in the learning in the subject or course of study including the course objectives.</p> <p>Students produce evidence of achievement in response to assessment planned for each unit. Schools gather evidence of learning and match this to the relevant standards to make judgments.</p> <p>In General subjects, the final subject result is expressed as a numerical value in the QCAA Student Management system and an A–E grade in the school reporting system. In Applied subjects, only A–E grades are used. 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. For students seeking to continue their studies after school, their final results from a combination of five General subjects, or four General subjects and one Applied subject or vocational qualification, are used by QTAC to calculate an Australian Tertiary Admission Rank (ATAR) for tertiary selection purposes.</p> <p>To be eligible for a QCE, a student must:</p> <ul style="list-style-type: none"> •have an open learning account (see Section 13.3.2: Creating a learning account) •not have been previously issued with a QCE, senior certificate, or equivalent interstate or overseas qualification (other than an International Baccalaureate Diploma) •accrue at least one credit from the Core category of learning while enrolled at a Queensland school. <p>A student must also complete learning:</p> <ul style="list-style-type: none"> •to the set amount •at the set standard •in a set pattern •that meets the literacy and numeracy requirements. <p>The set amount of learning is measured in credits. Credits are recorded in a student's learning account when the set standard for learning has been met.</p> <p>A range of courses of study may contribute to the issue of a QCE. Learning options are classified as Core, Preparatory and Complementary courses of study (see Section 2.2: Categories of learning).</p>
<p>Due dates Section 8.5.2 Section 8.5.3</p>	<p>Mountain Creek State High school sets rigorous standards in terms of academic engagement and integrity. In this vein the school adheres to QCAA policies in terms of gathering evidence to verify student achievement on or before the due date,</p> <p>This policy does not apply to situations when a student is eligible for AARA, see Section 6: Access arrangements and reasonable adjustments (AARA).</p> <p>The school will publish the assessment schedule for each subject via the assessment</p>

	<p>planner document issued in Week 3 of each semester and by the broader 2 year senior assessment planner available on the school website.</p> <p>The assessment schedule will:</p> <ol style="list-style-type: none"> Comply with syllabus requirements provide sufficient working time to complete tasks allow for internal quality assurance processes, including QCAA timelines be clearly understood by teachers, students and carers be consistently adhered to across all faculties and subjects take into account instances of student workload allow points of intervention so that teachers, other school staff and parents/carers can provide support to prevent the non-submission of a response to assessment allow for the gathering of evidence before students submit or complete assessment tasks, e.g. class work, drafts, rehearsal notes, photographs of work, teacher observations <p>It is the students responsibility to:</p> <ol style="list-style-type: none"> record due dates of assessment in their diary manage their time to ensure assessment is submitted on time communicate with the Heads of Department and or HOSS if they are facing barriers regarding assessment load and meeting deadlines. <p>It is the teacher's responsibility to:</p> <ol style="list-style-type: none"> Contact parents/ carers by phone or email when checkpoint deadlines are not met by students. ensure that parents/ carers understand the consequences of not submitting the piece of assessment. <p>Non-submission of a student response</p> <p>When a student is unable to meet a due date deadline they must inform the classroom teacher and/or Head of Department as soon as possible to apply for an extension via the AARA process. Non communication may mean the piece is not able to be submitted. Students ineligible for an extension under the AARA guidelines will not be awarded a result for the piece of assessment.</p> <p>When a student does not submit a response to an assessment instrument on or before the due date set by the school, a result will be awarded using any relevant evidence from the preparation of the response that is available on or before the due date, e.g. class work, a draft, rehearsal notes, photographs of student work, teacher observations.</p> <p>If a student is eligible for AARA and an extension of time is granted, then the date specified on the AARA document becomes the new due date for the assessment piece. See the AARA section of this policy.</p> <p>It is not appropriate to award a lower result, mark or standard as a penalty for late or non-submission, as evidence is to be matched to the relevant syllabus marking guides or standards. In these cases the student may be asked to repeat the Unit(s) of work or not have the Unit credited to their record of study.</p>
<p>Submitting, collecting and storing assessment information Section 9</p>	<p>For assignments and non-exam items</p> <ol style="list-style-type: none"> on the designated due date students are expected to submit the assessment piece in that days subject class to the teacher and if not, to the administration office by 4pm on that due date and additionally by TURNITIN software, if that is applicable to that task. if that subject is not scheduled that day to another day organised by that teacher, clearly outlined on the assessment piece. <p>For all exams, unless there are circumstances accepted by the school as either illness or misadventure (AARA policy), all students are expected to attend the exam at the correct time and venue.</p> <p>All assessment items are stored in student folders in a location that can only be accessed by teachers, the Head of Department or Administrative Officers.</p> <p>Faculty Heads of Department adhere to internal timelines in terms of reviewing the</p>

	<p>assessment pieces for each subject on an annual basis, and these processes are recorded in an accessible location for teachers.</p> <p>Subjects will have their own internal requirements in terms of submission, from hard copy to electronic submission. Students are informed of these requirements for each assessment items when the assessment items is issued, and teachers assist students to adhere to these requirements. It is the student's responsibility to adhere to submission type requirements. For particular faculty policies, refer to the requirements on the assessment piece.</p>
<p>Appropriate materials Section 7.1 Section 8.5.3</p>	<p>Mountain Creek State High School carefully considers the material used a stimulus and texts for its teaching and assessment. In all cases teachers consider relevance, quality and the age level of students when assigning texts or assessment stimulus.</p>

Ensuring academic integrity

Mountain Creek State High School uses several processes to ensure academic integrity is maintained throughout the assessment process. These processes are applied with variance depending on the particular assessment piece.

Internal assessment administration

<p>QCE and QCIA policy and procedures handbook</p>	<p>Policy and procedures</p>
<p>Scaffolding Section 7.2.1</p>	<p>Scaffolding is an intentional instructional strategy through which teachers support students to develop greater independence in completing a task or responding to an assessment instrument. Scaffolding may be provided to individuals or to a class of students.</p> <p>To develop students' knowledge and skills, teachers gradually release support and responsibility to students over a course of study.</p> <p>Scaffolding may include:</p> <ul style="list-style-type: none"> • breaking a complex task, learning experience, concept or skill into discrete parts • modelling thought processes required to complete parts of an assessment instrument • pre-teaching vocabulary specific to the subject and assessment instrument • questioning to develop students' conceptions, describe interpretations or challenge opinions that inform a response • showing examples of responses and demonstrating the match to performance descriptors • using visual frameworks or graphic organisers to plan responses. <p>Scaffolding for assessment instruments</p> <p>When scaffolding in an assessment context, it is important that the integrity of the requirements of the task or assessment instrument are maintained so a student's response is their own. Scaffolding 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.</p>

	<p>Scaffolding for assessment instruments in Units 3 and 4 should refer to processes or presentation of the response. It should avoid repeating cognitions or the task description.</p> <p>Scaffolding may include:</p> <ul style="list-style-type: none"> • providing a timeline or checkpoints that students can use to manage completion of components of the assessment instrument • 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. • 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.
<p>Checkpoints Section 8.5.3</p>	<p>From time to time teachers may introduce checkpoints between the issue date of an assessment and the due date. These can be used to;</p> <ul style="list-style-type: none"> • 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 <p>Checkpoints will:</p> <ul style="list-style-type: none"> • be detailed on student task sheets • monitor student progress • be used to establish student authorship. <p>Students will work on assessment during designated times and show evidence of progress at scheduled checkpoints. Students are expected to adhere to and engage with these checkpoints to maximise their opportunities to be successful in assessment tasks.</p>
<p>Drafting Section 7.2.2 Section 8.3</p>	<p>FEEDBACK</p> <p>The purpose of feedback is to provide meaningful information about a student's strengths and areas for improvement to support them to progress their learning. How teachers and students make use of qualitative and quantitative assessment information is vital to understanding and improving learning. Effective feedback encourages self-reflection, allows students to actively monitor and evaluate their own learning, and facilitates self-direction and motivation. Together assessment and feedback support continuous, collaborative, active and self-directed learning.</p> <p>To support evaluation, self-reflection and improved understanding, feedback should be:</p> <ul style="list-style-type: none"> • ongoing • individualised • specific to the teaching, learning and assessment • related to the standards/descriptions • clear, and in language that is readily interpreted by the intended audiences • timely, so that students can act on it and adjust their learning • collaborative, so that students, teachers and parents/carers all support and participate in the students' learning

	<ul style="list-style-type: none"> delivered in a way to support the learner to reflect, act on the feedback and build their capacity for self-assessment. <p>DRAFTING</p> <p>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 can be used to provide feedback on a response as well as to authenticate student work.</p> <p>Before submitting a draft, students may be required to develop an outline or discuss their approach with the class teacher.</p> <p>The type of draft students submit 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 this presentation.</p> <p>At Mountain Creek State High School drafting is limited to one draft per assessment item. This can be the single point of feedback for the student and can be delivered in an individual, small group or class setting. All faculties will save a copy of each students draft as evidence in the event a final piece of assessment cannot be submitted. At Mountain Creek State High School the preference is that drafts are submitted via Turn-it-in where possible. In each case the teacher will direct the student to the assessment submission method.</p> <p>Students will:</p> <ol style="list-style-type: none"> Submit a draft on or before the lesson/date identified on the assessment piece. Only submit one draft per assessment item. <p>Teachers will:</p> <ol style="list-style-type: none"> Contact parents/carers if the draft piece is not submitted. Inform the parent/carer of the consequences of non-submission or completion.
<p>Managing response length Section 7.2.3</p>	<p>All assessment instruments indicate the required length of a response as a word length, duration of time, or page count. This information is provided to:</p> <ul style="list-style-type: none"> indicate the scope and scale of the response required ensure equity of conditions for all students support students to develop skills in managing the length, scope and scale of their responses appropriately ensure that internal assessments developed for Applied subjects allow students to demonstrate the syllabus objectives across the range of standards and match the conditions described in the syllabus. <p>Strategies for managing response length</p> <p>When developing and implementing an assessment instrument, schools should consider how to ensure that students are able to demonstrate their knowledge and skill within the required length. Teachers may:</p> <ul style="list-style-type: none"> develop valid assessment instruments (appropriate for endorsement where applicable) of suitable scope and scale to allow students to produce a complete response within the required length indicated by the syllabus implement teaching strategies that provide students with opportunities to learn effective skills for responding to assessment instruments using genres within the subject provide students with examples of responses that are within the required length model how to create and edit a response <ul style="list-style-type: none"> that is relevant to the task and objectives being assessed

- to meet length requirements
- provide students with feedback if the draft response does not match the required length.

Guidelines about the length of a response

Elements to be included in or excluded from the word length or page count of a written response are provided in the following table:

	Word length	Page count
Inclusions	<ul style="list-style-type: none"> ● all words in the text of the response ● title, headings and subheadings ● tables, figures, maps and diagrams containing information other than raw or processed data ● quotations ● footnotes and endnotes (unless used for bibliographical purposes) 	<ul style="list-style-type: none"> ● all pages that are used as evidence when marking a response
Exclusions	<ul style="list-style-type: none"> ● title pages ● contents pages ● abstract ● raw or processed data in tables, figures and diagrams ● bibliography ● reference list ● appendixes* ● page numbers ● in-text citations 	<ul style="list-style-type: none"> ● title pages ● contents pages ● abstract ● bibliography ● reference list ● appendixes*

* Appendixes should contain only supplementary material that will not be directly used as evidence when marking the response.

Responsibilities for managing response length

Schools, teachers and students have specific responsibilities for ensuring that students are able to respond within the required length.

Schools should develop school-based policies and procedures that:

- encourage students to respond to assessment instruments within the required length
- provide students with the knowledge and skills to respond within the required length
- include strategies to be implemented when a response exceeds the required length.

Teachers will:

- implement their school's policies and procedures
- take reasonable steps to ensure that students are able to respond to assessment within the required length
- provide feedback about the length of student responses throughout the process
- when a response exceeds the required length, annotate it, indicating the strategy implemented depending on the specifications on that particular piece of assessment for required length.

	<p>Students should:</p> <ul style="list-style-type: none"> • develop a response of the required length (neither significantly over or under the required length) • respond to draft feedback about the length of their response • document the length of their response using a word count, page count or time. <p>After all these strategies have been implemented, if the student's response exceeds the word length required by the syllabus, the school will mark only the work up to the required length, excluding evidence over the prescribed limit.</p>
<p>Authenticating student responses Section 7.3.1</p>	<p>When developing an assessment instrument, various strategies may be established by the faculty or individual teacher. Teachers may:</p> <ul style="list-style-type: none"> •set an assessment task that requires each student to produce a unique response •vary assessment tasks each year so students are unable to use other students' responses from previous years •set aside sufficient class time for students to complete the assessment task and for teachers to monitor the development of the response. <p>Teachers can collect evidence during the development of responses in order to establish authorship of final responses. Teachers may:</p> <ul style="list-style-type: none"> •monitor, collect or observe progressive samples of each student's work at various stages. This process could be documented using an authentication record, checklist or photographs •interview or consult with each student at checkpoints during the development of the response to ensure that it is based on the student's own work. <p>To establish authorship of final responses, teachers may:</p> <ul style="list-style-type: none"> •directly compare the responses of students who have worked together in groups •for text, analyse final student responses using plagiarism-detection software, if available •interview a sample of students after their responses have been submitted to determine their understanding of and familiarity with their responses •use internal quality assurance processes such as cross-marking if there is more than one class for a subject cohort. <p>Responsibilities for establishing authorship</p> <p>Teachers, students and parents/carers have specific responsibilities for establishing authorship of responses.</p> <p>Teachers should:</p> <ul style="list-style-type: none"> •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, are preparing responses to collaborative tasks, and have access to others' ideas and work •collect evidence of the authenticity of student responses throughout the process (such as classwork, outlines, plans or a draft). <p>Details of the authentication methods for each piece will be identified by the teacher.</p> <p>Students should:</p> <ul style="list-style-type: none"> •complete responses during the designated class time to ensure teachers are able to observe the development of work and authenticate student responses •participate in authentication processes as required by schools, such as to <ul style="list-style-type: none"> ◦sign a declaration of authenticity ◦submit a draft ◦submit the final response using plagiarism-detection software, where required ◦participate in interviews during and after the development of the final response. <p>Parents/carers should:</p> <ul style="list-style-type: none"> •support the efforts of teachers and students to authenticate student responses by ensuring that tutors, family members or others who support students are aware of and follow the guidelines for drafting and providing feedback on a draft student response (see above).

	<p>Inability to establish authorship:</p> <p>To make judgments about student achievement, schools must have sufficient evidence of the student's own knowledge and skills to match with the relevant instrument-specific marking guide (ISMG), instrument-specific standards or syllabus standards.</p> <p>Responses that are not the student's own cannot be used to make a judgment. When authorship of student work cannot be established, or a response is not entirely a student's own work, schools:</p> <ul style="list-style-type: none"> • provide an opportunity for the student to demonstrate that the submitted response is their own work • make a judgment about the student's knowledge and skills using the parts of the response that can be identified as the student's own work. <p>In these instances, judgments about student achievement are made using the available student work and relevant ISMG, instrument-specific standards or syllabus standards</p>
<p>Access arrangements and reasonable adjustments, including illness and misadventure (AARA) Section 6</p>	<p>Access arrangements and reasonable adjustments (AARA) are designed to assist students that have disability, impairment and/or medical conditions, or experience other circumstances that may be a barrier to their performance in assessment. AARA minimise barriers for eligible students to demonstrate their learning, knowledge and skill in assessment. Schools use the information to inform their decisions about appropriate adjustments and arrangements for Applied, Applied (Essential), General, General (Extension) and Short Courses.</p> <ul style="list-style-type: none"> • 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. <p>The <i>Disability Discrimination Act 1992</i> (DDA) and the Disability Standards for Education 2005 (DSE) seek to eliminate, where possible, discrimination against people with disabilities. Compliance with these documents ensures students are provided with opportunities to realise potential through participation in education and training.</p> <p>The application of AARA to student assessment is based on the functional impact of the condition for which AARA are sought. Students with the same condition may experience highly varied impacts on their education, and their ability to demonstrate their learning, knowledge and skill in assessments. To this end, this section does not include examples of every possible circumstance for AARA; it provides information for schools to make decisions to support their students' needs.</p> <p>The QCAA encourages schools to develop a school-based AARA process that supports the early identification of students with existing long-term and chronic conditions so that schools and students can confidently negotiate and implement AARA according to the guidelines. Similarly, adjustments required due to temporary medical conditions or injuries should be identified and managed as soon as possible to enable access within assessment timelines.</p> <p>The application process is open, transparent and ongoing. Students can collect, at any time, an AARA application form at the school office. This form acts as an expression of interest form, and once received is assessed by the support team at the school. At this stage, the student will be informed if their issue meets the standards required to have a strategy applied under the AARA framework or not. If applicable, the Student Services team then interviews the student, ascertains what adjustments can be made and applies these to their assessment conditions. At any time, the student or their family can update the school if any circumstances may improve or worsen, and this may be used to reconsider these conditions.</p>

Special Provision/AARA Principles

The following principles inform the decisions schools make about Special Provision/AARA.

Consultation — Decisions are made in consultation with the eligible student and, when appropriate, parents/carers, relevant school staff and, if necessary, QCAA. The school will ensure they maintain respect for the dignity and privacy of the student, parents/carers and associates throughout the application and implementation of Special Provision - AARA.

Timeliness — AARA - Special Provisions are planned and negotiated as early as possible so that eligible students are supported appropriately to participate in, and complete the requirements for, a course of study and assessment. The school will identify and minimise barriers that prevent students from demonstrating their current knowledge and skills. Reasonable adjustments are made to assessment conditions to make assessment accessible for all students so that students have opportunities to demonstrate the assessed knowledge and skills.

Standards-based assessment — The relevant exit or reporting standards are used to make judgments about student achievement. The school is required to maintain the intent and rigour of assessment and any other requirements or components that are inherent or essential to a course of study. Assessment standards and instrument-specific marking guides (ISMGs) are used to make judgments about student work and are not modified. Actual achievement is assessed using evidence provided in student responses, rather than perceived ability or potential achievement.

Effects of AARA - Schools consider the effect of AARA - Special Provision - on the student, including the effect on the student's ability to achieve learning outcomes, participate in courses of study and the effect on their independence and demonstration of their knowledge and skills. Students should have opportunities to demonstrate a response to assessment that is their own work. AARA - Special Provision are applied on a case-by-case basis with both the individual student needs and the assessment technique or task taken into consideration. The school will consider the identified disability, impairment and/or medical condition and the functional impact on the student's capacity to undertake particular requirements of an assessment. A student may not need or want adjustments for some assessment techniques or instruments, or may need different adjustments in different assessments.

Flexibility — Mountain Creek State High School will review the AARA - Special Provision provided and assess whether changes are needed over the duration of a student's schooling to allow for the changing needs of the student over time.

The school will make decisions about AARA - Special Provision for Units 1 and 2. They ensure that for Applied, Applied (Essential) and General subjects the AARA - Special Provision implemented for an eligible student for assessment in Units 1 and 2 are aligned to those that are available for summative assessment in Units 3 and 4. The provision of AARA for assessment in Units 1 and 2 by a school is not a guarantee that students will be provided the same access or the same adjustments for assessment in Units 3 and 4.

AARA - Special Provision are provided 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. These barriers fall into three broad categories:

- permanent
- temporary
- intermittent.

The QCAA uses broad application categories for AARA eligibility:

- cognitive
- physical
- sensory
- social/emotional.

The definition of 'disability' used in the DDA is broad. It includes physical, intellectual, psychiatric, sensory, neurological and learning disabilities. It also includes physical disfigurement, and the presence in the body of disease-causing organisms.

AARA/Special Provision - Illness and misadventure and unavoidable events

Students may also be eligible for AARA -Special Provision where illness or misadventure (i.e. unforeseen or unavoidable circumstances) or other situations may prevent students from demonstrating their learning, knowledge and skill in internal and/or external summative assessment. Mountain Creek State High School will also consider applications for certain cultural obligations or personal circumstances.

Students whose ability to attend or participate in an assessment is adversely affected by illness or an unexpected event may be eligible for provisions for illness, misadventure and/or unavoidable events. Illness, misadventure and/or unavoidable events can affect a single student or a group of students. The following principles apply:

- The illness or event is unforeseen or unavoidable and beyond the student's control.
- 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.
- Schools implement principal-reported AARA - Special Provision when possible, before considering an application for illness and misadventure.
- An illness and misadventure application cannot be made for the same condition or circumstances for which QCAA-approved AARA have been approved, unless it can be demonstrated that a significant deterioration or complication of the condition occurred that diminished the student's performance in external assessment.

To make an informed decision about an illness, misadventure or unavoidable event application, Mountain Creek State High School requires a report that includes the following details:

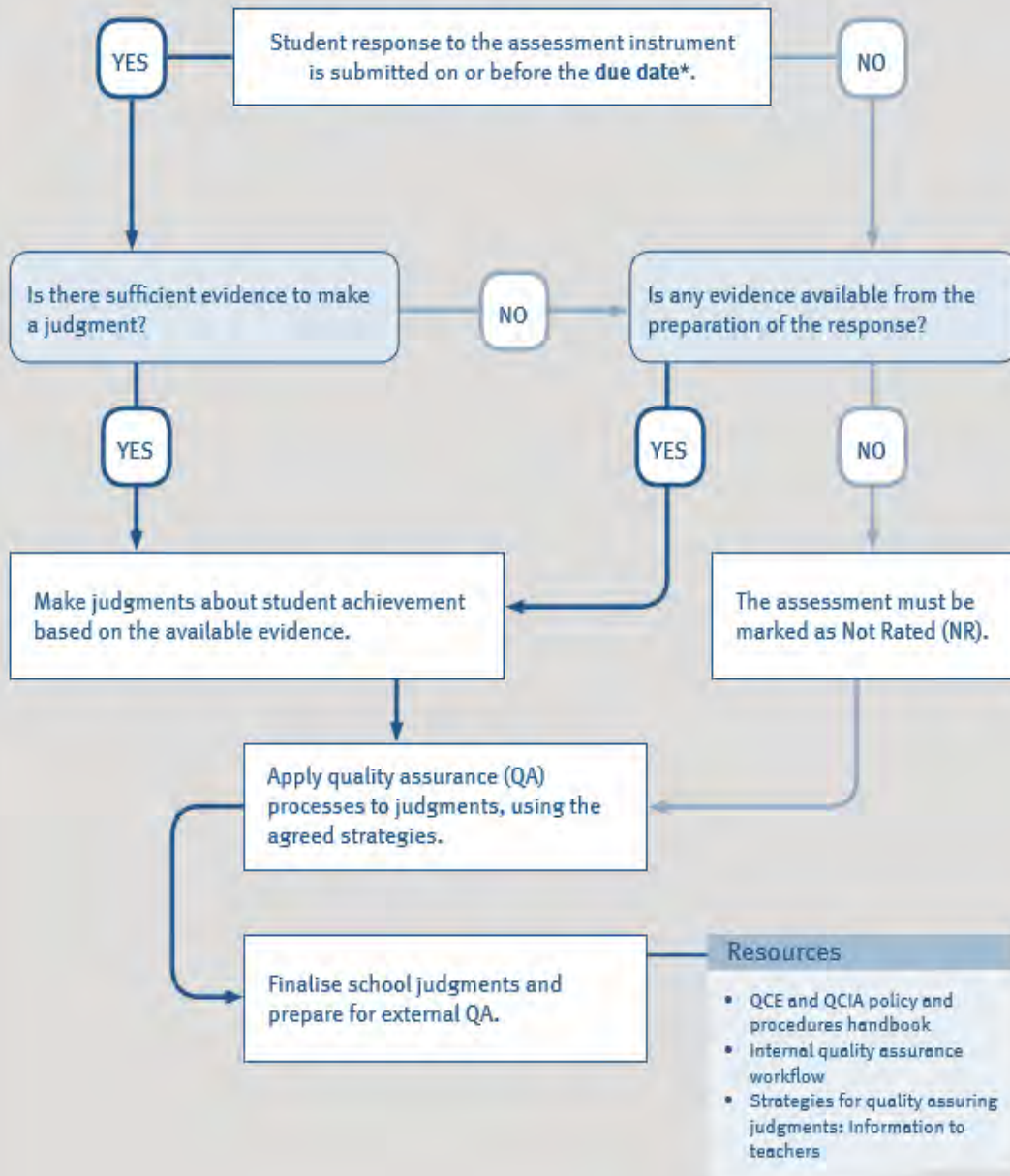
- the illness, condition or event (including details of a diagnosis, where applicable)
- date of diagnosis, onset or occurrence
- symptoms, treatment or course of action related to the condition or event
- explanation of the probable effect of the illness, condition or event on the student's participation in the assessment
- for non-medical claims, written evidence from a relevant independent professional or other independent third party, such as a witness or police report.

The school keeps records of all students with an AARA. The school uses an extension application form to establish:

1. The category of the extension, long or short term
2. The eligibility of the request
3. The records required to support the application

4. The conditions under which the AARA is granted or not.

ASSESSMENT SUBMISSION WORKFLOW



* The due date encompasses extensions for access arrangements and reasonable adjustments (AARA) and principal-approved extensions.

Managing non-submission of assessment by the due date
Section 8.5

Students are expected to engage in the learning in the subject or course of study including the course objectives. Students produce evidence of achievement in response to assessment planned for each unit. Schools gather evidence of learning and match this to the relevant standards to make judgments.

Summative assessment completion

Schools are responsible for ensuring that school communities are aware of the following assessment requirements. Schools should inform students and parents/carers in a timely manner when incomplete assessment will mean that the student will not meet requirements for a subject or course result.

This section may not apply in circumstances where Access Arrangements and Reasonable Adjustments (AARA) are applicable, the following information should be used by schools.

Applied and Applied (Essential) subjects

When enrolled in Applied and Applied (Essential) subjects, students are expected to complete all course and assessment requirements. For summative units, there must be evidence of a response to each summative assessment for a student to achieve a subject result. Schools are responsible for ensuring that students have opportunities to access assessment.

Where there is no evidence of a response to each summative assessment on or before the due date as set by the school a subject result cannot be allocated. In order to receive an overall subject result, a student must complete Units 3 and 4 together, providing responses to each of the summative internal assessments and the external assessment for the subject. A student cannot repeat one summative unit only.

General and General (Extension) subjects

When enrolled in a General or General (Extension) subject, students are expected to complete all course and assessment requirements. For summative units, a student must produce evidence of responses to each of the summative assessments in order to receive an overall subject result. Schools are responsible for ensuring that students have opportunities to access assessment.

Where there is no evidence of a response to each summative internal assessment on or before the due date set by the school a subject result cannot be allocated. In order to receive an overall subject result, a student must complete Units 3 and 4 together, providing responses to each of the summative internal assessments and the external assessment for the subject. A student cannot repeat one summative unit only.

Short Courses

When enrolled in a Short Course, students are expected to complete all course and assessment requirements. For the course of study, there must be evidence of student responses to each summative internal assessment to achieve a course result.

Schools are responsible for ensuring that students have opportunities to access assessment. Where a student does not complete the summative assessments by the end of the summative year, an exit result cannot be awarded. A student who does not complete all summative assessments would be required to repeat the Short Course and complete all assessments to achieve an exit result.

Non-submission of a final response

In circumstances where students do not submit a final response to an assessment (other than unseen examinations) teachers make judgments based on evidence of student work collected for the purposes of authentication, during the assessment preparation period.

For students who are enrolled in a subject, but do not produce evidence on or before the due date as specified by the school and no other evidence is available, 'Not-Rated' (NR)

	<p>must be entered in the Student Management system by the date published in the SEP calendar.</p> <p>External assessment completion</p> <p>External assessment for General and General (Extension) subjects is summative. Students must complete external assessment on the date published on the QCAA website.</p> <p>8.5.2 Gathering evidence of student achievement</p> <p>Schools are responsible for gathering evidence of student achievement on or before the due date for internal assessment instruments in all subjects for all units. The following guidelines do not apply to situations when a student is eligible for AARA.</p> <p>This school is proactive in developing strategies to gather evidence about student achievement throughout the teaching, learning and assessment process. At Mountain Creek State High School we:</p> <ul style="list-style-type: none"> • establish effective strategies for gathering evidence before students submit or complete assessment tasks, e.g. class work, drafts, rehearsal notes, photographs of work, teacher observations • establish school approaches to assessment practices, e.g. declared due dates for assessment tasks, approaches to ensure evidence is gathered on or before the assessment due date • ensure school-based policies are shared with school staff, students and their parents/carers, and that the procedures and processes are consistently applied across all subjects. • provide points of intervention so that teachers, other school staff and parents/carers can provide support to prevent the non-submission of a response to assessment. <p>Non-submission of a student response</p> <p>When a student does not submit a response to an assessment instrument on or before the due date set by the school, a result should be awarded using any evidence from the preparation of the response that is available on or before the due date, e.g. class work, a draft, rehearsal notes, photographs of student work, teacher observations.</p> <p>If a student is eligible for AARA and an extension of time is granted, this becomes the new due date for this student.</p> <p>It is not appropriate to award a lower result, mark or standard as a penalty for late or non-submission, as evidence is to be matched to the relevant syllabus marking guides or standards.</p> <ul style="list-style-type: none"> • For Applied subjects, an E cannot be awarded when there is no evidence for that standard. • For General and General (Extension) subjects, a mark of zero for the internal assessment instrument cannot be allocated if there is no evidence. • For Short Courses, an E cannot be awarded when there is no evidence for that grade. • In all these cases, the only result that can be awarded is Not-Rated (NR).
<p>Internal quality assurance processes Section 8.5.3</p>	<p>Mountain Creek State High School's quality management system ensures valid, accessible and reliable assessment of student achievement. This includes:</p> <ul style="list-style-type: none"> • quality assurance of all assessment instruments before they are administered to students using quality assurance tools provided by the QCAA

	<ul style="list-style-type: none"> • quality assurance of judgments about student achievement. • 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.
Review Section 9.1 Section 9.2 Section 9.5	<p>An Applied and Applied (Essential) quality assurance process occurs annually in the summative year, generally at the beginning of Semester 2.</p> <p>All schools that offer Applied and Applied (Essential) subjects and for which results have been recorded for Units 1 and 2 (satisfactory or unsatisfactory), and those schools that have students enrolled to complete Units 3 and 4, are to participate in this process. The QCAA determines the number of samples reviewed in any year, and the sampling pattern.</p> <p>Teacher experts review Applied and Applied (Essential) subjects in the summative year at an Applied quality assurance (Applied QA) event. Timelines for activities related to the events are published in the SEP calendar. More detailed explanations of the review process are available at https://www.qcaa.qld.edu.au/senior/certificates-and-qualifications/qce-qcia-handbook-2019/9-internal-assessment-qa/9.1-applied-and-applied-essential-subjects</p>

External assessment administration

QCE and QCIA policy and procedures handbook	Policy and procedures
External assessment is developed by the QCAA for all General and General (Extension) subjects Section 7.3.2 Section 10.3 Section 10.4 See also: <i>External assessment — administration guide</i> (provided to schools each year)	<p>In terms of the External Assessment event in Term 4 each year it is the responsibility of students to:</p> <ul style="list-style-type: none"> •read and comply with the external assessment student rules and information provided by the school •understand the importance of academic integrity when completing external assessment and what constitutes academic misconduct (see section below) •are aware that if unauthorised material is taken into an assessment room, regardless of whether an attempt is made to use that material, they are in breach of the regulations. <p>Breaches of the external assessment rules are a form of academic misconduct.</p> <p>If an alleged incident of academic misconduct by a student is detected, the School External Exam coordinator is to:</p> <ul style="list-style-type: none"> •permit the student to complete the assessment •inform the student that an academic misconduct incident report must be completed and submitted to the QCAA •report an alleged incident of academic misconduct to the QCAA: <ul style="list-style-type: none"> ◦complete an academic misconduct incident report that includes: <ul style="list-style-type: none"> ▪a statement from the SEA coordinator and/or invigilator/s which may include witness statements and any relevant circumstances leading up to the incident and details of the discussion after the completion of the assessment ▪a seating plan of each assessment room at all assessment venues ◦return it to the QCAA either with the completed external assessment responses or within 24 hours of the alleged incident occurring, whichever is sooner. <p>Further information can be found at https://www.qcaa.qld.edu.au/senior/certificates-and-qualifications/qce-qcia-handbook-2019/10-external-assessment/10.3-see-administration</p>

Managing academic misconduct

When authorship of student work cannot be established or a response is not entirely a student's own work Mountain Creek State High School will provide an opportunity for the student to demonstrate that the submitted response is their own work.

For all instances of academic misconduct results will be awarded using any evidence from the preparation of the response that is available that is verifiably the student's own work and that was gathered in the conditions specified by the syllabus, on or before the due date.

For instances of academic misconduct during examinations Students will be awarded a Not-Rated (NR). Refer to the QCE and QCIA policy and procedures handbook (Section 8.5.1 and Section 8.5.2). Where appropriate, the school's behaviour management policy will be implemented.

	Types of misconduct
Cheating while under supervised conditions	A student: <ul style="list-style-type: none"> • 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 the body, clothing or any object brought into an assessment room • communicates with any person other than a supervisor during an examination, e.g. through speaking, signing, electronic device or other means such as passing notes, making gestures or sharing equipment with another student.
Collusion	When: <ul style="list-style-type: none"> • 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.
Contract cheating	A student: <ul style="list-style-type: none"> • pays for a person or a service to complete a response to an assessment • sells or trades a response to an assessment.
Copying work	A student: <ul style="list-style-type: none"> • deliberately or knowingly makes it possible for another student to copy responses • looks at another student's work during an exam • copies another student's work during an exam.
Disclosing or receiving information about an assessment	A student: <ul style="list-style-type: none"> • gives or accesses unauthorised information that compromises the integrity of the assessment, such as stimulus or suggested answers/responses, prior to completing a response to an assessment • makes any attempt to give or receive access to secure assessment materials.
Fabricating	A student: <ul style="list-style-type: none"> • invents or exaggerates data • lists incorrect or fictitious references.
Impersonation	A student: <ul style="list-style-type: none"> • arranges for another person to complete a response to an assessment in their place, e.g. impersonating the student in a performance or supervised assessment • completes a response to an assessment in place of another student.
Misconduct during an examination	A student distracts and/or disrupts others in an assessment room.

	Types of misconduct
Plagiarism or lack of referencing	A student completely or partially copies or alters another person's work without attribution (another person's work may include text, audio or audio-visual material, figures, tables, design, images, information or ideas).
Self-plagiarism	A student duplicates work, or part of work already submitted as a response to an assessment instrument in the same or any other subject.
Significant contribution of help	A student arranges for, or allows, a tutor, parent/carer or any person in a supporting role to complete or contribute significantly to the response.

Related school policy and procedures

From time to time this policy may be updated. In all cases the policy update will be broadcast to the school community in a timely and consistent manner.