



Victoria Point State High School Assessment Policy

This Assessment Policy addresses expectations and conditions for the completion of all forms of assessment for all students at Victoria Point State High School.

The Queensland Curriculum and Assessment Authority (QCAA) policy states that only assessment evidence submitted by a student on or before the due date is to be used when making judgements on student achievement.

Therefore, the completion of all assessment tasks on or before the due date is expected of all students.

Access Arrangements and Reasonable Adjustments – AARA

The QCAA recognises that some students may have disability, impairment and/or medical conditions or experience other circumstances that may affect their ability to read, respond to and participate in assessment.

Access arrangements and reasonable adjustments (AARA) are designed to assist these students.

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 a student with an eligible impairment as a result of a disability and/or medical condition and experiencing other circumstances creating a barrier to the completion of assessment can be assessed on the same basis as other students.

Schools make the decisions about AARA for students in Years 7-10 and students completing Units 1 and 2 of Senior Studies. QCAA requirements must be applied for students completing Units 3 and 4 of Senior Studies.

- One off access arrangements and/or reasonable adjustments to an individual assessment task (altered conditions, alternative tasks, etc) may only be approved directly by a Curriculum Head of Department for students in Years 7-10 and students completing Units 1 and 2 of Senior Studies upon receipt of relevant medical documentation prior to the due date. It is the student's responsibility to provide this documentation to the Curriculum Head of Department (e.g. Broken arm and golf assessment, medically documented anxiety brought on by public performance etc.) prior to the due date.
- Wider ranging AARA requests and requests for students completing Units 3 and 4 of Senior Studies are to be made in writing by parent/guardians and forwarded to the Deputy Principal. Approval will be sought and if applicable, reference made to the QCE and QCIA policy and procedures handbook prior to an AARA Memo being circulated to staff. Requests may be made for, but not isolated to, students with existing long-term and chronic conditions as well as temporary medical conditions or injuries.
- The Principal or relevant Deputy Principal may at any time approve an AARA to a student around specific Assessment Tasks, or whole Reporting Periods. This will also be communicated to teaching staff by way of an AARA Memo and will have considered and applied all relevant QCAA requirements where applicable.
- STAR team members working with students will work within these processes to support at risk students to be assessed and reported on in a fair and equitable manner through liaising with the Deputy Principal.

Completion of Assessment

Submission of assessment is at the discretion and notification of the Teacher and may include but is not limited to hardcopy, email or electronic.

The classroom teacher will notify each class of expectations however all submission must occur on or before the due date.

- Hardcopy (Printed) - 3.00pm
- Email (email address to be advised by the teacher) - 11.59pm
- Electronic Submission (Daymap: Turnitin) - 11.59pm

For digital submission: should Daymap submission be unavailable due to technical error, students are to email a screenshot of the submission page to their classroom teacher. Students must then provide their work via either email or shared folder to their classroom teacher.

For hardcopy submission: students will be required to attach a copy of the Overall Similarity Index Report from Turnitin located on Daymap on all hardcopy submissions.

Non-Completion of Assessment

Teachers will use any available evidence completed by the student on or before the due date.

This evidence may include any or all of the following at the discretion of the classroom teacher in consultation with Curriculum Head of Department (HOD):

- Photocopying student drafts, revision sheets, preliminary work, rehearsal notes, class notes etc.
- Observations of demonstrated practical applications in previous lessons
- Teacher notes in mark book or diary about student progress.
- Photographs of student work e.g., practical work in progress

OR an immediate attempt made in class on the due date, or in the first lesson of attendance after the due date.

Teachers may complete an "Assessment Evidence Record" form to record the evidence used.

Details of any non-submitted assessment, incomplete assessment, or inappropriate assessment should be recorded on OneSchool. The classroom teacher will notify parent/guardians by following the non-submission process. An academic review maybe conducted on completion of an assessment cycle.

Student Absence on Assessment Due Date

If a student does not attend the lesson on the day that assessment is due, responsibility for submission sits with the student and parent/carer.

Assignments:

Have the assignment delivered or emailed to the teacher on the due date.

For Illness and Misadventure - upon return to school, a copy of a Medical Certificate (illness) / Bereavement Advice (misadventure) must be provided to the Teacher with the Assessment Instrument.

Exams/Practical Tasks/Oral Presentations etc.:

- (i) For known absences, requests to complete the assessment on an alternative date, must be made in writing using the AARA Student Application Form and approved by the Curriculum HOD;
- (ii) For unexpected absences, contact must be made with the school to advise of the absence;
AND
- (iii) The assessment will be completed at a time designated by the teacher;
AND
- (iv) For Illness and Misadventure - A copy of a Medical Certificate (illness) / Bereavement Advice (misadventure) must be provided by the student at the time of the assessment.

Extensions

Students must submit an official Access Arrangements and Reasonable Adjustments (AARA) Student Application Form to their classroom teacher prior to the due date.

Applications should be supported by parental, medical or other documentation.

AARA Student Application Forms received prior to the due date may be approved at the discretion of the relevant Curriculum HOD in negotiation with the classroom teacher.

The form should only be approved in accordance with syllabus guidelines and where extenuating circumstances exist.

A copy of the approved AARA Student Application Form must be attached to the assignment on submission.

A copy of the approved AARA will be uploaded to OneSchool under Support Provisions Tab.

Academic Integrity and Misconduct

Academic integrity is how a person approaches their academic responsibilities in an honest, moral and ethical way.

Victoria Point State High School promotes academic integrity by developing students' skills and modelling appropriate academic practices.

Group Work

Students participating in a group task are required to submit an individual response to the assessment instrument aligned to:

- VPSHS Assessment Policy
- Academic Integrity and/or Misconduct

Submitting, collecting and storing assessment information

A student will submit all assessment instruments, including draft responses for secure storage and ease of access for either school or Queensland Curriculum Authority (QCAA) processes:

- by their due date and where appropriate, via the school's academic integrity software
 - in a format that can be stored in individual student folios including recordings of live performance assessments
- Years 11 and 12 – please note, all marks for summative internal assessment for General and General Extension subjects are provisional until the QCAA confirms them.

Scaffolding

A student must use the provided scaffold as:

- a guide to predetermine a unique response (the scaffold is not a model of an expected response)

All students should be aware that they will gradually be given more responsibility for understanding the processes required to complete the expected response across years of schooling.

Checkpoints

A student will be advised of checkpoints to allow student/teacher:

- to monitor progress
- to establish student authorship
- to show evidence of progress at scheduled checkpoints
- to identify and seek support

All students should be aware that failure to meet checkpoints will be advised to Parents/Carers by a Head of Department or their delegate.

Drafting

A student should be aware that drafting is a key checkpoint. Types of drafts differ depending on subject, e.g. written draft, rehearsal of a performance piece, or a product in development. Drafts might be used as evidence of student achievement in the case of illness or misadventure, or non-submission for other reasons.

A student may expect the following feedback on a draft:

- a maximum of one draft of each student's response
- a consultative process that indicates aspects of the response to be improved or further developed
- delivered in a consistent manner and format for all students
- provided within one week of a submission of a draft

Feedback on a draft must not:

- compromise the authenticity of a student response
- introduce new ideas, language or research to improve the quality and integrity of the student work
- edit or correct spelling, grammar, punctuation and calculations
- allocate a mark

A copy of the feedback will be stored with a hard copy of the draft in a student's folio. Parents and caregivers will be notified about non- submission of drafts and the processes to be followed.

Managing Response Length

A student must adhere to assessment response lengths. Subject-specific strategies about responding purposefully within the prescribed conditions and length of the task will be modelled. A student should:

- adhere to the required length of the response as indicated on the assessment instrument
- apply feedback about length provided by your teacher at checkpoints

After all these strategies have been implemented, if a student's response exceeds the word length required by the syllabus, 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

And, annotate any such student work submitted for confirmation purposes to clearly indicate the evidence used to determine a mark.

Declaration of Integrity

All submitted assessment instruments must be the student's own work and must require the student to acknowledge and date the following statement, located on the Academic Integrity Factsheet.

Declaration of Integrity – Assessment Policy	
<p>The Victoria Point State High School Assessment Policy addresses the expectations, conditions and consequences for the completion and collection of assessment. This policy is on the School Website and Daymap.</p>	
<p>“I certify that I am aware of the School Assessment Policy and all unacknowledged work is my own. I can prove authorship through production of preliminary work and/or drafts (if applicable) and I am willing to answer questions if deemed necessary. I have kept a copy of this assignment (if applicable)”.</p>	
<p><input type="checkbox"/> I acknowledge the declaration of integrity and all work submitted is my own</p>	
<p>Date: _____</p>	

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.

Type of Misconduct	Example
Cheating – Supervised	Beginning to write during perusal time or continuing to write after the instruction to stop work is given and/or using unauthorised equipment or materials and/or having any notation written on the body, clothing or any object brought into an assessment room and/or communicating with any person other than a supervisor during an examination.
Collusion	When working in a group, submitting a response that is not individual and/or assisting another student to commit an act of academic misconduct.
Cheating – Contract (significant contribution of help)	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 and/or paying for someone or a service to complete a response to an assessment.
Copying Work	Deliberately or knowingly making it possible for another student to copy responses and/or looking at another student's work.
Disclosing (receiving information about assessment)	Giving or accessing unauthorised information such as the answers to an examination prior to completing a response to an assessment and/or making any attempt to give or receive access to secure assessment materials.
Fabricating	Inventing or exaggerating data and/or listing incorrect or fictitious references.
Impersonation	Allowing another person to complete a response to an assessment in place of the student.
Misconduct during an Examination	Distracting and Disrupting others in an assessment room.
Plagiarism	Completely or partially copying or altering another person's work without attribution. This may include, but is not isolated to: 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
Self-Plagiarism	Duplicating work or part of work already submitted as a response to an assessment.
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.

Consequences for Academic Misconduct 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 judgement about student achievement.

Where a student is found to have plagiarised the entire task, it will be treated as a non-submission.

Notifications must be made to Parent/Carer and Curriculum Head of Department.

The student may be required to complete an alternative assessment instrument 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 and are notified at the end of the session that a report may be made to the Head of Department, Deputy Principal and QCAA (for summative and external assessment).

Student Support

Students receive a Student Assessment Planner (downloaded from Daymap) at the beginning of each semester outlining due dates for assessment for the entire semester.

Students also receive a Task Sheet for each item of assessment, a Glossary of Terms, and Academic Integrity Factsheet (downloaded from Daymap).

Upon draft submission, students will receive a Feedback Sheet outlining areas of improvement for each task. An Annotated Copy of all assessment submitted (with the exception of examinations) will be provided to students either electronically or in hardcopy for Years 11 and 12 and on request for Years 7 to 10.

Students also have the opportunity to seek extra assistance outside of class times at:

- Tutorials
- Homework Centre
- By request to their own teacher at a time that suits both parties.