

SCHOOL ASSESSMENT POLICY

KIRWAN STATE HIGH SCHOOL

Scope

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

The framework for the policy is developed from the *QCE and QCIA policy and procedures handbook* available from the QCAA website. <https://www.qcaa.qld.edu.au/senior/certificates-and-qualifications>

Purpose

The purpose of this policy is to ensure that every student receives appropriate support and completes all assessment items on time, ensuring they achieve their best possible outcomes.

Principles

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

Assessment includes any examination, assignment, practical demonstration, performance or product that allows students to demonstrate the objectives as described by the syllabus. Assessment should 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
- informative of where students are in their learning.

High-quality assessment is characterised by three attributes:

- validity, through alignment with what is taught, learnt 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.

There may be times when students have valid reasons for submitting an assignment late or for being absent from a test, or require special conditions in which to complete the assessment. When students require an adjustment to the conditions of their assessment, they complete an Access Arrangements and Reasonable Adjustment (AARA) Form (Appendix 1).

Students in the New QCE in Year 11 and 12 should be aware that the QCAA requirements for Access Arrangements and Reasonable Adjustments (AARAs) are more restrictive than those applied in other year levels.

Promoting and ensuring academic integrity

Kirwan High uses a range of processes to ensure that academic integrity exists across all student assessment. This means that each student's assessment is their own work, meets the stated conditions of the task and is supported by appropriate levels of feedback, access arrangements and reasonable adjustments.

QCE/QCIA policy and procedures handbook	Policy and procedures
Expectations about engaging in learning and assessment	Kirwan State High School has high expectations for academic integrity and student participation and engagement in learning and assessment. School responsibility - Teachers will maintain current knowledge about academic integrity by engaging with QCAA resources. - Teachers will utilise effective, evidence based pedagogy to support high levels of student engagement. Student responsibility All 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. To emphasise the importance of sound academic practices, students will complete the QCAA academic integrity course in Year 10 or upon their enrolment if they enrol after Year 10. Students in Year 7, 8 or 9 who engage in learning and assessment are more likely to achieve their Junior Certificate of Education (JCE) Students in Year 10, 11 or 12 who engage in learning and assessment are more likely to achieve their Queensland Certificate of Education (QCE). Students in Years 11 or 12 who do not engage in learning and assessment may face cancellation of enrolment.
Due dates	School responsibility Kirwan 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 final responses, checkpoints and drafts will be published in assessment schedules. Year 7 - 11 students will be provided with their assessment schedules by the end of Week 3 of each semester. Year 12 assessment schedules will be provided to students by the end of Week 2 each semester. The assessment schedule will: - 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 - be clear to teachers, students and parents/carers - be consistently applied - give consideration to allocation of workload. Student responsibility Students are responsible for: - recording due dates in their diaries - planning and managing their time to meet the due dates - Discuss assessment workload and due dates with parents and carers to avoid planning holidays or other absences during school time. - informing the school as soon as possible if they have concerns about assessment load and meeting due dates.

	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) Form (Appendix 1). • 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. If a student does not complete an exam at the designated date and time, or fails to hand in an assignment by the due date, and does not have an approved AARA, it may impact on their results. • In Years 7 and 8, students will be expected to complete all outstanding assessment items and may face disciplinary consequences for failing to submit. • In years 9 – 12, results will be awarded using any evidence from drafts or other work available that is verifiably the student's own work and that was gathered in the conditions specified by the task sheet, on or before the due date. All final decisions are at the Principal's discretion.
Scaffolding	School responsibility Scaffolding helps students understand the process for completing the task. Scaffolding will: • maintain the integrity of the requirements of the task or assessment instrument • allow for unique student responses and not lead to a predetermined response. Student responsibility Across the phases of learning, students will gradually be given more responsibility for understanding the processes required to complete their tasks.
Checkpoints	Checkpoints will: • be detailed on student task sheets and indicated by the week and/or date in which they occur • monitor student progress • be used to establish student authorship. School responsibility • Teachers will use these checkpoints to identify and support students to complete their assessment. Evidence of student progress will be collected at checkpoints. • Teachers will contact parents/carers and the Head of Department if checkpoints are not met. • Teachers will set detentions for students who do not provide evidence of progress at checkpoints to support them to catch up. Student responsibility • Students will work on assessment at home and during designated times at school • Students will show evidence of progress at scheduled checkpoints.
Drafting	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. School responsibility Feedback on a draft is differentiated across the school: • formally provided on one or more drafts in Years 7 - 10 and on a maximum of one draft in Years 11 – 12. • 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 all errors in spelling, grammar, punctuation and calculations. Identification of key errors is allowed. A copy of the feedback will be stored electronically or with a hard copy of the draft in the student's folio. Teachers will notify parents and caregivers and the Head of Department about non-submission of drafts and the processes to be followed. Student responsibility • Proactively respond to teacher feedback on drafts to improve their response. • Discuss feedback with their parents or carers.
Submitting, collecting and storing assessment information	Assessment instruments will provide information about Kirwan State High School's arrangements for submission of draft and final responses, including due dates, conditions and file types. School responsibility A folio of work will be maintained for each student in each subject. Years 7, 8, 9 and 10: Teachers and Heads of Department will ensure that draft and final responses for all internal assessment will be collected and stored in each student's folio for the year of study. Years 11 and 12: Teachers and Heads of Department will ensure that final and draft responses for all internal assessment will be collected and stored in each student's folio. Final responses and video of live performance assessments will be recorded and stored in the InSchool Assessment Archive. Retention of assessment information will be maintained according to the below: • Original copies of all assessment tasks must be kept for 5 years after they were implemented. • Year 12 paper student folios must be kept for 1 year after course is completed. • Vocational education assessment tasks must be stored for 7 years. Student responsibility Students are responsible for submitting all assessment evidence, including draft responses, by their due date and where appropriate, via Kirwan State High School's academic integrity software.
Managing response length	Students must adhere to assessment response lengths as specified by syllabus documents. School responsibility The procedures below support students to manage their response length. • All assessment instruments indicate the required length of the response. • Teaching and learning programs embed teaching of writing as well as subject-specific strategies about responding purposefully within the prescribed conditions of the task. • Exemplars within the required length are unpacked with students. • Feedback about length is provided by teachers at checkpoints. In Years 9 - 12, after all these strategies have been implemented, if the student's response exceeds the word length required by the syllabus, the teacher will: • First, before the due date has elapsed allow a student to redact their response to meet the required length, before a judgment is made on the student work. • Secondly, mark only the work up to the required length, excluding evidence over the prescribed limit, and annotate any such student work submitted for confirmation purposes to clearly indicate the evidence used to determine a mark. Student responsibility Students are responsible for: • developing a response that meets the conditions of the assessment, responding to draft feedback about the length of their response. • documenting the length of their response as indicated by the syllabus: either a word count, duration of time or page count.

Access arrangements and reasonable adjustments (AARA), including illness and misadventure	Applications for AARA Kirwan State High School is committed to reducing barriers to success for all students. AARA 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 processes as outlined in the <i>QCE and QCIA policy and procedures handbook</i> available from the QCAA website: https://www.qcaa.qld.edu.au/senior/certificates-and-qualifications All AARA applications must be accompanied by a completed AARA form (Appendix 1), any relevant supporting documentation and made as far in advance as possible to meet school and QCAA timelines. Students are not eligible for AARA on the following grounds: • unfamiliarity with the English language (Year 11 and 12 only) • teacher absence or other teacher-related issues • matters that the student could have avoided • matters of the student's or parent's/carer's own choosing • matters that the school could have avoided. School responsibility • Copies of the medical report template, AARA form and other supporting documentation will be available from the school website. • The school will provide support to students applying for an AARA. Students applying for a long-term AARA or an AARA for more than two subjects will be supported by a Guidance Officer or Case Manager. Students applying for an AARA for 1 or 2 subjects will be supported by their teacher and HODs. • At the conclusion of each unit of work in Year 11 or 12, Heads of Department will complete an AARA summary for each subject and forward to the HOD Data Analysis for entering into the QCAA Portal. • Develop and maintain appropriate personalised learning plans that are referred to by all teachers. Student responsibility In Years 7, 8, 9 and 10 students and/or parents/carers must contact their teacher as soon as possible and submit the AARA form and relevant supporting documentation. In Years 11 and 12 students and parents/carers should contact either their classroom teacher, Guidance Officer or SEP Case Manager depending on the circumstance. A medical report template is found in Appendix 2 and can be completed when an AARA is required for medical reasons. A medical certificate is also acceptable for AARAs that are approved by the Executive Principal. Students in years 11 and 12 should be aware that there are strict timelines for submitting AARAs and early submission of the AARA form and supporting documentation is required whenever possible.
Internal quality assurance processes	Kirwan State High School's quality management system ensures valid, accessible and reliable assessment of student achievement. This includes: • quality assurance of all assessment instruments before they are administered to students. • quality assurance of judgments about student achievement through rigorous internal moderation. In Years 11 and 12 all marks for summative internal assessment for General and General (Extension) subjects are provisional until they are confirmed by the QCAA.
Appropriate materials	Kirwan State High School is a supportive and inclusive school. Material and texts are chosen with care in this context by students and staff.

Managing academic misconduct

Academic misconduct refers to behaviours that provide students with an unfair advantage and/or breach the stated conditions of an assessment task. Kirwan High takes academic misconduct very seriously and students who engage in it should expect to face academic penalties and disciplinary consequences.

	Types of misconduct	Procedure
Cheating while under supervised conditions	A student: • 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.	Results will be awarded using any evidence from the response that is available that is verifiably the student's own work and that was gathered in the conditions specified by the task sheet. All other work will be disregarded.
Collusion	When: • 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.	Results will be awarded using any evidence from the response that is available that is verifiably the student's own work and that was gathered in the conditions specified by the task sheet, on or before the due date. All other work will be disregarded.
Contract cheating	A student: • pays for a person or a service to complete a response to an assessment • sells or trades a response to an assessment.	Results will be awarded using any evidence from the response that is available that is verifiably the student's own work and that was gathered in the conditions specified by the task sheet, on or before the due date. All other work will be disregarded.
Copying work	A student: • 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.	Results will be awarded using any evidence from the response that is available that is verifiably the student's own work and that was gathered in the conditions specified by the task sheet, on or before the due date. All other work will be disregarded.
Disclosing or receiving information about an assessment	A student: • 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.	Results will be awarded using any evidence from the response that is available that is verifiably the student's own work and that was gathered in the conditions specified by the task sheet, on or before the due date. All other work will be disregarded.
Fabricating	A student: • invents or exaggerates data • lists incorrect or fictitious references.	Results will be awarded using any evidence from the response that is available that is verifiably the student's own work and not fabricated. All other work will be disregarded.

Impersonation	A student: • 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. •	The student will receive zero marks for any response they do not complete themselves.
Misconduct during an examination	A student distracts and/or disrupts others in an assessment room.	A student who distracts and/or disrupts others in an assessment room will face disciplinary consequences, which may include detentions, Saturday detentions and/or suspension. If the distraction and/or disruption is significant the student may be prevented from completing the remainder of the assessment. When this occurs, only the completed work will be marked.
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 audiovisual material, figures, tables, design, images, information or ideas). Evidence of this type of misconduct could be identified through the school's plagiarism software, such as <i>Turn it in</i> .	Results will be awarded using any evidence from the response that is available that is verifiably the student's own work and that was gathered in the conditions specified by the task sheet, on or before the due date. All other work will be disregarded.
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.	Results will be awarded using any evidence from the response that is available that is verifiably the student's own original work, first completed for the identified task. All other work will be disregarded.
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.	Results will be awarded using any evidence from the response that is available that is verifiably the student's own work and that was gathered in the conditions specified by the task sheet, on or before the due date. All other work will be disregarded.
Failure to complete assessment by Due Date	A student does not complete an exam at the designated date and time, or fails to hand in an assignment by the due date, without a valid reason for adjustment.	Results will be awarded using any evidence from drafts or other work available that is verifiably the student's own work and that was gathered in the conditions specified by the task sheet, on or before the due date. All other work will be disregarded.
Use of artificial intelligence	A student uses artificial intelligence software to produce a draft or final response. For example, ChatGPT. Evidence of this type of misconduct could be identified through the school's plagiarism software.	Results will be awarded using any evidence from drafts or other work available that is verifiably the student's own work and that was gathered in the conditions specified by the task sheet, on or before the due date. All other work will be disregarded.

List of Appendices

Appendix 1- Access Arrangements and Reasonable Adjustment (AARA) Form

Appendix 2- Medical Report Template

Endorsement

The Kirwan State High School Homework Assessment Policy has been informed by:

- Queensland Curriculum and Assessment Authority – QCE and QCIA policy and procedures handbook



Heather Murry
Executive Principal



JJ Taylor
P&C President

Kirwan State High School

Appendix 1: AARA Form (Request for a Reasonable Adjustment)

Part A: TO BE COMPLETED BY THE STUDENT AND PARENT/CARER

Student Name

Year level.....

Subject..... Class code (e.g. MAM11B)

Assessment Item.....Original Due Date/Exam Date.....

Assessment type (please circle) Exam Assignment

Teacher.....

I am requesting the following Access Arrangements or Reasonable Adjustment:

- ☐ Extension – I would be able to submit my assessment on: DAY.....DATE.....
- ☐ Complete my exam at a different time to the scheduled exam
- ☐ Change to conditions for my assessment (e.g. scribe, computer, extra time, rest breaks etc.)

Explain your reason for this request (attach a medical certificate if your request is medically related)

.....
.....
.....

Student's signature.....Date.....

Parent/Carer Signature.....Date.....

Part B: RECOMMENDED ACTION BY CLASSROOM TEACHER

.....
.....
.....

Teacher's signature.....Date.....

Part C OUTCOME

.....

Head of Department Signature.....Date of approval.....

The Head of Department will retain the original document and distribute a copy to:

- (1) The student/parents (2) teacher (to be stored in student folio) (3) Data Analysis (for year 11 and 12)

Appendix 2 : Confidential medical report

Confidential medical report

Access arrangements and reasonable adjustments (AARA)

Medical reports may only be completed by the student's general practitioner (GP), medical specialist, or psychologist (registered under Queensland's *Health Practitioner Regulation National Law Act 2009*). The health professional providing a report must not be related to the student or employed by the school. The information provided needs to be current and relate to the relevant assessment period.

Information provided in this report is treated in strictest confidence and is only used for the purpose of determining the student's AARA application.

If the health professional does not use this report form, they must supply a current medical report containing all of the following information.

For more information, refer to **About this report** on the last page.

Student details	
Student name:	
School:	
LUI:	
I give permission for my health professional to provide information concerning this application to the QCAA, if required.	
Student signature:	Date: / /
Parent/carer signature: (if student is under 18)	Date: / /

Are you applying for:

- ☐ Access arrangements and reasonable adjustments (for existing and chronic conditions)

Health professionals complete **Part A** and **Part B — AARA**, and complete and sign the **Health professional details**.

- ☐ Illness and misadventure (for unforeseen circumstances)

Health professionals complete **Part A** and **Part C — Illness and misadventure**, and complete and sign the **Health professional details**.

If you are unsure which to apply for, refer to **About this report** on the last page.

Submit this completed report as part of an AARA application via the QCAA Portal.

The information you provide on this form will be used for access arrangements and reasonable adjustments (AARA), which are designed to assist students with disability, impairment, medical conditions or other circumstances that may be a barrier to their performance in assessment. These procedures for these arrangements and adjustments are set out in the *QCE and QCIA policy and procedures handbook 2019 v 1.0*. Personal information will be accessed by authorised QCAA staff and handled in accordance with the *Information Privacy Act 2009*. Information held by the QCAA is subject to the *Right to Information Act 2009*.

Part A

This section is **only** to be completed by the health professional.

Diagnosis:	
Date of diagnosis:	/ /
Date of occurrence/onset:	/ /
Provide a brief history of the student's disability, impairment and/or medical condition, including symptoms.	
Is the student currently receiving treatment? Please indicate.	

Comment on the probable effect of this disability, impairment and/or medical condition on this student's capacity to complete timed assessment.

Part B — AARA

This section is **only** to be completed by the health professional.

Comment on how the disability, impairment and/or medical condition would affect this student's daily functioning in the classroom.

Professional recommendations for assessment adjustments.

Part C — Illness and misadventure

This section is **only** to be completed by the health professional.

I consider that the effect of the impairment arising from the medical condition is/was:

☐ mild ☐ moderate ☐ severe

I consider that the student is/was:

☐ disadvantaged due to a temporary medical condition

☐ unfit to participate in assessment due to a temporary medical condition
 from / / to / / .

☐ unfit to participate in assessment due to a deterioration in a chronic condition
 from / / to / / .

If the student was affected for less than a full day, comment on the amount of time the student was affected during a timed assessment, e.g. second half of the exam session.

Health professional details

Name:		
Profession:		
Phone:		
Specialty/qualifications: (if applicable)		
Place of work:		
Registration number:		
Practice stamp: (if applicable)		
Signature:		Date: / /

About this report

Access arrangements and reasonable adjustments (AARA)

Some students may have disability, impairment and/or medical conditions, or experience other circumstances that may be a barrier to their performance in assessment. Access arrangements and reasonable adjustments (AARA) are designed to assist these students.

Illness and misadventure

Students may also experience unforeseen circumstances that may be a barrier to their performance in assessment, such as a significant deterioration of an existing medical condition, or experiencing a natural disaster, accident or significant cultural obligation. These students may be eligible for illness and misadventure adjustments.

Submitting this report

The QCAA requires a medical report for medical claims for AARA or illness and misadventure. Once complete, submit this report as part of an AARA application via the QCAA Portal.