

# Sunshine Beach State High School



## Assessment Policy

### *Vision*

Empower life-long learners through  
a challenging & supportive school community

### *Values*

**Purpose Respect Innovation Diligence Enthusiasm**

# Assessment Policy

## Rationale

Assessment is the purposeful, systematic and ongoing collection of information for use in making judgements about student progress and performance.

The assessment process involves:

- Providing students with opportunities to demonstrate learning.
- Gathering and recording evidence about student demonstrations of learning.
- Using the evidence to make overall judgments about students' learning.

## Purpose

This policy is to inform students, parents and teachers of the key principles around assessment and assessment requirements at Sunshine Beach State High School.

## Relevance to Related Legislation and DETE Policy

### LEGISLATION

- Education (General Provisions) Act 2006
- Education (General Provisions) Regulation 2006
- Education (Queensland Curriculum and Assessment Authority) Act 2014
- Education (Queensland Curriculum and Assessment Authority) Regulation 2014
- Disability Discrimination Act 1992
- Anti-Discrimination Act 1991
- Disability Standards for Education 2005

### RELEVANT POLICY

- QCAA January 2023 - QCE & QCIA Policy and Procedures,8 School-based assessment policy
- QCAA January 2023 - QCE & QCIA Policy and Procedures 6 Access arrangements and reasonable adjustments
- QCAA January 2023 - QCE & QCIA Policy and Procedures 7 Assessment System
- QCAA January 2023 - QCE & QCIA Policy and Procedures 9 Internal assessment quality management system

## Operation of the Policy

### **AIMS OF THE POLICY**

This policy outlines the procedures for submission of work and completion of all assessment items (including exams) in order to:

- maximise the opportunity for students to demonstrate what they know and can do
- ensure fairness to all students
- ensure mandatory completion of courses of study to achieve a result.

## BACKGROUND PRINCIPLES

Students must complete and submit all mandatory assessment items (as determined by the Faculty Head of Department, the syllabus and TLAP/Study Plan) to meet course requirements to be eligible for credit for any semester unit for each subject being studied.

The work submitted/completed must indicate every attempt has been made by the student to satisfy the specific assessment criteria.

Subsequent results will form part of the student's assessment profile for the subjects and semester units studied leading to overall levels of achievement being awarded.

## ASSESSMENT OF STUDENT PERFORMANCE

As defined by the Queensland Curriculum & Assessment Authority (QCAA), assessment is the ongoing process of gathering, analysing and reflecting on evidence to make informed judgments about the achievement or capabilities of individuals and cohorts.

Assessment plays an integral role in improving learning and informing teaching. Its fundamental purpose is to establish where learners are in an aspect of their learning at the time of assessment (Masters 2014<sup>1</sup>).

## PURPOSES OF ASSESSMENT

Assessment information has multiple uses, including:

### Feedback to teachers, such as

- diagnostic evidence of students' strengths, ways of learning, areas of development, the depth of their knowledge, and their conceptual understandings, which informs the teacher, so they know what students can do, and what subsequent teaching is required to progress student learning
- identification of students' learning needs across a range and balance of assessments that enhances teachers' ability to establish where students are in their learning and to help them attain higher levels of performance.

### Feedback to students and parents/carers that gives

- clear, specific, meaningful and timely feedback, allowing reflection on the learning process and collaboration to support future learning and development
- evidence of student learning and advice for further progress, underpinning the provision of meaningful reports/statements to parents/carers and others
- development of lifelong learners by enabling students to identify and reflect on the progress they are making, which is crucial to building self-evaluation, self-efficacy and self-responsibility for in-depth and long-term learning
- refinement of quality teaching, by supporting teacher reflection and professional learning
- provision of information for certification
- measurement and evaluation of policies, programs, interventions and teaching strategies to provide better understanding of student achievement and growth.

<sup>1</sup> Masters, GN 2014, 'Assessment: Getting to the essence', *Designing the Future*, Issue 1, August 2014, Centre for Assessment reform and Innovation (CARI), [http://research.acer.edu.au/ar\\_misc/18](http://research.acer.edu.au/ar_misc/18).

## Assessment Techniques May Include:

Assessment technique	Purpose
<b>Examination</b>	An examination is a supervised test that assesses the application of a range of cognitions to one or more provided items such as questions, scenarios, and/or problems. Student responses must be completed individually, under supervised conditions, and in a set timeframe.
<b>Extended response</b>	An extended response is an open-ended assessment technique that focuses on the interpretation, analysis, examination and/or evaluation of ideas and information in response to a particular situation or stimulus. While students may undertake some research when writing the extended response, it is not the focus of this technique. An extended response occurs over an extended and defined period of time.
<b>Investigation</b>	An investigation requires students to research a specific problem, question, issue, design challenge or hypothesis through the collection, analysis and synthesis of primary and/or secondary data. An investigation uses research or investigative practices to assess a range of cognitions in a particular context. An investigation occurs over an extended and defined period of time.
<b>Performance</b>	A performance is an assessment technique that requires students to demonstrate a range of cognitive, technical, creative and/or expressive skills, and to apply theoretical and conceptual understandings through the psychomotor domain. It involves student application of identified skills when responding to a task that involves solving a problem, providing a solution or conveying meaning or intent. A performance is developed over an extended and defined period of time.
<b>Product</b>	A product is an assessment technique that focuses on the output or result of a process requiring the application of a range of cognitive, physical, technical, creative and/or expressive skills, and theoretical and conceptual understandings. A product is developed over an extended and defined period of time.
<b>Project</b>	A project is an assessment technique that focuses on a problem-solving process requiring the application of a range of cognitive, technical and creative skills and theoretical understandings. The response is a coherent work that documents the iterative process undertaken to develop a solution to a problem and

includes written paragraphs and annotations, diagrams, sketches, drawings, photographs, video, spoken presentations, physical prototypes and/or models. A project is developed over an extended and defined period of time.

## RESPONSIBILITIES - Assessment

### Teachers

In school-based assessment, teachers are accountable for designing assessment programs and making judgments about the standards achieved by their students within the assessment and reporting timeframes.

- Teachers will support students by providing them, where appropriate, with modeling, scaffolding, and annotated exemplar responses. They will engage students in feedback and reflection on their assessment, and will be able to articulate reasoning behind judgments of the standards achieved.
- Teachers are responsible for informing parents when students do not provide work to support a judgment of achievement, and are likely to be awarded with a Not-Rated (N) level of achievement on their report card.

### Heads of Department

Heads of Department are accountable for quality assuring assessment items using both the QCAA's Principles of Assessment and the QCAA's Attributes of Quality Assessment in Years 7 – 12.

In Years 11 and 12 Heads of Department, Sunshine Beach State High School Executive Team and the QCAA are responsible for quality assessment items; ensuring all assessment: is valid, is clear and fair, meets the QCAA directives for assessment and submission of student results.

### All Students

- All students are responsible for submitting both draft and assessment items on or before the due date.
- All students are responsible for arriving on time on the due day for examinations, unless special consideration has been formally arranged.
- All students must show academic integrity, including completing QCAA's academic integrity course.

### Students in Years 10 - 12

- Authentication of student work is mandatory.
- All procedures surrounding the completion of assessment must be followed and the relevant documentation submitted to the Curriculum Head of Department within the required timeframe.

### Parents/Guardians

- Support and encourage their children to complete and submit all drafts and assessment by the due date.
- Inform the teacher of any difficulties relating to the completion of assessment tasks and provide documentary evidence where necessary.

## ASSESSMENT SCHEDULES

By week 3 of each semester students will receive an individual Assessment Schedule. In addition, students can also access the same schedule via their OneSchool account. Senior Students studying General subjects can check the QCAA for their published external examination exam timetable.

**Changes to the calendar** can occur only when the relevant Curriculum Head of Department recommends the change and it is approved by the Deputy Principal. Students will need to be given reasonable notice (1-2 weeks) of the change in due dates. Amendments will be published as necessary.

## ASSESSMENT / ASSIGNMENT TASK SHEET

Students will be provided with an 'Assessment/Assignment Task Sheet' for each assessment / assignment. The task sheet will include the following information and the template is to be used for Year 7-10 and the online QCAA template used for all Year 11 & 12 assessment.

- Commencement Date
- Draft due date
- Final due date
- Criteria assessed
- Conditions
- Task instructions

## **DURING IN-CLASS ASSESSMENT DEVELOPMENT TIME**

- Use your time productively - focus on completing a reasonable amount of work each lesson
- Ask your teacher to clarify / explain things you don't understand
- Work very quietly in class
- Make appointments out of class time to talk to your teacher

## **MANAGING THE LENGTH OF STUDENT RESPONSES**

### **Teachers:**

- implement strategies for when a student submits a response that exceeds the required length, such as not reading/viewing the response after they have judged that it has reached the required length
- teachers annotate on the student's response where they have stopped reading/viewing and annotate on the assessment task sheet that the student's response has exceeded the required length
- mark the student's response using information up to the required length.

### **Students:**

- develop responses that do not exceed or are significantly under the required length
- document the length of their response using a word count, page count or time.

## **DRAFTS**

A draft is a preliminary version of a student's response to an assessment. Drafts can also be used to authenticate student work. It is one of a range of checkpoint support and authentication strategies.

Teachers and other participants in the teaching, learning and assessment process play a significant role in providing feedback on draft student responses.

## **RESPONSIBILITIES – Drafts**

### **Teachers may:**

- indicate some textual errors on the draft
- provide feedback on a minimum of one draft of each student's assessment in Years 7 – 9 and a maximum of one draft in Years 10,11 and 12
- require more careful editing — teachers should not correct or edit all the textual errors in a draft. Editing and proofreading for spelling, grammar and punctuation is not a part of the draft feedback process
- provide feedback only on a draft submitted by the draft due date
- provide a summary of their feedback and advice to the whole class.

### **Students:**

- submit draft by the due date
- strive to submit a completed draft that meets the word limit
- develop their response to show more awareness of the audience
- give priority to the most important points by rearranging the sequence and structure of ideas
- conduct further research or substantiate points ensuring adherence to referencing style.

### **Parents:**

- encourage and support student to submit draft on time
- read draft
- provide oral feedback on the above mentioned points for teachers.

## SUBMISSION OF DRAFTS

Students will be issued with timelines for submission of assignment drafts. When an assignment draft is due, students must hand their copy of their written assignment draft to the teacher who will keep a record of submission. Alternatively students may submit an electronic copy of their written submission. The 'draft' copy with feedback will be returned to the student. Should the student not make a final submission, this draft will be marked and graded as the final assessment piece.

### Failure to submit a draft

If no draft work is submitted, the class teacher will contact the parent/guardian/carer within 48 hours. The class teacher will note on the student profile in OneSchool "draft not submitted". The class teacher will actively encourage the student to submit their draft work for feedback prior to the final due date.

Should the student not make a final or draft submission, then the in-class work completed will be the result assigned on the student profile. If there is no class work evident, a result of not rated (NR) will be given.

## SUBMISSION OF ASSIGNMENTS

### Years 7, 8, 9:

- are to be submitted to their class teacher by 3.00pm on the due date
- in the event the class teacher is away ill or not present at class on the due date, the student must submit the assignment to the supervising teacher who will return these to the class teacher's desk in the staffroom.

### Year 10:

- are to be submitted to their class teacher by 3.00pm on the due date
- or to consult your teacher regarding electronic submission of assessment in preparation for senior schooling.

### Year 11 and 12:

- Students are able to submit assignments to their class teacher (or designated submission location) in their lesson or before 3.00pm of the due date
- Students are not permitted to use class time to print assignments
- Students are to submit their assignments attached behind the applicable [Assessment/Assignment Cover Sheet](#) which is supplied by the class teacher when issuing the assignment.
- If a student is absent on the day an assignment is due, a medical certificate is required.
- If submission of the assignment is through the Student Attendance Officers' (SAOs) office, the student will receive a receipt of submission which they then show their teacher on the next class lesson. A parent is able to submit an assignment for another student if he / she is unable to do so on the due date. They too will receive a receipt of submission.

Teachers refer to the [School Assessment Policy Flowchart](#) with regard to non- submission of assignments.

\*Please note that the QCAA requirements for submission are subject to change.

## Submission of Senior Assessment

To receive an overall subject result for a course of study in a General or Applied subject, a student must complete all required assessment outlined in the respective syllabus.

- For General subjects, a student must complete four summative assessments: three summative internal assessments and one summative external assessment.
- For Applied subjects, a student must complete four summative internal assessments.

For Short Courses, a student must complete two summative internal assessments.

## Late submission of a student response

15/6/23

### **When a student does not attend an exam/practical assessment**

A medical certificate must be provided and illness and misadventure application made. Student will complete a comparable exam at a date agreed upon by the school.

If no medical certificate is provided, the student will be required to sit the missed exam or complete the practical task the first day they are back at school. If it is a practical task that cannot be rescheduled, unit credit cannot be awarded. A 'Not-Rated' (NR) must be recorded.

### **When a student is absent on due date**

A medical certificate must be provided and extension application made. Student will submit the task at a date agreed upon by the school, ideally the first day back at school.

If an extension has not been approved, a rating will be given on evidence gathered at prior checkpoints or class work up until the due date. If the student does not have prior evidence to be rated on a 'Not-Rated' (NR) must be recorded.

### **For all late assessment items**

The timely generation of a letter to parents/guardian/carer [Notification of Student Failing to Submit an Assignment](#) (available on Sharepoint) to inform them of their student's failure to submit an assignment/assessment piece.

*Note:* Technology failure (such as printer not working, work not being saved, or computer malfunction etc.) is not considered acceptable grounds for extension.

## **ASSIGNMENT EXTENSION — REQUESTED BY STUDENTS**

- **No extensions will be approved on or after the due date.**
- **Extensions will be considered on a case-by-case basis.**
- **Senior Students must consult their teacher in order to follow the QCAA guidelines.**

**There are only two grounds for applying for an extension of due date by students prior to the due date for students:**

1. **Illness**
  - A medical certificate is mandatory for students in years 10, 11 and 12. For students in Years 7, 8 and 9, parental explanation of absence is required (contacting teacher and Head of Department).
2. **Extenuating circumstances (including unexpected circumstances)**
  - Family activities of a very special nature requiring absence from school
    - Bereavement, family breakdown etc.
    - Essential sporting / cultural commitments
    - Long-term illness of self or family member
  - If a delicate family matter or personal circumstances applies, the application can be lodged directly with the Head of Department of that faculty or if for multiple assessments to the Senior School HoD.
  - Unexpected circumstances arise if a situation occurs suddenly (and belatedly) causing the student to be unable to submit on the due date

**To apply for assignment extensions students must follow these steps:**

- Obtain [AARA Extension Application Form](#) from the school website as early as possible prior to the due date (this form will need to be attached to assignment on submission).
- Complete and return to the relevant Curriculum Head of Department (if a single subject) or Head of Teaching & Learning Junior/Middle/Senior (if multiple subjects).
- The relevant Head of Department will consult with relevant class teacher/s.
- Approval or non-approval granted and student given copy of form.

- Approvals are recorded on Student Profile in OneSchool and in Learning Enhancement document on Sharepoint. Communication on extension details are sent to student, family and teacher/s.
- The relevant Head of Department forwards a copy of form for filing with Student Profile.

## **ACADEMIC INTEGRITY & ACADEMIC MISCONDUCT**

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

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

- copying or closely paraphrasing sentences or paragraphs;
- copying ideas, concepts, tables, designs, sounds, images, music, scripts, research data mathematical workings etc;
- copying or adapting another student's work;
- "cutting and pasting" statements gathered from a variety of sources;
- submitting work produced by someone else on the student's behalf;
- using computer programs or online resources such as *ChatGPT* to create assessment items that are not the original creation of the student.

## Types of Academic Misconduct defined by the QCAA

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

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

# RESPONSIBILITIES – Academic Integrity & Academic Misconduct

## The School: Support Staff, Teachers, HoDs, Executive Team

Sunshine Beach State High School can support **academic integrity** by:

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

## Students:

- complete the QCAA Academic Integrity course in term 1, Year 11 and keep a record of the completion certificate
- draft assignments and keep copies of their drafts (e.g. saving drafts as “Version 1”, “Version 2” etc.)
- meet assignment checkpoints to verify the originality of their ideas
- reference other sources used
- provide a bibliography
- do not engage in any type of academic misconduct
- may be required to submit their final response using plagiarism-detection software
- may be required to participate in interviews during and after the development of the final
- may be required to provide documentation of the drafting progress (e.g. planning, research notes, drafts).

## Teacher:

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

## If a teacher suspects there has been a breach of academic integrity they should:

- conduct an internet search of key phrases
- compare the students’ work to the work of past and present students
- interview the student after the submission of a task to explore further, clarify determine comprehension of the work submitted
- follow responsible plan for students
- work with their Head of Department to follow the school Assessment Policy on academic integrity.

## Parents:

- support the efforts of teachers and students to authenticate student responses
- encourage student to approach their academic responsibilities in an honest, moral and ethical way
- alert the teacher if they suspect that your student has engaged in academic misconduct.

## Consequences for plagiarism include but are not limited to:

- students cannot be graded on work that is not their own If plagiarism is confirmed, the sections of work in question cannot be used to make a judgment about student achievement
- where a student is found to have plagiarised significant portions of the task, only the elements of task that are their own original work will be graded
- where a student is found to have plagiarised the entire task, it will be treated as a non-submission. In both cases, consequences will be applied.

## Academic misconduct during an exam or external assessment

Reportable alleged misconduct includes, but is not limited to:

- gaining access to assessment content before starting the external assessment
- copying from, or communicating with, another student while in the assessment room
- bringing unauthorised material into an assessment room
- disrupting other students
- impersonating a student
- behaviour determined by the supervisor to disrupt the good order and management of the external assessment session.

For Years 11 and 12, when a student is suspected of or observed participating in an act of academic misconduct, students are permitted to complete the assessment despite the alleged incident of misconduct and are notified at the end of the session that a report may be made to the QCAA.

Serious incidents that are unable to be reasonably managed by the external assessment supervisor may result in the student being excluded from the assessment room and/or:

- parents/caregivers notified
- HoD notified
- parts of the exam in question may be disregarded while grading the exam
- the student may be required to complete an alternative exam at the soonest possible opportunity.

## FAILURE TO COMPLY

To ensure the integrity of the levels of achievement reported for senior certification, students must meet the mandatory requirements stated in the syllabus.

Students failing to meet the mandatory requirements of a syllabus:

- cannot be rated for the semester unit
- may have the unit removed from their profile.

If a student repeatedly does not meet mandatory requirements:

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

## EXAMS

### Attendance at Exams/Orals

Students must attend all tests, exams and orals at the scheduled time. These may be undertaken in normal class time or during block exams at the end of term/semester.

### Year 12 External Assessment

External assessment is developed by the Queensland Curriculum and Assessment Authority (QCAA) for all General subjects. All external assessment for General subjects is summative and may contribute to a Queensland Certificate of Education (QCE) and Australian Tertiary Admission Rank (ATAR) calculation. All external assessment completed for General subjects is summative. External assessment contributes 25% of the overall subject result in most senior subjects and generally assesses Unit 4 of the syllabus. In mathematics and science subjects, external assessment contributes 50% of the overall subject result. The QCAA determines the timing of external assessments. External assessment occurs in Term 4, during October and November. The specific dates for external assessment are made available on the QCAA website at the beginning of each year.

Students must complete external assessment on the date published on the QCAA website.

Applied subjects do not include external assessment.

**External assessment is:**

- common to all schools
- administered by schools under the same conditions at the same time and on the same day
- developed and marked by the QCAA according to a commonly applied external assessment marking guide.

The Queensland Curriculum and Assessment Authority (QCAA) publishes rules and expectations on the QCAA website each year to help schools prepare for external assessment. Breaches of external assessment rules are a form of academic misconduct.

**EXAMINATION EQUIPMENT****Approved equipment include but are not limited to:**

- blue or black pens, 2B pencils, highlighters
- ruler, slide rule
- eraser
- calculator (check with HOD re specifications)
- water in plain, unlabelled container
- equipment allowed as a QCAA-approved special provision.

**Non-approved equipment include but are not limited to:**

The following items must **not** be taken into the examination room:

- electronic devices, e.g. iPods, translators, laptops, mobile phones, smart watches
- extra paper, books or manuscripts
- food, unless allowed as a special provision.

**YEAR 12 – RULES FOR EXTERNAL ASSESSMENT**

At the beginning of each school year, the QCAA communicates rules for students completing external assessment. Schools are responsible for communicating the *External assessment student rules* to students.

**CONDUCT DURING EXAMINATIONS**

To be fair to all students sitting a test, it is important that test conditions are maintained. This means that students do not talk or act in a way that distracts others and prevents them from completing the test to the best of their abilities. Students who act in a way that disrupts others should be asked first questions. Students who disrupt again will choose to leave. The teacher will determine a level of achievement for this student using whatever evidence is available. This would usually mean marking the sections completed before the student chose to leave.

**LATE ARRIVAL TO AN EXAMINATION**

If a student arrives late for an external assessment, they must report to the external assessment supervisor and designated assessment venue as soon as possible. Students who arrive within 40 minutes of the scheduled starting time for the external assessment are permitted entry into the assessment venue to complete the assessment. They can receive the missed response time.

**For Years 10 – 12**

No extra time to complete the exam is granted if a student arrives late without the prior arrangement with the required documentation

**YEAR 12 – RULES FOR EXTERNAL ASSESSMENT**

At the beginning of each school year, the QCAA communicates rules for students completing external assessment. Schools are responsible for communicating the *External assessment student rules* to students.

## RESPONSIBILITIES – Examinations

### Teachers

- Communicate to school staff, students and parents/caregivers: date and time of test/ conditions/ rules/ approved equipment list.

### Students

- Arrive on time.
- Come prepared with required equipment.
- Meet the behaviour expectations for conduct during exams.

### Parents

- Ensure your child has a good night sleep prior to the exam.
- Support your child in preparation for the exam.

## RESPONSIBILITIES- External Assessment in Year 12

### SEA coordinators

- Adhere to and manage external assessment processes outlined in this handbook and the *External assessment — directions for administration*
- Communicate to school staff, students and parents/carers the:
  - *External assessment timetable*
  - *External assessment student rules*
  - approved equipment list
- Apply to the Queensland Curriculum and Assessment Authority (QCAA) for the rescheduling of an external assessment if there is an external assessment timetable clash
- Allocate teaching staff or other suitable staff to supervise external assessment. Senior secondary teachers are ineligible for supervision of an external assessment for subjects that they teach in a given year
- Manage incidents when a student is suspected of or observed participating in an act of academic misconduct.

### Teachers

- Comply with and supervise the external assessment according to the external assessment guidelines
- Allow a student suspected of academic misconduct to complete the external assessment
- Inform the student that the SEA coordinator will be advised of an alleged incident of academic misconduct
- Report an alleged incident of academic misconduct to the **School external assessment (SEA)** coordinator
- Adhere to external assessment processes outlined in this handbook and the *External assessment — directions for administration*
- Supervise external assessment. Senior secondary teachers are ineligible for supervision of an external assessment for subjects that they teach in a given year
- Report incidents when they suspect or observe an act of academic misconduct by a student.

### Students

- Read and comply with the *External assessment student rules* and external assessment information that is made available on the QCAA website and provided to schools each year.
- Read the information provided by schools, including the:
  - *External assessment timetable*
  - *External assessment student rules*
  - approved equipment list
- Attend external assessment in which they are enrolled.

### Parents

- Read the *External assessment timetable* and *External assessment student rules* on the QCAA website
- Support students to participate in the external assessment in which they are enrolled.

## **Access arrangements and reasonable adjustments (AARA)**

Access arrangements and reasonable adjustments (AARA) to assessment ensure opportunities for eligible students to demonstrate their learning on the same basis as other students. AARAS are considered on an individual basis and decisions are made in consultation with the eligible student, parents/carers, school staff and, when applicable, the QCAA.

Sunshine Beach State High School and the QCAA recognise that some students have disability and/or medical conditions that may make them eligible for AARAs to assessment conditions for internal and external assessment.

## **Access arrangements and reasonable adjustments (AARA) YEARS 7 – 10**

**Special Provisions** - *Making reasonable adjustments to conditions of assessment to ensure equitable opportunities for all students.*

Special provisions may apply to any student with specific educational needs. Assessment criteria and standards are not modified, the intent and rigour of the syllabus or Study Area Specification is maintained.

In making a decision about special provisions, the school will consider what adjustments to assessment conditions are reasonable in the circumstance. Often students require adjustment to the form of presentation of an assessment instrument and their response to it. The method of transmission of information about the assessment and the way the student presents evidence of their knowledge and skills may be adapted.

## **Access arrangements and reasonable adjustments (AARA) - Years 11 - 12**

### **Long-term conditions that are unlikely to improve over time**

Except in exceptional circumstances and with the prior written agreement of the QCAA, for long-term conditions when the student is not covered by current Education Adjustment Program (EAP) verification or equivalent, medical documentation must be dated no earlier than 1 January of the year of the student's Year 10 enrolment. This means that from the perspective of their Year 12 external assessment schedule, the maximum age of supporting medical documentation allowable is two years and 10 months.

### **Short-term conditions or temporary injuries**

Short-term conditions may improve or deteriorate over time depending on a range of influences and factors. Except in exceptional circumstances and with the prior written agreement of the QCAA, supporting medical documentation for short-term conditions or temporary injuries, including mental health conditions such as anxiety and depression, must be dated:

- for internal assessment, no earlier than six months prior to the relevant Units 3 or 4 assessment event for General and Applied subjects
- for external assessment, no earlier than 1 April of the assessment year.

## **ILLNESS AND MISADVENTURE**

Illness and misadventure provides for students whose ability to attend, or performance in, summative internal or external assessment was adversely affected by an unexpected event. Illness and misadventure can affect a single student or a group of students.

The following guidelines apply for illness and misadventure:

- A student who has been approved for AARAs in Years 11 and 12 is not eligible to apply for illness and misadventure consideration for the same condition, unless it can be demonstrated through evidence that a significant deterioration or complication of the condition occurred which diminished the student's performance in assessment.
- The condition or situation must be unforeseen and beyond the student's control. An adverse effect must be demonstrated.
- The condition or situation cannot be of the student's own choosing or that of their parents/carers, such as a family holiday.
- Misreading an external assessment timetable is not adequate grounds to submit an application for AARA or illness and misadventure.

### **Timelines for illness and misadventure**

Typically, students are responsible for initiating an application for illness and misadventure if they believe they have been adversely affected by illness or other emergent circumstances.

## Illness during external assessment

A student who is ill and able to attend the exam should inform the supervisor of their illness as soon as practical. This may be before, during or immediately after the exam session.

## Non-attendance at external assessment

A student who cannot attend an exam must notify the principal's delegate or the SEA coordinator as soon as practical. A medical certificate justifying the absence must be provided.

## Individual student

Students who believe their performance in an external assessment is affected by an illness or circumstances beyond their control, occurring in the lead up to or during the external assessment schedule, must speak to the exam coordinator regarding an application for illness and misadventure.

## Supporting documentation for illness and misadventure — internal and external assessment

To make an informed decision about an illness and misadventure application, Sunshine Beach State High School and in Senior Schooling, the QCAA require a report that includes the following details:

- diagnosed illness, condition or event
- 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 participating in the assessment
- for non-medical claims, written evidence from a relevant independent professional or other independent third party.

## Non Attendance at Exams

### 1. *Inability to attend an exam due to illness or misadventure*

If a student is ill and/or cannot attend a test or exam the following procedure must be followed:

- the school must be notified BEFORE the scheduled test exam.
- on return to the school the student is responsible for reporting to the relevant Curriculum Head of Department / Deputy Principal (in the case of Block exams) to make alternate arrangements
- proof of illness, a Medical Certificate, must be produced on the student's return to school after an illness which causes an absence for a scheduled test / exam to the relevant Curriculum Head of Department / Deputy Principal
- for external exams contact your SEA coordinator as soon as possible.

### 2. *Prior knowledge of absence*

If a student knows in advance that they will be absent for a scheduled test they must:

- complete an [AARA Extension form](#) through their teacher.
- if approved the student will be allowed to complete a similar assessment piece as negotiated with the teacher in consultation with the relevant Curriculum Head of Department.
- for Years 11 and 12 QCAA processes must be followed.

## Failure to Attend an Exam

If students fail to attend scheduled exams and do not comply with the conditions outlined above they:

- will not have completed the mandatory requirements of the course and will be given a result of Not Rated (NR)
- parents/guardians/carers will be notified by letter '[Notification of Student Failing to Attend Exam](#)'.

If a student does not meet an assessment deadline, an assessment letter must be sent home. All letter templates can be found [here](#).

## EXTENDED KNOWN ABSENCE

Should a student know that they will be absent during the term or the school receive notification of an extended absence from the parent/guardian/carer, the **Head of Department – T&L** will provide the student with an [Extended Student Absence Notification form](#) or may see each teacher individually if the circumstances warrant this. All assessments are to be submitted before they are absent.

### **Absence Durations defined as:**

SHORT – 1 week or less. Teacher may consider evidence already collected be used to form judgement on an assessment item

MEDIUM – 1 to 2 weeks. Consideration needs to be given to the timing of the assessment piece and the absence in relation to the assessment cycle

LONG – More than 2 weeks. Consideration should be given as to when there will be sufficient evidence to make valid judgements at the end of the course of study.

The class teacher will talk with this student about the time they will be away and indicate any arrangements they may need to make before they go in relation to their course work. In general, a teacher should consider:

- any support materials they may be provided to minimise the effect of absence to learning
  - any planning adjustments that may be made to minimise the effect of absence to learning
  - “Special Consideration” (Years 11/12) to be considered.
- The **student** should make contact with all of their teachers and take this form home with them once completed to advise parents of the arrangements made.
  - **Teachers may** contact home if they feel they need to discuss the effects of the absence with the parent further.
  - Information may be communicated to students via their **MIS school email account** or via the **email account for the parent entered on OneSchool**.

### **EXEMPTIONS IN YEARS 7 - 10**

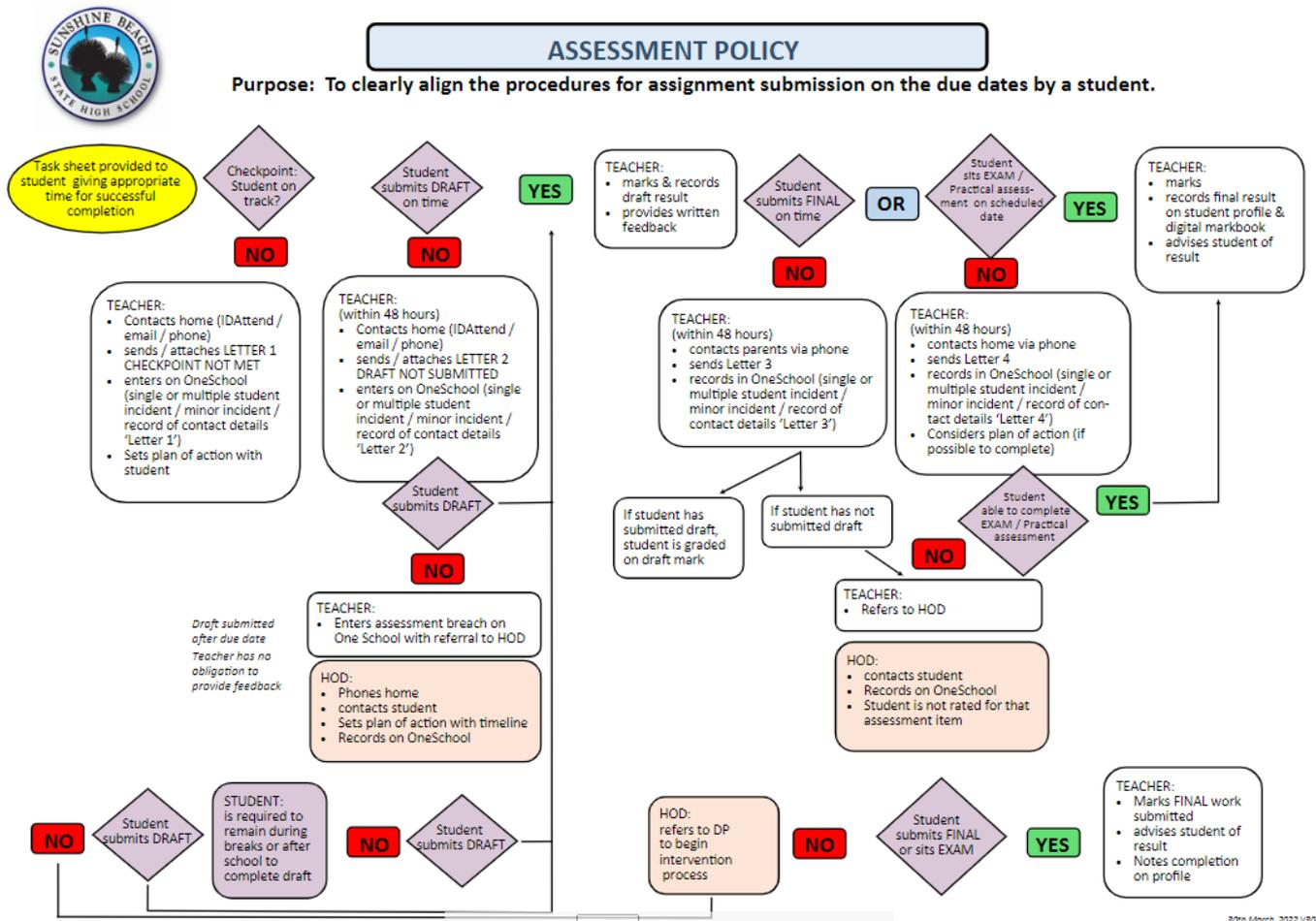
*Allowing non-completion of some particular piece of assessment*

- An exemption may be appropriate where a student has missed an assessment instrument due to illness or other legitimate absence (as determined by the relevant Curriculum Head of Department).
- An exemption will only be allowed when there is sufficient alternative information to make a judgment about a level of achievement without the student having to complete a particular assessment instrument.
- An exemption is inappropriate where the student is unable to meet mandatory requirements.
- Exemption is not an option where reasonable adjustment is appropriate.

# Documentation

- 2016-2019 Responsible Behaviour Plan for Students – Sunshine Beach State High School
- Assessment Schedule, generated on Assessment Map 7-12 distributed by week 3 of each semester
- Assessment / Assignment Task Sheet
- Assessment / Assignment Cover Sheet
- Variation to Assessment Form
- Application for Selective Updating of an Assessment Item Form
- Letter to Parents – Notification of Student Failing to Submit Draft
- Letter to Parents – Notification of Student Failing to Attend Exam
- Letter to Parents – Notification of Student Failing to Submit Final Assignment

## 2023 ASSESSMENT POLICY





# **Sunshine Beach State High School**

## **Assessment Policy**