



# Robina SHS Assessment Policy

## ***Submission of Assessment Tasks – Due Date and Time***

1. Robina SHS requires students to submit assessment items **on or before** the due date.
2. Unless specifically stated on the assessment item, the time due will be at the **start of the lesson**.

## ***Mandated Requirements***

- Students must meet all the mandatory requirements of the syllabus or course of study. Failure to comply with this requirement may result in a student receiving No Rating (N) for a semester. This may affect QCE eligibility (senior) or progression into certain subjects (junior and middle).
- Judgements of a student's level of achievement are based upon evidence which is available on or before the due date.
- A Level of Achievement can only be awarded where sufficient evidence has been demonstrated. This evidence is matched to the standards descriptors outlined in the relevant curriculum documents.
- A Level of Achievement is not awarded when there is insufficient evidence available. This may affect semester credit for Year 11 and 12 subjects.
- Students have the opportunity to access a wide range of support staff in order to avoid late, incomplete or non-submission of assessment items. This includes classroom teachers, the Guidance Officer and other counselling support personnel, Heads of Department, Year Leaders, and members of the administration of the school.

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## **Rationale for Assessment**

The primary purpose of assessment is to improve student learning and to evaluate student's demonstrated skill against a faculty-specific set of standards to monitor that learning. Assessment is used to promote learning through timely feedback that informs future teaching and learning and builds students' confidence in their ability to learn.

Assessment is the purposeful, systematic and ongoing collection of information that is used as evidence in making reliable and consistent judgments about student learning and in reporting to parents.

Teachers continually monitor student learning through diagnostic and formative assessment and provide feedback that builds each student's capacity to improve. Ongoing feedback and clear expectations enable students to reflect on and monitor their own progress.

This policy has been developed using the principles of the Queensland Curriculum and Assessment Authority (QCAA) and Education Queensland guidelines. It aims to ensure the application of policies and procedures are transparent, fair and equitable to all students from years 7 to 12. This policy relates to internal school assessment. State and national assessment processes and Vocational Education and Training competency assessment may vary from this.

## **School Responsibilities**

- Publish all draft and final assessment due dates on the Assessment Task Sheet and each student's individual Student Course Planner (available via OneSchool)
- Provide students with assessment instruments in an appropriate time frame.
- Provide appropriate opportunities for feedback and completion of assessment.
- Collect evidence at appropriate stages of the assessment process.
- Contact home regarding concerns about progress on assessment, failure to submit drafts or final assessment. This is the classroom teacher's responsibility in the first instance.

## **Student Responsibilities**

- Ensure all assessment tasks submitted are the original work of the student.
- Use the school system of referencing based on the American Psychological Association (APA) Referencing Style Guide.
- Submit drafts and final items of work, which meet the mandated requirements of the course and demonstrate achievement against the standards and criteria of the subject.
- Save, whenever possible, electronic copies of assessment items in their school folder
- Submit all assessment tasks by the due date and time
- Complete an application for an Extension or Special Provision prior to the due date- except in extenuating circumstances, and submit to Head of Department / Guidance Officer with acceptable supporting documentation to validate the provision or extra time.
- Attends all assessment on the scheduled dates. (Permission to sit an assessment on an alternate date will be at the discretion of the school).

## **Parent / Caregiver Responsibilities**

- Encourage students to submit all drafts and final assessment instruments by the due date.
- Inform the appropriate school staff of any difficulties relating to the completion of assessment items and provide documentary evidence where necessary.
- Contact the student's teacher or relevant Head of Department (HOD) if their student is absent on the assessment due date.

## **Late Submission or Non-Submission of Student Assessment**

When a student fails to submit or sit their assessment item on the due date and they do not have an Extension or Special Provision granted, the teacher will make a judgement on the standard of work already completed. This may be in the form of class work, rough drafts, working folios, revision work or similar substantive evidence relevant to that subject.

Students are required to complete the mandated requirements of the course. The student will still be required to submit completed assessment after the due date and time; however it will be used for feedback purposes only. This feedback is vital component of the learning process. Grades, potential or otherwise, will not be indicated on the assessment item.

## **Prior Knowledge of Absence**

Students, who have prior knowledge of commitments which may prevent them from submitting assessment on the due date, such as; sporting events, excursions, camps, religious, cultural or family commitments, external study clashes, work experience, must submit / complete assessment items such as assignments **PRIOR** to the due date, in consultation with their teacher or relevant HOD. Tests and exams will not be conducted before the set date. In the case of partnered or group work, Heads of Department may alter the conditions for assessment, as long as these meet syllabus requirements.

In the case of prior knowledge of absence, when a number assessment items will be missed, the student or caregiver should inform the HOD Junior Secondary, HOD Middle Schooling or HOD Senior Schooling. This HOD will inform faculty Heads of Department, who will ensure the above procedure is followed.

Holidays during school terms are actively discouraged. Parents and care givers are requested to plan holidays during gazetted school holiday periods and student free days. If the proposed absence period includes due dates for assessment or exams, the student and / or care giver must meet prior to the absence with the relevant Head of Department for Junior, Middle or Senior Schooling.

Where a student has an approved external commitment such as a School Based Apprenticeship or Traineeship, University Course, Diploma, TAFE and other provider's course, there may be clashes with exam scheduling. In this case students will be expected to attend their external commitment. Students need to consult with the HOD of Senior Schooling to make alternative arrangements for their school exam.

## **Extensions or Special Provisions in the Conditions of Assessment**

All students are entitled to show their knowledge, understanding and skills in response to assessments. Robina State High School supports all students to participate in assessment and to demonstrate the full extent and depth of their learning.

Special Provisions cover situations such as Students with a Disability, illness, bereavement, accidents or other traumatic or unforeseeable events. . A medical certificate or other verifiable and acceptable support evidence is required for all requests for Special Provisions

Special provisions in the conditions of assessment reflect differentiation, or adjustments, made in teaching and learning. Special provisions are not adjustments to the standard on which student work is judged. They do not involve compensating for what the student does not know or cannot do.

Queensland Curriculum and Assessment Authority (QCAA) states "Special Provisions is a positive act of making reasonable adjustment to assessment requirements and conditions to ensure that assessment is equitable for all students." Heads of Department and classroom teachers ensure all students have equitable access to the curriculum. This may include a range of differentiation practices such as varying the conditions under which assessment occurs, restructuring assessment items, alternative delivery modes, use of assistive technologies or the use of in-class support personnel. A Student with Disability's access to the curriculum is monitored in conjunction with their Learning Development Centre Case Manager Teacher, HOD and the Head of Special Education Services.

A student must apply for an Extension or for Special Provisions from the relevant HOD or Deputy Principal **BEFORE** the date an assessment item is due- except in extenuating cases such as for traumatic or unforeseeable events. Examples of extenuating circumstances could include:-

- a sudden illness or injury suffered on the day
- a significant traffic accident on the morning of an exam
- a significant family trauma

In the case of long term illness, bereavement or other traumatic circumstances, students should apply for Extensions or Special Provisions with support from counselling personnel or in conjunction with the HOD Junior Secondary, HOD Middle Schooling or HOD Senior Schooling.

**Exemptions** from assessment will only be allowed when there is sufficient alternative evidence available to make judgments about an Exit Level of Achievement. Exemption for completing VET certificate competencies cannot be granted under any circumstances.

## Academic Honesty

Our approach to academic honesty promotes the development of a set of **values** around personal integrity in the areas of teaching, learning and assessment.

Malpractice in the area of academic honesty is defined as behaviour that may result in the student gaining an unfair advantage. The areas of malpractice are:

- Plagiarism – the representation of another’s work as your own.
- Collusion – allowing your work to be copied by another, sharing details of questions on exams with other students.
- Duplication – submitting the same work for different assessment components.
- Cheating – breaching the rules of an examination, gaining or distributing exam questions.
- Fabricating – making up data for an assignment or practical assessment.

The **University of Queensland** has defined plagiarism as follows:

*"Plagiarism is the act of misrepresenting as one's own original work the ideas, interpretations, words or creative works of another. These include published and unpublished documents, designs, music, sounds, images, photographs, computer codes and ideas gained through working in a group. These ideas, interpretations, words or works may be found in print and/or electronic media."*

To assist students in understanding the requirements surrounding academic honesty, it is the responsibility of all teachers to advise students on what constitutes malpractice in their subject area. Students are ultimately responsible for ensuring their submitted work is authentic but teachers play a vital role in early detection of plagiarism. If a teacher suspects that a student’s draft submission is in breach of the principles of academic honesty, they must draw the student’s attention to the risks associated with submitting the piece of assessment and inform the Head of Department. Once the final piece of assessment has been submitted, it cannot be retracted. It is mandatory that the teacher notify the Head of Department of the breach.

In order to avoid intentional or unintentional plagiarism, students need to refer to the referencing policy (APA Referencing Style Guide) and adhere to the following guidelines regarding what to reference.

### What to reference:

- The ideas, opinions and theories of authors, either paraphrased or directly quoted;
- Direct quotes of spoken or written words;
- Factual information that is not considered common knowledge, such as statistics and data;
- Visual information including graphs, drawings and photographs.

## Academic Dishonesty

The section of work that is proven to be a result of Academic Dishonesty will not be marked. Remaining sections of work may be used as evidence that the student has matched the standards descriptors. This work will be used for feedback purposes only.

If a student is suspected of Academic Dishonesty during an exam or test, the work completed will be removed immediately and annotated with time and details. A new paper will be issued so the student can complete the remainder of the paper with integrity. This new paper will be used for feedback purposes only.

### The Steps taken

1. Students will have no result recorded for that assessment item.
2. Behaviour incident entered on the student's OneSchool records
3. Advice provided to the parents / caregivers. "Contact" recorded in OneSchool.
4. Students / caregivers may be required to meet with the relevant HOD and / or the Deputy Principal to determine further consequences.
5. Report comments will be amended to reflect Academic Dishonesty.

## English as an Alternative Language or Dialect (Formerly ESL)

- Eligible students are identified on the current Support List for EALD Students or on the list of International Students. Prior to the assessment period, teachers will be made aware of which students are eligible for extra time.
- Assistance may be appropriate for EALD students who have had less than 7 years of exposure to English. EALD students who have been exposed to English for more than 7 years should not require assistance or extra time.
- Extra time is provided to eligible students for completion of exams or assessment activities where there are significant demands of the English language.
- Extra time will be allocated on the basis of 15 minutes for every 60 minutes of testing.
- EALD students do not gain extra time for assessment tasks for the subjects of English, English for ESL Learners and English Communication.
- HODs and/ or the Deputy Principal will make suitable arrangements for the administration of extra time.
- Where allowed by the syllabus, the use of appropriate paper-based dictionaries – Bilingual and/or English/English will be permitted.

## Exam Blocks / VET Catch up Sessions for Years 11 and 12

Block exams are run to allow all students studying a subject to complete major assessment tasks at the same time for equity and security reasons, and to satisfy syllabus requirements. This is vital if the security and integrity of the assessment instrument is to be assured.

The scheduling of block exams also allows students to have significant blocks of time for uninterrupted, focused at-home revision.

During an exam block, students (Years 11-12) are only required to attend school for their timetabled exams, to meet outstanding mandated requirements of the course, or when they are required to catch up on VET competencies or to work in other subjects.

Students must wear correct school uniform. Students will not be admitted into an exam if they are not in uniform.

The block exam schedule indicates the starting time of each exam session, the room to which has been allocated for the exam, and the time of completion of the exam.

## **Block Exam Procedures:**

- All care will be taken to avoid clashes of exams and to make prior arrangements to ensure fairness and equity for all. If an exam clash exists, students must inform the relevant faculty HODs or HOD of Senior Schooling prior to the exam block period.
- Students must inform the relevant HOD or HOD of Senior Schooling prior to the exam block period if more than 2 extended written exams occur in one day.
- Students are directed to arrive at the exam room at least 10 minutes before the start of the session.
- Student bags must be stored outside. Valuables should be brought inside. Mobile phones must be switched off and placed out of reach together with other valuables. The use of mobile phones as a calculator is NOT PERMITTED.
- Only materials required for the exam will be allowed into the exam room. All materials must be presented in a clear container and be shown on request to any exam supervisor. Borrowing of materials from other students is NOT allowed during the exam.
- Students who arrive more than 10 minutes late for an exam session MUST report to the exam supervisor to explain their circumstances. The supervisor will inform the HOD who will determine whether or not the student will receive the full exam time.
- Students must remain in the exam for the total time allocated to the exam.
- If a student misses an exam, a parent / guardian must promptly consult with the relevant HOD to sit the exam as soon as possible.
- Exam Catch Up sessions are scheduled at the end of the exam block. All Exams must be completed as set to meet the mandated requirements of the course, even if for feedback purposes only.
- Special Provision, if approved, will allow the missed exam result to be marked and graded on the student assessment profile. Special Provision application forms can be collected from the student counter.
- Any student who is found to develop a pattern of absenteeism for exams will be held accountable and the inclusion of any assessment item on the student's subject profile will be at the discretion of the relevant subject HOD. The student will be referred to the relevant Deputy Principal for further follow up and intervention.
- Failure to follow the assessment policy could result in a "Not Rated" semester result, removal of semester credit, loss of OP eligibility or loss of QCE credit.