ROBINA STATE HIGH SCHOOL

ASSESSMENT POLICY

YEARS 7 - 9

TO EMPOWER ALL STUDENTS TO REACH THEIR POTENTIAL IN AN ACADEMIC AND CULTURALLY RICH ENVIRONMENT. THROUGH INNOVATION AND REAL-WORLD EXPERIENCES, OUR STUDENTS ARE EQUIPPED FOR SUCCESS.

STRONGER TOGETHER

RESPECTFUL
RESPONSIBLE
RESILIENT
READY TO LEARN

School assessment policy

ROBINA 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 the Queensland Certificate of Education (QCE). The framework for the policy is developed from the *QCE and QCIA policy and procedures handbook* available from www.qcaa.qld.edu.au/senior/certificates-and-qualifications/qce-qcia-handbook-2019 and applies to Applied, Applied (Essential), General, General (Extension) subjects, and Certificate Courses across all faculties.

Purpose

Robina State High School is committed to an educational philosophy that encourages all students to achieve personal excellence by developing their talents and abilities. This policy is designed to build capacity as students work towards summative assessment completion for the QCE.

Principles

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

Assessment includes any examination, 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.

Promoting academic integrity

Robina State High School promotes academic integrity by developing students' skills and modelling appropriate academic practices. The following whole-school procedures support this endeavour.

	Policy and procedures
Location and communication of policy	The school assessment policy is located on the school website at https://robinashs.eq.edu.au/ and in the school prospectus. All questions regarding this policy should be directed to the Deputy Principal Junior Phase of Learning (Years 7 and 8).or the Deputy Principal, Middle Phase of Learning (Year 9) To ensure the assessment policy is consistently applied, it will be revisited at the beginning of each semester in Stronger Together classes. Relevant processes will be revisited: • at enrolment interviews • when the assessment schedule is published • when each task is handed to students • in the newsletter and by email in response to phases of the assessment cycle.
Expectations about engaging in learning and assessment	Robina State High School has high expectations for academic integrity and student participation and engagement in learning and assessment. **Student responsibility** 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, staff and students will complete the QCAA academic integrity courses.
Due dates	**School responsibility** Robina 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 the assessment schedule and on the task sheets. All tasks are due at the beginning of the scheduled lesson. All students will be provided with their assessment schedule by the end of Week 3 of each Unit. 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 • be clearly communicated by the end of Week 3 of each Unit • 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 • **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, they will: • **inform** the Junior Phase of Learning Head of Department (Years 7 and 8) or Middle Phase of Learning Head of Department (Year 9) as soon as possible • **provide** the school with relevant documentation, e.g. medical certificate • **adhere** to alternative arrangements for submission of assessment, if applicable, as decided by the school. All final decisions are at the Deputy Principal Junior Phase of Learning (Years 7 and 8).or the Deputy Principal, Middle Phase of Learning (Year 9)

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Submitting, collecting and storing assessment information	Assessment instruments will provide information about Robina State High School's arrangements for submission of draft and final responses, including due dates, conditions and file types.
	All assessment evidence, including draft responses, will be submitted by their due date.
	Draft and final responses for all internal assessment will be collected and stored in each student's folio. All evidence used for making judgments is stored as described in Robina State High School's teacher faculty handbook.
Appropriate materials	Robina State High School is a supportive and inclusive school. Material and texts are chosen with care by students and staff.

Ensuring academic integrity

Robina State High School has procedures to ensure that there is consistent application of the assessment policy and that staff and students optimise opportunities to understand academic integrity. The following procedures are to be applied in this context.

Internal assessment administration

	Policy and procedures
Scaffolding	Scaffolding for assessment 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. 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 • monitor student progress • be used to establish student authorship. Students will work on assessment during designated times and show evidence of progress at scheduled checkpoints. Teachers will use these checkpoints to identify and support students to complete their assessment. Heads of departments and parents/carers will be contacted if checkpoints are not met.
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. Feedback on a draft is: • provided on a maximum of one draft of each student's response • a consultative process that indicates aspects of the response to be improved or further developed • delivered in a consistent manner and format for all students • provided within one week of a submission of a draft. Feedback on a draft **must not**: • compromise the authenticity of a student response • introduce new ideas, language or research to improve the quality and integrity of the student work

	• edit or correct spelling, grammar, punctuation and calculations • allocate a mark. A copy of the feedback will be stored with a hard copy of the draft in the student's folio. Parents and caregivers will be notified by email about non-submission of drafts and the processes to be followed.
Managing response length	Students must adhere to assessment response lengths as specified by syllabus documents. 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 subject-specific strategies about responding purposefully within the prescribed conditions of the task. • Model responses within the required length are available. • Feedback about length is provided by teachers at checkpoints. After all these strategies have been implemented, if the student's response exceeds the word length required by the syllabus, the school will either: • mark only the work up to the required length, excluding evidence over the prescribed limit or • allow a student to redact their response to meet the required length, before a judgment is made on the student work. And, annotate any such student work submitted for confirmation purposes to clearly indicate the evidence used to determine a mark.
Authenticating student responses	Accurate judgments of student achievement can only be made on student assessment responses that are authenticated as their own work. In cases where a student response is not authenticated as a student's own work, procedures for managing alleged academic misconduct will be followed.
Managing non-submission of assessment by the due date	Teachers will collect progressive evidence of student responses to assessment instruments at the prescribed checkpoints. The checkpoints on the instrument-specific task sheets provide details of the evidence that will be collected. In circumstances where students are enrolled in a subject but do not submit a final response to an assessment (other than unseen examinations) and where evidence of student work: • provided by the student for the purposes of authentication during the assessment preparation period is available, teachers make judgments based on this • was not provided by the student on or before the due date as specified by the school and no other evidence is available, 'Not-Rated' (NR) must be entered in the Student Management system by the date published in the SEP (Senior Education Profile) calendar. **In circumstances where a student response is judged as NR, the student will not meet the requirements for that subject.**
Internal quality assurance processes	Robina 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.

Managing academic misconduct

Robina State High School is committed to supporting students to complete assessment and to submit work that is their own, whilst minimising opportunities for academic misconduct. There may be a situation when a student inappropriately and falsely demonstrates their learning. The following are some examples of academic misconduct along with the procedures for managing them:

	Types of misconduct	Procedures for managing academic misconduct
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.	**For authorship issues** When authorship of student work cannot be established or a response is not entirely a student's own work the school will provide an opportunity for the student to demonstrate that the submitted response is their own work.
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.	**For all instances of academic misconduct** Results will be awarded using any evidence from the preparation of the response that is available that is verifiably the student's own work and that was gathered in the conditions specified by the syllabus, on or before the due date. **In order to avoid academic misconduct**, students may be required to authenticate their work by: • keeping a research journal; • keeping an assessment journal, log or checklist of the steps undertaken to produce their final assessment task;
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.	
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.	• assigning clear roles in collaborating with other students and working in groups, and keeping a copy of the assigned roles; • submitting their draft response and final response via Turnitin to detect plagiarism. Drafting in class and seeking feedback through submission of a full draft is the best way for students to prove authenticity of their work. It is expected that students utilise drafting time in class and that there is a significant correlation between the draft and the final version. If the student cannot produce original work or evidence of a draft the student will receive a non-submission for the piece of assessment.
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.	
Fabricating	A student: • invents or exaggerates data • lists incorrect or fictitious references.	

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	Types of misconduct	Procedures for managing academic misconduct
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.	**For instances of academic misconduct during examinations** Students will be awarded a Not-Rated (NR). See the *QCE and QCIA policy and procedures handbook* (Section 8.5.1 and Section 8.5.2). Where appropriate, the school's behaviour management policy will be implemented.
Misconduct during an examination	A student distracts and/or disrupts others in an assessment room.	
Plagiarism or lack of referencing	Plagiarism occurs through copying any other person's work in assignments (including projectsand artwork) or exams, with or without their permission. Plagiarism includes, but is not limited to: • using the ideas or analysis of another person without proper citation; • using Artificial Intelligence (AI) tools (including, but not limited to, CHAT GPT) to generate a response, draft or part of a response; • using the structure and plan of another student as the basis for the student's own assessment work; • copying another student's assignment or exam response, or handing in another student's assignment or exam response as the student's own; • copying information from the internet or another source without acknowledging the source of the information through proper citation; • submitting the student's	
Self-plagiarism	A student duplicates work, or part of work already submitted as a response to an assessment instrument in the same or any other subject.	
Significant contribution of help	A student arranges for, or allows, a tutor, parent/carer or any person in a supporting role to complete or contribute significantly to the response.	

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ROBINA STATE HIGH SCHOOL ASSESSMENT POLICY

ACADEMIC INTEGRITY

STUDENT RESPONSIBILITY

- **Engage** in learning
- **Produce** assessment that is their own work
- **Submit** assessment on or before the due date
- **Complete** the QCAA Academic Integrity Course

SCHOOL RESPONSIBILITY

- **Developing** student skills
- **Modelling** appropriate academic practices
- **Staff** will complete the QCAA Academic Integrity Course

DUE DATES

STUDENT RESPONSIBILITY

- **Record** due dates in their diaries
- **Plan** and **manage** time to meet due dates
- **Inform** the Phase of Learning HOD if there are concerns of meeting sue dates
- **Provide** school with a medical certificate
- **Adhere** to alternative arrangements if approved

SCHOOL RESPONSIBILITY

- Due dates for submission, checkpoints and drafts will be **published** in the assessment schedule
- Students **will be provided** with assessment schedules by the end of Week 3 of each unit
- **Provide** sufficient time for completion of tasks
- **Give consideration** to allocation of workload
- **Apply** internal quality assurance processes

ACADEMIC MISCONDUCT

TYPES OF MISCONDUCT

- **Cheating** in exams
- **Collusion**
- **Contract cheating**
- **Copying work**
- **Disclosing/receiving information** about an assessment
- **Fabricating**
- **Impersonation**
- **Misconduct during an exam**
- **Plagiarism** and **Self-plagiarism**
- **Significant help** from tutor, parent/carer

PROCEDURES FOR MANAGING MISCONDUCT

AUTHORSHIP

When authorship of student work cannot be established, RSHS will provide an opportunity for the student to demonstrate the submitted work is their own.

CHEATING IN AN EXAM

Students will be awarded a Not-Rated and the behaviour management policy will be implemented

OTHER INSTANCES OF ACADEMIC MISCONDUCT

Results will be awarded using evidence from drafts and checkpoints