

**LAIDLEY STATE
HIGH SCHOOL**



**YEAR 7-12
ASSESSMENT POLICY**

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1 INTRODUCTION

1.1 SCOPE

This policy provides information for teachers, students and parents/carers about roles, responsibilities, processes and procedures to ensure the integrity of assessment. 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 all students and staff of Laidley State High School.

1.2 PURPOSE

Laidley 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.

This assessment policy incorporates the roles, responsibilities, processes and procedures used by Laidley State High School to ensure academic integrity in relation to the submission of work, the development of assessment and the completion of all assessment items (including exams).

Consequently it:

- provides information to students about the expectations for assessment and their responsibilities
- includes guidelines and information for staff, including teachers, Heads of Departments and Administration about the expectations and their roles and responsibilities
- is:
 - communicated clearly to teachers, students and parents carers
 - enacted consistently across all subjects within the school
 - based on information in the school's principles and organisation structure, QCE and QCIA policy and procedures handbook, and QCAA syllabuses

The roles and responsibilities outlined apply to all Laidley State High School students, parents/carers and staff, and comply with policies and procedures set by the QCAA and the school.

It includes procedures and processes for:

- promoting academic integrity
- managing academic misconduct
- meeting deadlines for the submission of internal assessment instruments
- the administration of external assessment

1.3 PRINCIPLES

Laidley State High School principles for teaching, learning and assessment are grounded in the promoting 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 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

2 PROMOTING ACADEMIC INTEGRITY

2.1 LOCATION OF POLICY

The school assessment policy is located on the school website at www.laidleyshs.eq.edu.au and in the school diary. All questions regarding this policy should be directed to administration staff.

To ensure the assessment policy is consistently applied, it will be revisited at the beginning of each year. Students will sign they acknowledge their understanding of the policy.

2.2 EXPECTATIONS ABOUT ENGAGING IN LEARNING AND ASSESSMENT

STUDENT RESPONSIBILITY

Students are expected to:

- engage in the learning for all subjects or courses of study
- produce evidence of achievement that is authenticated as their own work
- submit responses to scheduled assessment on or before the due date

QCE ENGAGEMENT

Laidley State High School has high expectations for academic integrity and student engagement in learning and assessment. Students become eligible for a QCE when they have accrued the set amount of learning, at the set standard, in a set pattern, while meeting literacy and numeracy requirements. Students are required to complete all course and assessment requirements **on or before the due date** for their results to contribute credit to the QCE.

GENERAL SUBJECT ACCOUNTABILITY CHECKLIST

All students studying General subjects will be required to sign a register to acknowledge that various important tasks associated with their learning and assessments have occurred.

- **General Subject Syllabus** - All students studying General subjects will be issued with a digital copy of the General subject syllabus. Students will sign to acknowledge that they have received a digital copy of their syllabus and that they have read through the syllabus with their classroom teacher. Students will also be issued a checklist of topics that will be covered in Unit 3 and Unit 4.
- **Assessment and Access Arrangements and Reasonable Adjustments (AARA) Policies** - All students studying General subjects will sign to acknowledge that they have participated in an induction session during the first 3 weeks of each school year where the assessment policy, AARA and authentication requirements will be explained. Students will be required to sign to acknowledge that they have read and understand the requirements of the school assessment policy.
- **Academic Integrity and Authentication** - All students studying General subjects will sign to acknowledge that they have completed the Academic Integrity for Students course by the end of Week 3 each year.

2.3 ACADEMIC INTEGRITY COURSE

To emphasise the importance of sound academic practices, students will complete the QCAA Academic Integrity Course for Students early in Year 11. Laidley State High School staff will complete the QCAA academic integrity course for teachers to ensure they are informed of academic integrity procedures.

2.4 ASSESSMENT CALENDARS

Students and parents/carers will be provided with an assessment schedule early in each semester that outlines the details and due dates for assessment. These dates may vary, however students will be given sufficient advanced notice of any changes. This schedule will assist students to effectively plan their assessment workload. In all cases (except for examinations) a draft due date will also be listed.

2.5 DUE DATES

SCHOOL RESPONSIBILITY

Laidley 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 and drafts will be published in the assessment schedule. All students will be provided with their assessment schedule by the end of Week 3. Checkpoints for assessments will be stated on the assessment task sheet.

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 each semester
- 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

In cases where students are unable to meet a due date, they will:

- for a predetermined reason, apply for an AARA (extension) **no less than 2 days prior to the due date** with supporting documentation
- inform the school **before or 24 hours after the due date** of illness or misadventure
- apply for illness of misadventure

- adhere to alternative arrangements for submission of assessment, if applicable, as decided by the school

All final decisions are at the Principal's discretion.

2.6 SUBMITTING, COLLECTING AND STORING ASSESSMENT INFORMATION

The assessment task sheet will provide information about the assessment due date, method of submission, draft date and any required checkpoints the student must meet. Assessment checkpoints, drafts and final responses will be submitted by their due date.

Draft and final responses must be:

- submitted as stated on task sheet (examples may include; email sent to the teacher, uploaded to STILE and/or printed copy of the assessment submitted to the teacher)

Draft only

- submitted by or at the **end of the lesson on the due date**

Final responses must be

- submitted by **3.15pm on the due date**

3 ENSURING ACADEMIC INTEGRITY

3.1 JUDGEMENTS ABOUT LEVELS OF ACHIEVEMENT

JUNIOR SUBJECTS

Junior student achievements are made by teachers making an on-balance judgment about how well the evidence in student responses best match the valued features of a learning area described in the achievement standards. An on-balance judgement uses a teacher's professional decision as to the standard that best matches the quality of a student's work overall, either for a single assessment instrument or across the entire course of study. The on-balance level of achievement represents the student's achievement at the time of reporting.

GENERAL AND APPLIED SUBJECTS

Judgements of student achievement in General and Applied subjects are made by matching the body of student evidence provided by students' responses to Instrument Specific Marking Guides and reporting standards outlined in the relevant subject syllabus. Judgements should be made based on evidence available to the teacher **on or before the due date**. *All judgements including ISMG results and A – E standards are provisional until confirmed by QCAA.*

If an assessment is not submitted **on the due date**, without an approved AARA, the class teacher will use all evidence available to them on or before the due date to make a judgement on a student's level of achievement.

VOCATIONAL EDUCATION COURSES

Judgements of student achievement in vocational education courses are made by matching the body of evidence provided by students' responses to learning and assessment tasks to the performance criteria outlined in the relevant training package. Judgements should be made based on evidence available to the teacher at the end of the course. Students are able to resubmit assessment items to demonstrate their competence in the particular aspect of the course.

To implement these provisions, the following reasonable limits will apply. Students may apply to the Head of Department in writing to have these provisions extended provided that a legitimate reason to extend these provisions is provided.

- Students are able to submit the same assessment on **three occasions** to demonstrate competency in a particular aspect of the course.
- Student work will be marked and included in achievement judgements if it is completed **within 3 months of the due date** or 2 days prior to the reporting due date at the end of the course (whichever is sooner).

3.2 INTERNAL QUALITY ASSURANCE PROCESSES

EXAMINATION:

During an exam, students must:

- speak only to the exam supervisor after raising their hand
- come fully prepared with all equipment and materials – sharing or borrowing equipment is not allowed
- remain seated and silent until the completion of the exam
- not cheat or undertake any action that would give themselves or any other student an unfair advantage over other students

Where a student does not comply with these procedures, they may be removed from the classroom and forfeit the entitlement to complete the remainder of the exam. Other school disciplinary consequences may also apply depending upon the circumstances.

PROCEDURES FOR OTHER FORMS OF ASSESSMENT:

These procedures apply to all other forms of assessment including, but not limited to assignments, projects, presentations, performances and portfolios. All of these forms of assessment will be referred to in this policy as "assignments"

An assignment task and criteria sheet will be issued to students in advance as per the Assessment Calendar. A task sheet contain:

- a description of the task to be completed and any special conditions that apply
- any stimulus materials required and other advice regarding the successful completion of the task
- the assessment criteria that will be used to assess the task
- students may work in groups but the assessment task must clearly state that they will be graded individually
- checkpoint dates, draft due date, final due date and method of submission

3.3 SCAFFOLDING

Scaffolding for assessment helps students understand the process for completing the task.

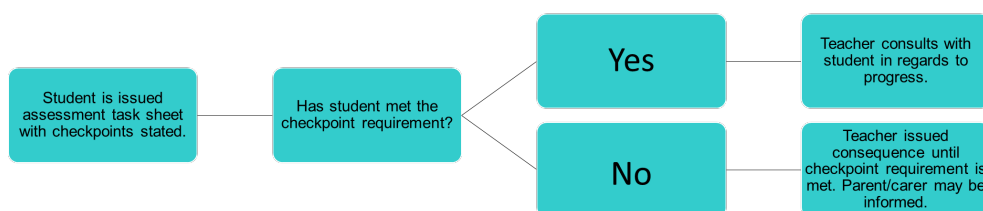
Scaffolding will:

- 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.

3.4 CHECKPOINTS

Teachers monitor the student's development of an assessment task at stages noted as checkpoints. Checkpoint dates are stated on the assessment task sheet. Teachers use these checkpoints to identify potential issues with submission, collect evidence of the student's progress and support students to complete their assessment. Failure to submit at checkpoint may result in parents/carers being notified and/or detention issued to the student by their teacher until the checkpoint has been met. A student who is absent on the date of a checkpoint must submit the checkpoint requirement via email or STILE.



3.5 DRAFTING

Drafting is a key checkpoint. Types of drafts differ depending on the subject, e.g. written draft, rehearsal of a performance piece, or a product in development. Drafts may be used as evidence of student achievement.

Students are required to submit a draft of the assignment by the draft due date to enable their class teacher to monitor their progress and provide feedback. Students must submit their draft to their teacher printed and/or electronically. A copy of all draft work submitted by students is to be retained by the class teacher to use as evidence in the case of illness or misadventure or non-submission. Parents/Carers should be notified if draft assessment is not submitted to enable them to intervene prior to the final due date.

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
- provided within one week of a submission of a draft

Feedback on a draft cannot:

- 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 spelling, grammar, punctuation and calculations
- allocate a mark

3.6 REFERENCING

Students are expected to use the referencing format outline by their teacher when completing assessments. Students are encouraged to refer to the referencing page in their diary when writing assignments.

3.7 MANAGING RESPONSE LENGTH

Students must adhere to assessment response lengths as specified by the assessment task sheet. 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
- 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 student will be allowed a short period of time to **redact** their response to meet the required length, before a judgment is made on the student work. Redacting the response requires removing sentences and/or paragraphs from the assessment. Removing individual words only will not be accepted as a redacted assessment. No additions or changes to sentences can be made.

Elements to be included in or excluded from the word length or page count of a written response are provided in the following table:

	Word length	Page count
Inclusions	<ul style="list-style-type: none"> • all words in the text of the response • title, headings and subheadings • tables, figures, maps and diagrams containing information other than raw or processed data • quotations • footnotes and endnotes (unless used for bibliographical purposes) 	<ul style="list-style-type: none"> • all pages that are used as evidence when marking a response
Exclusions	<ul style="list-style-type: none"> • title pages • contents pages • abstract 	<ul style="list-style-type: none"> • title pages • contents pages • abstract • bibliography

	<ul style="list-style-type: none"> • raw or processed data in tables, figures and diagrams • bibliography • reference list • appendixes* • page numbers • in-text citations 	<ul style="list-style-type: none"> • reference list • appendixes*
<p>* Appendixes should contain only supplementary material that will not be directly used as evidence when marking the response.</p>		

3.8 AUTHENTICATING STUDENT RESPONSES

Accurate judgments of student achievement can only be made on student assessment responses that are authenticated as their own work. Laidley State High School uses the authentication strategies promoted by the QCAA. The authentication strategies will be specified on assessment task sheets. In cases where a student response is not authenticated as a student's own work, procedures for managing alleged academic misconduct will be followed (see section 5).

3.9 ACCESS ARRANGEMENTS AND REASONABLE ADJUSTMENTS INCLUDING ILLNESS AND MISADVENTURE

ACCESS ARRANGEMENTS AND REASONABLE ADJUSTMENTS

YEARS 11 – 12

All AARA applications must be accompanied by the relevant supporting documentation and made as far in advance as possible to meet the QCAA published timelines. All evidence used to make decisions is recorded in the student's file by the principal or their delegate.

Students are not eligible for AARA on the following grounds:

- unfamiliarity with the English language
- 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.

YEARS 7 – 10

Laidley State High School may apply special provisions by making access arrangements to the assessment requirements and conditions for a student who has specific educational needs, to minimise as much as possible, barriers for a student to demonstrate their knowledge, skills and abilities. This includes, but is not limited to:

- students who may be experiencing short term impairments or personal circumstances such as an illness, injury or personal circumstance such as a death in the family or temporary homelessness etc
- students with disabilities that have a physiological basis such as those with a sensory, motor or neurological nature

- students with educational needs arising primarily from socioeconomic, cultural and/or linguistic factors that creates some form of disadvantage

Special provisions is a positive, proactive act to make a reasonable adjustment to the assessment requirements and conditions to ensure that the assessment is equitable and enables all students to demonstrate their knowledge, skills and abilities. Judgements about achievements are still made using the same syllabus criteria and standards used for other students. Assessment criteria and standards are not modified to suit the needs of individual students.

7 – 10 students can request that the school apply special provisions by making a request in writing to the Deputy Principal outlining the circumstances and **documentation** to support this request.

Examples of special provisions could include:

- granting an extension of time for an assignment
- modifying the conditions of the assessment e.g. providing additional time to work on an exam
- reading the question to the student (where reading and comprehension is not being assessed through the assessment) or scribing verbal responses on behalf of the student
- allowing a student to present their learning through a different style of presentation

ILLNESS AND MISADVENTURE

Students whose ability to attend or participate in an assessment due to illness or an unexpected event may be eligible to apply for illness and misadventure. Illness and misadventure can affect a single student or a group of students.

The following principles apply:

- The illness or event is unforeseen and beyond the student's control
- An adverse effect must be demonstrated
- The situation cannot be of the student's own choosing or that of their parents/carers, such as a family holiday

YEARS 10 – 12

If a student cannot sit an examination or hand in their assessment on the due date because of an illness or misadventure, the student must notify the school **within 24 hours after** the date of the exam or final due date. On return to school, the student must submit an application for illness or misadventure by providing **documentation** to support the missed assessment. Applications must be submitted as close to the due date or exam date as possible. Once all supporting documentation has been given to the school, a decision is made on the application. Deputy Principals will make decisions on these requests on a case by case basis through consultation with and the relevant HOD and classroom teachers.

For an exam, if the application is successful the student must complete the exam at the earliest possible time as determined by the class teacher. The student may sit an alternative exam out of fairness to the cohort. If the application is not successful the student is awarded a "Not Rated" for the exam.

For all other types of assessment, if the application is successful the student will receive a new due date. If the application is not successful, the student is marked on previous evidence obtained on or before the due date (e.g. checkpoints and/or drafts). If no evidence is available, the student will receive a "Not Rated" for the assessment.

YEARS 7 – 9

If a student cannot sit an examination or hand in their assessment on the due date because of an illness or misadventure, the student must notify the school **within 24 hours after** the date of the exam or final due date. On return to school, the student must complete the illness or misadventure form by providing **documentation** to support the missed assessment. This must be completed as close to the due date or exam date as possible. In the case of a missed exam, the student is expected to sit the exam on return to school.

In the case of a missed submission, a student will be given a new due date if **supporting documentation** is provided. If no **supporting documentation** has been provided, the student is marked on previous evidence provided.

AARA (EXTENSION)

If a student has a predetermined reason for an extension, a student must submit the AARA (EXTENSION) form to the Head of Department for consideration **no less than 2 days prior to the due date**. This form must be submitted with **attached documentation** outlining reasons for requesting the extension. Extensions will be considered on a case by case basis and may only be granted in extenuating circumstances. Students must attach the assignment extension form signed by the Head of Department when submitting their assessment to their classroom teacher.

Reasons a student can apply for a predetermined extension include but are not limited to:

- a medical condition that has jeopardised the student's ability to submit a piece of assessment on time
- compassionate grounds relating to the death of a family member or close friend
- significant family event
- delay in receiving the assessment task sheet on time

The following reasons are not grounds for an extension:

- computer or internet problems
- elite athlete commitments
- holiday arrangements (including overseas travel)
- misreading an assignment due date or exam time
- unexpected events causing the loss of a few hours of study time close to the due date
- normal levels of stress or anxiety associated with study (accommodations can be made for students with a mental health condition)
- moving house or changing address (exceptions may exist when the move is sudden and involuntary)
- social or leisure events (other than sporting or cultural activities at an elite level)
- minor events or accidents
- ordinary family events or commitments

3.10 MANAGING NON-SUBMISSION OF ASSESSMENT BY DUE DATE AND REASONABLE ATTEMPTS

If a student is eligible for an AARA or illness and misadventure (see section 3.9) and an extension of time is granted, this becomes the new due date for this student.

EXAMINATION (NOT INCLUDING EXTERNAL EXAMINATIONS)

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YEARS 10 – 12

If a student does not sit the exam, contact with the school must be made **within 24 hours of the exam**. On return to school, the student must submit an application for illness misadventure by providing **supporting documentation** to support the missed exam date. Applications must be submitted as close to the exam as possible. Once all supporting documentation has been given to the school, a decision is made on the application. If the application is successful the student must complete the exam at the earliest possible time as determined by the class teacher. The student may sit an alternative exam out of fairness to the cohort. If the application is not successful the student is awarded a "Not Rated".

If a student does not sit an exam and does not apply for an AARA or illness or misadventure, the student is awarded a "Not Rated".

YEARS 7 – 9

If a student does not sit the exam, contact with the school must be made **within 24 hours of the exam**. On return to school, the student must complete the illness or misadventure form to support the missed exam date. Once submitted, the student must complete the exam at the earliest possible time as determined by the class teacher.

If a student does not sit an exam and does not complete the illness or misadventure form, the student must complete the exam at the earliest possible time as determined by the class teacher. A letter will be sent home informing parents/carers of the missed exam and restating the expectations of a student missing an exam. In addition, the letter will also inform parents/carers of the consequences of not providing **supporting documentation** for missed assessment in senior years (10 – 12).

ALL OTHER TYPES OF ASSESSMENT

YEARS 10 – 12

If a student is away on the date that an assessment is due, the student must submit all written components via email or STILE before or at the time of the start of their lesson (other required submissions are submitted on return to school). If a student is unable to submit, it is the responsibility of the student to notify the school **within 24 hours after** the due date. On return to school, the student must submit an application for illness or misadventure by providing **supporting documentation** to support the missed due date. Applications must be submitted as close to the due date as possible. Once all supporting documentation has been given to the school, a decision is made on the application. If the application is successful the decision is made by the Deputy Principal on new submission requirements. If the application is not successful, contact with the school was not made within 24 hours of the due date or the student failed to apply for an AARA or illness or misadventure – teachers will mark collected progressive evidence of student response gathered at prescribed checkpoints.

YEARS 7 – 9

If a student is away on the date that an assessment is due, the student must submit all written components via email or STILE before or at the time of the start of their lesson (other required submissions are submitted on return to school). If a student is unable to submit, it is the responsibility of the student to notify the school **within 24 hours after** the due date. On return to school, the student must complete the illness or misadventure form to support the missed due date. Once complete a decision is made by the HOD on new submission requirements. If contact with the school was not made **within 24 hours of the exam** and the illness and misadventure form is not complete, teachers will mark collected progressive evidence of student response gathered at prescribed checkpoints.

NON-SUBMISSION AND REASONABLE ATTEMPT REQUIREMENTS

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On submission of an assessment, student evidence must be to a **reasonable standard**. If a student's submission does not meet a reasonable standard for an assessment piece, the student will receive school based consequences until the assessment is completed to a reasonable standard. The student will be required to attend after school catch up two weeks after the initial due date if a reasonable standard of the assessment is not submitted to the teacher. A note is sent to parents/carers notifying them of the student's submission of an unreasonable attempt and of the school based consequences.

A student who does not submit an assessment at a reasonable standard will be restricted from representing the school, participating in extra-curricular activities and attending non-compulsory excursions until the assessment has been completed to a reasonable standard. The Principal is responsible for determining which activities students will be restricted from participating in and any consideration given to address students' individual circumstances.

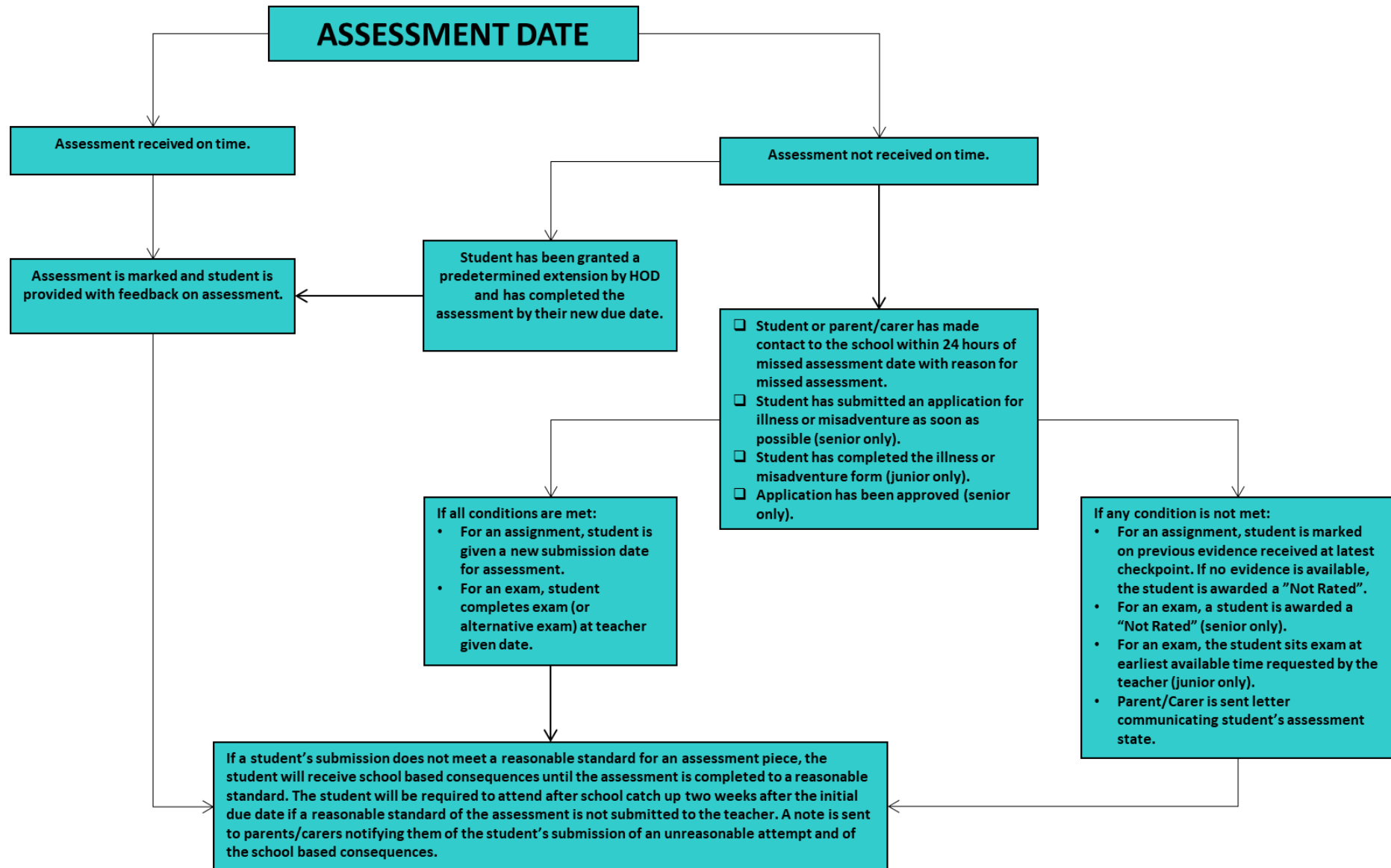
To be eligible to participate in school activities, students must have submitted all required assessment items by the due date of required forms/payment of the relevant school activity. Students can regain eligibility to participate in school activities by completing any outstanding assignments or exams to a reasonable standard. Teachers are required to inform the office of assessment completion information in a timely manner.

Laidley State High School follows the processes as outlined in the QCE and QCIA policy and procedures handbook available from www.qcaa.qld.edu.au/senior/certificates-and-qualifications/qce-qcia-handbook-2019.

PROCEDURES FOR VOCATIONAL EDUCATION:

The procedures for non-submission and late assessment in vocational education courses are the same as outlined above. However students are able to resubmit their assessment **within the reasonable limits** outlined earlier and have this assessment used to demonstrate their competence for relevant course modules.

SUBMISSION PROCEDURE



4 EXTERNAL ASSESSMENT ADMINISTRATION

See the *QCE and QCIA policy and procedures handbook* (Section 7.3.2). Laidley State High School follows the *External assessment — administration guide for processes, roles and responsibilities of the school external assessment (SEA) coordinator, teachers and students*.

5 MANAGING ACADEMIC MISCONDUCT

Laidley State High School is committed to supporting students to complete assessment and to submit work that is their own, and minimising opportunities for academic misconduct. There may be a situation when a student inappropriately and falsely demonstrates their learning. If a student is found to have demonstrated academic misconduct the following will occur:

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. In the first instance the classroom teacher will make the determination. If the student disagrees then the appeals process will be followed. Student work that has been established as the student's own will be used as evidence for level of achievement. If no work is determined to be the student's own – previous evidence will be used to determine level of achievement. If no previous evidence is available then the student will be awarded a "Not Rated".

ALL INSTANCES OF ACADEMIC MISCONDUCT DURING AN ASSESSMENT PROCESS

Results will be awarded using any evidence from the preparation of the response that is available and is verifiably as the student's own work. The work was gathered in the conditions specified by the syllabus, on or before the due date.

FOR INSTANCES OF ACADEMIC MISCONDUCT DURING EXAMINATION

YEARS 10 – 12

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 (School Code of Conduct) will be implemented.

YEARS 7 – 9

Students will be marked on evidence available in the exam that is determined to be the student's own. If no evidence is available the student is 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 (School Code of Conduct) will be implemented.

DEVICE MISCONDUCT

Students are advised not to bring smart devices, phones, laptops to assessment tasks. If a student brings a device to an examination, school mobile phone policy is implemented.

EXAMPLES OF ACADEMIC MISCONDUCT

5.1 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.

5.2 CHEATING WHILE UNDER EXAM 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

5.3 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

5.4 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

5.5 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

5.6 FABRICATING

A student:

- invents or exaggerates data

- lists incorrect or fictitious references.

5.7 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

5.8 MISCONDUCT DURING AN EXAMINATION

A student distracts and/or disrupts others in an assessment room.

5.9 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 audio visual material, figures, tables, design, images, information or ideas).

5.10 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.

5.11 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.

6 APPEALS

The Principal has the final decision in any matters regarding the implementation of this school assessment policy. Students and/or parents can appeal any decision regarding assessment and performance judgements in writing to the Principal, outlining the reasons for appealing the decision

7 DEFINITIONS

SUPPORTING DOCUMENTATION

Supporting documentation evidence for students in years 7 – 9 differs from evidence for students in years 10 -12.

EVIDENCE FOR STUDENTS IN YEARS 10 -12

Students are required to complete the *QCAA Confidential Medical Report* with the following evidence:

- the illness, condition or event (including details of a diagnosis, where applicable)
- 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's participation in the assessment

*the above is required to be signed by a medical practitioner

Evidence required for misadventure grounds

- written evidence from a relevant independent professional or other independent third party (e.g. police report)

EVIDENCE FOR STUDENTS IN YEARS 7 – 9

- Parents/carers are required to complete the "illness or misadventure form" to explain reason for missed assessment

REDACTING OF WORD LENGTH

Redacting the response requires removing sentences and/or paragraphs from the assessment. Removing individual words only will not be accepted as a redacted assessment.

REASONABLE ATTEMPT

A reasonable attempt on an assessment allows a teacher to assign a grade using the relevant criteria.

8 RELATED POLICIES

This school policy is consistent with the following QCAA policies relating to assessment and judgements.

- Queensland Curriculum and Assessment Authority 2019, *QCE and QCIA policy and procedures handbook 2019 v1.1*