Wilsonton
State High School

School Assessment
Policy V5.0

This document is to be read in conjunction with the current (v5.0) QCE and QCIA policy and procedures handbook which provides detailed information about Year 11 and 12 processes.

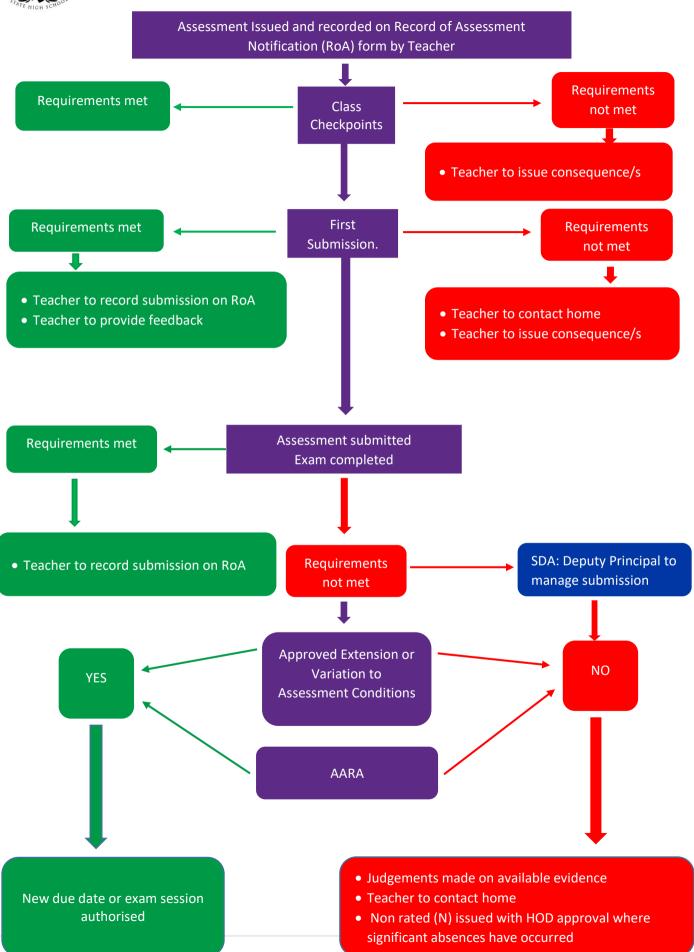# Stand Strong, Stand Proud, Stand Together

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Assessment Flowchart

Assessment Issued and recorded on Record of Assessment Notification (RoA) form by Teacher

Class Checkpoints

- Requirements met

- Requirements not met
  - Teacher to issue consequence/s

First Submission.

- Requirements met
  - Teacher to record submission on RoA
  - Teacher to provide feedback

- Requirements not met
  - Teacher to contact home
  - Teacher to issue consequence/s

Assessment submitted Exam completed

- Requirements met
  - Teacher to record submission on RoA

- Requirements not met

SDA: Deputy Principal to manage submission

Approved Extension or Variation to Assessment Conditions

AARA

YES

NO

New due date or exam session authorised

- Judgements made on available evidence
- Teacher to contact home
- Non rated (N) issued with HOD approval where significant absences have occurred

Assessment Quick Guide

Purpose
Wilsonton 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 assessment completion in all year levels.

Principles
Wilsonton State High School 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.

Starting the Assessment
- All students to receive a copy of the task sheet.
- The due date for an assessment is the date and time identified on the task sheet.
- The duration of the task and number of lessons/hours of class time allocated to the task will be specified on the task sheet
- Teachers and students complete the Record of Assessment (RoA) form **see Appendix A**

First Submission
- The due date for the first submission will be indicated on the task sheet.
- Students will submit a first submission and this is recorded on the RoA form by the teacher.
- Teachers are to keep a copy of the first submission (electronic or hard copy)

For Senior Students (Y11 and 12)
- Failure to submit an appropriate first submission will be followed up by the DP and/or Dean of students who will collect students from class on the due date and supervise in an alternate space for a first submission to be completed with appropriate contact home by the class teacher and recorded on Oneschool.
- Failure to submit an appropriate response by the due date **or** submitting an unsatisfactory first submission will result in consequences which may include lunch time/afterschool detentions with appropriate parent contact.

For Student in Year 7 – 10
- Consequences must be applied by the teacher for failure to submit an appropriate response by the due date **or** submitting an unsatisfactory first submission and may include lunch time/afterschool detentions and parent contact as required for an appropriate response to be submitted.

Feedback
- Teachers provide feedback on a maximum of one first submission of each student's response for each task.
- Providing feedback is a consultative process, not a marking process.
- Feedback on a draft must not compromise the authenticity of student work.
- Teachers are to keep a copy of the feedback provided (electronic or hard copy)
- Feedback is acknowledged on the RoA Form

Managing Response Length

- All assessment instruments indicate the required length of a response as a word length, duration of time, or page count.
- Feedback about length is provided by teachers at checkpoints and first submission

Elements to be included in or excluded from the word length or page count are provided in the QCAA handbook 8.2.6

For written responses with a word or page limit, or responses with a duration (e.g. presentations or recordings), that are over length this will be managed by:

- marking only the evidence in the student response that meets the assessment conditions for response length, that is, marking from the beginning of the response up to the point where the response meets the required length, and excluding evidence after that point.

In any case where the complete student response is not used to determine the result, teachers annotate the student response, ISMG or instrument-specific standards to indicate which evidence was used to make a judgment.

Authenticating student responses

- Teachers will collect evidence during the development of responses in order to establish authorship of final responses.
- Academic misconduct – example of these in QCAA handbook

Responses that are not the student's own cannot be used to make a judgment. 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
- Make a judgment about the student's knowledge and skills using the parts of the response that can be identified as the student's own work.
- Where there is no evidence in the response that can be identified as the student's own work, a result of "NR" (Not Rated) will be entered.
- Where appropriate the Student Code of Conduct p20 will be followed.

Extensions

- Only a Head of Department of the relevant subject or Deputy Principal may grant an extension.
- All students in Years 7 – 12 must request an extension at least 48 hours prior to the due date and use the Extension/Variation to Assessment Conditions Request Form. See **Appendix B**
- A copy of the Extension/Variation to Assessment Conditions Request Form is available on the school website
- The extension / variation request must be due to unforeseen events beyond the student's control.
- The absence cannot be of the student's own choosing or that of their parents/carers e.g. family holiday, school-based traineeship/apprenticeship, work experience, school excursions.
- Families of students in Years 10, 11 & 12 must provide a medical certificate to support an extension, variation request due to illness.
- Classroom teachers cannot grant extensions or adjust assessment conditions.

Student Absence on the Due Date

- Where a student knows that they will be absent on the due date they must submit the task early or arrange for the task to be submitted for them on the due date.
- Where a student is absent on the due date due to unforeseen events they must:
  o Email the task to the teacher
  o Photograph and email the task to the teacher
  o Arrange for the task to be handed in to the school office or to the teacher on the student's behalf
  o Contact the relevant Head of Department where none of these options are possible
- Where a task is emailed the student must submit a paper copy to their teacher in their first day back at school

Managing Non-Submission

- Where students do not submit a final response to an assessment, evidence of student work provided by the student for the purposes of authentication during the assessment preparation period will be used to make judgments and award a result.
- Where significant absences result in no evidence being available, a HOD may determine that an 'N' no result for that task is given.
- Where an N is awarded for any assessment task in Year 12 Unit 3 and 4, an overall final result of N is received
- A teacher may offer a student in Years 7 – 9, who has forgotten their assessment task on the due date, the opportunity to email their task by the end of the day (similar to absences on the due date).
- The student and teacher will complete RoA form on the due date when then task is submitted
- Where the class teacher is absent on the due date the relevant HOD will manage the submission process

Absence on an Exam Date

- Where a student knows that they will be absent on the due date they must submit an Extension / Variation to Assessment Conditions Request Form to the relevant Head of Department and prior to the exam date to negotiate an alternate time to sit the exam. (Years 7 – 10 only)
- Where a student is absent on the due date due to unforeseen events their Parent/Carer must contact the school to explain their absence (phone call, response to txt).
- Students must sit the exam on their first day back at school, including after a holiday break, unless prior arrangement with HOD
- Families of students in Years 11 and 12 must contact the school to advise of the absence and provide a medical certificate to explain any absence on an exam date. Families must contact the Year 11/12 Deputy Principal for non-illness absences. Students will be required to sit a comparable assessment task.
- In circumstances where a Year 11 or 12 student has not presented for an exam and there is no evidence to support the absence, an 'N' no result for that task is given.
- Where an N is awarded for any assessment task in Year 12 Unit 3 and 4, an overall final result of N is received for that subject
- Where the class teacher is absent on the day of the exam the relevant HOD will manage the exam process

AARA (Access arrangements and reasonable adjustments)

- The school recognises that some students have disability, impairment and/or medical conditions, or experience other circumstances that may be a barrier to their performance in assessment.
- Access arrangements and reasonable adjustments (AARA) are designed to assist these students.
- AARA minimise barriers for eligible students to demonstrate their learning, knowledge and skill in assessment.
- An AARA application is most often for a long- to medium-condition that affects a student across a range of subjects. Students with short-term illnesses or impairments should utilise the Extension / Variation to Assessment Conditions form.
- Most AARA applications for long-term conditions should reflect existing arrangements that have been in place to support students with disability to access assessment.
- QCAA AARA requirements for Year 11/12 students can be found in the *current QCE and QCIA policy and procedures handbook*
- Students are **not** eligible for AARA on the following grounds:
  - unfamiliarity with the English language
  - teacher absence or other teacher-related difficulties
  - matters that the student could have avoided (e.g. misreading an examination timetable, misreading instructions in examinations)
  - timetable clashes
  - matters of the student's or parent's/carer's own choosing (e.g. family holidays or sporting events)
  - matters that the school could have avoided (e.g. incorrect enrolment in a subject).
- The school principal manages all approval of AARA for students in Year 11/12.
- The relevant year level Deputy Principal and/or Head of Inclusion manages all approval of AARA for students in Year 7-10 and communicates these to HODs

- AARA for students in Years 7 – 10 will be reviewed at the beginning of each school year.

QCAA Handbook Links

Section 6: Access arrangements and reasonable adjustments AARA
The school recognises that some students have disability, impairment and/or medical conditions, or experience other circumstances that may be a barrier to their performance in assessment.
Access arrangements and reasonable adjustments (AARA) are designed to assist these students.

Section 8.1: Understanding academic integrity
Academic integrity requires academic responsibilities to be approached in an honest, moral and ethical way. Schools, teachers, parents/carers and others who support students in their learning — including the QCAA — are responsible for promoting and maintaining academic integrity. The QCAA recognises that schools and their staff act with integrity and uphold high standards of professional conduct in adhering to the procedures and guidelines

Section 8.2.1: Engaging in learning and assessment
Students are expected to engage in learning in the subject or course of study including all course objectives.
They produce evidence of achievement in response to assessment planned for each unit, pair of units or course.
Schools provide opportunities for teaching and learning, implement assessment, gather evidence of learning on or before the due date set by the school and to meet school and QCAA timelines.

Section 8.2.3: Scaffolding
Scaffolding is an intentional instructional strategy through which teachers support students to develop greater independence in completing a task or responding to an assessment instrument. Scaffolding may be provided to individuals or to a class of students.

Section 8.2.4: Feedback
Two different types of feedback are equally valuable in the classroom: feedback for teaching and learning, and feedback for assessment, including on a draft response. Both are led by the classroom teacher.
The purpose of feedback is to provide meaningful information about a student's strengths and areas for improvement to support them to progress their learning. It helps the student understand where and how they are going, and where they need to go next.

Section 8.2.5: Drafting
A draft is a preliminary version of a student's response to a task. A draft can be used both to provide focused feedback on a response and to authenticate student work.

Section 8.2.6: Managing response length
In developing a response to an assessment instrument, students are required to meet the conditions outlined in the syllabus. One of these conditions is the response length. Response length requirements are expressed in syllabuses as a word length, time duration or page count, and vary according to the technique and response type, such as written, spoken/signed and multimodal or performance responses. Elements to be included in or excluded from the word length or page count of a written response are provided in this section.

Section 8.2.7: Gathering evidence of student achievement
Schools are responsible for gathering evidence of student achievement in response to assessment on or before the due date for internal assessment instruments in all subjects for all units.

Section 8.2.8: Authenticating student responses
Accurate judgments of student achievement can only be made on genuine student assessment responses.
Schools and teachers should have strategies in place to ensure authenticity of student responses. Teachers are best positioned to determine authenticity of student work and are responsible for ensuring that it complies with syllabus requirements.

RECORD OF ASSESSMENT

YEAR LEVEL & SUBJECT: _____

Student Name	Task Received and Date *Student Signature*	✓ First Submission Submitted	✓ Parent Contact made	✓ Feedback Provided	Task Submitted *Student Signature*	Additional Information

Extension/Variation to Assessment Conditions Request Form

Students are to use this form when they will be unable to submit an assessment task by the due date and have legitimate reasons to support their late submission or wish to vary the assessment conditions.

Process:
1. Students must submit this signed form to the relevant Head of Department for approval at least 48 hours before the due date.
2. If approval is granted, the student must acknowledge the revised due date and note it in their records.
3. When notified by the HOD, the teacher will record the revised date on the classes Record of Assessment form.
4. Students will be expected to complete/submit their task on the revised date.
5. If the revised date is missed consequences as detailed in the School assessment policy will apply.

For a detailed overview, please consult WSHS School Assessment Policy

Student Section (Please fill out all details)

Student Name:	
Teacher:	
Today's Date:	
Task Name:	
Original due date:	
Reason for requested extension / variation:	

I declare that the above statement is a true and valid account:

Student signature & Date:	
Parent/Guardian signature & Date:	

SCHOOL USE ONLY
Head of Department approval:

Approved ☐   Declined ☐

Revised due date:	
HOD signature & Date:	

✂

Please detach and return to student. **Student Receipt**	
Student Name:	Teacher:
Task:	Revised due date:
HOD Signature and Date:	