Cavendish Road State High School

Assessment Policy (Introduction)

1. The Assessment System

Assessment is the ongoing process of gathering, analysing and reflecting on evidence to make informed judgments about the achievement or capabilities of individuals and cohorts.

Assessment plays an integral role in improving learning and informing teaching. Its fundamental purpose is to establish where learners are in an aspect of their learning at the time of assessment.

Assessment information has multiple uses, including:

- provision of feedback to teachers, such as
    - o diagnostic evidence of students' strengths, ways of learning, areas of development, the depth of their knowledge, and their conceptual understandings, which informs the teacher, so they know what students can do, and what subsequent teaching is required to progress student learning
    - o identification of students' learning needs across a range and balance of assessments that enhances teachers' ability to establish where students are in their learning and to help them attain higher levels of performance
- provision of feedback to students and parents/carers that gives
    - o clear, specific, meaningful and timely feedback, allowing reflection on the learning process and collaboration to support future learning and development
    - o evidence of student learning and advice for further progress, underpinning the provision of meaningful reports/statements to parents/carers and others
- development of lifelong learners by enabling students to identify and reflect on the progress they are making, which is crucial to building self-evaluation, self-efficacy and self-responsibility for in-depth and long-term learning
- refinement of quality teaching, by supporting teacher reflection and professional learning
- provision of information for certification
- measurement and evaluation of policies, programs, interventions and teaching strategies to provide better understanding of student achievement and growth.

2. Engaging in learning and assessment

Students are expected to engage in the learning in the subject or course of study including the course objectives. Students **must** produce evidence of achievement in response to all assessment items for all subjects. Cavendish Road State High School gathers evidence of learning and match this to the relevant standards to make judgments. The school is responsible for ensuring that students have opportunities to access assessment.

2.1 Year 11 & 12 Unit 1 – 4 Summative assessment completion

Summative assessment refers to the assessment items that contribute to a student's overall exit results and achievement as reported to the Queensland Curriculum and Assessment Authority (QCAA). Cavendish Road State High School is responsible for ensuring that the school community is aware of the assessment requirements. The school will inform students and parents/carers in a timely manner when incomplete assessment will mean that the student will not meet requirements for a subject or course result.

In circumstances where Access Arrangements and Reasonable Adjustments (AARA) (see Section 8 below) are not applicable, the following information will be used.

- **Applied and Applied (Essential) subjects**

When enrolled in Applied and Applied (Essential) subjects, students are expected to complete all course and assessment requirements. For summative units, there **must** be evidence of a response to each summative assessment for a student to achieve a subject result. **The school is responsible for ensuring that students have opportunities to access assessment.**

Where there is no evidence of a response to each summative assessment on or before the due date as set by the school a subject result cannot be allocated. In order to receive an overall subject result, a student must complete Units 3 and 4 together, providing responses to each of the summative internal assessments. A student cannot repeat one summative unit only.

- **General and General (Extension) subjects**

When enrolled in a General or General (Extension) subject, students are expected to complete **all** course and assessment requirements. For summative units, a student **must** produce evidence of responses to each of the summative assessments in order to receive an overall subject result. **The school is responsible for ensuring that students have opportunities to access assessment.**

Where there is no evidence of a response to each summative internal assessment on or before the due date set by the school a subject result cannot be allocated. In order to receive an overall subject result, a student must complete Units 3 and 4 together, providing responses to each of the summative internal assessments and the external assessment for the subject. A student cannot repeat one summative unit only.

- **General (Senior External Examination) subject**

When enrolled in a General (Senior External Examination) subject, students must complete the Senior External Examination to receive a subject result.

- **Non-submission of a final response**

In circumstances where students do not submit a final response to an assessment (other than unseen examinations) teachers make judgments based on evidence of student work collected for the purposes of authentication, during the assessment preparation period.

For students who are enrolled in a subject, but do not produce evidence 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 QCAA calendar and may result in the student being withdrawn from the subject.

- **External assessment completion**

External assessment for General and General (Extension) subjects is summative. Students must complete external assessment on the date published on the QCAA website.

3. Feedback

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.

How teachers and students make use of qualitative and quantitative assessment information is vital to understanding and improving learning. Effective feedback encourages self-reflection, allows students to actively monitor and evaluate their own learning, and facilitates self-direction and motivation. Together assessment and feedback support continuous, collaborative, active and self-directed learning.

To support evaluation, self-reflection and improved understanding, feedback should be:

- ongoing

- individualised

- specific to the teaching, learning and assessment

- related to the standards/descriptions

- clear, and in language that is readily interpreted by the intended audiences

- timely, so that students can act on it and adjust their learning

- collaborative, so that students, teachers and parents/carers all support and participate in the students' learning

- supportive, so that the student is encouraged to reflect and act on the feedback and build their capacity for self-assessment.

4. Scaffolding

Scaffolding for teaching and learning

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.

To develop students' knowledge and skills, teachers gradually release support and responsibility to students over a course of study.

Scaffolding may include:
- breaking a complex task, learning experience, concept or skill into discrete parts
- modelling thought processes required to complete parts of an assessment instrument
- pre-teaching vocabulary specific to the subject and assessment instrument
- questioning to develop students' conceptions, describe interpretations or challenge opinions that inform a response
- showing examples of responses and demonstrating the match to performance descriptors
- using visual frameworks or graphic organisers to plan responses.

Scaffolding for assessment instruments

When scaffolding in an assessment context, it is important that the integrity of the requirements of the task or assessment instrument are maintained so a student's response is their own. Scaffolding or task instructions should not lead to a predetermined response or interfere with students' ability to demonstrate their knowledge and understanding of the relevant criteria.

Scaffolding for assessment instruments should refer to processes or presentation of the response. It should avoid repeating cognitions or the task description.

Scaffolding may include:
- providing a timeline or checkpoints that students can use to manage completion of components of the assessment instrument
- guiding students to make predictions and/or reflect on their learning to complete the requirements of the assessment instrument
- providing prompts and cues for students about the requirements for their response.

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.

Drafts may be created in a variety of formats and modes:
- a student may prepare several written drafts when developing and refining a response to the topic and then submit their best, complete or near complete draft for teacher feedback, e.g. in Ancient History
- a student presenting a spoken task practises in class and receives feedback on the draft in the mode of the response, e.g. in English a spoken/signed task
- students practise a performance in class and are given teacher feedback on a dress rehearsal, e.g. in Drama or Dance.

Drafting allows teachers to monitor student work. Before submitting the complete or near complete draft in the mode required by the syllabus for feedback, students may be required to pass through other checkpoints, such as developing an outline or discussing their approach with the class teacher.

Providing feedback on a draft

Teachers provide feedback on one complete or near-complete draft, which must be in the mode required by the syllabus. They may provide feedback on the draft response in a variety of ways: in writing or orally; to an individual or to the whole class; and/or through questioning.

Providing feedback is a consultative process, not a marking process. Feedback on a draft must not compromise the authenticity of student work.

The feedback may vary depending on the nature of the task and may include suggestions such as:
- Consider other aspects of the text, report, performance or activity.
- Develop the response to show more awareness of the intended audience or purpose.
- Rearrange the sequence and structure of the response to prioritise the most important points.
- Investigate further to expand the response.
- Synthesise the response by editing or removing excess information.
- Adhere to the required response length by, editing and refining the response, checking for relevance or repetition, etc.
- Adhere more closely to the referencing style required by the task.

6. Strategies for establishing authorship

When developing an assessment instrument, the school will consider how student authorship of final responses will be established. Teachers may:
- set an assessment task that requires each student to produce a unique response
- vary assessment tasks each year so students are unable to use other students' responses from previous years
- set aside sufficient class time for students to complete the assessment task and for teachers to monitor the development of the response.

Teachers can collect evidence during the development of responses in order to establish authorship of final responses. Teachers may:
- monitor, collect or observe progressive samples of each student's work at various stages. This process could be documented using an authentication record, checklist or photographs.
- interview or consult with each student at checkpoints during the development of the response to ensure that it is based on the student's own work.

To establish authorship of final responses, teachers may:
- directly compare the responses of students who have worked together in groups

- for text, analyse final student responses using plagiarism-detection software, if available
- require a brief annotation, summary or discussion, written in class, exploring further some aspect of the subject matter or of the process of text production. This should help to indicate the extent of each student's understanding and involvement in the task.
- interview a sample of students after their responses have been submitted to determine their understanding of and familiarity with their responses
- use internal quality assurance processes such as cross-marking if there is more than one class for a subject cohort.

7. 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.

Syllabuses describe assessment techniques and conditions for each assessment technique. All assessment instruments are to indicate the required length of a response as a word length, duration of time or page count to match syllabus requirements. This information is provided to:

- Indicate the scope and scales of the response required
- Ensure equity of conditions for all students
- Support students to develop skills in managing the length, scope and scale of their responses appropriately
- Ensure the internal assessments developed for General, General (Extension)and Applied (Essential) subjects meet the requirements for endorsement
- Ensure that internal assessment developed for Applied subjects allow students to demonstrate the syllabus objectives across the range of standards and match the conditions described in the syllabus
- For responses which do not adhere to the specified response length the following strategies apply:
  - o Only the evidence in the student response that meets the assessment conditions for response length will be marked. This excludes student work and evidence that is beyond the required length; and/or
  - o Allowing the student to redact a response to meet the required length before a judgment is made on the evidence in the student response. Where this occurs the student will be supervised by the teacher or Head of Department and given a specified period of time to complete the redaction, for instance, 15mins. This strategy does not apply to examinations and tests.
- In complex cases teachers will consult with the Head of Department and/or the Year Level Deputy Principal.

8. Understanding academic misconduct

Academic misconduct incorporates a broad range of behaviours by which students inappropriately and falsely demonstrate their learning. Cavendish Road State High School is responsible for managing school-based processes and consequences through this school-developed assessment policy when there is evidence of academic misconduct in internal assessment. The school will use proactive strategies to minimise opportunities for academic misconduct.

Types of academic misconduct, examples of behaviours

Type of misconduct	Examples
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.
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.
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.
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.
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. • A student completes a response to an assessment in place of another student.
Misconduct during an examination	• A student distracts and/or disrupts others in an assessment room.
Plagiarism or lack of referencing	• A student completely or partially copies or alters work that is not their own without attribution (work that is not their own may include another person's or artificial intelligence generated text, audio or audiovisual material, figures, tables, design, images, information or ideas). Plagiarism also includes the use of a translator, including an online translator, as the work produced is not the work of the student.
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.

* Examples of unauthorised equipment used in exams:

- smart watches, fitbits or mobile phones (are not to be accessible during an exam. Must be placed on the floor, handed to a supervisor prior to the exam or left in the student's bag in a secure location)

- calculators (with CAS capabilities) – Graphics calculators must be placed into exam mode or the memory must be cleared prior to the exam.

Consequences for Plagiarism, Collusion, Contract Cheating, Copying work, Fabricating, Impersonation include but are not limited to:

Students cannot be rated on work that is not their own. If plagiarism is confirmed, the sections of work in question cannot be used to make a judgment about student achievement.

- Where a student is found to have plagiarised significant portions of the task, only the elements of task that are their own original work will be rated.
- Where a student is found to have plagiarised the entire task, it will be treated as a non-submission.
- Parents/Caregivers and Head of Department will be notified.
- Incident is to be recorded as a behaviour incident in OneSchool.
- In both cases, consequences will be applied.

Consequences for Cheating while under supervised conditions (including exams and external exams), Copying work, Disclosing or receiving information about an assessment, Misconduct during an exam, Impersonation

- When a student is suspected of or observed participating in an act of academic misconduct, students will be permitted to complete the assessment despite the alleged incident of misconduct if possible.
- Serious incidents that are unable to be reasonably managed by the exam supervisor or the external assessment supervisor (eg disrupting other students) may result in the student being excluded from the assessment room.
- Parents/Caregivers and Head of Department will be notified
- Incident is to be recorded as a behaviour incident in OneSchool
- School Administration notified for repeat situations and for all Year 11 & 12 students.

- If academic misconduct is confirmed, the sections of work in the exam where misconduct has occurred cannot be used to make a judgment about student achievement. If this is the entire task, it will be treated as a non-submission. In both cases, consequences will be applied.
- For external exams a report to the QCAA will be made.

8. 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.

AARA minimise barriers for eligible students to demonstrate their learning, knowledge and skill in assessment. The school will use the information in this handbook to inform their decisions about appropriate adjustments and arrangements for all assessments in all year levels including QCAA Applied, Applied (Essential), General, General (Extension), Short Course and Senior External Examination assessments.

Access arrangements are action/s taken by the school so that a student with an eligible impairment that may not be covered by the definition of disability can access assessment. Reasonable adjustments are action/s taken by the school so that an eligible student with impairment as a result of disability and/or medical conditions or experiencing other circumstances creating a barrier to the completion of assessment can be assessed.

The *Disability Discrimination Act 1992* (DDA) and the Disability Standards for Education 2005 (DSE) seek to eliminate, where possible, discrimination against people with disabilities. Compliance with these documents ensures students are provided with opportunities to realise potential through participation in education and training.

The provisions of AARA to student assessment is based on the functional impact of the condition for which AARA/Special Provisions are sought. Students with the same condition may experience highly varied impacts on their education, and their ability to demonstrate their learning, knowledge and skill in assessments. To this end, this section does not include examples of every possible circumstance for AARA; it provides information for the school to make decisions to support their students' needs.

The Guidance Officers, Head of Department Educational Support Services and Head of Department Teaching and Learning Educational Services have developed a school-based AARA/Special Provisions process that supports the early identification of students with existing long-term and chronic conditions so the school, parents and students can confidently negotiate and implement AARA according to the guidelines.

Please see the attached Assessment Policy (AARA) – Access Arrangement and Reasonable Adjustment policy and procedures handbook for more information.

The Assessment Policy (Applying for AARA – Special Provisions) provides details regarding applying for AARA required due to temporary medical conditions or injuries and emergent family circumstances so they are identified and managed as soon as possible to enable access within assessment timelines.