1. ASSESSMENT

Assessment refers to any item which contributes to student levels of achievement. This may take the form of written assignments, tests, reports etc. Or it may be a practical task/demonstration or an oral task.

1.1 Where possible, assessment is to be conducted in normal class time.
1.2 A planner with assessment items and due dates will be provided to students early each semester.
1.3 Changes to due dates are to be made in consultation with the relevant HOD.
1.4 Extensions to due dates can only be given by HODs or members of Administration.
1.5 If a student is absent on a due date or on the date of a test, a medical certificate or parental communication is required.
1.6 A copy of each assessment item and accompanying criteria should be filed with the relevant HOD/SAC.
1.7 The ability of students to complete an assessment item should not be affected by lack of access to resources.
1.8 All processes and requirements of presentation in a piece of assessment should be taught and/or modelled to students in a manner consistent with individual syllabus guidelines.
1.9 Each subject can access one block of time for either an exam or an assignment during the designated assessment period.

2. ASSIGNMENTS

Assignments may include, written, oral or practical tasks which require both in-school and out-of-school time for preparation and completion.

2.1 Assignments are a means of developing independent learning and student responsibility. They also provide students with a range of conditions for fulfilling assessment requirements.
2.2 Assignment loads should be reasonable. The purpose of the assignment should be clear to students. The significance of the assignment should reflect the time and effort required to complete it.
2.3 Adequate resources should be available to and accessible by students. The teacher-librarian should be consulted prior to the setting of the assignment.
2.4 Sufficient time must be allowed for planning, research, writing, re-drafting and final presentation. (e.g. use of cross-curricular Research Skills.)
2.5 Sufficient in-class time should be allocated to allow the majority of students the opportunity to complete the minimum requirements of the task and to enable teachers to be able to verify the authorship of student work. (See QSA Memo 047/05)

2.6 Teachers should regularly monitor student progress in a manner consistent with faculty policy. This does not necessarily mean that draft work will be taken up and marked. However, a record must be kept of draft work sighted and support offered. These records will become the student’s results if no final piece is submitted on or before the due date.

2.7 Information provided for a particular assignment should include:
- details of length, genre, time, method of presentation etc.
- due date/s and date given
- assessment criteria

2.8 Assignments must be submitted on or before the due date. The final hard copy is to be submitted by 4pm on the due date. Electronic copies may be submitted by exception, with the permission of the HOD. Electronic copies are to be received at the set address no later than 5pm on the due date. This copy will be printed and assessed. A hard copy of the assessment task - and any required drafts or research logs - is still required subsequent to the receipt of the electronic copy.

PLAGIARISM

Plagiarism involves students submitting the work of others as their own, without appropriate acknowledgement or referencing of the original work. Examples of plagiarism cited in the Griffith University Research Higher Degree Handbook available from their website (http://griffith.edu.au/gradstudies/) include:

- word for word copying of sentences or paragraphs from one or more sources which are the work or data of other persons (including books, articles, working papers, conference papers, websites or other students’ assignments) without clearly identifying their origin by appropriate referencing
- closely paraphrasing sentences or paragraphs from one or more sources without appropriate acknowledgement in the form of a reference to the original work or works
- using another person’s ideas, work or research data without appropriate acknowledgement
- copying computer files whole or in part without indicating their origin
- submitting work which has been produced by someone else (as your own work)
- producing work in conjunction with other people (other students, a tutor, parents) when it is presented as the student’s own independent work.

If the authorship of an assessment task is questionable, further evidence of authorship may be required of the student. The student could be required to provide extra response to tasks set by the teacher, under whatever conditions were considered necessary. If it is able to be determined that the student has knowingly used work that is not his/her own, the plagiarized work can be deleted from the piece of assessment and the grade adjusted accordingly.
3. EXAMINATIONS

SENIOR SCHOOL

3.1 At least one week each term prior to the designated assessment period will be interruption-free (i.e. no excursions).
3.2 Each subject is able to have one piece of assessment (either an exam or assignment) or a maximum of 2 and a half hours in the designated assessment period.
3.3 Students will have no more than two pieces of assessment in a day during the interruption free period and the exam period.
3.4 A mini-exam block be set aside in terms 2 and 4 for Year 11 and terms 2 and 3 for Year 12. Students will only attend for the sessions where they have an assessment. In this week no early lessons would occur to allow for timetabling of exams.
3.5 In term 1, it is suggested that the last two weeks of Access/Administration lessons be left free for negotiated use for study/assessment for cross-block subjects.
3.6 Assessment during mini-exam blocks, interruption free periods and designated assessment periods will be managed by a Deputy Principal.

IN-CLASS TESTS

3.7 In-class tests used for summative purposes should be on the school assessment planner.
3.8 Students who are absent on day of test must consult HOD to discuss medical certificate or note/phone call from parent. They should complete the test at the earliest opportunity, ideally in the next lesson.
3.9 Students who are absent without reasonable excuse (as determined by HOD in consultation with teachers/administration/guidance) will be given no credit. They will be expected to complete the task to satisfy course requirements.

CHEATING

Cheating may take the form of bringing notes or other materials – electronic and non-electronic - into an examination room, copying the work of others, or seeking out information on, or copies of, examinations prior to the date and time for which they are scheduled. Students who attempt to gain an unfair advantage over others by cheating during the course of an examination or on an assessment task, will lose all credit for that task. They will also be required to re-sit an examination or assessment task of the same type, under the same set of conditions, in order to gain acknowledgement for the completion of that unit of work.
4. LATE AND NON-COMPLETION OF ASSESSMENT

**ASSIGNMENTS**

The names of those students who fail to complete an assessment item – this includes scheduled drafts - are to be submitted to the relevant HOD. Parents/guardians will be contacted re the non-submission on the due date or as soon as possible. This may be done by the relevant HOD or class teacher after notification of the HOD.

4.1 Students who fail to complete an assessment **on or before the due date** will be given an achievement level commensurate with the student response to the assessment instrument in accordance with the standards associated with exit criteria.

This result will be derived from what the teacher has observed during the assignment period. This may include student notes, rough drafts, student/teacher conferencing, teacher anecdotal records/notes, etc.

4.2 Those students who fail to submit an assessment item after the due date will be awarded an achievement level in the same manner as for a Late Submission.

4.3 However, if no evidence of student standards or achievement is available or forthcoming, the student will not be awarded a result. They will be referred to the Principal who will inform them of the consequences of their continued insufficient coverage of semester units, or inadequate assessment.

4.4 Continued non-submission of assessment will result – at the Principal’s discretion – in the student not being awarded an exit level of achievement for that subject.

    Should this be the case
    - the student will be informed prior to the last day of Year 12;
    - no results will be recorded for that subject for that student on the SDCS;
    - the student will not receive credit for that subject (Authority or Non-Authority) for the semester/s affected by non-submission of work.

**EXAMS**

4.5 Non-attendance at exams without a medical certificate or parental contact will require the completion in the student’s own time (Thursday afternoon) as close as possible to the due date. This will be organized by the student through the HOD on the first day of return to school.

4.6 A student who attends an exam, but makes no valid attempt to complete the exam paper, will be regarded as a non-submission, as per QSA policy.
5. Extensions

5.1 Unless an extension has been granted by a HOD or member of Administration, all assessment items are to be submitted, completed, on or before the due date.

5.2 Extensions will only be granted by Heads of Department or Administration when exceptional circumstances exist, such as:

(a) extended absence due to illness or illness on the due date, supported by a medical certificate or parental communication on or before the due date.
(b) Absence due to illness or bereavement or other special circumstance on the due date, supported by a medical certificate or through parental communication.

5.3 Requests for an extension should be made before the due date.

5.4 Assessments which are granted an extension must be submitted on the agreed due date and will be assessed and credited towards the student’s level of achievement.

5.5 A signed Extension Form must be attached to the Extension Task, and included in the student’s folio of work.

5.6 Computer, media, internet, e-mail and printer malfunctions are not generally a reason for an extension. Students should be encouraged to back up and print out drafts regularly. These cases will be treated on a case by case basis.

6. Exemptions

EXEMPTIONS (allowing non-completion of some particular piece of assessment). Exemptions are the province of the Principal, in consultation with the HOD/S and/or Guidance Officer. Each application is assessed on its own merit.

6.1 An exemption should only be allowed when there is sufficient alternative information to make a judgment about an exit level of achievement without the student having to complete a particular assessment instrument. For example, an exemption may be appropriate where a student has missed an assessment instrument due to illness or because of some other legitimate absence, and completing the assessment would place an unreasonable burden on the student.

6.2 An exemption is inappropriate if it results in insufficient evidence being made available to make a judgment about the student’s exit level of achievement, or the student being unable to meet the mandatory requirements stated in a syllabus or study area specification.

6.3 Exemptions should not be a substitute for schools making efforts to remove barriers to a student’s access to learning and assessment opportunities. Exemption is not an option where reasonable adjustment is appropriate.
POLICY AND PROCEDURES FOR SPECIAL PROVISIONS: FOR SCHOOL BASED ASSESSMENTS IN AUTHORITY AND AUTHORITY REGISTERED SUBJECTS.

Special consideration means making reasonable adjustments to conditions of assessment to ensure equitable opportunities for all students. Special provisions may apply to any student, depending on the circumstances. In making a decision about special provisions, the school is required to consider what adjustments to assessment conditions are reasonable in the circumstances.

Each case will be considered on an individual basis and decisions reached through consultation. Where reasonable adjustment is made it will be done in line with QSA policy on special provision for school based assessment in Authority and Non-authority registered subjects.

Special provisions may be granted on a one off basis due to exceptional circumstances or be ongoing as in the case of student disability, or cultural or linguistic difference.

SPECIFIC EDUCATIONAL NEEDS

Special provisions may be particularly relevant for students with specific educational needs. Students with specific educational needs include but are not limited to:

- students with disabilities that have a physiological basis, such as those of a sensory, motor or neurological nature
- students with educational needs arising primarily from socioeconomic, cultural and/or linguistic factors where there may be some form of educational disadvantage, such as students:
  - of Aboriginal and/or Torres Strait Islander backgrounds
  - with language backgrounds other than English
  - who are migrants or refugees
  - from rural and remote locations
  - in low socioeconomic circumstances
- students whose difficulties in accessing learning do not appear to be directly or primarily attributable to educational disadvantage arising from impairment, or to socioeconomic, cultural and/or linguistic factors or psychological needs (eg. Students who have short-term impairments such as glandular fever, fractured limbs, etc.)
- students with identifiably different patterns of educational development and orientation, influenced by factors such as:
  - gender, for example, the inclusion of learning resources relevant to both females and males
  - special talents (including giftedness), with opportunities for extension programs to be experienced
  - life circumstances that may impact on a student’s opportunity to engage in learning and to be assessed fairly.
PROCEDURES AND STRATEGIES

In general, special provisions are proactive and may involve alternative teaching approaches, assessment plans and learning experiences which will

- better suit Aboriginal and Torres Strait Islander students and recognise their cultural experiences
- meet the needs of students from non-English-speaking backgrounds for English language development and support
- cater for the resource and support needs of students with intellectual, emotional or physical impairments.

Special arrangements for students with special needs often involve variation of the methods of presentation of assessment and student work, that is, adapting the method of transmission of information about assessment and the way a student presents work back to the teacher. Specific examples of these special arrangements include, but are not limited to

- permitting signing instead of speaking for students with hearing impairments, and computer simulation instead of laboratory work for students with physical impairments
- use of specialised equipment particular to a student’s impairment, eg a computer
- provision of a reader to communicate a text or provision of a writer to provide an exact transcription of student responses to assessment items where a physical impairment does not permit a student to read or write
- provision of assistance with the interpretation and comprehension of assessment items for students with language difficulties, providing this assistance occurs for assessment items which are not designed to assess these language skills eg NESB students may use dictionaries and be entitled to extra time as per guidelines
- additional time for students to complete assessable tasks (eg some students may require more time to complete written tests or submit assignments) in order to give them equal opportunity to demonstrate their knowledge and skills
- giving Aboriginal and Torres Strait Islander students the opportunity to represent their cultural experiences in their responses to assessment items (an example of this might be modification of an essay question, in consultation with these students, so that it allows them to demonstrate their knowledge and skills in the subject by referring to their cultural experiences)
- making alternative arrangements for the testing of students, eg Aboriginal and Torres Strait Islander students, in order to allow them to attend an event which has cultural significance
- making alternative arrangements for the testing and assessment of students who are experiencing serious emotional difficulties due to, for example, bereavement or illness of a family member; documented/certified extended illness prior to/during the period of teaching/assessing
The folios of students who have been given special consideration do not need to be submitted for October Review except where these students are part of small groups for which all folios are submitted. If this is done however, a supporting statement describing the difficulties faced by the student should be enclosed and signed by the Principal.

**PROCEDURES WITHIN THE SCHOOL SETTING**

Students should be informed of the policy eg in ACCESS/diary. To make an application for special provision students need to contact the Guidance Officer to complete the necessary paperwork.

Names of students, for whom teachers believe special provision should be given, should be registered with their HOD.

It is the responsibility of the individual teacher to detail in writing what special provision has been undertaken. This information should be attached to the student’s folio of work and/or individual pieces of work, as relevant.

It is the responsibility of the Principal of the school to check the assessment for each individual under special provisions against the information given by the teachers to ensure that the student involved has had equal opportunity to demonstrate their knowledge and skills.

**ADDENDUM**

**QSA AND ASSESSMENT POLICY**

The Rochedale State High School Assessment Policy should be read in conjunction with the QSA documents which outline the Authority’s position on assessment matters. These documents include:

- Memorandum Number 047/05: *Information statement on strategies for authenticating student work for learning and assessment.* (Issued 16 May 2005)
- Memorandum Number 091/08: *Sufficiency of coverage and adequacy of assessment for students to receive results on a Senior Statement.* (Issued 12 September 2008)
- Memorandum Number 010/09: *Revised policies on special provisions and late and non-submission of student responses in senior secondary subjects.* (Issued 3 February 2009)

The QSA may develop and publish further memoranda and policy documents.

QSA Memoranda and Policy Documents can be found on the QSA website [http://www.qsa.qld.edu.au/](http://www.qsa.qld.edu.au/)