

CSC Assessment Policy

Scope

This assessment policy is designed to inform teachers, students and parents/caregivers about assessment practices from Years 7-12 to ensure the integrity of assessment that contributes to the Queensland Certificate of Education (QCE). This document is developed from the QCA handbook and must be consulted when making decisions around all assessment practice. Assessment includes assignments, practical and theory exams, oral presentations both individual and group and performances.

Purpose

At Coorparoo Secondary College (CSC), we believe it is essential for an effective learning environment to be safe, supportive and disciplined to achieve their personal excellence through learning, assessment and reporting. We acknowledge that assessment occurs in many forms; informally and formally, and includes a range of conditions and assessment types. We accept that all people are unique individuals processing differing abilities, interests and value learning as a shared responsibility when all member of the CSC community work as part of a team. We also recognise the importance of academic integrity and consistently applying procedures across the student body to achieve equitable outcomes.

Principles

Students' results are determined by the evidence provided by the student.

A range of assessment types and conditions provides the greatest opportunity for student success.

Assessment is graded in accordance with the standards documented by QCAA and ACARA.

Students are provided explicit instruction in the skills and content required to complete assessment tasks successfully. Students will utilise both formal and informal feedback provided on their learning to complete assessment to the best of their ability.

Assessment includes any examination, practical demonstration, performance or product that allows students to demonstrate the objectives as described by the syllabus. Assessment should be:

- aligned with curriculum and pedagogy
- equitable for all students
- evidence-based, using established standards and continua to make defensible and comparable judgments about students' learning
- ongoing, with a range and balance of evidence compiled over time to reflect the depth and breadth of students' learning
- transparent, to enhance professional and public confidence in the processes used, the information obtained and the decisions made
- informative of where students are in their learning.

High-quality assessment is characterised by three attributes:

- validity, through alignment with what is taught, learnt and assessed
- accessibility, so that each student is given opportunities to demonstrate what they know and can do
- reliability, so that assessment results are consistent, dependable or repeatable.

Promoting Academic Integrity

<p>QCE and QCIA policy and procedures handbook</p>	<p>Policy and procedures</p>
<p>Location and communication of policy</p>	<p>Assessment policy and calendars can be found on Coorparoo Secondary College website. All questions regarding this policy should be directed to the Senior Deputy.</p> <p>To ensure the assessment policy is consistently applied, it will be revisited at the beginning of each semester in form classes. Relevant processes will be revisited:</p> <ul style="list-style-type: none"> • at enrolment interviews • during SET planning • when the assessment schedule is published • when each task is handed to students • in the newsletter and by email in response to phases of the assessment cycle.
<p>Expectations about engaging in learning and assessment Section 1.2.4 Section 2 Section 8.5.1</p>	<p>CSC has high expectations for academic integrity and student participation and 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.</p> <p>Student responsibility Students are expected to:</p> <ul style="list-style-type: none"> • engage in the learning for the subject or course of study • produce evidence of achievement that is authenticated as their own work • submit responses to scheduled assessment on or before the due date. <p>To emphasise the importance of sound academic practices, staff and students will complete the QCAA academic integrity courses</p>
<p>Due dates</p>	<p>College responsibility CSC is required to adhere to QCAA policies for gathering evidence of student achievement on or before the due date.</p> <p>Due dates for final responses, checkpoints and drafts will be published in the assessment schedule.</p> <p>The assessment schedule will:</p> <ul style="list-style-type: none"> • 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. <p>Student responsibility Students are responsible for:</p> <ul style="list-style-type: none"> • recording due dates in their diaries

	<ul style="list-style-type: none"> • planning and managing their time to meet the due dates • informing the College as soon as possible if they have concerns about assessment load and meeting due dates. <p>In cases where students are unable to meet a due date, they will:</p> <ul style="list-style-type: none"> • inform the head of department and classroom teacher as soon as possible • provide the College with relevant documentation, e.g. medical certificate • adhere to alternative arrangements for submission of assessment, if applicable, as decided by the College. <p>All final decisions are at the principal's discretion. Refer to AARA information below.</p>
<p>Submitting, collecting and storing assessment information</p>	<p>Assessment instruments will provide information about CSC's arrangements for submission of draft and final responses, including due dates, conditions and file types. All assessment evidence, including draft responses, will be submitted by their due date and where appropriate, via the College's academic integrity software.</p> <p>Draft and final responses for all internal assessment will be collected and stored in each student's folio. Live performance assessments will be recorded and stored as required for QCAA processes.</p> <p>CSC is a supportive and inclusive College. Materials and texts are chosen in accordance with the QCAA.</p>

Ensuring academic integrity

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

Internal assessment administration

<p>QCE and QCIA policy and procedures handbook</p>	<p>Policy and procedures</p>
<p>Scaffolding and checkpoints</p>	<p>Scaffolding for assessment helps students understand the process for completing the task. Scaffolding will:</p> <ul style="list-style-type: none"> • maintain the integrity of the requirements of the task or assessment instrument • allow for unique student responses and not lead to a predetermined response. <p>Across the phases of learning, students will gradually be given more responsibility for understanding the processes required to complete their tasks.</p>
<p>Drafting</p>	<p>All students are required to submit a draft of assignments on the draft due date. Teachers will provide feedback on a maximum of one draft in a timely manner. Providing feedback is a consultative process, not a marking process. Feedback on a draft must not compromise the authenticity of student work. Teachers will not introduce new ideas, language or research to improve the quality of student responses. Similarly, teachers may indicate some key errors in spelling, grammar, punctuation and calculations, and remind students that the draft requires more editing, but will not edit or correct all errors in a draft.</p>

	<p>If a student submits a draft of the assignment after the draft due date, with no documented or valid reason, no feedback will be provided to this student. Students who fail to submit a draft by the date indicated will have their parent/guardian contacted by either a phone call or email sent home (noted on OneSchool) by the class teacher within three College days of failing to submit the draft.</p>
<p>Managing response length</p>	<p>Students must adhere to assessment response lengths as specified by syllabus documents. The procedures below support students to manage their response length.</p> <ul style="list-style-type: none"> • All assessment instruments indicate the required length of the response. • Teaching and learning programs embed subject-specific strategies about responding purposefully within the prescribed conditions of the task. • Model responses within the required length are available. • Feedback about length is provided by teachers at checkpoints. <p>After all these strategies have been implemented, if the student's response exceeds the word length required by the syllabus, the College will either:</p> <ul style="list-style-type: none"> • mark only the work up to the required length, excluding evidence over the prescribed limit <p>or</p> <ul style="list-style-type: none"> • allow a student to redact their response to meet the required length, before a judgment is made on the student work. <p>And, annotate any such student work submitted for confirmation purposes to clearly indicate the evidence used to determine a mark.</p>
<p>Authenticating student response</p>	<p>Accurate judgments of student achievement can only be made on student assessment responses that are authenticated as their own work.</p> <p>CSC uses the authentication strategies promoted by the QCAA. The authentication strategies will be specified on assessment instruments.</p> <p>In cases where a student response is not authenticated as a student's own work, procedures for managing alleged academic misconduct will be followed.</p>
<p>Access arrangements and reasonable adjustments, including illness and misadventure (AARA) Section 6</p>	<p>Applications for AARA</p> <p>CSC is committed to reducing barriers to success for all students. AARA are actions taken by the College to minimise, as much as possible, barriers for a student whose disability, impairment, medical condition or other circumstances may affect their ability to read, respond to or participate in assessment.</p> <p>The college follows the processes as outlined in the <i>QCE and QCIA policy and procedures handbook</i> available from www.qcaa.qld.edu.au/senior/certificates-and-qualifications/qce-qcia-handbook-2019.</p> <p>The college principal manages all approval of AARA for students.</p> <p>All AARA applications must be accompanied by the relevant supporting documentation (outlined in Section 6.5.1) 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.</p> <p>Students are not eligible for AARA on the following grounds:</p> <ul style="list-style-type: none"> • 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 College could have avoided.



	<p>Applications for extensions to due dates for unforeseen illness and misadventure A copy of the medical report template, extension application and other supporting documentation are available from the CSC website and the office in the administration building.</p>
<p>Managing non-submission of assessment by the due date Section 8.5</p>	<p>Teachers will collect progressive evidence of student responses to assessment instruments at the prescribed checkpoints.</p> <p>The checkpoints on the instrument-specific task sheets provide details of the evidence that will be collected.</p> <p>In circumstances where students are enrolled in a subject but do not submit a final response to an assessment (other than unseen examinations) and where evidence of student work:</p> <ul style="list-style-type: none"> provided by the student for the purposes of authentication during the assessment preparation period is available, teachers make judgments based on this was not provided by the student on or before the due date as specified by the College 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. <p>In circumstances where a student response is judged as NR, the student will not meet the requirements for that subject.</p>
<p>Internal quality assurance processes Section 8.5.3</p>	<p>CSC quality management system ensures valid, accessible and reliable assessment of student achievement. This includes:</p> <ul style="list-style-type: none"> quality assurance of all assessment instruments before they are administered to students using quality assurance tools provided by the QCAA quality assurance of judgments about student achievement. <p>All marks for summative internal assessment for General subjects are provisional until they are confirmed by the QCAA.</p> <p>Results for Applied (Essential) subjects and Short Courses may be subject to advice from the QCAA.</p>
<p>Review Section 9.1 Section 9.2 Section 9.5</p>	<p>Queensland College internal review processes for student results (including NR) for all General subjects (Units 1 and 2), Applied subjects, and Short Courses is equitable and appropriate for the local context.</p>

External assessment administration

QCE and QCIA policy and procedures handbook	Policy and procedures
<p>External assessment is developed by the QCAA for all General and General (Extension) subjects</p> <p>Section 7.3.2 Section 10.3 Section 10.4</p>	<p>See the <i>QCE and QCIA policy and procedures handbook</i> (Section 7.3.2) and follow the <i>External assessment — administration guide</i> for processes, roles and responsibilities of the College external assessment (SEA) coordinator, teachers and students</p>

Managing academic misconduct

	Types of misconduct	Procedure
<p>Cheating while under supervised conditions</p>	<p>A student:</p> <ul style="list-style-type: none"> • 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. 	<p>For authorship issues</p> <p>When authorship of student work cannot be established or a response is not entirely a student's own work the college will provide an opportunity for the student to demonstrate that the submitted response is their own work.</p>
<p>Collusion</p>	<p>When:</p> <ul style="list-style-type: none"> • 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. 	<p>For all instances of academic misconduct</p> <p>Results will be awarded using any evidence from the preparation of the response that is available that is verifiably the student's own work and that was gathered in the conditions specified by the syllabus, on or before the due date.</p> <p>For instances of academic misconduct during examinations</p>

	Types of misconduct	Procedure
Contract cheating/significant contribution of help	<p>A student:</p> <ul style="list-style-type: none"> pays for a person or a service to complete a response to an assessment sells or trades a response to an assessment 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. 	<p>Students will be awarded a Not-Rated (NR). See the <i>QCE and QCIA policy and procedures handbook</i> (Section 8.5.1 and Section 8.5.2). Where appropriate, the College's behaviour management policy will be implemented.</p>
Copying work	<p>A student:</p> <ul style="list-style-type: none"> 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	<p>A student:</p> <ul style="list-style-type: none"> 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	<p>A student:</p> <ul style="list-style-type: none"> invents or exaggerates data lists incorrect or fictitious references. 	
Impersonation	<p>A student:</p> <ul style="list-style-type: none"> 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. 	
Misconduct during an examination	<p>A student distracts and/or disrupts others in an assessment room.</p>	
Plagiarism or lack of referencing	<p>A student completely or partially copies or alters another person's work without attribution (another person's work may include text, audio or audiovisual material, figures, tables, design, images, information or ideas).</p>	
Self-plagiarism	<p>A student duplicates work, or part of work already submitted as a response to an assessment instrument in the same or any other subject.</p>	