



# ASSESSMENT POLICY

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SCOPE

This policy provides information for members of the Woodcrest State College community - teachers, students and parents/carers - about roles, responsibilities, processes and procedures to ensure the integrity of assessment that contributes to the Queensland Certificate of Education (QCE). The framework for the policy is developed from the *QCE and QCIA policy and procedures handbook* available from <https://www.qcaa.qld.edu.au/senior/certificates-and-qualifications/qce-qcia-handbook> and applies to Applied, Applied (Essential), General, General (Extension) subjects, and Short Courses across all faculties.

Assessment is an ongoing process gathering evidence to determine what each student knows, understands and can do, to inform teaching and support student learning.

Purposes of assessment include:

- Assessment for learning — enabling teachers to use information about student progress to inform their teaching
- Assessment as learning — enabling students to reflect on and monitor their own progress to inform their future learning goals
- Assessment of learning — assisting teachers to use evidence of student learning to assess student achievement against goals and standards

Assessment also provides data to inform reporting on the achievement of individual students or groups of students. Assessment tasks may include written exams, oral presentations, performances, practical activities, homework activities and assignments. It is expected that students will complete at least one assessment task per subject area each school term.

## **PURPOSE**

Woodcrest State College aims to provide a quality education underpinned by its values of Respect, Resilience and Responsibility. Within a caring and supportive environment, students undertake learning experiences intended to motivate them to progress towards attainment of their academic potential. This policy is designed to build students' capacities as they progress towards summative assessment across all year levels with the global aim of attaining a QCE at the completion Year 12.

## **PRINCIPLES**

Woodcrest State College's 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.

High-quality assessment is characterised by three attributes:

- validity - alignment with what is taught, learnt and assessed
- accessibility - each student has an opportunity to demonstrate what they know and can do
- reliability - assessment results are consistent, dependable or repeatable.

## Important Acronyms

<b>AC</b>	Australian Curriculum
<b>ACARA</b>	Australian Curriculum, Assessment and Reporting Authority
<b>ATAR</b>	Australian Tertiary Admissions Rank
<b>BSDE</b>	Brisbane School of Distance Education
<b>ISMG</b>	Instrument-Specific Marking Guide
<b>GTMJ</b>	Guide to Making Judgement
<b>QCAA</b>	Queensland Curriculum and Assessment Authority
<b>QCE</b>	Queensland Certificate of Education
<b>QTAC</b>	Queensland Tertiary Admissions Centre
<b>QCIA</b>	Queensland Certificate of Individual Achievement

## RESPONSIBILITIES

### Years P-6

- Provide assessment instruments with a cover sheet showing the following information:
  - Topic or area of study
  - Task requirements
  - Date of issue, draft date and due date
  - Criteria and standards
- Provide appropriate class time for assessment
- Provide feedback to students in a timely manner
- Enact moderation procedures which ensure a consistency of standard is maintained in the marking of assessment
- Store assessment tasks according to Education Queensland and QCAA requirements

### Years 7-12

- Provide an Assessment Calendar at the start of every school year and/or each Semester that outlines key timeframes (eg. Exam Blocks, Academic Review, QCAA timelines)
- Provide assessment instruments in an appropriate timeframe, consistent with the relevant subject syllabus documents and QCAA timelines
- Provide appropriate class time for assessment, consistent with relevant subject syllabus documents
- Provide feedback to students on a draft and at relevant checkpoints and final assessment submissions in a timely manner
- Contact parents at relevant checkpoints and when drafts and final assessment and/or exams are not completed by the due date
- Use appropriate ACARA (Years 7-10) or ISMG (Years 11 & 12) marking guides to make judgements on student work

- Enact moderation procedures that ensure standards are consistently maintained in the marking of assessment
- Store assessment tasks according to Education Queensland and QCAA requirements
- Provide assessment instruments with a task sheet showing the following information:
  - Topic or area of study
  - Task requirements
  - Date of issue, draft date and due date
  - Appropriate marking guides (GTMJ or ISMG) as outlined by relevant Syllabi
  - Declaration verifying the authorship of student work
  - Monitoring guidelines or draft details
- Maintain academic integrity at all stages of the assessment process.

### **Student Responsibilities**

- Store all Assessment Calendars digitally and use this to plan study time and assessment completion in accordance with published timelines.
- Submit completed drafts by the due date as outlined on the task sheet
- Submit completed final copies of assessment on the due date
- Ensure all assessment submitted is the original work of the student
- Communicate anticipated difficulties in completing assessment requirements with the teacher and Head of Department. This includes applying for an extension (Years 7-10).
- Seek clarification from the teacher who awarded a result before discussion with Head of Department.
- Senior students are to follow the guidelines as outlined in the Academic Integrity course set by QCAA. This includes following the appropriate AARA applications.

### **Parent/Carer Responsibilities**

- Save the Semester Assessment Calendar from the Woodcrest State College website
- Encourage students to submit all drafts and final assessment items by the due date
- Inform the appropriate school staff member of any difficulties in relation to the completion of assessment items before the due date
- Provide documentary evidence (eg. Medical Certificate) where necessary when the student requests an extension of time.
- Understand the guidelines as discussed in the Academic Integrity course provided by QCAA
- Contact classroom teachers or Heads of Department if you notice your student struggling with a task

## **PROMOTING ACADEMIC INTREGRITY**

Woodcrest State College promotes academic integrity by developing students' skills and modelling appropriate academic practices. The following whole-school procedures support this endeavour.

<p><b>procedures handbook</b></p>	
<p><b>Location and communication of policy</b></p>	<p>In order that all stakeholders in our school community are aware of the school assessment policy, it is located on the school website. Relevant elements and more detailed requirements of the policy are found in Staff Information folder in G:Drive and on SharePoint.</p>
<p><b>Expectations about engaging in learning and assessment</b>  <a href="#">Section 1.2.4</a>  <a href="#">Section 2</a>  <a href="#">Section 8.5.1</a></p>	<p>Woodcrest State College 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><b>Student responsibility</b></p> <p>Students are expected to:</p> <ol style="list-style-type: none"> <li>1. engage in the learning for the subject or course of study, which requires satisfactory attendance, completion of course work, learning activities and assessment.</li> <li>2. produce evidence of achievement that is authenticated as their own work</li> <li>3. submit responses to scheduled assessment on or before the due date.</li> <li>4. engage in the learning for the subject or course of study, which requires satisfactory attendance, completion of course work, learning activities and assessment.</li> <li>5. produce evidence of achievement that is authenticated as their own work</li> <li>6. submit responses to scheduled assessment on or before the due date.</li> </ol> <p>To emphasise the importance of sound academic practices, staff and students will complete the QCAA academic integrity courses.</p>

<p><b>Due dates</b>  <a href="#">Section 8.5.2</a>  <a href="#">Section 8.5.3</a></p>	<p>School responsibility  Woodcrest SC is responsible for gathering evidence of student achievement on or before the due date for internal assessment instruments.  The Assessment schedule will:</p> <ul style="list-style-type: none"> <li>• align with syllabus requirements</li> <li>• provide sufficient working time for students to complete the task;</li> <li>• allow for internal quality assurance processes;</li> <li>• enable timelines for QCAA quality assurance processes to be met;</li> <li>• be clear to teachers, students and parents/carers</li> <li>• be consistently applied</li> <li>• be clearly communicated within the Assessment Planner by the end of week 3 each semester; and</li> <li>• consider the allocation of workload.</li> </ul> <p><b>Student responsibility</b>  All students will be provided with their assessment calendar at the beginning of the school year. Students are responsible for recording these dates in their calendars and adhering to these due dates. On the day a task is due, students should submit their responses before the Close of Business (COB) of the school office, which is 3.45 pm. Where specific dates are not provided, due dates refer to the week beginning to accommodate multiple classes. For exam blocks, specific dates are set closer to the scheduling of the allocated block.</p> <p>Woodcrest SC is required to adhere to QCAA policies about due dates.</p> <p><b>Request for Extensions</b>  Students must follow the relevant procedure for their identified year level. Years 7 – 9 students should make an application to the relevant subject HOD, who will consult with the student’s Year Level Co-ordinator/HOD and teacher where necessary.</p> <p>Years 10 – 12 students must make application using the AARA paperwork, available by contacting the subject HOD in the first instance. The application will be reviewed by the Deputy Principal with consultation from Head of Department and teacher. Any AARA application must be supported by relevant documentation.</p>
<p><b>Submitting, collecting and storing assessment information</b>  <a href="#">Section 9</a></p>	<p>Assessment instruments will provide information about the school’s arrangements for submission of draft and final responses, including due dates, conditions and file types. All assessment evidence, including draft responses, must be submitted by the due date.</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. To maintain academic security and integrity, copies of assessment responses and annotated marking guides will be kept in students’ folios rather than being retained by students. However, parents and students are welcome to meet with teachers to discuss assessment results. All evidence used for making judgments is stored as described in QCAA’s Policy and Procedures handbook, including the retention of all evidence used for making judgments about internal assessment, until the end of Term 1 of the year following a student’s exit from the school.</p>

<b>Appropriate materials</b> Section 7.1 Section 8.5.3	Woodcrest State College is a supportive and inclusive school. Material and texts are chosen with care in this context by staff to support the students learning needs while meeting the relevant syllabus requirements.



<p><b>QCE and QCIA policy and procedures handbook</b></p>	<p><b>Policy and procedures</b></p>
<p><b>Scaffolding</b> Section 7.2.1</p>	<p>Scaffolding for assessment helps students understand the process for completing the task.</p> <p>Scaffolding will:</p> <ul style="list-style-type: none"> <li>• maintain the integrity of the requirements of the task or assessment instrument</li> <li>• allow for unique student responses and not lead to a predetermined response.</li> </ul> <p>Across the phases of learning from Years 7 – 12, students will gradually be given more responsibility for understanding the processes required to complete their tasks, developing increasing independence in their learning.</p>
<p><b>Checkpoints</b> Section 8.5.3</p>	<p>The monitoring of student progress is detailed by checkpoints on task sheets. Checkpoints will:</p> <ul style="list-style-type: none"> <li>• be detailed on student task sheets</li> <li>• monitor student progress</li> <li>• be used to establish student authorship.</li> </ul> <p>Students will work on assessment during designated times and show evidence of progress at scheduled checkpoints. Teachers will use these checkpoints to identify and support students to complete their assessment. Teachers will communicate with parents/carers when checkpoints have not been met by students. Teachers will also maintain appropriate records of contact and support and communicate with Heads of Department to help resolve any potential assessment completion issues.</p>
<p><b>Drafting</b> Section 7.2.2 Section 8.3</p>	<p>Drafting is an important part of teaching and learning. A draft is a body of evidence that is provided by students in response to an assessment and is nearly good enough to submit; that is, it is the student's second or third attempt at the assessment. Types of drafts differ depending on subject, for example: written draft; rehearsal of a performance piece; or a product in development. Drafts are used as evidence of student achievement in the case of illness or misadventure, or non-submission for other reasons. Evidence will be collected at specific checkpoints as outlined on task sheets. Drafting is a consultative process, not a marking process;</p> <p>When providing draft feedback, teachers:</p> <ul style="list-style-type: none"> <li>• will not compromise authenticity of a student response by adding ideas;</li> <li>• will not edit or correct grammar and spelling but note feedback;</li> <li>• will review a maximum of one draft of each student's response;</li> <li>• will return responses within one week of submission of draft.</li> </ul> <p>Other considerations:</p> <ul style="list-style-type: none"> <li>• a copy of the feedback is stored with a hard copy of the draft in the student's folio; and</li> </ul>

- parents and caregivers will be notified by phone call (in the absence of a response, an email will be sent) about non-submission of drafts and the processes to be followed.

In providing feedback, teachers may:

- indicate some textual errors and indicate that the draft requires more careful editing rather than correcting or editing all the textual errors in a draft.
- provide some written feedback
- provide a summary of their feedback and advice to the whole class.

Incomplete or late drafts will receive feedback at the discretion of the teacher in junior classes. In Senior, incomplete or late drafts will be given verbal feedback only, at the teacher's discretion, if submitted in a timely manner.

Students will also be expected to sign a declaration of authenticity when submitting assessment responses. Failure to submit a draft may result in a NR being awarded as student authenticity is unable to be verified.

Parents/carers should also support the efforts of teachers and students to authenticate student responses by ensure that tutors, family members or others who support students are aware of and follow the guidelines for drafting and providing feedback on a draft student response (see Section 7.2.2).

## Responding to Task Descriptors (length) and Authenticating Response

<p><b>Managing response length</b> Section 7.2.3</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"> <li>• All assessment instruments indicate the required length of the response.</li> <li>• Length requirements may be indicated by word length, time or page length, as outlined in subject-specific syllabuses</li> <li>• Teaching and learning programs embed subject-specific strategies about responding purposefully within the prescribed conditions of the task.</li> <li>• Feedback about length is provided by teachers at checkpoints.</li> </ul> <p>Students will:</p> <ul style="list-style-type: none"> <li>• familiarise themselves with and adhere to prescribed word lengths as detailed on task sheets;</li> <li>• apply feedback about length to their drafts; and</li> <li>• edit responses to meet requirements for length.</li> </ul> <p>Woodcrest State College staff and students will also follow QCAA guidelines regarding elements to be included or excluded from the word length or page count of a written response.</p> <p>After all strategies have been implemented, if the student’s response exceeds the word length required by the syllabus, the teacher will either:</p> <ul style="list-style-type: none"> <li>• mark only the work up to the required length, excluding evidence over the prescribed limit</li> </ul> <p>or</p> <ul style="list-style-type: none"> <li>• allow a student to redact their response to meet the required length, before a judgment is made on the student work.</li> </ul> <p>The teacher will also annotate any such student work submitted for confirmation purposes to clearly indicate the evidence used to determine a mark.</p>
<p><b>Authenticating student responses</b> Section 7.3.1</p>	<p>Accurate judgments of student achievement can only be made on student assessment responses that are authenticated as their own work.</p> <p>Woodcrest State College uses the authentication strategies promoted by the QCAA. The authentication strategies will be specified on assessment instruments.</p> <p>Failure to meet checkpoints to demonstrate evidence of student authorship during drafting may result in a student being awarded an NR for an assessment task.</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>

## Applications for AARAs (Access Arrangements and Reasonable Adjustments)

<p><b>Access arrangements and reasonable adjustments, including illness and misadventure (AARA)</b> Section 6</p>	<p><b>Applications for AARA</b> Woodcrest State College is committed to reducing barriers to success for all students. AARA are actions taken by the school to minimise, as much as possible, barriers for a student whose disability, impairment, medical condition or other circumstances that 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 <a href="https://www.qcaa.qld.edu.au/senior/certificates-and-qualifications/qce-qcia-handbook">https://www.qcaa.qld.edu.au/senior/certificates-and-qualifications/qce-qcia-handbook</a></p> <p>The College’s Principal’s Delegate (Year 11 and 12 Deputy Principal) manages the approval of all AARA applications for students.</p> <p>All AARA applications must be accompanied by the relevant supporting documentation (outlined in <a href="#">Section 6.5.1</a>) 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"> <li>• unfamiliarity with the English language</li> <li>• teacher absence or other teacher-related issues</li> <li>• matters that the student could have avoided</li> <li>• matters of the student’s or parent’s/carer’s own choosing (e.g. family holidays)</li> <li>• matters that the school could have avoided.</li> </ul> <p><b>Applications for extensions to due dates for unforeseen illness and misadventure</b></p> <p>Students and parents/carers must contact the Principal’s Delegate (Year 11 &amp; 12 Deputy Principal) as soon as possible, but no later than the due date of the assessment and submit the relevant supporting documentation within 24 hours of the submission deadline.</p> <p>Copies of the medical report template, extension application and other supporting documentation are available from the school website.</p>
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## Non-Submission of a Task

<p><b>Managing non-submission of assessment by the due date</b> <a href="#">Section 8.5</a></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"> <li>• was provided by the student for the purposes of authentication during the assessment preparation period, teachers make judgments based on the evidence submitted as of the due date.</li> <li>• was not provided by the student on or before the due date as specified by the school and no other evidence is available, 'Not-Rated' (NR) will be given for the task.</li> <li>• In circumstances where a student response is judged as NR, the student will not meet the requirements for that subject and will not gain credit toward their QCE. In Year 12, this will mean the student is ineligible for a subject result for the year.</li> </ul> <p><b>See further notes below under Practical Assessment and Exams.</b></p>
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## Quality Assurance Processes

<p><b>Internal quality assurance processes</b> <a href="#">Section 8.5.3</a></p>	<p>Woodcrest State College's quality management system ensures valid, accessible and reliable assessment of student achievement.</p> <p>This includes:</p> <ul style="list-style-type: none"> <li>• quality assurance of all assessment instruments before they are administered to students using quality assurance tools provided by the QCAA</li> <li>• quality assurance of judgments about student achievement.</li> </ul> <p>All marks for summative internal assessment for General and General (Extension) subjects are provisional until they are confirmed by the QCAA.</p> <p>Results for Applied and Applied (Essential) subjects and Short Courses may be subject to advice from the QCAA.</p>
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## Managing Academic Misconduct

Woodcrest State College is committed to supporting students to complete assessment and to submit work that is their own, employing a range of proactive strategies to minimise opportunities for academic misconduct (refer to section *Authenticating Student Responses*). However, there may be a situation when a student inappropriately and falsely demonstrates their learning.

The following are some examples of academic misconduct along with the procedures for managing them. Heads of Department will be consulted and parents notified in all instances of Academic Misconduct. Where appropriate, the school's Student Code of Conduct policy will be implemented.

	Types of misconduct	Procedure
<b>Cheating while under supervised conditions</b>	<p>A student:</p> <ul style="list-style-type: none"> <li>• begins to write during perusal time or continues to write after the instruction to stop writing is given</li> <li>• uses unauthorised equipment or materials</li> <li>• has any notation written on the body, clothing or any object brought into an assessment room</li> <li>• 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.</li> </ul>	<p>For 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.</p> <p>For all instances of academic misconduct, results will be awarded using any available evidence from the preparation of the response 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, students will be awarded a Not-Rated (NR) result. See the QCE and QCIA policy and procedures handbook. Where appropriate, the school's behaviour management policy will also be implemented.</p>
<b>Collusion</b>	<p>When:</p> <ul style="list-style-type: none"> <li>• more than one student works to produce a response and that response is submitted as individual work by one or multiple students</li> <li>• a student assists another student to commit an act of academic misconduct</li> <li>• a student gives or receives a response to an assessment.</li> </ul>	<p>To provide opportunities for students to verify authorship teachers may (but will not be restricted to):</p> <ul style="list-style-type: none"> <li>• directly compare the responses of students who have worked together</li> <li>• interview students to determine their understanding of, and familiarity with, their responses</li> <li>• use internal quality assurance processes such as cross-marking</li> <li>• In determining results, only work that can verifiably be attributed to individual</li> </ul>

		students will be used to make judgements about performance.
<b>Contract cheating</b>	<p>A student:</p> <ul style="list-style-type: none"> <li>• pays for a person or a service to complete a response to an assessment</li> <li>• sells or trades a response to an assessment.</li> </ul>	Teachers will apply internal quality assurance processes to verify authorship. Responses that are not the student's own cannot be used to make a judgement. If there is no evidence that a student's work can be matched the relevant ISMG, then a NR (Not-Rated) result will be awarded.
<b>Copying work</b>	<p>A student:</p> <ul style="list-style-type: none"> <li>• deliberately or knowingly makes it possible for another student to copy responses</li> <li>• looks at another student's work during an exam</li> <li>• copies another student's work during an exam.</li> </ul>	<p>In determining whether there was collusion in the copying of work, teachers will (but not be restricted to):</p> <ul style="list-style-type: none"> <li>• directly compare the responses of students</li> <li>• interview students to determine their understanding of, and familiarity with, their responses</li> <li>• use internal quality assurance processes such as cross-marking</li> <li>• In determining results, only work that can verifiably attributed to individual students will be used to make judgements about performance.</li> </ul>
<b>Disclosing or receiving information about an assessment</b>	<p>A student:</p> <ul style="list-style-type: none"> <li>• 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</li> <li>• makes any attempt to give or receive access to secure assessment materials.</li> </ul>	For instances of academic misconduct, the QCE and QCIA policy and procedures handbook will be consulted, and students may be awarded a Not-Rated (NR) result.
<b>Fabricating</b>	<p>A student:</p> <ul style="list-style-type: none"> <li>• invents or exaggerates data</li> <li>• lists incorrect or fictitious references.</li> </ul>	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.
<b>Impersonation</b>	<p>A student:</p> <ul style="list-style-type: none"> <li>• arranges for another person to complete a response to an assessment in their place, e.g. impersonating the student in a</li> </ul>	For instances of academic misconduct, the QCE and QCIA policy and procedures handbook will be reviewed, and students will be awarded a Not-Rated (NR).

	<p>performance or supervised assessment</p> <ul style="list-style-type: none"> <li>• completes a response to an assessment in place of another student.</li> </ul>	
<b>Misconduct during an examination</b>	A student distracts and/or disrupts others in an assessment room.	For instances of academic misconduct during examinations, students will be awarded a Not-Rated (NR). See the QCE and QCIA policy and procedures handbook.
<b>Plagiarism or lack of referencing</b>	A student completely or partially copies or alters another person's work without attribution (another person's work may include, but is not limited to, text, audio or audiovisual material, figures, tables, design, images, information or ideas).	<p>When authorship of student work cannot be established, or a response is not entirely a student's own work, teachers will:</p> <ul style="list-style-type: none"> <li>• provide an opportunity for the student to demonstrate that the submitted response is their own work</li> <li>• 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.</li> <li>• For senior students, responses that cannot be verified as the student's own work cannot be used to make a judgment. If there is insufficient evidence that a student's work can be matched to the relevant ISMG, then an NR (Not-Rated) result will be awarded.</li> <li>• For junior students, evidence of plagiarism in a response will result in the student being asked to complete the assignment again in an in-class withdrawal during the next available lesson.</li> </ul>
<b>Self-plagiarism</b>	A student duplicates work, or part of work already submitted as a response to an assessment instrument in the same or any other subject.	If a student has duplicated a response, or sections of a response, judgments about student achievement will be made based on sections of the response that can be verified as not previously submitted. If there is insufficient evidence that a student's work can be matched to the relevant ISMG, then an NR (Not-Rated) result will be awarded.
<b>Significant contribution of help</b>	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.	In determining whether a tutor, parent/carer or any other person contributed significantly to a student's response, teachers will (but not be restricted to):



	<p>A student receives additional scaffolding to provide a response either for an individual question or entire task.</p>	<ul style="list-style-type: none"> <li>• compare the student's final submission to progressive samples collected at various stages</li> <li>• interview the student to determine their understanding of, and familiarity with, their response</li> <li>• In determining results, only work that can verifiably attributed to individual students will be used to make judgements about performance.</li> </ul>
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### **Practical Assessment (Performance, Oral, Multimodal, Demonstration)**

Many Syllabus have practical components to their assessment items. These practical assessments may be in the form of a performance, oral, multimodal and/or demonstration and be presented as a part of a group or individually. Where students are required to present as a part of a group, results will be based on the individual presentation against the criteria or ISMG.

If a Year 7-10 student is absent for a scheduled practical assessment, they must:

1. Contact the teacher and HOD via email or phone call on the day advising of the absence
2. Submit a medical certificate to confirm illness and arrange another time to complete the practical assessment.
3. Where no medical certificate has been provided, the student is to complete the practical assessment on the first lesson they return to school.

Where a group member is absent for the practical assessment, the rest of the group will present their assessment on the due date. The absent student will then present their component individually based on the above 3 points. Alternatively, the teacher may wait until all group members are present before completing the assessment. This decision is at the discretion of the teacher and HOD.

If a Year 11 or 12 student is absent for a scheduled practical assessment, they must:

1. Contact the teacher, subject area HOD and Year 11 and 12 Deputy Principal via email or phone call on the day advising of the absence
2. Follow the processes outlined below under the Applications for Illness and Misadventure AARAs.

### **Exam Blocks (Internal and External Assessments)**

Exam sessions will occur as necessary to meet QCAA and College requirements.

It is the student's responsibility to:

- Check exam timetables carefully and summarise the relevant information including the venue.
- Arrive at each scheduled exam session on time.
- Wear full school uniform to and from the exam.
- Bring necessary equipment for the exam e.g. pens, pencils, other stationery, calculator.
- Only attend sessions when an exam is scheduled, arriving 30 minutes before the exam time and leaving the school as soon as possible after the exam.
- Use the allocated Study room for exam preparation and completion of assignments

If absent on the day of an exam, Year 7-10 students must:

1. Contact the teacher and HOD via email or phone call on the day advising of the absence.
2. Submit a medical certificate to confirm illness and arrange another time to complete the exam.
3. Where no medical certificate has been provided, the student is to complete the assessment on the first lesson they return to school.

If absent on the day of an exam, Year 11 and 12 students must:

1. Contact the teacher, subject area HOD and Year 11 and 12 Deputy Principal via email or phone call on the day advising of the absence.
2. Obtain relevant documentation to support the student's absence eg medical certificate.
3. Follow the processes outlined below under the Applications for Illness and Misadventure AARAs

## **Understanding Illness and Misadventure**

Students whose ability to attend or participate in an assessment is adversely affected by illness or an unexpected event (misadventure) may be eligible for illness and misadventure access arrangements and/or reasonable adjustments. Illness and misadventure can affect a single student or a group of students.

A student may be considered as having an illness affecting assessment for reasons including, but not limited to:

- Virus and/or infection including COVID-19
- Hospital stay
- Care of an ill parent

A student may be considered as being affected by misadventure for reasons including, but not limited to:

- Bereavement
- Natural disaster
- Car accident

For Year 11 and 12 students, all illness and misadventure approvals are at the discretion of the Principal's Delegate (Year 11 and 12 Deputy Principal). The Illness and Misadventure AARA application form and supporting evidence, must be submitted to the Principal's Delegate within 24 hours of the due date of the assessment or exam.

For Year 7-10 students, illness and misadventure approvals are made in consultation with the relevant teacher, Subject HOD and Deputy Principal as required.

## **Completing Assessments while Suspended**

### **Year 11 & 12**

- Exams – students will complete exams on the scheduled date at school in an alternative location
- Assignments – All assignments are to be submitted electronically on the due date via outlined processes or emailed to the teacher
- Practical Assessment – Students are to complete assessment on the due date with an alternative time/location negotiated with the Head of Department and Deputy Principal.

### **Year 7 – 10**

- Assignments – All assignments are to be submitted on the due date via email to the class teacher and HOD
- Exams and Practical Assessment- Arrangements will be made for students to complete this assessment which may include:
  - Completing upon their return to school
  - Alternative time and venue negotiated with Head of Department, Deputy Principal and Parents.

## **Extensions**

Where a students' application for illness and misadventure has been approved by the Principal's Delegate, the student may be eligible for an extension.

For an extension to be approved, the student and parent/carer must:

- Submit an application to the Principal's Delegate (Year 11 & 12) or Head of Department (Years 7-10) as soon as possible after diagnosis or incident, but no later than 24 hours after the submission deadline.
- Provide appropriate evidence of illness/misadventure as stated under the 'Understanding Illness/misadventure' section of this policy.
- The Principal's Delegate will:
  1. Liaise with relevant teacher and Head of Department to ensure the student has met checkpoint/draft timeframes as appropriate.
  2. Make a decision that supports the student's situation, evidence from teacher/Head of Department and timelines set by QCAA
  3. Advise students/parents of the decision and new due date.