ASSESSMENT POLICY

This policy is to inform students, parents, and teachers of the key principles around assessment and assessment requirements at Everton Park State High School. It is designed to ensure that there is consistency in assessment procedures in all subject areas across Years 7 to 12 and that all students are treated equitably. This document is aligned to Queensland Curriculum and Assessment Authority (QCAA) policies and the Department of Education's Curriculum, Assessment and Reporting Framework.

1.0 Rationale

At Everton Park State High School, assessment is used to:

• Provide information to students, parents, and teachers about the progress of learning and achievements of individual students against Australian Curriculum Achievement Standards (7-10) and Senior Syllabuses (11-12) and progress in competencies in VET programs delivered by the school.

• Provide information for the issuing of certificates of reporting achievement, including the Queensland Certificate of Education.

All students are expected to participate fully in learning and assessment by:

• Completing the course of study including all assessment work, including checkpoints and drafts.

• Following school policy and procedures in relation to attendance and submitting assessment.

• Ensuring work submitted is entirely their own.

Location and communication of policy	The school assessment policy is available on the school website. The school will ensure that students are made aware of this policy through general class instruction and assemblies.
Expectations about engaging in learning and assessment	Everton Park State High School has high expectations for academic integrity and student participation and engagement in learning and assessment. Assessment will be scheduled and communicated in a timely manner to the school community. All information relevant to a subject's assessment will be available to students through OneSchool and QParents by the end of Week 3 each Semester. **Student responsibility:** • 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.
Quality Assurance Processes	Everton Park State High School's quality management system ensures valid, accessible, and reliable assessment of student achievement. This includes: • quality assurance of assessment instruments before they are administered to students using quality assurance tools aligned to the QCAA endorsement process. • quality assurance of judgments about student achievement through moderation processes to calibrate and confirm student results. In Year 7-12, moderation processes are used to ensure calibrated marking and consistent application of results. In addition, in Year 12, all results for summative internal assessments for General subjects are provisional until they are confirmed by the QCAA. Any changes to results will be communicated to students in a timely manner once released by QCAA. Any changes to results will be communicated to students in a timely manner once released by QCAA.

Due dates	All set assessment is expected to be completed by designated due dates in line with the QCAA's policies for gathering evidence of student achievement on or before the due date. Students are expected to submit assessment in the scheduled subject lesson or by no later than 5pm on the scheduled due date. All assessment will align with the relevant curriculum/syllabus requirements (e.g. conditions, file types etc). Staff will ensure that sufficient working time is enabled for students to complete set assessments. **Student responsibility** Students are responsible for: - recording due dates, checkpoints and draft dates in their diaries - planning and managing their time to meet the due dates - ensuring the work submitted is their own in line with the academic integrity expectations outlined below - informing the school as soon as possible if they have concerns about assessment load and meeting due dates. - applying for an extension where required due to an approved AARA, illness, or extenuating circumstances using the Everton Park State High School *Application for Assessment Extension* form. All final decisions regarding extensions are at the principal's discretion. Refer to AARA information below.
Submitting, collecting and storing assessment information	**All assessment that contributes to decision-making about student academic performance must satisfy the following criteria:** - Submitted work must be authenticated as the student's own work (see *Academic Misconduct* section below.) - The total submission must be presented/submitted in full on the due date in the scheduled subject lesson or no later than 5pm via QLearn online submission. - All assessment, where appropriate, will be submitted via QLearn and utilise the school's academic integrity software. Additionally, a hard copy may be required. This will be communicated on assessment task sheets. - Technology failure will not be considered a valid reason for lack of submission. Incomplete submission of assessment may result in draft work or evidence collected at checkpoints being used to determine a result. - All extension applications for a single subject must be made prior to the due date to the Head of Department for single subjects in Years 7, 8, 9 & 10 or to the Deputy Principal for multiple subjects and for Year 11 and 12 for approval. Extensions should be applied for as early as possible to ensure application approval using the Everton Park SHS *Application for Assessment Extension* form. - In any instance in which an extension is not approved, evidence of student work collected prior to the due date will be used as evidence to award a result. - Draft and final responses for all internal assessment will be collected and stored. - In Year 11 and 12, live performance assessments will be recorded and stored as required for QCAA processes.

Absence at time of assessment	If a student is absent on the due date, the following actions are required:
	• Every effort must be made to submit assessment electronically through QLearn by the due date.
	• Student or parent/carer to contact the school with valid reason for absence. For Years 10-12, a medical certificate or documentation is required.
	• In an instance where a student is absent on the date of an exam, students will be required to submit an AARA *Application for Assessment Extension* and negotiate details of a catch up exam. For Year 10-12, a medical certificate will be required.
	• In Years 11 and Year 12, absent at a time of an exam without an appropriate documentation and approved extension may result in an N rating and would be considered a breach of the Everton Park Senior Schooling agreement.

2. 0 Academic Integrity

Academic integrity is the ethical way that members of our school community will engage with their academic responsibilities. Everton Park State High School staff will ensure that processes and high expectations regarding academic integrity are part of our school culture. School leaders and subject teachers will ensure the consistent application of this policy.

Scaffolding	Scaffolding for assessment is provided by teachers to support students to develop their independence in completing assessment. Scaffolding may be provided to individual students or the whole class. Scaffolding for assessment helps students understand the process for completing the task. Scaffolding will: • maintain the integrity of the requirements of the task or assessment instrument • allow for unique student responses and not lead to a predetermined response. Across the phases of learning, students will gradually be given more responsibility for understanding the processes required to complete their tasks.
Checkpoints	Checkpoints will: • be detailed on student task sheets • enable student progress to be monitored • be used to establish student authorship. Students will work on assessment during designated times and be required to show evidence of progress at scheduled checkpoints. Teachers will use these checkpoints to identify and support students to complete their assessment. Teachers and Heads of Department may make contact with parents/carers following scheduled checkpoints regarding student progress in assessment.
Draft Submission	Drafting is a key checkpoint to support student learning. Drafting is a preliminary version of an assessment response and is a mandatory requirement of non-examination assessment. It is the expectation that by the draft date, students should have a complete or near complete evidence of work ready for teacher feedback. Types of drafts differ depending on subject e.g. written draft, rehearsal of a performance piece or product development. Drafts may be used as evidence of student achievement in case of illness, misadventure or non-submission of assessment.

Feedback on Drafts	Feedback on a draft is:
	- provided on a maximum of one draft of each student's response
	- a consultative process that indicates aspects of the response to be improved or further developed
	- delivered in a consistent manner and format for all students
	- provided within one week of submission of a draft.
	Feedback on a draft must not:
	- compromise the authenticity of a student response
	- introduce new ideas, language or research to improve the quality and integrity of the student work
	- edit or correct spelling, grammar, punctuation and calculations
	- allocate a mark.
	Draft are to be submitted in the same mode (eg: written, spoken, performance etc) as their final response. If a draft is submitted late without an approved *Application for Assessment Extension,* a student will only have access to verbal feedback. Students will still be required to submit their draft as evidence of progress and this work may be used as an achievement grade if a final submission is not submitted.
Managing response length	Students must adhere to assessment response lengths as specified by conditions on the assessment task sheet The procedures below support students to manage their response length.
	- 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.
	After all these strategies have been implemented, if the student's response exceeds the word length required by the syllabus, the school will either:
	- mark only the work up to the required length, excluding evidence over the prescribed limit
	or
	- allow a student to redact their response to meet the required length, before a judgment is made on the student work
	and
	- annotate any such student work submitted for Year 12 confirmation purposes to clearly indicate the evidence used to determine a mark.
Authenticating student responses	So as to ensure the originality of student responses, teachers will make use of a number of authentication strategies.
	- Strategies may be utilised throughout the teaching and learning process and/or in assessment design and include use of the school's anti plagiarism detection software.
	- Authentication strategies will be indicated on assessment instruments and evidence collected at checkpoints and drafts.
	- In cases where a student response is not authenticated as their own work, academic misconduct consequences may follow.

Use of Artificial Intelligence (A.I.)	**Unless explicitly indicated as permissible in the assessment instrument, the use of AI to complete assessment is prohibited.** The use of AI without attribution and/or contrary to the direction of teachers, is considered a form of plagiarism/contract cheating and will be considered academic misconduct. Any permissible use must be attributed using correct conventions. If generative AI is used to help generate ideas or plan processes, an acknowledgement of how the tool has been used must be included in your assessment submission. This must occur even if AI generated content is **not** used in the assignment. Students must provide a description of the AI tool used, what they did and the date accessed. References should provide clear and accurate information for each source and should identify where they have been used in the submitted work. AI does not reference where materials are drawn from and as such this reference serves only to be transparent about the use of the tool. It does not satisfy individual subject requirements for any specific types of sources nor the manner in which they are expected to be referenced.
Access arrangements and reasonable adjustments (AARA)	This policy supports the promotion of equitable and credible approach to the assessment of student learning. Students with diverse learning and assessment needs (including those with temporary illnesses and injury) and their parents/carers should consult the relevant Head of Department (HOD) to ensure access arrangements and reasonable adjustments have been applied. In Years 7 – 10, an application for extension or adjustments used from a documented Personalised Learning Plan (PLP) may be required. In Years 11 – 12, an additional Access Arrangement and Reasonable Adjustment (AARA) form is also required. When circumstances necessitate and eligibility criteria have been met, a student may apply for AARA for single or multiple assessment events. Refer to the *Everton Park State High School AARA Policy and Procedures*.
Managing non-submission of assessment by the due date	**Years 7-12** If assessment responses are not submitted by a designated due date a teacher will make judgements on available evidence. This may take the form of previously submitted drafts, class work or other authenticated evidence. Evidence of work must be in the same mode as the required final response. Late submissions will not be accepted without an approved AARA. **Years 10, 11 and 12** If no evidence can be used to make a judgement, a student will receive a 'Not-Rated' (NR). In such circumstances where a student response is judged as NR, the student will not meet the requirements for that subject.
Internal quality assurance processes	Internal moderation processes are consistently applied across the school. Assessment instruments are peer reviewed and quality assured through moderation processes by subject teachers and Heads of Department. Student responses are cross-marked as part of moderation to ensure equity in the marking process and the reporting of results.

3.0 Managing academic misconduct

Fairness in academic performance is valued highly at Everton Park State High School. Academic misconduct incorporates a broad range of behaviours by which students inappropriately and falsely demonstrate their learning. Cheating, collusion, copying, disclosing or receiving information about an assessment or fabricating information used for assessment, impersonating another student, examination misconduct and plagiarism are some examples that constitute misconduct. Any practice that enables advantage over another will be managed seriously.

Examples of misconduct	
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 • 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 another person's work without attribution (another person's work may include text, audio or audio-visual material, figures, tables, design, images, information or ideas). Please refer to the section above regarding AI – unattributed use of AI will be considered plagiarism.
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.

4.0 Consequences for Academic Misconduct

Students committing (or suspected of committing) any of the above during the drafting stage of assessment will be informed to change their response by their teacher.

Any instance in which students have committed (or are suspected of committing) will be reported by the classroom teacher to the relevant Head of Department (HOD). The HOD will make a decision regarding the results for the assessment task. The consequences may involve:

Procedures for managing academic misconduct	
Authorship issues	When authorship of student work cannot be verified or aspects of a response is not entirely a student's original work, Everton Park State High School staff will provide opportunities for a student to demonstrate that the submitted response is their own work. This will involve an interview with the Head of Department and may include checking of student responses flagged in the school's academic integrity software, checking of progress at check points, drafts, and responses to interviews to verify authorship.
All academic misconduct	In all instances of academic misconduct, judgements will be made using available and authenticated evidence that has been submitted under the conditions specified in the assessment instrument on or before the due date.
Academic misconduct (examinations)	Students may receive a NR and where necessary, consequences in response to the student code and senior schooling contract may apply.

Related school policy and procedures

- *Everton Park State High School Application for Extension*
- *Everton Park State High School AARA Policy and Procedures*
- *Everton Park State High School QLearn Digital Submission Guide*
- *QCE & QCIA Policies and Procedure Handbook (QCAA Link)*