

School Assessment Policy

Chinchilla State High School



Scope

Chinchilla State High School's assessment policy provides information for teachers, students and parents/carers about roles, responsibilities, processes and procedures to ensure the integrity of assessment from grades 7 – 12 across all faculties. The framework for the policy takes considerations from the Australian Curriculum and Assessment and Reporting Authority (ACARA) and 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>.

Purpose

Chinchilla State High School is committed to an educational philosophy that encourages all students to achieve personal excellence by developing their talents and abilities. This policy is designed to build capacity as students work towards assessment and completion the Chinchilla Junior Certificate (CJC), and Queensland Certificate of Education (QCE) or Queensland Certificate of Individual Achievement (QCIA).

Principles

Chinchilla State High School 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 Australian Curriculum Version 9 and QCAA Senior syllabus. Assessment should be:

- aligned with curriculum and pedagogy
- equitable for all students including approved adjustments
- 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

There may be times when students have valid reasons for submitting an assignment late or for being absent from a test, or require special conditions in which to complete the assessment. Students in Year 11 and 12 who require adjustments will complete an Access Arrangements and Reasonable Adjustment (AARA) Form (Appendix 2).

Promoting academic integrity

Chinchilla State High School promotes academic integrity by developing students' skills and modelling appropriate academic practices. Teachers, parents/carers and others who support students in their learning must adhere to the guidelines for academic integrity. The following whole-school procedures support this endeavour.

<p>QCE and QCIA policy and procedures handbook</p>	<p>Policy and procedures</p>
<p>Location and communication of policy</p>	<p>The school assessment policy is located on the school website at https://chinchillashs.eq.edu.au/support-and-resources/forms-and-documents/documents and a summary is provided in the student diary. All questions regarding this policy should be directed to the Principal or Deputy Principal.</p> <p>To ensure the assessment policy is consistently applied, relevant processes will be revisited:</p> <ul style="list-style-type: none"> • at the beginning of each school year in TEAM classes • when each task is handed to students • in the newsletter, Facebook and by email in response to phases of the assessment cycle.
<p>Expectations about engaging in learning and assessment</p>	<p>Chinchilla State High School has high expectations for academic integrity, student participation, and student engagement in learning and assessment. Students become eligible for a CJC and 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 CJC and 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 for senior school, staff and students will complete the QCAA academic integrity courses.</p>
<p>Due dates</p>	<p>School responsibility Chinchilla State High School is required to adhere to QCAA policies for gathering evidence of student achievement on or before the due date.</p> <p>Every student will be provided with a hard or electronic copy of the assessment task at the beginning of the assessment period. Due dates for final responses will be published in the assessment calendar and on the assessment task. Checkpoints and draft due dates will be provided on assessment tasks. Students in Years 7 -10 will be provided with their assessment calendar by the end of week 1 of each term. Students in Year 11 and 12 will be provided with a semester calendar by the end of week 3 of each semester.</p> <p>The assessment schedule will:</p> <ul style="list-style-type: none"> • align with syllabus or Australian Curriculum 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

	<ul style="list-style-type: none"> • be clear to teachers, students and parents/carers • be consistently applied • be clearly communicated by the end of week 3 each term/semester • give consideration to allocation of workload. <p>Student responsibility</p> <p>Students are responsible for:</p> <ul style="list-style-type: none"> • recording due dates in their diaries • planning and managing their time to meet the due dates • informing the school as soon as possible if they have concerns about assessment load and meeting due dates. <p>Failure to meet assessment due date</p> <p>In cases where students are unable to meet a due date, they will:</p> <ul style="list-style-type: none"> • inform the classroom teacher as soon as possible • provide the school with relevant documentation e.g. medical certificate • apply for an AARA (Year 11 and 12) • adhere to alternative arrangements for submission of assessment <p>Teachers will follow the Assessment Submission Workflow (Appendix 1). All final decisions are at the Principal's discretion. Refer to AARA information below for students in Year 11 and 12.</p>
<p>Submitting, collecting and storing assessment information</p>	<p>Assessment instruments will provide information about the submission of draft and final responses, including checkpoints, due dates, conditions and file types.</p> <p>School responsibility</p> <p>Years 7, 8, 9 and 10: Teachers and Heads of Department will ensure that student responses for all internal assessment will be collected and stored for the year of study. All assessment results will be stored in an electronic mark book.</p> <p>Years 11 and 12: Teachers and Heads of Department will ensure that student responses for all internal assessment will be collected and stored in each student's folio. Final responses and videos of live performance assessments will be recorded and stored electronically as arranged by the Head of Department and as required for QCAA processes for students in Year 11 and 12.</p> <p>Student responsibility</p> <p>Students are responsible for submitting all assessment evidence. All assessment evidence, will be submitted, in hard copy and/or electronically via Turnitin, by their due date.</p> <p>When enrolled in Year 11 and 12, in an Applied, General or VET subject, a student must produce evidence of responses to each of the summative assessments in order to receive an overall subject result on exit and to accrue QCE points.</p>
<p>Appropriate materials</p>	<p>Chinchilla State High School is a supportive and inclusive school. Material and texts are chosen with care in this context by students and staff.</p>

Ensuring academic integrity

Chinchilla State High School 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

QCE and QCIA policy and procedures handbook	Policy and procedures
Scaffolding	<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 students to independently demonstrate the assessment objectives • 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. In Year 7 – 10, additional scaffolding may be provided to students in alignment with Individual Curriculum Plans and identified learning support requirements.</p>
Checkpoints	<p>If students are required to meet checkpoints as part of the assessment task, this will:</p> <ul style="list-style-type: none"> • be detailed on assessment task sheets • monitor student progress • be used to establish student authorship. <p>Students will show evidence of progress at scheduled checkpoints. Teachers will use these checkpoints to identify and support students to complete their assessment. Classroom Teachers will notify the Head of Department and may also contact parent/carers, if checkpoints are not met. Evidence collected at checkpoint can be used to make a judgement about student achievement if a final copy is not submitted.</p> <p>Students are responsible for:</p> <ul style="list-style-type: none"> • submitting draft (where applicable) and assessment items on or before the due date. • arriving on time on the due day for examinations, unless an extension and/or AARA has been formally arranged. • displaying academic integrity.
Drafting	<p>Drafting is a key checkpoint. Types of drafts differ depending on subject, e.g. written draft, rehearsal of a performance piece, or a product in development. Drafts might be used as evidence of student achievement in the case of illness or misadventure, or non-submission for other reasons.</p> <p>School responsibility:</p> <p>Feedback on a draft:</p> <ul style="list-style-type: none"> • is provided on a maximum of one draft. Students in Years 7 - 10 will receive more heavily scaffolded and structured feedback that may identify opportunities to introduce new ideas, eliminate unnecessary information, improve language, spelling and grammar. • is a consultative process that indicates aspects of the response to be improved or further developed • is delivered in a consistent manner and format for all students within subject areas and year levels. This feedback can be written, verbal and/or a summary of feedback and advice to the whole class • provided within one week of a submission of a draft.

	<p>Feedback on a draft must not:</p> <ul style="list-style-type: none"> • compromise the authenticity of a student response • introduce new ideas, language or research to improve the quality and integrity of the student work • be developed in conjunction with the use of AI tools • correct spelling, grammar, punctuation and calculations • allocate a mark. <p>Parents and caregivers will be notified by phone or email, regarding non-submission of drafts and the processes to be followed.</p>
<p>Managing response length</p>	<p>Students must adhere to assessment response lengths as specified by the assessment instrument and 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. • Exemplar 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 school will either:</p> <ul style="list-style-type: none"> • mark only the work up to the required length, excluding evidence over the prescribed limit or • allow a student to have ten minutes to redact their response to meet the required timeframe/length, before a judgment is made on the student work. <p>In Year 12, annotate any such student work submitted for confirmation purposes to clearly indicate the evidence used to determine a mark.</p>
<p>Authenticating student responses</p>	<p>Accurate judgments of student achievement can only be made on student assessment responses that are authenticated as their own work.</p> <p>Turnitin is the primary authentication tool used at Chinchilla State High School. Other authentication strategies promoted by QCAA may be used where necessary. Each individual subject assessment instrument will specify the authentication strategies required.</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>Assessment extension</p>	<p>Extensions are likely to be given for:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Serious illness <input type="checkbox"/> Medical certificates <input type="checkbox"/> Unexpected critical events <input type="checkbox"/> Diagnosed mental health issues impacting assessment <p>Extensions are unlikely to be given for:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Holidays <input type="checkbox"/> Loss of data <input type="checkbox"/> Printer problems <input type="checkbox"/> Failed email <p>Year 7 and 8 HOD to approve with parent contact</p> <p>Year 9 and 10 HOD to approve with medical certificate or parent contact</p> <p>Year 11 and 12 DP or GO to approve AARA/Special Provision</p>

<p>Access arrangements and reasonable adjustments, including illness and misadventure (AARA)</p>	<p>Applications for AARA – Year 11 and 12 students only</p> <p>Chinchilla State High School 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 may affect their ability to read, respond to or participate in assessment.</p> <p>The school follows the processes as outlined in the <i>QCE and QCIA policy and procedures handbook</i> available from https://www.qcaa.qld.edu.au/senior/certificates-and-qualifications/qce-qcia-handbook.</p> <p>The Guidance Officer, Principal Delegate or Principal manages all approval of AARA for students. All AARA applications must be accompanied by the relevant supporting documentation (Appendix 2) 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.</p> <p>Applications of unforeseen illness and misadventure</p> <p>Students and parents/carers must contact the Principal's delegate as soon as possible and submit the relevant supporting documentation.</p> <p>To make an informed decision about an illness, misadventure or unavoidable event application, Chinchilla State High School requires, for Year 11 and 12 students, information on the following details:</p> <ul style="list-style-type: none"> • the illness, condition or event e.g. medical certificate • date of diagnosis, onset or occurrence, and duration • symptoms, treatment or course of action related to the condition or event • explanation of the probable effect of the illness, condition or event on the student's participation in the assessment • for non-medical claims, written evidence from a relevant independent professional or other independent third party, such as a witness report or police report. • any other evidence requested by the Principal to make an informed decision. <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 ie holiday • matters that the school could have avoided.
<p>Managing non-submission of assessment by the due date</p>	<p>Teachers will collect progressive evidence of student responses to assessment instruments at the prescribed checkpoints. The checkpoints on the instrument-specific task sheets provide details of the evidence that will be collected.</p> <p>In circumstances where a student is enrolled in a subject but does 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 school and no other evidence is available, 'Not-Rated' (NR) must be entered in the Student Management system for Year 11 and 12 students by the dates set by QCAA each year, and on the report card. Students in Year 7 to 10, may attain a report card result if they have completed other tasks for the subject that align with assessment objectives within the reporting period. <p>In order to receive an overall subject result, a Year 12 student must complete Units 3 and 4 together, providing responses to each of the summative internal assessments and the external assessment for the subject. A student cannot repeat one summative unit only. An NR may affect a students' QCE and ATAR eligibility.</p>

Internal quality assurance processes	<p>Chinchilla State High School's 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 • post completion of assessment, internal moderation and cross marking will occur for selected students within the cohort • quality assurance of judgments about student achievement. <p>In Year 11 and 12, all marks for summative internal assessment for General and General (Extension) subjects are provisional until they are confirmed by the QCAA. In Year 11 and 12, results for Applied and Applied (Essential) subjects and Short Courses may be subject to advice from the QCAA.</p>
Review	<p>Chinchilla State High School internal review processes for student results (including NR) for all Australian Curriculum, General subjects (Units 1 and 2), Applied subjects, and Short Courses is equitable and appropriate for the local context.</p> <p>Teachers will provide written feedback on completed work. Written assessment will not be available to take home to ensure the academic integrity of the assessment.</p>

External assessment administration

QCE and QCIA policy and procedures handbook	Policy and procedures
External assessment is developed by the QCAA for all General and General (Extension) subjects	<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 school external assessment (SEA) coordinator, teachers and students.</p>

Managing academic misconduct

Chinchilla State High School is committed to supporting students to complete assessment and to submit work that is their own, and minimising opportunities for academic misconduct. 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:

Types of misconduct	Procedures for managing academic misconduct
<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 or tool other than a supervisor during or after any assessment, e.g. through speaking, signing, electronic device or other means such as passing notes, making gestures or sharing equipment with another student. 	<p>QCAA Assessment Integrity Module</p> <p>Schools will ensure that all students in Year 11 will undertake the QCAA assessment integrity module at the start of Year 11.</p> <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 school will provide an opportunity for the student to demonstrate that the submitted response is their own work. In the first instance the classroom teacher will make the determination. If the student disagrees then the appeals process (Appendix 2) will be followed. The teacher will verify with the student an opportunity to verify their result with an additional person.</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 during an assessment process</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>Contract cheating</p> <p>A student:</p> <ul style="list-style-type: none"> <input type="checkbox"/> pays for a person or a service to complete a response to an assessment <input type="checkbox"/> sells or trades a response to an assessment. 	<p>For instances of academic misconduct during examination</p> <p>Students in Year 11 and 12 will be awarded a Not Rated (NR). Students in Year 7 to 10 may be awarded a Not-Rated or may have aspects of their assessment not marked. Where appropriate, the school's behaviour management policy (School Code of Conduct) will be implemented.</p>
<p>Copying work</p> <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 assessment process • copies another student's work during an assessment process 	<p>Non-submission of assessment tasks</p> <p>The due date is final unless an assessment extension or AARA has been approved by the Head of Department (Years 7 – 10), Deputy Principal or Guidance Officer, as per the assessment Policy. For a non-submission, if a draft was provided, this will be marked as the final submission. Additionally, teachers may use checkpoints of student class work or observations. There needs to be some formative assessment collected to show evidence.</p>
<p>Disclosing or receiving information about an assessment</p> <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. 	<p>Student Conduct</p>

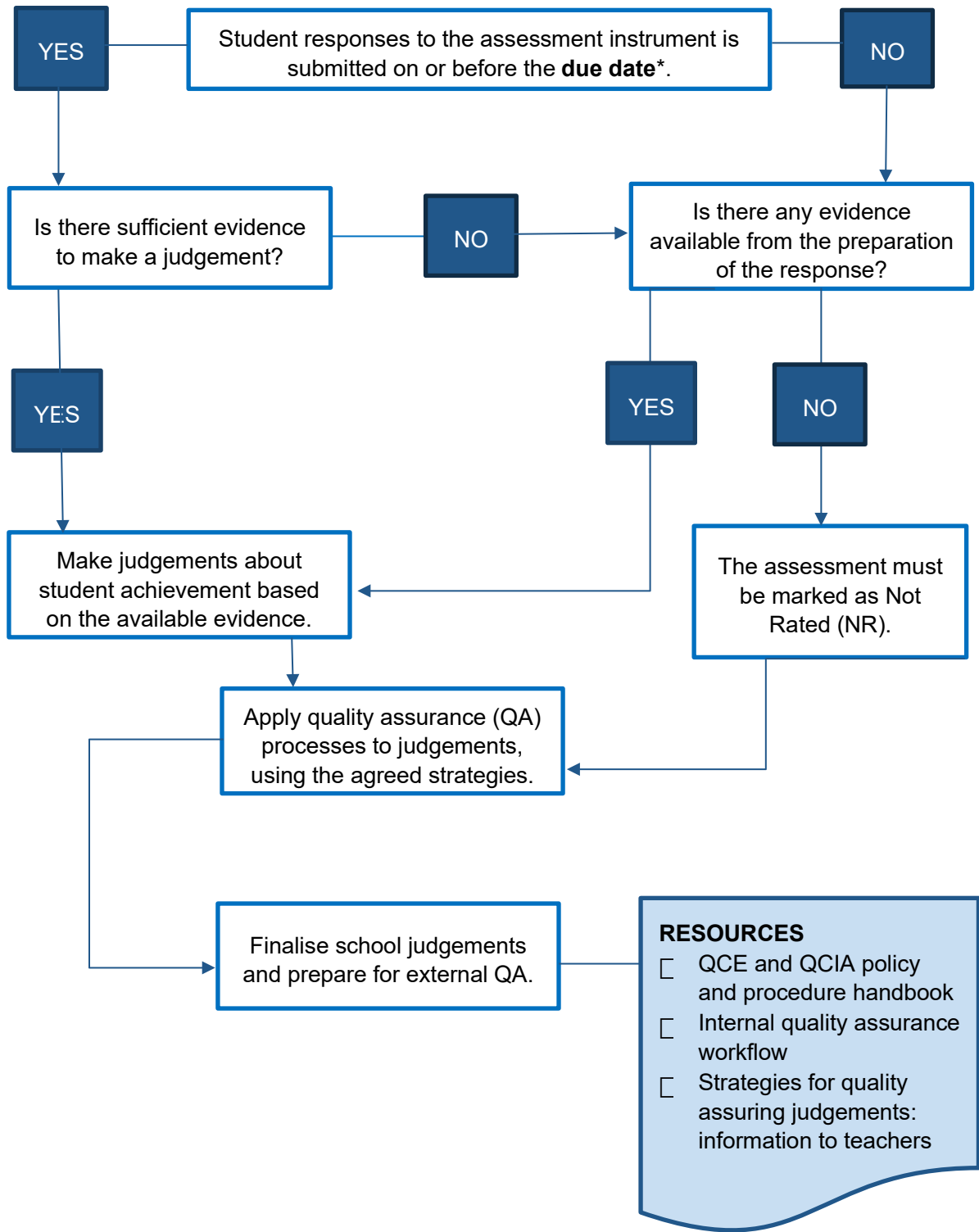
Fabricating	A student: <ul style="list-style-type: none"> • invents or exaggerates data • lists incorrect or fictitious references. • This may include false or misleading information generated from the use of generative AI tools. 	Students are not to bring unapproved personal devices laptops to assessment tasks. Students who do, may receive a Not Rated for the assessment task. If a student brings an approved device the student follows the school policy for its use.
Impersonation	A student: <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. • This includes the use of generative AI to alter images or recordings to adapt unreferenced material or adopt identities of other presenters or performers for audio, visual and audiovisual assessment responses. 	
Misconduct during an assessment process	A student distracts and/or disrupts others in an assessment room.	<p>Students Group Work Students may work in groups but the assessment task must clearly demonstrate that they will be graded individually.</p> <p>Distraction and disruption whilst an assessment is being administered Students will be dealt with according to the student Code of Conduct</p> <p>Calculator must adhere to QCAA specifications</p>
Plagiarism or lack of referencing	A student completely or partially copies or alters another person's work or creates work using generative AI tools without attribution (this may include text, audio or audiovisual material, figures, tables, design, images, information or ideas). Plagiarism also includes the use of a translator, including an online translator, as the work produced is not the work of the student.	
Selfplagiarism	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.	

Related school policy and procedures

Refer to other school policies as appropriate:

- Student Code of Conduct
- Personal Devices Policy

Assessment Submission Workflow



The due date encompasses extensions for access arrangements and reasonable adjustments (AARA) and principal/principal’s delegate approved extensions.

Appendix 2 : Confidential medical report

Confidential medical report

Access arrangements and reasonable adjustments (AARA)

Medical reports may only be completed by the student's general practitioner (GP), medical specialist, or psychologist (registered under Queensland's *Health Practitioner Regulation National Law Act 2009*). The health professional providing a report must not be related to the student or employed by the school. The information provided needs to be current and relate to the relevant assessment period.

Information provided in this report is treated in strictest confidence and is only used for the purpose of determining the student's AARA application.

If the health professional does not use this report form, they must supply a current medical report containing all of the following information.

For more information, refer to **About this report** on the last page.

Student details	
Student name:	
School:	
LUI:	
I give permission for my health professional to provide information concerning this application to the QCAA, if required.	
Student signature:	Date: / /
Parent/carer signature: (if student is under 18)	Date: / /

Are you applying for:

- Access arrangements and reasonable adjustments (for existing and chronic conditions)

Health professionals complete **Part A** and **Part B — AARA**, and complete and sign the **Health professional details**.

- Illness and misadventure (for unforeseen circumstances)

Health professionals complete **Part A** and **Part C — Illness and misadventure**, and complete and sign the **Health professional details**.

If you are unsure which to apply for, refer to **About this report** on the last page.

Submit this completed report as part of an AARA application via the QCAA Portal.

The information you provide on this form will be used for access arrangements and reasonable adjustments (AARA), which are designed to assist students with disability, impairment, medical conditions or other circumstances that may be a barrier to their performance in assessment. These procedures for these arrangements and adjustments are set out in the *QCE and QCIA policy and procedures handbook 2019 v 1.0*. Personal information will be accessed by authorised QCAA staff and handled in accordance with the *Information Privacy Act 2009*. Information held by the QCAA is subject to the *Right to Information Act 2009*.

Comment on the probable effect of this disability, impairment and/or medical condition on this student's capacity to complete timed assessment.

Part B — AARA

This section is **only** to be completed by the health professional.

Comment on how the disability, impairment and/or medical condition would affect this student's daily functioning in the classroom.
Professional recommendations for assessment adjustments.

Health professional details

Name:	
Profession:	
Phone:	
Specialty/qualifications: (if applicable)	
Place of work:	
Registration number:	
Practice stamp: (if applicable)	
Signature:	Date: / /

About this report

Access arrangements and reasonable adjustments (AARA)

Some students may have disability, impairment and/or medical conditions, or experience other circumstances that may be a barrier to their performance in assessment. Access arrangements and reasonable adjustments (AARA) are designed to assist these students.

Illness and misadventure

Students may also experience unforeseen circumstances that may be a barrier to their performance in assessment, such as a significant deterioration of an existing medical condition, or experiencing a natural disaster, accident or significant cultural obligation. These students may be eligible for illness and misadventure adjustments.

Submitting this report

The QCAA requires a medical report for medical claims for AARA or illness and misadventure. Once complete, submit this report as part of an AARA application via the QCAA Portal.