



MARYBOROUGH

STATE HIGH SCHOOL

An Independent Public School – Est 1881

Maryborough State High School
Senior School Assessment
Policy and Procedure
STUDENT VERSION

Version 3

We Value, Develop and Empower Our Students

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Rationale

The assessment policy applies to all Year 10, 11 and 12 students and staff at Maryborough State High School. It provides guidelines about assessment to ensure policies and procedures are consistently and equitably applied to all our senior students.

Legislation and policies

This assessment policy has been developed using the following policies (QCAA and school) and legislation:

- Queensland Curriculum and Assessment Authority (QCAA) and the new Queensland Curriculum of Education (QCE) and Queensland Certificate of Individual Achievement (QCIA) handbook
- Disability Discrimination Act
- QCAA P-12 Assessment Policy (QCAA, July 2014)
- DETE P-12 Curriculum Assessment and Reporting Framework
- QCAA Subject area syllabus documents
- Appropriate use of electronic devices and resources policy
- Internal moderation policy (including school procedures for endorsement and confirmation)
- Maryborough State High School Good Standing Policy

Furthermore, Maryborough 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 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

Submission of assessment

School responsibilities

Maryborough State High School is required to:

- Adhere to QCAA policies for gathering evidence of student achievement on or before the due date
- Due dates for final responses and drafts as well as in class exams will be published in the assessment schedule and/or on the assignment task sheet
- All students will be provided with their assessment schedule by the end of Week 3 term 1
- Provide all students an exam timetable at least 1 week prior to the exam block (when conducted)
- Provide a plagiarism checking and submission platform for all written assessment items
- Ensure assessment tasks are provided to students within the designated timeframe, according to syllabus requirements
- Provide feedback on drafts within 1 week – for 1 draft only

- Collect evidence at the identified checkpoints and other appropriate stages throughout the assessment process
- Contact home with any concerns about progress of assessment and failure to submit a draft or final
- Implement the Good Standing Policy for students who do not adhere to the assessment policy

Students responsibilities

Maryborough State High School senior students are required to:

- Familiarise themselves with the provided assessment and exam schedule and record all important dates
- Plan and manage their time to ensure they meet their due dates
- Inform the school as soon as possible if they have concerns about their load or meeting deadlines
- Not cheat or plagiarise work – ensure that all submitted work is their own original work and meets the guidelines for academic integrity

Internal written and non-written assessment:

- Submit all assessment tasks using either Turnitin (or Blackboard if directed to) or Student Services (only for 2020). Times for submission are:
 - Turnitin (academic integrity software) – submissions will be accepted until 11:59 pm the night it is due
 - Student Services – submissions will be accepted until 3:15 pm on the due date
 - Blackboard – if this is utilised students have until 11:59 pm the night it is due to submit

Please note – speech and/or performance written components including any presentation material must be submitted by the due date, meeting the timeframes above, even if presentations do not commence or get completed that day.

- If a student is unable to meet a due date (for a draft or final), they will need to apply for an AARA/extension. If due to illness, misadventure or bereavement, it must be submitted generally 3 days prior to the due date (see AARA/extension details below). If students do not submit tasks as per their task timeframes, and fail to follow this process, they may be in breach of our good standing policy.
- Assessment lengths must meet the requirements outlined on the assessment task sheet. Year 11 and 12 response lengths are specified by QCAA syllabus documents. If a student exceeds the response length for either internal written or presentations/multi-modals etc. These procedures will be followed:

Written assessment lengths are exceeded, the school will:

- Mark only the work up to the required length, excluding evidence over the prescribed limit
- Allow a student to redact their response to meet the required length, before a judgment is made on the student work

Multi-modal, performances, speeches response lengths are exceeded, the school will:

- Stop at the allowed time and finalise marking, for example if the assessment requires 5 minutes and the student submits 7 minutes, the teacher will stop at 5 minutes, and mark the first 5 minutes only
 - If a recording is utilised, review the video to identify timing gaps and take this into consideration
- All assessment submissions must be complete as per the task requirements. A draft must also be complete. To be complete, a draft is defined as meeting the following criteria:
 - Students best attempt that is close-to-final
 - On time
 - Meets all assessable objectives of the assessment task (all points on the ISMG are met)

Internal exams:

- During a schedule exam block, once their Exam Block Slip is signed off, only attend school for the purpose of exams. If the Exam Block Slip is not signed, students must attend school until it is signed off by each teacher.
- As students are notified exam block timeframes at the start of the school year, they should therefore avoid all appointments that clash with these dates.

However, if students are unable to attend they must for:

- Anticipated absence – student must submit an AARA/Extension application with supporting evidence (see AARA/Extension details below)
- Unanticipated absence – on the day of the exam the parent/guardian must contact the school absentee line and inform them of the absence and reason. Students will still need to submit an AARA/Extension application and provide supporting evidence (see AARA/Extension details below)
- **Please note** – Where a student fails to sit an exam on the schedule date and does not have approval, the examination will be deemed a non-submission. In this case students would be awarded no credit for that task and may result in loss of QCE points or credit for that subject.

AARA/Extension Application

Maryborough 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.

The school follows the processes as outlined in the QCE and QCIA policy and procedures handbook available from www.qcaa.qld.edu.au/senior/certificates-and-qualifications/qce-qcia-handbook-2019.

The school Principal (or their delegate) manages all approval of AARA for students.

All AARA applications must be accompanied by the relevant supporting documentation 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.

Students are not eligible for AARA on the following grounds:

- 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 school could have avoided

Applications for extensions to due dates for unforeseen illness and misadventure

Students and parents/carers must contact the Principal's delegate/HOD Student Performance as soon as possible and submit the relevant supporting documentation.

Copies of the medical report template, AARA extension application and other supporting documentation are available from the school website

To confirm:

If a student requires an extension for internal assignments and planned or unplanned absences for exams they are required to complete an AARA/Extension Application (Appendix 1 or the school website). In Year 12 extensions are limited due to QCAA reporting deadlines. Wherever possible the school will support applications whilst ensuring it meets all required deadlines, policies and procedures.

Additional note:

Extensions for External Examinations are not possible. If a student has a slight illness they should attend their external exam. QCAA will not be running any catch-up exams. However, if a student must miss an exam an AARA/Extension application must be submitted with supporting evidence (Appendix 1). QCAA will then work out, using a detailed formula, the result to be allocated. If a student fails to sit an external exam, without a supported absence they will be given a no rating and not complete the subject (no result).

Non-submission of assessment on the due date

If a student fails to submit an assessment (draft and/or final) by the due date:

- Teachers will contact home to ascertain reason for non-submission, if a justifiable reason is provided students will need to complete an AARA/Extension form and submit it by close of business with supporting documentation.
 - Issues arising on the due day are not justifiable. As assessment should be ready for submission by the due date, students will still need to submit assessment, this can be by email if Turnitin is not working
- On completion of the contact home, staff will record the contact on OneSchool and refer it to their Curriculum Head of Department (HOD). If the reason is not justifiable they will discuss this with the HOD and the Curriculum HOD will contact the HOD Student Performance for a breach of our Good Standing Policy.
 - HOD Student Performance will make contact with the student and/or the parent/guardian depending on the number of breaches
- 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.
- 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:
 - 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 by the date published in the SEP calendar
- In circumstances where a student response is judged as NR, the student may not meet the requirements for that subject and not be given any credit for either the unit in Year 11 or the subject in Year 12

Quality Assurance

Maryborough State High School quality management system ensures valid, accessible and reliable assessment of student achievement. This includes:

- 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

All marks for summative internal assessment for General and General (Extension) subjects are provisional until they are confirmed by the QCAA.

Results for Applied and Applied (Essential) subjects and Short Courses may be subject to advice from the QCAA.

Academic misconduct

Maryborough State High School is positively and proactively managing academic misconduct, whilst ensuring fairness for all students.

Types of misconduct are outlined in the QCE and QCIA policy and procedures handbook (Section 7: Academic Integrity and Section 7.1.2: Understanding academic misconduct).

Firstly, all academic misconducts will be referred to the HOD Student Performance, via the HOD Curriculum for the implementation of the school Good Standing Policy.

Second, see below the types of misconduct and the procedure for each.

Type of misconduct	Procedure
<p><i>Cheating while under supervised conditions</i> 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, for example through speaking, signing, electronic device or other means such as passing notes, making gestures or sharing equipment with another student 	<p><i>For authorship issues</i> 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. Teachers will contact home to discuss the potential misconduct.</p> <p><i>For all instances of academic misconduct</i> Results will be awarded using one of the following:</p> <ul style="list-style-type: none"> • work from the submitted assessment that can be confirmed as the students own work (this will be highlighted) or • 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><i>For instances of academic misconduct during examinations</i> Students will be awarded a Not-Rated (NR). See the QCE and QCIA policy and procedures handbook (Section 8.5.1 and Section 8.5.2).</p> <p>Implement the Good Standing Policy – refer to Curriculum HOD and then HOD Student Performance for a breach of the Good Standing Policy</p>
<p><i>Collusion</i> 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><i>Contract cheating</i> 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 	
<p><i>Copying work</i> 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 	
<p><i>Disclosing or receiving information about an assessment</i> 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><i>Fabricating</i> A student:</p> <ul style="list-style-type: none"> • invents or exaggerates data • lists incorrect or fictitious references 	
<p><i>Impersonation</i> 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. 	

<p>impersonating the student in a performance or supervised assessment</p> <ul style="list-style-type: none"> • completes a response to an assessment in place of another student 	
<p>Misconduct during an examination A student distracts and/or disrupts others in an assessment room.</p>	
<p>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).</p>	
<p>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.</p>	
<p>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</p>	

Appendix

Appendix 1 – AARA/Extension Application Form

See the next page for the application form.

Maryborough State High School

AARA/Extension Application Form – Year 11 and 12

In the new Queensland Certificate of Education (QCE) system, Access arrangements and reasonable adjustments (AARA) minimise barriers for eligible students to demonstrate their learning, knowledge and skill in assessment. AARA are for students who may have a disability, impairment and/or medical conditions or experience other circumstances that may be a barrier to their performance in assessment.

Granting an AARA, QCAA, Principal or Principal's delegate must:

- be reasonably satisfied that the need for the AARA exists
- be able to provide evidence to justify the decision

Students are not eligible for AARA on the following grounds:

- unfamiliarity with the English language
- late AARA submission or lack of supporting evidence, for example a medical certificate
- teacher absence or other teacher-related difficulties
- matters that students are able to avoid (e.g. misreading an exam timetable, misreading exam instruction)
- matters or absences of the students and parents own choosing e.g. family holidays, sporting or cultural events
- applications for known or pre-existing conditions must be submitted prior to the commencement of term one of year 12 (unit 3 & 4)

Step 1:

Date of application:	
Student's name:	
Connect class:	

Step 2 - Provide evidence:

*(Evidence must be provided with this application – multiple evidence types can be provided – please just tick them below. **Note** - If the school already has the documentation please make a comment below)*

Evidence type	Categories relevant	Tick appropriate
Medical certificate	Illness, misadventure, social/emotional/mental health	<input type="checkbox"/>
QCAA Confidential medical report	Illness, misadventure, social/emotional/mental health, disability or impairment	<input type="checkbox"/>
Statutory declaration	Bereavement, social/emotional/mental health (Guidance Officer or qualified health professional)	<input type="checkbox"/>
Verification and EAP	Disability or impairment	<input type="checkbox"/>
Comments:		

Step 3 - Eligibility criteria (select from the conditions and categories below):

Time-frame of condition	Category	Extent of Adjustment
<input type="checkbox"/> Temporary (near assessment time) <input type="checkbox"/> Intermittent (impacts for 3 weeks or longer) <input type="checkbox"/> Permanent (verified/diagnosed/imputed)	<input type="checkbox"/> Cognitive <input type="checkbox"/> Physical <input type="checkbox"/> Sensory <input type="checkbox"/> Social/emotional/mental health <input type="checkbox"/> Illness <input type="checkbox"/> Bereavement <input type="checkbox"/> Misadventure	<input type="checkbox"/> Substantial (specific to the individual student - criteria integrity maintained)
		<input type="checkbox"/> Supplementary/Differentiated (broad based support - criteria integrity maintained)

Subjects and assessment items covered by the AARA:

Step 4 – Parent/Guardian and Student Acknowledgement:

I have discussed this application with my student and I support the request for an extension/AARA. I acknowledge that this application **does not guarantee an extension/AARA will be approved or deemed valid by the school or QCAA**, is subject to approval from the Principal (or delegate) and/or QCAA in line with school and QCAA policies.

Parent/Guardian signature:		Date:	
Student signature:		Date:	

Step 5 - Return Form:

Return the completed form to Mrs Laban in the Library (Hub). Mrs Laban will organise for the Principal’s Delegate (HOD Student Performance or Director of Inclusive Practice) to sign it.

Step 6 - School use only:

	Tick and comment/s
Student provided appropriate evidence to support application	<input type="checkbox"/>
Consultation conducted with the appropriate Head of Curriculum	<input type="checkbox"/>
If approved, the school has: <ul style="list-style-type: none"> • Completed the School Statement • Entered it on QCAA (Year 12 only) • Entered on AARA extension sheet (Year 10 and 11) and OneSchool as a Contact 	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Page three of this document completed (to identify adjustments)	<input type="checkbox"/>
Extension/AARA approved	Yes <input type="checkbox"/> No <input type="checkbox"/> <i>(If no discuss with student and parent/guardian)</i>

Principal’s Delegate: <i>(Sign of process completion)</i>		Date:	
Senior School Admin Officer: <i>(When entered on system and all processes complete)</i>		Date:	

Step 7 – Keep this safe:

Student Return Slip (Please detach, return to the student for their records)

Student Name:			
AARA/Extension Approved:		Yes <input type="checkbox"/> No <input type="checkbox"/>	Comment (if No):
Subject/s:		Adjustment/s:	New due date if appropriate:
1.			
2.			
3.			
4.			
5.			
6.			
Principal’s Delegate signature:			

Summary of possible Principal-reported and QCAA-approved AARA
(this is only a guideline and each application will be assessed on its own merits)
SCHOOL USE ONLY

AARA	Description of adjustments to assessment conditions	Additional comments
Extra time	Additional working time at the rate of five minutes per half hour of examination assessment time.	
Rest breaks	Time to rest at the rate of five minutes per half hour of assessment time, taken at any time during the assessment.	
Physical environment	Temperature / lighting / ventilation / seating / venue etc.	
Comparable assessment	An alternative comparable assessment that has not previously been administered to students in the subject cohort, may be administered on a different date.	
Assistance Reader Scribe Teacher Aide	Reader may read the assessment or the student's response aloud as often as the student requests. Work with someone who transcribes the student's verbal response or directions during the assessment. TA assisting with use of equipment and practical tasks	
Computer	Desktop computer or laptop computer with an approved software application.	
Assistive technology	AT to assist students to complete assessment will depend on variable factors, nature and severity of the student's disability and/or impairment and its functional impact, e.g. <ul style="list-style-type: none"> •amplification system •speech-to-text application •magnification application. 	
Extension	An extension to the due date for submission or completion of an extended response project, performance or assessment.	
Other		

AARA Procedure

Schools should make all students aware that AARA is available. The school must submit Principal-reported AARA to the QCAA portal on behalf of the student before the due date, for students who undertake (summative) internal and external assessments in Units 3 and 4 for Applied and General subjects and for external exams in General subjects.

The school will request all supporting documentation and upload it as a contact record on OneSchool, and inform all relevant teachers. Schools are encouraged to contact the QCAA for pre-application advice about students' needs for any adjustments for listed or complex / extensive adjustments required

This form allow schools to support the early identification of students with existing long-term and chronic conditions so that school and students/parents can confidently negotiate and implement AARA according to the guidelines.

Schools make decisions about AARA for Units 1 and 2. This provision of AARA for Units 1 and 2 by a **school does not guarantee** that students be provided with the same adjustments for assessment in Units 3 and 4. Assessment adjustments must be not interfere with the integrity of the achievement standard.

For more information, please click on the following link: <https://www.qcaa.qld.edu.au/senior/assessment/aara>