



NOOSA
DISTRICT SHS
Excellence through diversity
An Independent Public School

ASSESSMENT POLICY

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SCOPE

This policy provides information for teachers, students and parents/carers about roles, responsibilities, processes and procedures to ensure the integrity of assessment.

The scope of this policy includes subjects from Year 7 to 12, Vocational Education & Training (VET) Qualifications, and Senior Applied, Applied (Essential), General, General (Extension) subjects and Short Courses across all faculties. The framework for the policy is developed from the *QCE and QCIA policy and procedures handbook* available from www.qcaa.qld.edu.au/senior/certificates-and-qualifications/qce-qcia-handbook-v5

RATIONALE

Assessment is the purposeful, systematic and ongoing collection of information for use in making judgements about student progress and performance.

The assessment process involves:

- Providing students with opportunities to demonstrate learning.
- Gathering and recording evidence about student demonstrations of learning.
- Using the evidence to make overall judgments about students' learning.

PURPOSE

This assessment policy incorporates the roles, responsibilities, processes and procedures used by Noosa District SHS to ensure academic integrity in relation to the development of assessment, the submission of work and the completion of all assessment items.

The assessment policy:

- Provides opportunities for students to improve their learning and demonstrate their knowledge and skill
- Provides information to students and parents/carers about expectations for assessment and their responsibilities
- Includes guidelines and information for staff, including teachers, Heads of Department and Administration about expectations and their roles and responsibilities
- Is communicated clearly to teachers, students and parents/carers
- Is enacted consistently across all subjects within the school
- Is based on information from the Noosa District State High School's Mission, Vision and Values and Organisational Structure; the QCAA; QCE and QCIA policy and procedures handbook; the Australian Curriculum; QCAA Syllabuses; and VET Training Packages.

The roles and responsibilities outlined apply to all Noosa District State High School students, parents/carers and staff, and comply with the policies and procedures set down by the QCAA and Noosa District State High School.

It includes procedures and processes for:

- Understanding and enforcing academic integrity and excellence
- Managing academic misconduct
- Applying for Access Arrangement & Reasonable Adjustment (AARA)
- Meeting deadlines for the submission of school-based assessment instruments
- The administration of external exams

PRINCIPLES

At Noosa District State High School, 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.

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

- Aligned with curriculum
- Equitable for all students
- Evidence based, using established standards and marking guides to make comparable judgements
- Moderated to ensure validity of task and comparability of student responses
- 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

PROMOTING ACADEMIC INTEGRITY

Noosa District State High School promotes academic integrity by developing students' skills and modelling appropriate academic practices. Academic integrity is how a person approaches their academic responsibilities in an honest, moral and ethical way. Teachers, parents/carers and others who support students in their learning must adhere to the Assessment Policy and the QCAA Academic Integrity guidelines. The following whole-school procedures support this endeavour and abide by the QCE and QCIA Policy and Procedures Handbook.

QCE and QCIA policy and procedures handbook	Policy and procedures
Location and communication of policy	<p>The Noosa District State High School Assessment Policy can be accessed on the school website. All questions regarding this policy should be directed to the relevant Year Level Deputy Principal.</p> <p>To ensure consistent application of the assessment policy, it will be communicated and explained in a variety of settings such as:</p> <ul style="list-style-type: none"> • when each task is handed to students • Home Group • at enrolment interviews • during SET planning • when the assessment calendar/schedule/planner is published
Expectations about engaging in learning and assessment	<p>Noosa District State High School has high expectations for academic integrity and student engagement in learning and assessment. To emphasise the importance of sound academic practices, staff and senior students will complete the QCAA academic integrity courses.</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 learning that is authenticated as their own work • submit responses to scheduled assessment on or before the due date <p>In Senior phase of learning, 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>
Due dates	<p>School Responsibility Noosa District State High School is required to adhere to the QCAA and Department of Education policies for gathering evidence of student achievement on or before the due date.</p> <p>Due dates for final responses, checkpoints and drafts will be published in the Assessment Planner. All students will be provided with their Assessment Planner by the end of Week 3 via email.</p>

	<p>The Assessment Planner will:</p> <ul style="list-style-type: none"> • align with syllabus requirements, TLAPs/work programs, year, band and unit plans & national curriculum requirements • provide sufficient working time for students to complete the task • allow for internal quality moderation processes • enable timelines for quality assurance processes to be met • be clear to teachers, students and parents/carers • be consistently applied • be clearly communicated by the end of Week 3 each semester • give consideration to allocation of workload. <p>Student Responsibility Students are responsible for:</p> <ul style="list-style-type: none"> • recording assessment due dates in their calendar/diary • planning and managing their time to meet the due dates • informing the school as soon as possible if they have concerns about meeting due dates. <p>In cases where students are unable to meet a due date, they will:</p> <ul style="list-style-type: none"> • inform the Head of Department and classroom teacher as soon as possible • provide the school with relevant documentation, e.g. medical certificate • submit an extension application form prior to the due date (unless due to unexpected illness and misadventure) to the relevant Head of Department or Guidance Officer. • adhere to alternative arrangements for submission of assessment, if applicable, as decided by the school. <p>All final decisions are at the Principal's discretion. Refer to AARA information below – (Year 11 & 12 only)</p> <p>Parent/Carer Responsibility Parents/Carers are responsible for:</p> <ul style="list-style-type: none"> • supporting their child to submit assessment on or before the due date • informing the school as soon as possible if they have concerns about their child meeting due dates • seeking a medical certificate if their child's illness impacts their ability to meet a due date and submitting this to the school.
<p>Submitting, collecting and storing assessment information</p>	<p>Assessment instruments will provide information about Noosa District State High School's arrangements for submission of draft and final responses, including checkpoints, due dates, conditions and file types.</p> <p>All assessment evidence, including draft responses, will be submitted by their due dates and where appropriate, via the school's antiplagiarism processes.</p> <p>Draft and final responses for all internal assessment (7 – 12) will be collected and stored in each student's folio as per Department, QCAA and/or ASQA policies (see below). Live performance assessments will be recorded and stored for Year 11 & 12 as required for QCAA processes.</p> <ul style="list-style-type: none"> • Year 7 to 10 summative assessment folios must be retained for one year following completion. Noosa District SHS practice for successful transition across campuses is to maintain student folios from Year 7 through to Year 9. • Year 11 & 12 students' assessment must be available when requested by the QCAA and must be retained for the following 6 months. • VET student folios must be retained securely for a period of six months from the date on which the judgement of competence for the student was made. Student folios, TAS, evidence gathering tools and mapping documents must be able to be produced in full at audit if requested to do so. • Heads of Department will manage the consistent faculty process in storing evidence of student responses and folios for the appropriate time. They will communicate this to teachers at the commencement of the year, and follow up at the reporting junctures. • All results must be stored in the profiles/markbooks in the School TEAMS folder, as communicated by the Deputy Principal. • All clean assessment instruments, expected responses and TLAP/TAS documents are stored in the school's Curriculum Assessment and Reporting Plan (CARP).
<p>Appropriate materials</p>	<p>Noosa District State High School is a supportive and inclusive school. Material and texts are chosen with care in this context.</p>

ENSURING ACADEMIC INTEGRITY

Noosa District 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"> assist student in understanding the requirements of the task or assessment instrument allow for unique student responses and not lead to a predetermined response <p>Across the phases of learning, the scaffolding will be reduced giving students more autonomy and accountability in understanding the processes required to complete their tasks. The internal quality assurance processes will check to ensure that scaffolding does not lead to a predetermined response.</p> <p>Scaffolding may include:</p> <ul style="list-style-type: none"> providing a timeline or checkpoints that students can use to manage completion of components of the assessment instrument guiding students to make predictions and/or reflect on their learning to complete the requirements of the assessment instrument providing prompts and cues for students about the requirements for their response unpacking student exemplars to define expectations for A – C levels.
Checkpoints	<p>Where appropriate checkpoints will:</p> <ul style="list-style-type: none"> be detailed on the student task sheets provide for the monitoring of student progress establish student authorship <p>Students will work on assessment as described on the assessment piece and show evidence of progress scheduled at checkpoints.</p> <p>Teachers will use these checkpoints to identify issues and support students to complete their assessment.</p> <p>For example:</p> <ul style="list-style-type: none"> clarify assessment expectations for students (e.g. task requirements, how judgments are made) discuss progress towards the task completion help students develop strategies to submit assessment by the due date gather evidence on or before the due date provide points of intervention, if needed embed authentication strategies <p>Heads of Departments and parents/carers will be contacted if checkpoints are not met.</p>
Drafting	<p>Drafting is a key checkpoint. Types of drafts may differ depending on the subject, for example, a written draft, rehearsal of a performance piece, or a product in development.</p> <p>Written drafts, when submitted, are to be 100% complete pieces of work (or as directed on the task sheet). An achievement grade is not awarded for a draft.</p> <p>Drafts might be used as evidence of student achievement in the case of illness or misadventure, or non-submission for other reasons.</p> <p>Teachers:</p> <ul style="list-style-type: none"> indicate aspects that need to be improved and give feedback allowing students to refine their responses provide feedback on a draft of each student's assessment; for written feedback in Year 11 and 12 this is to occur once only. indicate some key errors in spelling, grammar, punctuation and/or calculations, and remind students that the draft requires more editing, but should not edit or correct all errors in a draft provide feedback only on a draft submitted by the draft due date (consultations on late or additional work is at the discretion of the Head of Department) provide a summary of their feedback and advice to the whole class

	<ul style="list-style-type: none"> • return drafts within one week of the final due date • not award a notional result or level of achievement on the draft • keep evidence of drafts eg. copies of the draft submitted, notes on rehearsals or checkpoints, photographs of product development <p>Students:</p> <ul style="list-style-type: none"> • submit draft by the set time on the due date that is stated on the task sheet, via the School's preferred plagiarism-detection processes. • submit a completed draft <p>Parents:</p> <ul style="list-style-type: none"> • encourage and support their child to submit drafts on time • read drafts • provide oral feedback to the child on points such as spelling, grammar, punctuation and calculations • ensure private tutors adhere to this assessment policy, with respect to academic integrity <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 • edit or correct spelling, grammar, punctuation and calculations • allocate a mark. <p>A copy of the feedback will be stored as an electronic/hard copy of the draft in the student's folio as instructed by the teacher.</p> <p>Failure to submit a draft</p> <p>If no draft work is submitted, the class teacher will contact the parent/carer and student using the '<i>Notice of Failure to Submit Assessment Draft</i>' email template and a phone call/text message home. The class teacher will record the 'contact' on OneSchool. The class teacher will follow up to ensure the student submits their draft by the end of the next lesson, however no formal feedback will be given to a late submission (unless at the discretion of the Head of Department).</p>
<p>Managing response length</p>	<p>All assessment instruments indicate the required length of a response as a word length, duration of time, or page count. Response lengths as specified by syllabus documents and guidelines must be followed.</p> <ul style="list-style-type: none"> • 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 when appropriate (eg seen tasks). • Feedback about length is provided by teachers at checkpoints. <p>Teachers will:</p> <ul style="list-style-type: none"> • develop valid assessment instruments of suitable scope and scale to allow students to produce a complete response within the required length indicated by the syllabus • implement teaching strategies that provide students with opportunities to learn effective skills for responding to assessment instruments using genres within the subject • if a student submits a response outside of the response length conditions, the teacher will mark only the work up to the required length, excluding evidence over the prescribed limit, and annotate on the response to clearly indicate the evidence used to determine a mark. In Senior School, the teacher will also note on the ISMG/criteria sheet "school policy on managing response length has been implemented". For assessment that is group work, the decision of management will be at the discretion of the Head of Department, in consultation with the Deputy Principal. <p>Teachers may:</p> <ul style="list-style-type: none"> • provide students with samples or examples of responses that are within the required length • model how to create and edit a response that is relevant to the task and objectives being assessed to meet length requirements. <p>Teachers should not:</p> <ul style="list-style-type: none"> • penalise students for submitting a response that does not meet the response length conditions by arbitrarily reducing their result. • Allow students to edit work after the due date to make it meet the response length requirements.

	<p>Students should:</p> <ul style="list-style-type: none"> • develop responses of the required length • document the length of their response using a word count, page count or time • apply feedback about length from their drafts and edit responses to meet requirements for length.
<p>Authenticating student responses including use of Artificial Intelligence</p>	<p>Assessment items serve as valuable opportunities for students to demonstrate their acquired knowledge and their skills. They play an integral role in improving learning and informing teaching. Fundamentally, the purpose of assessment is to establish where learners are, in an aspect of their learning at the time of assessment. Noosa District State High School uses the authentication strategies reflective of syllabus requirements, which will be specified on the assessment instrument.</p> <p>NDSHS recognises the potential benefits of utilising artificial intelligence (AI) for idea generation and clarification within assessment, allowing students to explore and expand their understanding of the subject matter. However, it is imperative that the use of AI is acknowledged, and its output (including paraphrasing) not be used directly in the student response so that academic integrity is preserved.</p> <p>Satisfactory use for AI by students include:</p> <ul style="list-style-type: none"> • Research • Providing creative inspiration or suggestions to assist students in starting their assignments or projects • Recommending authoritative sources of information relevant to the subject matter • Generating study resources, including quizzes or flashcards, to aid in consolidation and revision of information • Demonstrating grammar, sentence construction, and language skills to enhance students' writing abilities • Task comprehension. <p><u>Ensuring Assessment Integrity is Upheld</u></p> <p>Teacher will:</p> <p>When developing an assessment instrument:</p> <ul style="list-style-type: none"> • set an assessment task that requires each student to produce a unique response • vary assessment tasks each year so students are unable to use student responses from previous years • provide class time for students to work on the assessment task and for teachers to monitor the development of the response. <p>During the assessment process:</p> <ul style="list-style-type: none"> • monitor or collect progressive samples of each student's work at various stages. This could be documented by checklists or photographs • interview or consult with each student at checkpoints during the development of the response • use the School's preferred plagiarism-detection processes for final submissions, and when requested on the assessment task sheet at draft submissions. <p>On submission of final responses:</p> <ul style="list-style-type: none"> • directly compare responses of students who have worked together in groups • use internal quality assurance processes such as cross-marking. <p>Students will:</p> <p>be required to demonstrate authenticity of their work including complying with processes established for the task such as:</p> <ul style="list-style-type: none"> • complete responses during the designated class time to ensure teachers are able to observe the development of work • provide work required at set checkpoint dates and draft date • use the School's preferred plagiarism-detection processes for final submissions, and when requested on the assessment task sheet at draft submissions • participate in HoD requested interviews during and/or after submissions to verify authenticity. <p>Parents/Carers will:</p> <p>support the efforts of teachers and students to authenticate student responses by ensuring that tutors, family members or others who support students are aware of the guidelines for establishing authorship.</p> <p><u>Concerns of Integrity or AI misuse:</u></p> <p>NDSHS is committed to supporting students to complete assessment and to submit work that is their own, as well as minimising opportunities for academic misconduct. There may be a situation when a student inappropriately and falsely demonstrates their learning.</p>

	<p>If a teacher suspects that a submitted assessment response is not the student's own work, they will confer with their Head of Department. Student work that contains suspected evidence of using artificial intelligence to demonstrate learning on their behalf will be provided with a further opportunity to authenticate their response. These opportunities may include:</p> <ul style="list-style-type: none"> • student-teacher conferencing • multiple choice questions by the HoD to the student about the task or the student response • further stimulus provided by the student to demonstrate understanding • the use of version history and/or tracking from the Office 365 Applications. <p>The onus is on the student to be able to demonstrate authentic development of their response over time.</p> <p>All student submissions that are confirmed not their own work will be recorded on OneSchool as an academic misconduct.</p>
<p>Managing Integrity breaches including misuse of Artificial Intelligence (AI)</p>	<p>Students must understand that while AI tools can assist in various aspects of their academic work, it is their responsibility to ensure the integrity of their own work. Plagiarism, which includes submitting generated content without proper attribution, or using AI tools to produce work for assessments without appropriate understanding and effort, is strictly prohibited.</p> <p>Students are provided with checkpoints and/or drafts appropriate to subject syllabus conditions to demonstrate the development of their response and its authenticity over time. It is mandatory for students to meet all checkpoints and submit a complete draft in order to demonstrate original ideas and development of a response. If a student does not meet the due dates for these, they are still required to submit afterwards, however will not receive feedback.</p> <p>Academic Integrity at Draft or Checkpoint: Where a teacher, in conference with their Head of Department, identifies academic integrity or misuse of AI, the steps forward to resolve may include:</p> <ul style="list-style-type: none"> • Meet with the Head of Department to discuss actions and resolution. • Only parts of the assessment that are confirmed the student's original ideas by the due date will be given feedback. • If the entirety of the assessment submission has been deemed plagiarised, no feedback will be given. However, a draft/checkpoint work still must be submitted within 24 hours in order for the School to retain response evidence. • At the discretion of the Deputy Principal and only for first integrity misconduct, attend an appointment with the Head of Department to be provided with an opportunity to re-submit original work under supervised conditions that aligns to the draft and checkpoint concepts. This must occur within 24 hours of the submission date. Repeat academic misconduct will not be provided this option. • All student submissions that are confirmed misusing AI will be recorded on OneSchool as an academic misconduct, with referral to Head of Department and Deputy Principal. Parents/carers and student will be notified using the <i>School Notice of Academic Misconduct</i> email and a phone call/text message home. <p>Academic Integrity at Final Submission: Where a teacher, in conference with their Head of Department, identifies academic integrity or misuse of AI, the steps forward to resolve may include:</p> <ul style="list-style-type: none"> • Meet with the Head of Department to discuss actions and resolution. • Only parts of the assessment that are confirmed the student's original ideas will be marked. • If the entirety of the assessment submission has been deemed plagiarised, the student's draft or any class work on or before the due date will be graded. • In circumstances where a student is enrolled in a subject but does not submit an original final response to an assessment (other than unseen examinations) and has not given evidence at prior checkpoints, a 'Not-Rated' (NR) must be recorded. In circumstances where a student response is judged as NR, the student will not meet the requirements for that subject. • At the discretion of the Deputy Principal and only for first integrity misconduct, attend an appointment with the Head of Department to be provided with an opportunity to re-submit original work under supervised conditions that aligns to the draft and checkpoint concepts. This must occur within 24 hours of the submission date. Repeat academic misconduct will not be provided this option. • All student submissions that are confirmed misusing AI will be recorded on OneSchool as an academic misconduct, with referral to Head of Department and Deputy Principal. Parents/carers and student will be notified using the <i>School Notice of Academic Misconduct</i> email and a phone call/text message home.

Access arrangements and reasonable adjustments, including illness and misadventure (AARA)

Noosa District State High School is committed to reducing barriers to success for all students. Access Arrangements and Reasonable Adjustments (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.

These barriers fall into broad categories:

- Long-term and chronic conditions
- Mental health conditions, such as anxiety and depression
- Short-term conditions and temporary injuries
- Illness and misadventure.

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-2024.

AARAS are considered on an individual basis and decisions are made in consultation with the eligible student, parents/carers, school staff and, when applicable, the QCAA. All evidence that decisions are based on will be logged in the student's file. In Senior School, all AARA applications for summative assessment (Units 3 & 4) require QCAA approval.

Students are **not eligible** for AARA (including illness and misadventure) 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.

Access arrangements and reasonable adjustments (AARA) YEARS 7 – 10

Special provisions may apply to any student with specific educational needs. This is determined by school processes. Assessment criteria and standards are not modified, so that the intent and rigour of the syllabus is maintained.

In making a decision about the AARA, the school will consider what adjustments to assessment conditions are reasonable in the circumstance. Often students require adjustment to the form of presentation of an assessment instrument and their response to it. The method of transmission of information about the assessment and the way the student presents evidence of their knowledge and skills may be adapted. All AARA decision will be approved by the Deputy Principal for that year level.

Access arrangements and reasonable adjustments (AARA) –Years 11- 12

In Senior School, all AARA applications must be submitted with the following QCAA and school documents (Available on the school website):

- medical report;
- School extension request form;
- Other documentation to support the adjustment requestions (e.g student statement or other medical documentation).

All evidence and documentation should be no older than two years and 10 months (long-term conditions), or six months (short term conditions or temporary injuries).

A summary of AARA documentation requirements is available in the QCE & QCIA policy and procedures handbook.

7 – 12 AARA APPLICATION PROCESS

Students who have a diagnosed disability or have experienced personal injury, chronic illness, impairment, grief, loss or trauma which may be a barrier to their participation and/or performance in assessment must complete an 'Access Arrangements and Reasonable Adjustments Application form – Years 7 – 12' and submit it to the Guidance Officer or Head of Diverse Learners.

AARA are applied on a case-by-case basis with both the individual student needs and the assessment technique or task taken into consideration.

Noosa District SHS must notify the QCAA, via the QCAA Portal, of Principal-reported AARA for students undertaking summative internal assessment in Units 3 and 4 of Applied, Applied (Essential), General and General (Extension) subjects, and for summative external assessment in General, General (Extension) and General (Senior External Examination) subjects.

ILLNESS AND MISADVENTURE

Students whose ability to attend or participate in an assessment is adversely affected by illness or an unexpected event may be eligible for provisions to assessment conditions.

	<p>The following principles apply:</p> <ul style="list-style-type: none"> • An illness or misadventure application cannot be made for the same condition or circumstances for which QCAA approved AARA has been approved, unless it can be demonstrated that a significant deterioration or complication of the condition occurred which diminished the student's performance in external assessment. • The illness or event is unforeseen and beyond the student's control, and verified by a medical certificate. • Students complete either the '<i>Application for Exam to Be Completed at a Later Date</i>' or '<i>Application for Extension</i>'. For Year 11 and 12 students an '<i>Access Arrangements and Reasonable Adjustments Application Form – Years 7 – 12</i>' with the accompanying QCAA Medical Report must also be submitted to the Guidance Officer or Head of Diverse Learners. • In Senior School, misreading an external assessment timetable is not adequate grounds to submit an application for AARA or illness and misadventure. <p>Year 12 External Exam: Illness during external assessment An application for illness and misadventure for external assessment may be made by a student, or by the school on behalf of the student or groups of students. The Guidance Officer will manage this process. The QCAA Medical Report template should be provided by the student in order to apply for an approved absence of the exam. An illness and misadventure application cannot be made for the same condition or circumstances for which QCAA-approved AARA have been approved unless it can be demonstrated that a significant deterioration or complication of the condition occurred that diminished the student's performance in external assessment. QCAA, not the school, will make the final decision on this application.</p>
<p>Managing non-submission of assessment by the due date</p>	<p>Students will:</p> <ul style="list-style-type: none"> • Follow the submission specifications on the task sheet, including submitting by the set time on the due date, using the School's preferred plagiarism-detection processes, or as indicated on the task sheet. • Submit the Assessment Task Sheet which is supplied by the class teacher when issuing the assessment. • If requiring an extension for valid reasons, will follow the process as outlined in this assessment policy. • If a non-submission without an approved extension occurs by the due date, the student will resolve by submitting immediately, understanding that only evidence before the due date will receive a mark. <p>Teacher will:</p> <ul style="list-style-type: none"> • Collect progressive evidence of work at set checkpoints including one draft. • Provide details on time of submission and submission process on the task sheet. • If a non-submission occurs, the teacher will communicate with parents/carer and student, via '<i>Failure to submit assessment</i>' email and phone call/text message home, and record in OneSchool as an 'academic misconduct incident' with referral to Head of Department and Deputy Principal. • Will not award a lower result, mark or standard as a penalty for late or non-submission, as evidence is to be matched to the relevant syllabus marking guides or standards. • Will notify the Head of Department if no evidence can be collected. <p>Faculty Head of Department will:</p> <ul style="list-style-type: none"> • If student has no evidence to be marked on by the due date, the Head of Department will meet with the student to resolve. • Support the teacher when needed with student management and parent contact. <p>Late and non-submission of final assessment When a student submits an assessment piece after the due date set by the school, a result will be allocated using evidence available on or before the due date, e.g. class work, drafts, rehearsal notes, photographs of student work.</p> <p>To be awarded a result (A – E, or zero or higher marks) there must be some evidence collected. Should the student not have any evidence to be assessed on, a not rated (NR) result will be given.</p>
<p>Internal quality assurance processes</p>	<p>Noosa District State High School's quality management system includes two points of quality assurance in the assessment workflow. These are:</p> <ul style="list-style-type: none"> • Quality assurance of all assessment instruments before they are administered to students. All tasks should be quality assured by the Head of Department using the QCAA/Department of Education Quality Assurance Tool and placed on the School CARP. In the case of Senior Unit 3 and 4 General internal assessment instruments, these are quality assured by QCAA and saved in the QCAA portal.. • Quality assurance of judgments about student achievement contributing to results and reporting prior to results being published. This will occur through the moderation process coordinated by the Head of Department.

Internal processes that may occur before students' results are provided are clearly communicated when assessment tasks are handed out. Students are also made aware of the external processes that may occur before their results are provided, for example in senior – all marks for summative internal assessment for General and General (Extension) subjects are provisional until they are confirmed through the confirmation process – results for Applied and Applied (Essential) subjects and Short Courses may be subject to advice from the QCAA.

Senior School External Assessment Administration

<p>QCE and QCIA policy and procedures handbook</p>	<p>Policy and procedures</p>
<p>External assessment is developed by the QCAA for all General and General (Extension) subjects</p>	<p>See the <i>QCE and QCIA Policy and Procedures Handbook</i> and follow the <i>External assessment — Directions for Administration</i> for processes, roles and responsibilities of the school external assessment (SEA) coordinator, teachers and students.</p> <p>The QCAA determines the timing of external assessments. External assessment occurs in Term 4, during October and November. The specific dates for external assessment are made available on the QCAA website at the beginning of each year.</p> <p>Students must complete external assessment on the date published on the QCAA website. Applied subjects (excluding Applied Essential) do not include external assessment.</p> <p>Responsibilities – Examinations School External Assessment (SEA) coordinators will:</p> <ul style="list-style-type: none"> • adhere to and manage external assessment processes outlined in this handbook and the <i>External assessment — directions for administration</i> • communicate to school staff, students and parents/carers the <ul style="list-style-type: none"> ▪ <i>External assessment timetable</i> ▪ <i>External assessment student rules</i> ▪ approved equipment list • apply to the Queensland Curriculum and Assessment Authority (QCAA) for the rescheduling of an external assessment if there is an external assessment timetable clash • allocate teaching staff or other suitable staff to supervise external assessment. Senior secondary teachers are ineligible for supervision of an external assessment for subjects that they teach in a given year • manage incidents when a student is suspected of or observed participating in an act of academic misconduct. <p>Teachers will:</p> <ul style="list-style-type: none"> • comply with and supervise external assessment according to the external assessment guidelines • adhere to external assessment processes outlined in this handbook and the <i>External assessment — directions for administration</i> • supervise external assessment. Senior secondary teachers are ineligible for supervision of an external assessment for subjects that they teach in a given year • report incidents when they suspect or observe an act of academic misconduct by a student. <p>Students will:</p> <ul style="list-style-type: none"> • read and comply with the <i>External assessment student rules</i> and external assessment information that is made available on the QCAA website and provided to schools each year. • create their myQCE portal account and access the external exam timetable. • read the information provided by the School, including the <ul style="list-style-type: none"> ▪ <i>External assessment timetable</i> ▪ <i>External assessment student rules</i> ▪ approved equipment list • attend external assessment exam/s at the scheduled time for all subjects in which they are enrolled. <p>Parents will: Read the <i>External assessment timetable</i> and <i>External assessment student rules</i> on the QCAA website</p> <ul style="list-style-type: none"> • support students to participate in the external assessment exam/s in which they are enrolled.

MANAGING ACADEMIC MISCONDUCT

Noosa District 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 examples of academic misconduct along with the procedures for managing them.

Types of misconduct		Procedure for managing academic misconduct
Collusion	When: <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><u>Assignments</u></p> <ul style="list-style-type: none"> • Where parts of the task have been plagiarised, results will be awarded using only the parts of the responses that is the student's own work. • Where the whole task has been plagiarised, results will be awarded using any evidence from the preparation of the response that is available (eg draft or checkpoints) and that is verifiably the student's own work and that was gathered in the conditions specified by the syllabus. • Where there is no evidence that is verified as the student's own work, a result of Not Rated will be given. • The teacher will notify the parent/carer and student, record an 'academic misconduct incident' in OneSchool and advise the faculty Head of Department. <p><u>Group work</u></p> <ul style="list-style-type: none"> • The teacher may use supplementary evidence to determine individual contributions. This will be documented on the marking guide. <p><u>Exams</u></p> <ul style="list-style-type: none"> • Evidence of the misconduct is to be recorded by the teacher or supervisor. • Student will be instructed to continue with the exam.
Cheating while under supervised conditions	A student: <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, materials, or AI • has any notation written on their 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, coded messages, making gestures or sharing equipment with another student. 	
Contract cheating	A student: <ul style="list-style-type: none"> • Pays for a person or a service to complete a response to an a assessment • Sells or trades a response to an assessment. 	
Copying work	A student: <ul style="list-style-type: none"> • Deliberately or knowingly makes it possible for another student to copy responses • Looks at another student's work during an exam • Copies another student's work during an exam. 	
Disclosing or receiving information about an assessment	A student: <ul style="list-style-type: none"> • Gives or accesses unauthorised information that compromises the integrity of the assessment, such as stimulus or suggested answers/responses, prior to completing a response to an assessment • Makes any attempt to give or receive access to secure assessment materials. 	
Fabricating	A student: <ul style="list-style-type: none"> • Invents or exaggerates data • Lists incorrect or fictitious references. 	

Impersonation	A student: <ul style="list-style-type: none"> • Arranges for another person to complete a response to an assessment in their place, eg. Impersonating the student in a performance or supervised assessment • Completes a response to an assessment in place of another student. 	<ul style="list-style-type: none"> • The results will be awarded using any evidence from the exam that has not been influenced by the misconduct. • If no evidence of student's own work can be found, the student will be given a Not Rated result. • The teacher will notify the parent/carer and student, record an 'academic misconduct incident' in OneSchool and advise the faculty Head of Department. <p><u>Technology</u> Prior to entry into an exam, digital devices that enable students to communicate and/or interact with the web will be removed.</p>
Misconduct during an exam	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 or creates work using AI 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.	
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.	
Student does not attend an exam	A student does not attend an exam	<p>The student will be required to provide a medical certificate and sit the missed exam the first day they are back at school. If this is not possible due to the nature of the assessment task or group item it will need to be rescheduled at the teacher discretion, and a comparable exam may be required.</p> <p>If a student cannot provide a medical certificate or proof of extenuating circumstances, an extension cannot be awarded an extension and will be given a Not Rated result.</p>
Student is absent on due date	Student is absent on due date.	
Student submits a draft but no final copy	Draft submitted but no final copy.	The student's draft copy is graded.
Student submits no draft and no final copy	No draft and no final copy submitted.	Evidence collected during preparation time or earlier check points will be graded. If no evidence is provided, a NR (not-rated) will be given.
Managing response length	A student exceeds the length of a task.	Students will be only marked for the response within the length conditions.

APPENDIX 1 – Glossary of assessment techniques

GLOSSARY

Assessment technique	Purpose
Examination	An examination is a supervised test that assesses the application of a range of cognitions to one or more provided items such as questions, scenarios, and/or problems. Student responses must be completed individually, under supervised conditions, and in a set timeframe.
Extended response	An extended response is an open-ended assessment technique that focuses on the interpretation, analysis, examination and/or evaluation of ideas and information in response to a particular situation or stimulus. While students may undertake some research when writing the extended response, it is not the focus of this technique. An extended response occurs over an extended and defined period of time.
Investigation	An investigation requires students to research a specific problem, question, issue, design challenge or hypothesis through the collection, analysis and synthesis of primary and/or secondary data. An investigation uses research or investigative practices to assess a range of cognitions in a particular context. An investigation occurs over an extended and defined period of time.
Performance	A performance is an assessment technique that requires students to demonstrate a range of cognitive, technical, creative and/or expressive skills, and to apply theoretical and conceptual understandings through the psychomotor domain. It involves student application of identified skills when responding to a task that involves solving a problem, providing a solution or conveying meaning or intent. A performance is developed over an extended and defined period of time.
Product	A product is an assessment technique that focuses on the output or result of a process requiring the application of a range of cognitive, physical, technical, creative and/or expressive skills, and theoretical and conceptual understandings. A product is developed over an extended and defined period of time.
Project	A project is an assessment technique that focuses on a problem-solving process requiring the application of a range of cognitive, technical and creative skills and theoretical understandings. The response is a coherent work that documents the iterative process undertaken to develop a solution to a problem and includes written paragraphs and annotations, diagrams, sketches, drawings, photographs, video, spoken presentations, physical prototypes and/or models. A project is developed over an extended and defined period of time.

APPENDIX 2 – Guidelines about length of a response

Guidelines about the length of a response

Elements to be included in or excluded from the word length or page count of a written response are provided in the following table:

	Word length	Page count
Inclusions	<ul style="list-style-type: none"> • all words in the text of the response • title, headings and subheadings • tables, figures, maps and diagrams containing information other than raw or processed data • quotations • footnotes and endnotes (unless used for bibliographical purposes) 	<ul style="list-style-type: none"> • all pages that are used as evidence when marking a response
Exclusions	<ul style="list-style-type: none"> • title pages • contents pages • abstract/executive summary • raw or processed data in tables, figures and diagrams • bibliography • reference list • appendixes* • page numbers • in-text citations 	<ul style="list-style-type: none"> • title pages • contents pages • abstract • bibliography • reference list • appendixes*

* Appendixes should contain only supplementary material that will not be directly used as evidence when marking the response.

APPENDIX 3 – AARA documentation requirements

Summary of AARA documentation requirements

Eligibility category	Examples of possible AARA	Supporting documentation required	Currency of supporting documentation for AARA applications — Units 3 and 4	
			Summative internal assessment	Summative external assessment and SEE
Cognitive	<ul style="list-style-type: none"> • Computer • Extra time • Reader • Rest breaks • Scribe 	<ul style="list-style-type: none"> • Medical report <i>or</i> EAP verification covering Unit 3 and 4 assessments • School statement 	<ul style="list-style-type: none"> • No earlier than Year 10 	<ul style="list-style-type: none"> • No earlier than Year 10
Physical	<ul style="list-style-type: none"> • Assistance • Computer • Extra time • Rest breaks 	<ul style="list-style-type: none"> • Medical report <i>or</i> EAP verification covering Unit 3 and 4 assessments • School statement 	<ul style="list-style-type: none"> • Long-term conditions: No earlier than Year 10 • Temporary conditions: dated within six months preceding the relevant assessment event 	<ul style="list-style-type: none"> • Long-term conditions: No earlier than Year 10 • Temporary conditions: No earlier than 30 April of the assessment year. An additional, updated medical report may be required.
Sensory	<ul style="list-style-type: none"> • Alternative format papers • Assistance • Assistive technology e.g. amplification system, magnification applications • Extra time • Individual instructions • Rest breaks 	<ul style="list-style-type: none"> • Medical report <i>or</i> EAP verification covering Unit 3 and 4 assessments • School statement 	<ul style="list-style-type: none"> • Long-term conditions: No earlier than Year 10 • Temporary conditions: dated within six months preceding the relevant assessment event 	<ul style="list-style-type: none"> • Long-term conditions: No earlier than Year 10 • Temporary conditions: No earlier than 30 April of the assessment year
Social/emotional	<ul style="list-style-type: none"> • Alternative venue • Varied seating • Assistance • Rest breaks 	<ul style="list-style-type: none"> • Medical report <i>or</i> EAP verification covering Unit 3 and 4 assessments • School statement 	<ul style="list-style-type: none"> • Anxiety and depressive conditions: dated within six months preceding the relevant assessment event • Other conditions: No earlier than Year 10 	<ul style="list-style-type: none"> • Anxiety and depressive conditions: No earlier than 30 April of the assessment year. An additional, updated medical report may be required. • Other conditions: No earlier than Year 10

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