

Senior assessment policy

Caboolture State High School

Scope

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

Purpose

Caboolture State High School encourages all students to achieve personal excellence by developing their talents and abilities. This policy is designed to build capacity as students work towards summative assessment completion in subjects and qualifications contributing credit for the QCE.

Principles

Caboolture State High School's expectations for teaching, learning and assessment are grounded in the principles of academic integrity and excellence.

Assessment includes any examination, practical demonstration, performance, product or other technique that allows students to demonstrate the objectives as described in a unit of competency or subject 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.

Related Policy and Procedures

The following policies and procedures should be read in conjunction with the Caboolture SHS Assessment policy. Parent/Carers and students are encouraged to read and familiarise themselves with them.

Caboolture SHS Documents

- [Senior Handbooks](#)
- [ICT Access agreement](#)
- [Whole School Curriculum Plan](#)

QCAA Documents

[QCE & QCIA handbook v 6.0 \(QCAA\)](#)

Promoting academic integrity

Caboolture State High School promotes academic integrity by developing students' skills and modelling appropriate academic practices. The following whole-school policy and procedures support this endeavour.

QCE and QCIA policy and procedures handbook	Policy and procedures
Location and communication of policy	<p>This policy is located on the Caboolture SHS website and Sharepoint. All questions regarding this policy should be emailed to the.principal@cabooltureshs.eq.edu.au and directed to either the year 11 or year 12 Deputy Principal or Head of Department Senior Secondary.</p> <p>To ensure the assessment policy is consistently applied, all staff and senior students will be inducted into it at the beginning of each year. The policy will also be referred to:</p> <ul style="list-style-type: none">• at enrolment interviews• during SET planning• when the assessment schedule is published• when each task is handed to students• in the newsletter and by email in response to phases of the assessment cycle.
Expectations about engaging in learning and assessment	<p>Caboolture State High School recognise that every student's journey through senior secondary is unique however the school maintains high expectations for academic integrity and student participation and engagement in learning and assessment regardless of the student's intended learning option (QCE or QCIA).</p> <p>To ensure the integrity of assessment that contributes to the Queensland Certificate of Education (QCE) all students enrolled in a General subject, Applied subject, or VET qualification are assessed according to the same criteria, standards or performance elements specific to each assessment item. 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.</p> <p>Students are required to complete all course and assessment requirements on or before the due date deadline for their results to contribute credit to the QCE.</p> <p>To be awarded a final subject result for eligible subjects that contribute towards an ATAR calculation students must complete all course and assessment requirements on or before the due date deadline in units 3 and 4.</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• submit responses to scheduled assessment on or before the due date deadline.• produce evidence of achievement that is authenticated as their own work. <p>To emphasise the importance of sound academic practices, staff and students will complete the QCAA academic integrity course in year 10 in preparation for years 11 and 12. The QCAA is working towards introducing a requirement for students to complete the QCAA Academic Integrity course or an equivalent to be eligible for a QCE. This change is expected to commence after 2025. (QCAA, 2025)</p>

<p>Due dates</p>	<p>School responsibility</p> <p>Caboolture State High School is required to adhere to QCAA policies for gathering evidence of student achievement on or before the due date.</p> <p>The school plans and sets due dates for internal assessment to meet QCAA quality assurance deadlines.</p> <p>Due dates for final responses, checkpoints and drafts will be published in the assessment planner and on the assessment item sheet. All students will be provided with their assessment planner by the end of Week 3.</p> <p>The assessment planner will:</p> <ul style="list-style-type: none"> • align with syllabus 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 • 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</p> <ul style="list-style-type: none"> • Students are responsible for: • recording and managing draft and final assessment due dates • 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>In cases where students are unable to meet, or miss a due date, they will:</p> <ul style="list-style-type: none"> • inform their subject teacher as soon as possible • contact the Head of Department for Senior Schooling to request an AARA application for illness or misadventure • provide the school with relevant documentation to support the AARA application, e.g. medical certificate • if applicable, adhere to alternative arrangements for submission of assessment, as decided by the school • All decisions are at the Principal's discretion and considered case by case. Please refer to AARA information in this policy or QCAA website for more information.
<p>Submitting, collecting and storing assessment information</p>	<p>Assessment instruments will provide detail of requirements for submission of draft and final responses, including draft and due dates, task specific conditions and file types.</p> <p>All assessment evidence, including draft responses and final responses, must be submitted by the deadline of 11.59pm on the due date unless an AARA application has been approved.</p> <p>Draft and final responses for all internal assessment will be collected and stored in each student's hard copy and or electronic folio. Live performance assessments will be recorded and stored in a student's electronic folio as required for QCAA processes.</p> <p>All evidence used for making judgments is stored by the school and shared with the QCAA as required for the purpose of confirming decisions with the QCAA.</p> <p><u>Appropriate materials</u></p> <p>Caboolture 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

Caboolture State High School is committed to the consistent application of this assessment policy and optimising opportunities for staff and students to understand academic integrity. The following policy and procedures are to be applied in this context.

Internal assessment administration

QCE and QCIA policy and procedures handbook	Policy and procedures
Scaffolding	<p>Caboolture State High School will apply the appropriate level of scaffolding for assessment items as determined by the specific requirements of each assessment item as outlined in a subject's syllabus.</p> <p>Senior subject syllabuses are publicly available on the QCAA website.</p> <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 item 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.</p>
Checkpoints	<p>Students will work on assessment during designated class times in accordance with the specific conditions of each assessment item. They are to submit the required evidence of progress at scheduled checkpoints. Teachers will use these checkpoints to identify and provide feedback to students to complete their assessment.</p> <p>Checkpoints will:</p> <ul style="list-style-type: none"> be detailed on student task sheets monitor student progress be used to provide feedback on student progress be used to establish student authorship. be used to inform parents/carers if their child is at risk of not submitting or failing an assessment item. <p>In the event that a student does not meet the requirements for a checkpoint or draft , teachers will:</p> <ul style="list-style-type: none"> refer to Head of Department record on OS contact and inform parents/carers refer to Senior Schooling HOD
Drafting	<p>A draft due date is a crucial checkpoint. Ensuring a 'full final copy' is submitted at draft due date allows more relevant feedback use in improving the quality of final responses to assessment items. Types of drafts differ depending on subject, e.g. written draft, rehearsal of a performance piece, or a product in development.</p> <p>Drafts may be used as evidence of student achievement in the case of illness or misadventure, or non-submission of a final response for other reasons.</p> <p>Feedback on a draft is (for drafts submitted on or before the due date):</p> <ul style="list-style-type: none"> provided on a maximum of one draft of each student's response a consultative process that indicates aspects of the response to be improved or further developed delivered in a consistent manner and format for all students provided within one week of a submission of a draft. provided in a timely manner to ensure students have sufficient time to act on the feedback prior to the final due date (at least one week)

	<p>Teachers may use a range of suitable strategies to provide feedback on the draft response. The strategy chosen may differ depending on the mode of response. Possible strategies include:</p> <ul style="list-style-type: none"> • written feedback • verbal feedback • feedback provided through questioning • a summary of feedback and advice to the whole class <p>Feedback on a draft must not:</p> <ul style="list-style-type: none"> • compromise the authenticity or integrity 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 with a copy of the draft in the student's folio.</p> <p>In the event that a student does not meet the requirements for a checkpoint or draft , teachers will:</p> <ul style="list-style-type: none"> • contact parents/carers by phone and or email to inform them and refer the record of contact to their subjects Head of Department <p>If necessary the school will implement actions consistent with the school's Responsible Behaviour Plan for Students so as to ensure students provide evidence of a response for assessment items.</p>
<p>Managing response length</p>	<p>Students must adhere to assessment response lengths as specified by syllabus documents and communicated to students through the conditions stated on an assessment item sheet. 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. • Model 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 time or word/page 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 <p>or</p> <ul style="list-style-type: none"> • allow a student (under the supervision of their class teacher) to redact their response to meet the required length, before a judgment is made on the student work. <p>Redacting is a process in which a student, under teacher supervision, removes sections of their response to meet task conditions. It is not an editing process and no new material can be added whilst redacting.</p> <p>Teachers will annotate any student work submitted for confirmation purposes that exceeds word length or time to clearly indicate the evidence used to determine a mark.</p>
<p>Authenticating student responses</p>	<p>Caboolture State High School supports and uses a range of authentication strategies promoted by the QCAA and these will be specified on assessment instruments. Teachers will</p> <ul style="list-style-type: none"> • take reasonable steps to ensure that each student's work is their own across a range of conditions, particularly when students have access to electronic resources, are preparing responses to collaborative tasks, and have access to others' ideas and work • collect evidence of the authenticity of student responses throughout the process including classwork, outlines, plans or a draft.

	<p>Students must:</p> <ul style="list-style-type: none"> • complete responses during the designated class time to ensure teachers can observe the development of work and authenticate student responses • participate in authentication processes such as <ul style="list-style-type: none"> ○ sign a declaration of authenticity ○ submit a draft ○ submit the final response using plagiarism-detection software, where required ○ participate in interviews during and after the development of the final response <p>Accurate judgments of student achievement can only be made on student assessment responses that are authenticated as their own work. In cases where a student response is determined as not being their own work teachers will:</p> <ul style="list-style-type: none"> • inform the subjects Head of Department • contact parents/carers to inform them that the student’s work is being investigated for a breach of academic integrity • provide an opportunity for the student to demonstrate that the submitted response is their own work or parts of are. • make a judgement using the relevant ISMG, standards or performance criteria of the parts of the response that are identified to be the student’s own work <p>If necessary the school will implement actions consistent with the school’s Responsible Behaviour Plan for Students .</p>
<p>Emergence of Artificial Intelligence</p>	<p>Caboolture State High School acknowledges the complexities around the emergence of AI and the impact this may be having on students.</p> <p><i>Advancements in generative AI have stimulated conversations about academic integrity and the importance of authenticating assessable work. Academic work must be approached in an honest, moral and ethical way for standards to be effective. Schools, teachers, parents/carers and others who support students in their learning — including the QCAA — are responsible for promoting and maintaining academic integrity.</i></p> <p>(Developing artificial intelligence capabilities, QCAA, Feb, 2024)</p> <p>To support students, Caboolture State High School acknowledges QCAA’s guidelines and will:</p> <ul style="list-style-type: none"> • build awareness of, and adherence to, academic integrity; • communicate expectations with the school community to create a shared understanding of, and commitment to, ethical scholarship; • communicate the opportunities and limitations of using generative AI in assessment and the conditions for the appropriate use of generative AI; • explicitly teach the knowledge and skills students need to develop and submit their own work for assessment, including referencing sources; • teach students to value the creation of their own authentic work. <p>Students can use generative AI to:</p> <ul style="list-style-type: none"> • Get specific, personalised feedback; • Differentiate instructions or explanations, including making documents accessible for students with disability. • Format or transform assessment work (e.g., slideshows for a speech); • Visualise and ideate (e.g., test concepts in a design class); • Summarise articles, texts, and videos; • Change the lexical density of text for ease of understanding; • Converse with an AI to finesse understanding; • Brainstorm or discuss ideas for a specific task; • Create a scaffold for a specific task; • Create a study plan or calendar; • Generate study advice and hints” (www.bsss.act.edu.au)

When AI or plagiarism is suspected in a student's work, the following process will occur:

1. The teacher will have knowledge of a student's standard of work, and the teacher will identify all areas of concern in student work through AI detector programs, Turnitin or other relevant software.

2. The student, class teacher and HoD – of the curriculum area will meet in a timely manner;

3. During the meeting, the student will be questioned about his/her drafting process, whether he/she had received extra assistance when completing the task. If the student denies any assistance or use of AI, he/she will be given a time, within 24 hours, negotiated between the student and HoD to produce proof of ownership of work through checkpoints, drafts and timestamping of work, at the HoD's office. Collected samples from teachers may be used to compare. Follow up clarification on terms and vocab maybe asked.

4. The teacher will need to contact parents/carers to inform them of the meeting and the expectation of the student meeting with the HoD the following day, which will promote discussion around the importance of academic integrity with their student.

5. The curriculum HoD will meet with the student at the negotiated time and will document the outcome and consequences on One School, as an incident – outlining academic misconduct, and the consequences.

Consequence/s: In the case of an infringement in one subject area, the curriculum HoD of that learning area will issue the student with 4 x 15-minute detentions for students to complete work with the HOD or teacher in a selected space this will allow student to produce revised work and academic misconduct will be recorded as a behaviour incident. In the instance of the student having used AI across more than one subject area, the consequence/s will escalate and will be determined at the school's discretion. At the end of the process the work is to be resubmitted.

Access Arrangements and Reasonable Adjustments, (including illness and misadventure) (AARA)

Purpose of Short Term AARAS

Caboolture State High School recognise that some students may require special arrangements and/or adjustments to their assessment, to be able to demonstrate their skills and knowledge, equitably.

Students are not eligible for an AARA for:

- unfamiliarity with the English language.
- matters that could have been avoided such as misreading a task sheet or exam timetable, or technology issues.

Caboolture State High School strongly recommends, not taking family holidays during time of assessments as this can be to the detriment of student results.

Process and Documentation for Years 10-12

Students, parents or staff may identify a student as possibly requiring a Short Term – AARA.

- A classroom teacher cannot approve an extension or exemption for an individual student or class.
- The application form for a Short Term - AARA is available on the school website or HOD of Senior Schooling
- The Short Term – AARA form requires a student statement outlining how their exceptional circumstances or illness affects them in their assessment.
- Supporting evidence for a Short Term – AARA eg medical certificate that specifies the issue and why student is unable to complete or police report, must also be submitted;
- Parent/Carers must sign the form indicating their support of the application.
- Students/Parents/Carers will need to work with HOD of Senior Schooling to determine appropriate extension dates.
- Applications can be submitted from 14 days before the assessment to 7 days after per QCAA policy.
- AARA must be approved, assessment completed and then submitted.
- The student will receive email notification of the submission of the Short Term – AARA application and within 48 business hours of submission they will receive an outcome of all required information.
- Approved Short Term - AARAs will be documented in One School under “Support Provisions” and relevant classroom teachers, HOD and Senior Schooling team notified.
- In year 11 and 12, Short Term - AARA applications for summative assessment in Units 3 and 4, may need the approval of QCAA. The school will manage this process once the AARA application has been submitted to the Senior Schooling Head of Department.

Purpose of Long Term - AARAs

- Formally known as Special Provisions, Access Arrangements and Reasonable Adjustments (AARAs) – Long Term are designed to assist students who have a disability, impairment, medical condition, or experience other circumstances which may be a barrier to their performance in assessment.
- An example of an AARA can be an alternative venue or due date, assistance from teacher aide or assistive technology, rest breaks or extra time, scribe or reader, alternative format of task, varied seating or audience.

Process and Documentation

- The AARA allocated will be dependent on the needs of the student, the evidence submitted and the nature of the task. Student must be allowed to demonstrate what they know and can do in relation to the task and the AARA must support this process.
- Students, parents or staff may identify a student as requiring a Long Term – AARA.
- The application can be made through the Head of Department of Senior Schooling with the support of the HOSEs.
- Long Term AARAs require documentation where supports have been in place over

	<p>the year/s a student has been at school. They will need to have relevant and timely medical documentation or GO recommendations before applications can be submitted. They need to be applied for as early as possible to remove barriers.</p> <ul style="list-style-type: none"> • A classroom teacher cannot approve an extension or exemption for an individual student or class. • Approved Long Term – AARAs will be documented in One School under “Support Provisions” and on the QCAA Portal. Students, parents, Subject HOD and classroom teachers will be notified by the HOD for Senior Schooling. • Long Term AARAs must be applied for and approved through the QCAA. The school will manage this process once the application has been submitted and approved. The final decision sits with QCAA and not the school.
<p>Managing non-Submission of or late assessment by the due date</p>	<p>To avoid non submission of assessment teachers collect progressive evidence of students’ responses to assessment instruments at the prescribed checkpoints listed on the instrument-specific task sheets. Instrument-specific task sheets provide details of the evidence that will be collected at each of the checkpoints.</p> <p>When a student does not submit a final response to an assessment item on or before the due date deadline</p> <ul style="list-style-type: none"> • the class teacher will contact the parent/carer to inform them of the student’s failure to submit assessment on or before the due date. The teacher will refer this record of contact to the subjects Head of Department and HOD of SS for action. • a result will be awarded using evidence: <ul style="list-style-type: none"> ○ from the preparation of the response during the assessment preparation period ○ available on or before the due date, e.g., class work, a draft, rehearsal notes, photographs of student work. <p>Where there is no evidence collected by the school in response to the planned assessment item of general and applied subjects, a Not-Rated (NR) result is awarded for the student’s response to the item.</p> <p>A Not-Rated (NR) result for any assessment item in general and applied subjects will impact on a student’s ability to:</p> <ul style="list-style-type: none"> • achieve a satisfactory unit result in unit 1 or 2 for that subject. This means that: <ul style="list-style-type: none"> ○ the student will not get the QCE credit for that unit. ○ the subject will not count towards calculation of Completed Core QCE credit. • achieve a final subject result in units 3 and 4 (combined) for that subject. This mean that: <ul style="list-style-type: none"> ○ the student will not get the 2 QCE credits for units 3 and 4 for that subject. ○ the subject will not count towards calculation of Completed Core QCE credit the subject will not contribute towards calculation of an ATAR (if eligible)
<p>Internal quality assurance processes</p>	<p>Caboolture State High School’s Whole School Curriculum Plan ensures valid, accessible and reliable assessment of student achievement. This includes:</p> <ul style="list-style-type: none"> • quality assurance (moderation) of all assessment instruments before they are administered to students using a variety of quality assurance tools and processes. • quality assurance (moderation) of judgments about student achievement. <p>All marks awarded and reported by the school for summative internal assessment for General and General (Extension) subjects are provisional until they are confirmed by the QCAA.</p> <p>Results awarded and reported by the school for Applied and Applied (Essential) subjects and Short Courses may be subject to advice from the QCAA.</p>
<p>Review</p>	<p>Caboolture State High School implements moderation processes for student results (including NR) for all General subjects, applied subjects, and Short Courses that is equitable and appropriate.</p>

External assessment administration

QCE and QCIA policy and procedures handbook	Policy and procedures
<p>External assessment is developed by the QCAA for all General and General (Extension) subjects</p>	<p>General subjects require students to undertake an external exam as part of that their assessment program. External exams will be conducted at the school during weeks 4, 5, 6 and 7 of term 4 in Year 12.</p> <p>External exams are administered by the QCAA. External exams are supervised by school staff and overseen by external invigilators appointed by the QCAA. All aspects of the QCAA's and school's Assessment policy apply to these exams.</p> <p>The external exam timetable is published by the QCAA during term 1 of that year. When available, the school will provide a copy to all students undertaking external exams and their parents/carers.</p> <p>Caboilture SHS encourages all students undertaking external exams, and their parents/carers to be aware of their roles and responsibilities towards undertaking the external exams.</p> <p>Students must</p> <ul style="list-style-type: none"> • read and adhere to the information provided by the school including. <ul style="list-style-type: none"> ○ External assessment timetable ○ External assessment student rules (when available from QCAA) ○ Approved equipment list (when available from QCAA) <p>Parents/Carers need to</p> <ul style="list-style-type: none"> • read and adhere to the information provided by school, including the <ul style="list-style-type: none"> ○ External assessment timetable ○ External assessment student rules (when available from QCAA) ○ Approved equipment list (when available form QCAA) • support their child to prepare and participate in the external assessments for subjects in which they are enrolled. • Immediately contact the Year Level Deputy if their child is. <ul style="list-style-type: none"> ○ attending an exam sick, injured, or suffering the effect of an emergent personal or family circumstance. ○ going to miss, or missed an external exam (refer to AARA process)