Brisbane South
State Secondary
College

Junior Secondary- Years 7-9 Assessment Policy

Rationale

In order to provide meaningful information to students, teachers and parents about a student's academic progress, staff at Brisbane South State Secondary College use a variety of assessment conditions, techniques and instruments. Such assessment comes naturally from the teaching and learning process and is an integral part of teaching and learning. The Melbourne Declaration of Educational Goals for Young Australians defines three broad purposes for assessment:

- **Assessment for learning** - teachers use information about student progress to inform their teaching;

- **Assessment as learning** - students use evidence to reflect on and monitor their own progress to inform their future learning goals;

- **Assessment of learning** - teachers use evidence of student learning to assess student achievement against goals and standards.

Principles

The following principles form the foundation of beliefs about assessment practices.

Assessment should be:

- Aligned with curriculum and pedagogy;

- Equitable for all students;

- Evidence-based using established standards to make defensible and comparable judgments about a student's learning;

- Ongoing with a range and balance of evidence compiled over time to reflect the depth and breadth of a student's 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:

1. **Validity** - through alignment with what is taught, learned and assessed;

2. **Accessibility** – so that each student is given opportunities to demonstrate what they know and can do;

3. **Reliability** – so that assessment results are consistent, dependable or repeatable.

School Responsibilities:

- Publish all assessment dates on the school calendar

- Publish exam schedules within a reasonable timeframe

- Provide students with assessment instruments with appropriate information in an appropriate timeframe

- Provide appropriate class time for assessment

- Provide relevant documents to apply for an extension

- Provide support and adjustments where appropriate

- Provide feedback to students in a timely manner

Student Responsibilities

- Present only their work for assessments

- Make full use of the class time provided to work on assessment

- Present draft and final copies of assessment by the due dates

- Complete and attach the assessment task sheet

- Use the school's standard system of referencing

- Communicate anticipated difficulties in completing assessment requirements with the teacher and follow the correct procedures to apply for an extension, where appropriate, before the due date

- Seek clarification from the teacher who awarded the result before appealing any result

Parent Responsibilities

- Encourage students to submit all drafts and final assessment by the due date

- Inform the appropriate school staff of any difficulties relating to the completion of assessment items, where appropriate, before the due date

- Provide documentary evidence where necessary

Absence on assessment due date

Student responsibilities:

For a known absence (e.g. sporting representation, family holiday):

a. Organise a meeting with the Head of Department as early as possible to when absence is known;

b. Complete the Application for an Extension form and attach supporting documentation if required;

c. Update their diary and assessment schedule with the amended due dates;

d. Submit assessment on or before the due date, unless an approved AARA* is in place.

* See Access Arrangements and Reasonable Adjustments (AARA) section below.

For an unforeseen absence (e.g. illness or misadventure):

a. Organise a meeting with the relevant Head of Department on the day of return to school;

b. Complete the Application for an Extension form and attach supporting documentation if required. In all cases of illness, a medical certificate or medical report is mandatory. Failure to supply a medical certificate/report may result in a nil response, and only monitored progress to date will be used to award a grade.

For exceptional circumstances:

a. Complete the Application for an Extension form and attach supporting documentation if required. The granting of extensions due to exceptional circumstances is at the discretion of Head of Department - Junior Secondary.

Due Dates - supervised assessment

Student responsibilities:

a. To ensure that only authorised materials are brought into the examination venue, e.g. writing instruments, approved calculator, etc. In some cases, this may include stimuli provided by the teacher, e.g. an English novel;

b. To conduct the supervised assessment with integrity and honour. This includes remaining in silence without interaction with any other student, from the time entering the exam venue until all the response papers are collected after the completion of the supervised assessment.

Teacher responsibilities:

a. Supervised assessment materials, such as question papers, answer booklets, lined or graph paper are readily available;

b. All materials bought in by students are checked for compatibility with assessment conditions;

c. To complete marking and reporting within a nominal three weeks from the due date.

Due Dates - assignment

Student responsibilities:

a. Complete all requirements of the assignment;

b. Include a copy of the assessment task sheet;

c. Submit the assignment to the teacher on the due date, unless an approved AARA is in place;

d. If the teacher is absent, the assessment should be given to the supervising teacher, Head of Department or a member of the Executive team.

Teacher responsibilities:

a. To check all students are prepared to hand in assignments by the due date;

b. If an assignment is not submitted, notify the Head of Department and the relevant protocols for failure to submit assessment will be followed;

c. Unless under exceptional circumstances, such as an extended absence of the teacher, complete marking and reporting within a nominal three weeks from the due date.

Due Dates- oral presentations/performances:

Student responsibilities:

a. On the first day class orals/presentations begin, submit a copy of the notes, palm cards or script they intend to use for their presentation;

b. If a student is absent on the day, email their notes, palm cards or script to their teacher before the commencement of the lesson;

c. In the case of group orals/presentations, the group will be expected to complete the task with a substitute who works from the group script. Group members will be individually assessed on that performance;

d. On the first day of return, the absent student is expected to complete the oral presentation/performance, either individually or with other group members supporting the process.

Teacher responsibilities:

a. To check all students have handed in their script, notes or palm cards at the beginning of the lesson;

b. If an oral presentation/performance is not completed, notify the Head of Department and the relevant protocols for failure to submit assessment will be followed;

c. Unless under exceptional circumstances, such as an extended absence of the teacher, complete marking and reporting within a nominal three weeks from the due date.

Progress monitoring - Student Folio

All assessment task sheets will have clearly stated any progress monitoring strategies and due dates for the successful completion of the monitoring. Some progress monitoring strategies may include scaffolding, checkpoints, feedback drafts and verbal feedback/conference.

Student responsibilities:

a. To ensure that all progress monitoring dates are met;

b. If required, to seek assistance in the planning to meet progress monitoring from the classroom teacher. In cases of time management across a range of subjects, consultation with other staff, such as their core teacher, Student Support Services, Heads of Department or Deputy Principal, may be of assistance.

Teacher responsibilities:

a. Use progress monitoring strategies to establish student authorship, identify and support students to complete assessment and manage response length;

b. Any feedback should align with guidelines set out in the QCAA Academic Integrity for Teachers. This may include:

- The indication of some key errors in spelling, grammar, punctuation and calculations, and remind students that more editing is required;

- The indication that aspects of the response that need to be improved to meet the requirements of the task or standards;

- Advice to consider other aspects of the text/report/performance;

- Advice to give priority to important points by sequencing and structuring ideas;

- Advice to conduct further investigation to support an argument or communicate a meaning;

- Advice to adhere to the appropriate conditions, such as response length, genre, formatting, referencing style.

c. Formal feedback is:

- Provided on a maximum of one draft;

- A consultative process that indicates aspects of the response to be improved or further developed;

- Provided in a timely manner, typically within one week of receiving the draft and one week prior to the final copy due date.

d. Formal feedback must NOT:

- Compromise the authenticity of a student response;

- Introduce new ideas, language or research to improve the quality and integrity of the student response;

- Allocate a mark/grade.

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Managing response length

All assessment task sheets will have clearly stated response length; such as word limit, time limit, page limit.

Student responsibilities:

a. To ensure that all assessment tasks are within the stated response length, using the inclusions/exclusions table below:

Inclusions	Exclusions
• all words in the text of the response	• title page
• title, headings and subheadings	• contents pages
• tables, figures, maps and diagrams containing information other than raw or processed data	• abstract
	• raw or processed data in tables, figures and diagrams
• quotations	• bibliography
• footnotes and endnotes (unless used for bibliographical purposes)	• reference list
	• appendices*
• all pages that are used as evidence when marking a response	• page numbers
	• in-text citations
	*appendices should contain only supplementary material that will not be directly used as evidence when marking the response.

Teacher responsibilities:

a. To advise students of response length during progress monitoring strategies used;

b. After all progress monitoring strategies have been implemented, if the student's response exceeds the response length, the teacher will:

• allow a student to redact their response to meet the required length, before a judgment is made on the student work; then

- mark only the work up to the required length, excluding evidence over the prescribed limit; and

- annotate any such student work submitted to clearly indicate the evidence used to determine a mark/grade.

Access arrangements and reasonable adjustments (AARA)

Brisbane South State Secondary College is committed to reducing barriers, ensuring 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 College follows the processes as outlined in the QCE and QCIA policy and procedures handbook v2.0 (section 6), available from QCAA website. The class teacher works with the Advocate, Head of Department and Head of Inclusive Practices to determine the appropriate AARA for students.

Internal moderation processes

The following strategies for assuring quality judgments on all internal assessment tasks, may include:

- Consensus – discuss assessment criteria, topics and the approaches used for the technique prior to marking;

- Marking schema – an agreed upon, accurate marking scheme is used;

- Peer review of random responses – randomly select marked responses for each standard level;

- Comparability – the teaching team meet after marking a few responses to discuss characteristics around each standard;

- Checking borderline and best-fit results – check borderline and best-fit responses to ensure decisions are accurate;

- Distributed marking – allocate a specific section to a single teacher to mark for the entire cohort;

- Cross marking – randomly or systematically distribute responses across the

teaching team to mark other classes only;

- Double marking – provide more than one teacher with the same response to mark.

Parental request for assessment

All assessment will be made available for parents to view at a designated parent teacher interview or an alternative meeting. Due to the complexity of designing supervised examinations, it will be at the discretion of the Head of Department if a further request is made at the meeting to obtain a copy of the marked examination.

Academic misconduct

Brisbane South State Secondary College is committed to supporting students to complete assessment and to submit work that is their own, and minimising opportunities for academic misconduct. Students are responsible for their own academic integrity when completing or submitting assessment work as their own. The Head of Department/Deputy Principal is responsible for managing academic misconduct.

Supervised Assessment:

Misconduct in supervised assessment may include when a student:

a. begins to write during perusal time or continues to write after the instruction to stop writing is given;

b. uses unauthorised equipment or materials;

c. has any notation written on the body, clothing or any object brought into an examination venue;

d. communicates with any person other than a supervisor during an examination, e.g. through speaking, signing, electronic device or other means such as passing notes, making gestures or sharing equipment with another student.

Assignments and oral presentations/performances:

Misconduct in assignments and oral presentations/performances may include:

a. collusion – when more than one student works to produce a response and that response is submitted as individual work by one or multiple students, or a student assists another student to commit an act of academic misconduct a student gives or receives a response to an assessment;

b. **disclosing/receiving information about an assessment** – when a student gives or accesses unauthorised information that compromises the integrity of the assessment, such as stimulus or suggested answers/responses, prior to completing a response to an assessment or makes any attempt to give or receive access to secure assessment materials;

c. **fabricating** – when a student invents/exaggerates data or lists incorrect or fictitious references;

d. **impersonation** – when a student arranges for another person to complete a response to an assessment in their place or completes a response to an assessment in place of another student;

e. **plagiarism** – when a student completely or partially copies or alters another person's work without attribution or a student duplicates work (or part of work) already submitted as a response to an assessment instrument in the same or any other subject;

f. **significant contribution of help** – when 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.

Consequences may include:

a. the student being awarded a Not-Rated for the assessment task;

b. results only be awarded from evidence that can be verified as the students own work;

c. disciplinary consequences aligned to the Student Code of Conduct.

Key policy documents

- Student Code of Conduct

- Queensland Curriculum & Assessment Authority - QCE and QCIA policy and procedures handbook v2.0 (https://www.qcaa.qld.edu.au/senior/certificates-and-qualifications/qce-qcia-handbook)}

- Queensland Curriculum & Assessment Authority – Directions for administration – External assessment (available in the QCAA Portal - https://www.qcaa.qld.edu.au/logins/qcaa-portal/landing-page)

- Queensland Government Department of Education - P-12 curriculum, assessment and reporting framework (https://education.qld.gov.au/curriculum/school-curriculum/p-12)

- Queensland Curriculum & Assessment Authority – Australian Curriculum in Queensland (https://www.qcaa.qld.edu.au/p-10/aciq)

- Queensland Curriculum & Assessment Authority – Queensland Curriculum (https://www.qcaa.qld.edu.au/p-10/qld-curriculum)

- The Melbourne Declaration for Young Australians

(http://www.curriculum.edu.au/verve/_resources/National_Declaration_on_the_Educational_Goals_for_Young_Australians.pdf)