Whole School Assessment Policy

The Gap State High School

Purpose

The Gap State High School is committed to an educational philosophy that encourages all students to achieve personal excellence by developing their talents and abilities. This policy is designed to build capacity as students work towards assessment completion. It provides information for teachers, students and parents/carers about roles, responsibilities, processes and procedures to ensure the integrity of all assessment in both the Junior and Senior phases of education. This policy applies to all year levels across all subjects.

Principles

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

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

- **aligned** with curriculum and pedagogy

- **equitable** for all students

- **evidence-based**, using established standards 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.

Promoting academic integrity

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

	Procedures
Location and communication of policy	The Gap State High School Assessment Policy is located on the school website. All questions regarding this policy should be directed to the Pathways & Performance Heads of Department or relevant Curriculum Heads of Department. To ensure the assessment policy is consistently applied, it will be revisited: • at enrolment interviews • during junior and senior education and training planning • when the assessment schedule is published • when each task is handed to students • in the newsletter and by email.
Expectations about engaging in learning and assessment	The Gap State High School has high expectations for academic integrity and student participation and engagement in learning and assessment. **Student responsibility** Students are expected to: • demonstrate academic integrity and engage in the learning for the subject or course of study • produce evidence of achievement that is authenticated as their own work (submitting drafts, demonstrating evidence of work within class and producing evidence of research and planning, when required) • submit responses to scheduled assessment on or before the due via Daymap which utilises the school's academic integrity software – Turnitin. • maintain a secure copy of their assessment by using OneDrive to retain assessment files and be prepared to provide version history or planning documentation to authenticate authorship upon request. To emphasise the importance of sound academic practices, staff and students in Years 10-12 will complete the QCAA academic integrity courses.
Due dates	**ALL ASSESSMENT IS DUE ON, OR BEFORE, THE DUE DATE.** **School responsibility** The Gap State High School is required to gather evidence of student achievement on or before the due date. Due dates for final responses, checkpoints and drafts will be published in the assessment schedule. All students will be provided with their assessment schedule by the end of Week 3 in Daymap. The assessment schedule will: • align with syllabus requirements • provide sufficient working time for students to complete the task • allow for internal quality assurance processes • enable timelines for quality assurance processes to be met • be clear to teachers, students and parents/carers • be consistently applied • be clearly communicated • give consideration to allocation of workload. **Student responsibility** Students are responsible for: • viewing Daymap assessment schedule and recording due dates

	Procedures
	• 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.
	In cases where students are unable to meet an **exam / practical / oral task etc**. due date, they will:
	• notify Teacher promptly if experiencing illness, misadventure, or special circumstances affecting assessment performance and complete and submit AARA applications with supporting evidence to AARA@thegapshs.eq.edu.au as soon as possible
	• follow through with any agreed-upon exam schedules or special provisions as part of the AARA plan in consultation with relevant Curriculum HOD.
	In cases where students are unable to meet an **assignment** due date, they will:
	• notify Teacher promptly if experiencing illness, misadventure, or special circumstances affecting assessment performance and complete and submit AARA applications with supporting evidence to AARA@thegapshs.eq.edu.au as soon as possible
	• if waiting an AARA application outcome for an assignment, <u>submit</u> assessment evidence on the original due date
	• should the AARA application be approved, students are able to <u>resubmit</u> by the new approved due date as apart of the AARA plan.
	All final decisions are at the principal's discretion. Refer to AARA information later in the document.
	School suspension
	Students on suspension, at the discretion of the appropriate Deputy Principal and Head of Department, will be given the opportunity to complete any exam / practical / oral task etc. as scheduled during their suspension period.
	Assignments must still be submitted on, or before, the due date.
Submitting, collecting and storing assessment information	Assessment instruments will provide information about The Gap State High School's arrangements for submission of draft and final responses, including due dates, conditions and file types.
	School responsibility The Gap State High School is responsible for:
	• collecting and storing assessment evidence from students
	• contacting parent/carer within two (2) school days of assessment tasks not being submitted
	• awarding a grade using evidence submitted on or before the due date (e.g a draft, or other student work completed etc) in the mode set out by the syllabus.
	• where no evidence is available students will make an immediate attempt in class on the due date, or in the first lesson of attendance after the due date
	• an E standard cannot be allocated when there is no evidence demonstrated. An N rating can only be allocated after consultation with the appropriate curriculum Head of Department and Deputy Principal.
	• accurately recording assessment results within a designated mark book which is accessible by the Curriculum HOD
	• retaining student work for the period specified by the Department of Education, which is currently: "one year".
	Student responsibility Students are responsible for:
	• submitting all assessment evidence (draft and final) by their due date via Daymap which utilises the school's academic integrity software – Turnitin.
	• maintaining a secure copy of their assessment and draft files by saving work using OneDrive
	• maintaining evidence of the submission time as work submitted after the due date is considered late.

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	Procedures
Appropriate materials	The Gap State High School is a supportive and inclusive school. Material and texts are chosen with care in this context by students and staff. Schools are responsible for considering the appropriateness of any materials accessed or produced and ensuring they align with the school values. Questions or concerns regarding this should be first raised with the teacher and relevant Curriculum Head of Department.

Access Arrangements and Reasonable Adjustments (AARA)

	Procedure
AARA, including illness and misadventure (AARA)	**Applications for AARA** The Gap State High School is committed to reducing barriers to success for all students. AARA are actions taken by the school to minimise, as much as possible, barriers for a student whose disability, impairment, medical condition or other circumstances may affect their ability to read, respond to or participate in assessment. The school follows the processes as outlined in the *QCE and QCIA policy and procedures handbook* available from www.qcaa.qld.edu.au/senior/certificates-and-qualifications/qce-qcia-handbook. The school principal or delegate manages all approval of AARA for students. All long term AARA applications must be accompanied by the relevant supporting documentation and made as far in advance as possible to meet the QCAA published timelines. All evidence used to make decisions is recorded in the student's file by the principal or their delegate. Students are not eligible for AARA on the following grounds: • unfamiliarity with the English language • teacher absence or other teacher-related issues • matters that the student could have avoided (e.g. lack of organisation, ICT failure etc.) • matters of the student's or parent's/carer's own choosing (e.g. a holiday) • matters that the school could have avoided. **Applications for extensions to due dates for unforeseen illness or misadventure** Students and parents/carers must contact AARA@thegapshs.eq.edu.au as soon as possible and submit the relevant supporting documentation. **Copies of the documentary evidence template, extension application and other supporting documentation are available on the School website.**
School-approved absences	Students may engage in a range of learning experiences or activities that exist outside traditional school-based activities. These activities, which may involve prolonged absences from school, do not meet the requirements for AARA or illness and misadventure applications and may coincide with scheduled assessment periods. Examples of school-approved absences may include: • school excursions that cannot be scheduled at another time, e.g. performances being viewed as part of the assessment program • school, district, regional, state or national representation for school-supported sport • school, district, regional, state or national representation for artistic endeavours • student exchange programs • audition or entrance exams (state, interstate or international). The list of examples is not an exhaustive list. Please seek advice from Pathways & Performance if absences will have an impact on the completion of assessment as soon as possible. Situations that are of the student's or parent/carer's own choosing are **not eligible** for consideration.

Senior Students (Years 10-12)

If the school approves the absence and the student will be absent the day assessment is due, the following actions apply:

- for examinations — schools offer a comparable examination before the due date. Schools are to implement processes that maintain the integrity of the original assessment for the remaining cohort.
- for non-examinations — students are required to submit/present the assessment on or before the due date.
- for practical / performance-based tasks – students are required to submit their assessment through consultation with Curriculum HODs.

If a student is participating in a state or national representative activity during the external examination period, they may submit a variation to venue application.

Junior Students (Years 7-9)

If the school approves the absence and the student will be absent the day assessment is due, the following actions apply:

- for examinations — students are to complete the exam on the re-scheduled date, decided through consultation with Curriculum HODs.
- for non-examinations — students are required to submit/present the assessment on or before the due date.
- for practical / performance-based tasks – students are required to submit their assessment through consultation with Curriculum HODs.

Applying for a school-approved absence

Students must complete a 'Request for a School-Approved Absence' form (located at the end of this policy) to advise the school of an unavoidable impending absence as soon as possible after they become aware of it. Documentary evidence must be supplied with the 'Request for a School-Approved Absence' form and submitted to the relevant Year Level Deputy Principal.

Ensuring academic integrity

The Gap 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. All students entering into Senior School at The Gap SHS, must complete the QCAA Academic Integrity online course (https://myqce.qcaa.qld.edu.au)

The following procedures are to be applied to all students.

	Procedures
Scaffolding	Scaffolding for assessment helps students understand the process for completing the task. Scaffolding will: • maintain the integrity of the requirements of the task or assessment instrument • allow for unique student responses and not lead to a predetermined response. Across the phases of learning, students will gradually be given more responsibility for understanding the processes required to complete their tasks.
Checkpoints	Checkpoints will: • be detailed on student task sheets • monitor student progress • be used to establish student authorship. Students will work on assessment during designated times and show evidence of progress at scheduled checkpoints. Teachers will use these checkpoints to identify and support students to complete their assessment. Parents and carers will be notified if checkpoints are not met. This will be recorded as a Contact in OneSchool.
Drafting	Drafting is a key checkpoint. Types of drafts differ depending on subject, e.g. written draft, rehearsal of a performance piece or a product in development. Drafts might be used as evidence of student achievement in the case of illness, misadventure or non-submission for other reasons. Feedback on a draft is: • 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 after one week of submission of a draft. Feedback on a draft must not: • 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. Heads of Departments and parents/carers will be notified by email about non-submission of drafts and the processes to be followed. This will be recorded in OneSchool as an Academic Misconduct Behaviour.
Managing response length	Students must adhere to assessment response lengths as specified by syllabus documents. The procedures below support students to manage their response length. • all assessment instruments indicate the required length of the response • teaching and learning programs embed specific strategies about responding purposefully within the prescribed conditions of the task • feedback about length is provided by teachers at checkpoints.

	Procedures
	After all these strategies have been implemented, if the student's response exceeds the prescribed length required by the syllabus, the school will either: • mark only the work up to the required length, excluding evidence over the prescribed limit or • allow a student to redact their response to meet the required length, within one (1) school day of the teacher request, before a judgment is made on the student work and • annotate any such student work submitted for confirmation purposes to clearly indicate the evidence used to determine a mark. Students should note that there is no tolerance of +/- 10% in regard to response length. 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	• 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)	• All pages that are used as evidence when marking a response
Exclusions	• title pages • contents pages • abstract • visual elements associated with the genre* • raw or processed data in tables, figures and diagrams • numbers, symbols, equations and calculations • bibliography / reference list • appendixes† • page numbers • in-text citations	• title pages • contents pages • abstract • bibliography/ reference list • appendixes† • blank pages

• * For example, by-lines, banners, captions and call-outs used in genre-related written responses.

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

Authenticating student responses	Accurate judgments of student achievement can only be made on student assessment responses that are authenticated as their own work. The Gap State High School uses authentication strategies such as OneDrive version history logs and Turnitin. The authentication strategies will be specified on assessment instruments. In cases where a student response is not authenticated as their own work, procedures for managing alleged academic misconduct will be followed.
Internal quality assurance processes	The Gap State High School's quality management system ensures valid, accessible and reliable assessment of student achievement. This includes: • quality assurance of all assessment instruments before they are administered to students using quality assurance tools • engage in moderating to quality assure judgments about student achievement across classes and cohorts.
Internal Assessment Review Request	Students have a right to seek clarification whenever they consider their marks or grades do not reflect the quality of their submitted work.

	Procedures
	If parents of students in Years 7-10 have a concern regarding their student's grades, we request contact be made within three (3) days of receiving the assessment result to the school to discuss the matter with the classroom teacher and Head of Department. If at the time of receiving their result, a Year 11 or 12 student is of the belief that their awarded mark against the Instrument Specific Marking Guide (ISMG) does not match their submitted work, they are required to first discuss their concerns with their classroom teacher within three (3) days. The classroom teacher will be able to explain and justify the mark given against the ISMG. If the Year 11 or 12 student is still of the belief that the result does not match their submitted work, the student is then required to complete the "Senior Internal Assessment Mark Review Request" form within three (3) days of discussion with teacher and submit this with the relevant Head of Department. A copy of this form can be found on the final page of this policy document.
Referencing	Students must acknowledge **direct quotation, statistics** or **key ideas** from another person's writing that are used in their writing. Similar information taken from non-print sources such as a speech, websites or audio-visual programs should also be sourced. If student's do not acknowledge the source of these ideas, they will be plagiarising (taking and using another person's writing etc. as their own). A Reference List is a list of all sources used in the response. This list **must** include all books, articles, websites or audio-visual programs noted in acknowledged sources throughout the piece of writing. The reason for the Reference List is to show the sources of the information. In the student's response, they need to include an in-text reference immediately after they: • quote from a source that is not themselves OR • take an idea (not actually a quotation) and use it OR • quote statistics or figures. Student's should give the following information in brackets before continuing their response: • Creator's surname • Date of publication • Page Number if applicable **E.g. (Jones, 1946, p.6) or (Smith, 2-5-'93, p.7)** This enables anyone reading the response to check the source of the ideas. However, markers will only be able to do this properly if the student also completes a detailed Reference List. Acknowledgements must be able to be cross referenced with the Reference List. Referencing is placed at the very end of the response on a new page. It should not use dot points or a numbering system. It lists all sources used alphabetically by: • Creator (surname or name of the organisation) • Title (if there is no creator's name) **REFERENCING IS TO BE THE APA 7th (American Psychological Association) SYSTEM.**

Managing academic misconduct

The Gap 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. Unknowingly, students may inappropriately and falsely demonstrate their learning. The following table includes some examples of academic misconduct along with procedures for managing them.

	Types of misconduct	Procedure
Artificial Intelligence / ChatGPT etc.	A student: • engages with an AI Chatbot to gain assistance with writing assessment for them. • uses AI to complete class tasks. • uses assistive tools such as Grammarly or Google Translate etc. to rewrite sentences, paragraphs or whole responses.	**For authorship issues** When authorship of student work cannot be established or a response is not entirely a student's own work, the school will provide an opportunity for the student to demonstrate that the submitted response is their own work. Students may be asked to demonstrate authorship by providing access to version history in OneDrive. This may include sharing the file with the Head of Department with editing permissions.
Cheating while under supervised conditions	A student: • begins to write during perusal time or continues to write after the instruction to stop writing is given • uses unauthorised equipment or materials (e.g translator pens) • 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, making gestures or sharing equipment with another student.	
Collusion	When: • 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.	
Contract cheating	A student: • pays for a person or a service to complete a response to an assessment • sells or trades a response to an assessment.	**For all instances of academic misconduct** Results will be awarded using any evidence from the preparation of the response that is available that is verifiably the student's own work and that was gathered in the conditions specified by the syllabus, on or before the due date.
Copying work	A student: • deliberately or knowingly makes it possible for another student to copy responses • looks at another student's work during a supervised assessment • copies another student's work during a supervised assessment.	
Disclosing or receiving information about an assessment	A student or other person: • gives or accesses unauthorised information that compromises the integrity of the assessment, such as stimulus or suggested answers/responses, before a response to an assessment is completed • makes any attempt to give or receive access to secure assessment materials.	**For instances of academic misconduct during examinations** Depending on the severity of the misconduct, students may be awarded a Not-Rated (NR).
Fabricating	A student: • invents or exaggerates data • lists incorrect or fictitious references.	
Impersonation	A student arranges for another person to complete a response to an assessment in their place, e.g. impersonating the student in a performance or supervised assessment.	

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Types of misconduct		Procedure
	A student completes a response to an assessment in place of another student.	Where appropriate, the school's behaviour management policy will be implemented. A behaviour will be recorded in OneSchool.
Misconduct during an examination	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 without attribution (another person's work may include text, audio or audiovisual material, figures, tables, design, images, information or ideas). Plagiarism also includes the use of non-human creators such as AI or a translator, including an online translator, as the work produced is not the work of the student.	**For all instances of academic misconduct:** A behaviour will be recorded in OneSchool with a consequence issued at the Head of Departments discretion.
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 or other person arranges for, or allows, a tutor, parent/carer or any person in a supporting role to complete or contribute significantly to the response.	

Students who fail to maintain Academic Integrity may be subject to disciplinary action as per the Student Code of Conduct.

REQUEST FOR A SCHOOL-APPROVED ABSENCE

Students may engage in a range of learning experiences or activities that exist outside traditional school-based activities. These activities may involve prolonged absences from school, do not meet the requirements for AARA or illness and misadventure applications and may coincide with scheduled assessment periods. Students are to complete this request form if they have an activity that is going to impact an **examination**. Completing this request form does not automatically grant approval. Situations that are of the student's or parent/carer's own choosing (e.g. family holidays) are not eligible for consideration.

If approved, the student will be required to sit a comparable <u>exam</u> **before** the scheduled date. Assignments are expected to be submitted on or before the scheduled due date and are not eligible for a school-approved absence assessment adjustment.

This application must be submitted to the relevant **Year Level Deputy Principal** as soon as the student becomes aware of the impact or at least two (2) weeks prior to the examination, whichever is earlier.

Student Details					
Name		Year		Date of Application	

Assessment Details			
Subject	**Item Name (e.g. MAG IA3 Exam)**	**Teacher**	**Date of Exam**

Reason/Activity that is causing an impact (please select the most appropriate):

☐ school, district, regional, state or national representation for school-supported sport

☐ school, district, regional, state or national representation for artistic endeavours student

☐ exchange programs

☐ audition or entrance exams (state, interstate or international).

☐ Other:

Date and Length of Absence

Signatures			
☐ **Documentation attached** (E.g. Team list, letter from coach, other formal documentation)			
Student Signature		Date:	
Parent Signature		Date:	

Office Use Only				
☐ Approved	New Exam Date:			
☐ Not Approved	Reason:			
Approving Deputy Principal Name:				
Signature			Date:	
☐	All parties (teacher, HOD, Parent / Carer, student) notified of outcome and entered on OneSchool	☐	Entered on QCAA (Year 12 only)	

SENIOR INTERNAL ASSESSMENT MARK REVIEW REQUEST

Subject provisional marks will only be reviewed within **3 days*** of the marks being returned to students. The first step in the process is to discuss your marks with your teacher and have them sign below to indicate that you have spoken to them regarding the area of concern. If there is still a concern with the marks awarded, the specific areas on the ISMG are to be listed on page two, with supporting evidence before submission to the Head of Department for that curriculum area.

PLEASE NOTE: It is the students' responsibility to have the teacher signature completed below before submission for approval.

DISCLAIMER: * any extension beyond 3 days for review will be at HOD discretion.

Student Name:		Year Level:	
Subject:		Teacher:	
Item Name: *E.g IA1 – Literary Article*			
Current Mark (Numerical): *E.g 19/25*			
Teacher Signature		Date:	
Student Signature		Date Submitted for Review:	

Reason for review request

In this section, provide specific evidence to support your request for a marks review. Include the specific aspect of the ISMG you believe has not been marked accurately, along with evidence from your response that demonstrates a match to a higher mark.

Please note that only aspects identified below will be reviewed, therefore ensure to be clear and concise with your evidence.

Aspect of the ISMG for review	Evidence from your response that matches a higher mark Please note: you may highlight/annotate a copy of your response and attach to this request.
Example Effective language choices for particular purposes	I believe it should be marked as discerning because of my use of language below: "marked a pivotal turning point in humanity's development" "theocratic worshippers abandoned their pious and covenanted ways" "credible and profound depiction"