



# **THE GAP STATE HIGH SCHOOL**

## **JUNIOR SECONDARY ASSESSMENT POLICY**



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## Overview

This policy encompasses the administering of assessment items in Year 7, 8 and 9.

The purpose of this policy is to outline the procedures and processes pertaining to all students and their associated school activities in Years 7, 8, and 9.

- To provide staff, students and parents with relevant information on all matters pertaining to assessment.
- To ensure that assessment procedures are clear and equitable for all students.
- To ensure adherence to all policies and procedures of the Queensland Curriculum & Assessment Authority (QCAA).

## We believe in: Learners Who Flourish

To create a flourishing environment where thinking minds discover possibilities, push boundaries and take charge of their learning.

Our Learner Educational imperatives are to:

- Foster a passion for discovery, creativity, perseverance, risk taking, resilience and leadership towards
- Supporting an innovative and entrepreneurial mindset.
- Embrace critical thinkers who optimise problem solving capacity towards next level discovery.
- Support and celebrate inclusive, diverse and individual learning styles.
- Create meaningful moments of connection and belonging whilst embracing the changing nature of learning
- Environments.
- Value the dispositions of empathy, optimism, resilience, grit and compassion.
- Instil a growth mindset characterised by self-efficacy, student agency and autonomous learning principles.
- Contemporise wellbeing science and positive psychology practices to ensure an environment that optimises each learner's fulfilment of their academic potential.

## We value

- **Thinking Big**; curiosity, love of learning, creativity
- **Stepping Up**; honesty, self-regulation, perseverance
- **Paying It Forward**; gratitude, hope, social intelligence
- **Being Kind**; humility, forgiveness, fairness

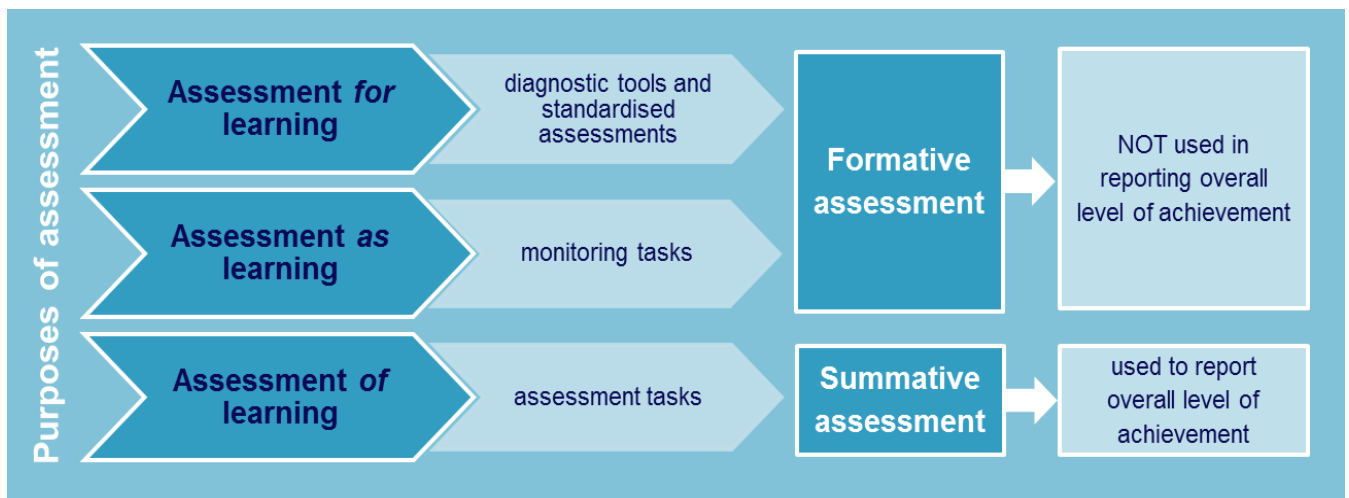


## What is Assessment of Learning?

### Purpose of Assessment

Assessment is an integral component of systematic curriculum delivery. Teachers forefront assessment in whole school curriculum, assessment and reporting planning.

The main purposes of assessment are to gather information and monitor student progress, inform teaching and learning, and report on achievement of the relevant achievement standards.



### KEY POLICY DOCUMENTS

- QCAA K -12 policy and resources: Student assessment 2020  
<https://www.qcaa.qld.edu.au/about/k-12-policies/student-assessment>
  - Understanding K-12 Assessment
  - Principles of quality Assessment
  - Attributes of quality Assessment

Additionally, this policy has been developed under the consideration of the Queensland Curriculum and Assessment Authority Assessment Policy and Procedures Handbook 2019 v1.0 Section 7 and Section 8 to prepare students for Senior Schooling Assessment requirements.



## General Conditions

### Assessment Schedule

The schedule of due dates for assessment will be provided for all Junior subjects at the start of each semester via the Assessment Calendar. This will include when students are provided with the assessment, due dates for drafting and final submission dates. The school will provide students with access to semester [Assessment Plans](#) on OneSchool and via the QParents App.

Some changes may occur due to extenuating or unforeseen circumstances, whereby students will be given adequate notice in writing by the relevant Head of Department (HOD). Any changes to the assessment schedule must occur in consultation with the Head of Department for the subject area.

The teachers will provide students a term Unit Outline and details of forms of assessment and due dates in the subject class and include:

- clear and specific statement of the task
- length, structure, time, method of presentation, etc.
- specific dates for presentation of drafts and final copy
- the assessment objectives including marking guide

Students will

- present and acknowledge their work for assignments (see section on Academic Integrity)
- make full use of the class time provided to work on the assignment
- present their draft and final copies of assignments by the due dates
- attach the assignment task
- reference using the APA (American Psychological Association) Reference System

### Drafting

Drafting is considered an essential requirement in the Junior Secondary. In most subjects, students will be required to submit a draft copy of assignments at an agreed time prior to the submission of the final piece of assessment.

This process provides teachers and parents an assessment check in point, and provides students feedback on assessment progress. The draft submitted should be of a final submission standard. This enables authentic feedback to be provided to students and assist in the production of quality work.

For students who fail to submit a requested draft a minor behaviour incident will be recorded on OneSchool under the category of – ‘Failure to participate in program of instruction’. Additionally, a contact is to be recorded in this section and referred to relevant Head of Department.



## **Providing feedback on a draft**

Teachers provide feedback on one draft of each student's response. Providing feedback is a consultative process, not a marking process. Teachers will not allocate a result for the draft student response.

Feedback on a draft must not compromise the authenticity of student work. Teachers may not introduce new ideas, language or research to improve the quality of student responses. Similarly, teachers may indicate some key errors in spelling, grammar, punctuation and calculations, and remind students that the draft requires more editing, but should not edit or correct all errors in a draft.

Feedback should encourage a student to reflect on strategies they might use to refine their response. In providing feedback on a draft, teachers indicate aspects of the response that need to be improved or developed to meet the requirements of the Marking Guide.

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:

- written feedback
- verbal feedback
- feedback provided through questioning
- a summary of feedback and advice to the whole class.

## **Managing response length**

Where appropriate, assessment will indicate the required length of a response as a word length, duration of time, or page count.

Teachers may:

- provide students with examples of responses that are within the required length
- model how to edit a response:
  - to meet length requirements
  - for relevance to the task and objectives being assessed
  - to respond to draft feedback
- provide students with feedback if the draft response is longer or shorter than the required length
- if a student submits a response that exceeds the required length, implement a strategy, such as not reading/viewing the response for grading purposes after the required length:
  - mark the student's response using information up to the required length



- annotate on the student's response where they have stopped reading/viewing
- note that the student's response has exceeded the required length.

Students:

- respond to draft feedback to manage the length of their response
- develop a response of the required length (neither significantly over or under the required length)
- document the length of their response using a word count, page count or time.

## **Academic Integrity**

Academic integrity requires academic responsibilities to be approached in an honest, moral and ethical way.

### **Strategies for establishing authorship**

When developing an assessment instrument, schools should consider how student authorship of final responses will be established.

Teachers may:

- set an assessment task that requires each student to produce a unique response
- vary assessment tasks each year so students are unable to use other students' responses from previous years
- set aside sufficient class time for students to complete the assessment task and for teachers to monitor the development of the response.

Teachers can collect evidence during the development of responses in order to establish authorship of final responses.

Teachers may:

- monitor, collect or observe progressive samples of each student's work at various stages. This process could be documented using an authentication record, checklist or photographs.
- interview or consult with each student at checkpoints during the development of the response to ensure that it is based on the student's own work.

To establish authorship of final responses, teachers may:

- directly compare the responses of students who have worked together in groups
- for text, analyse final student responses using plagiarism-detection software, if available
- interview a sample of students after their responses have been submitted to determine their understanding of and familiarity with their responses
- use internal quality assurance processes such as cross marking if there is more than one class for a subject cohort.



## **Responsibilities for establishing authorship**

Teachers, students and parents/carers have specific responsibilities for establishing authorship of responses.

Teachers:

- 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 (such as classwork, outlines, plans or a draft).

Students:

- complete responses during the designated class time to ensure teachers are able to observe the development of work and authenticate student responses
- participate in authentication processes as required by schools, such as to sign a declaration of authenticity
- submit a draft
- participate in interviews during and after the development of the final response.

Parents/carers:

- 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 and follow the guidelines for drafting and providing feedback on a draft student response.

## **Understanding academic misconduct**

Academic misconduct incorporates a broad range of behaviours by which students inappropriately and falsely demonstrate their learning.

Types of academic misconduct can include:

- Cheating while under supervised conditions,
- Collusion
- Contract cheating/ significant contribution of help
- Copying work
- Disclosing or receiving information about an assessment
- Fabricating
- Impersonation
- Misconduct during an examination Plagiarism or lack of referencing Self-plagiarism

Students who fail to maintain academic integrity will be subject to disciplinary action as per the Student Code of Conduct.





### **Submission and Completion of Assessment Item**

- All due dates for assessment items are to be strictly observed.
- All assessment items are to be submitted to their subject teacher.

## **Assignments**

### **Notice of Assessment**

Throughout each semester, students will have assignments. Assignments may take many forms and may include some of the following types of assessment items:

- research assignment
- folio assignment
- oral presentations
- group performances
- multimodal projects
- practical assessment

### **Submission**

All written assignments must be submitted to the teacher by the end of the school day on the due date. If the teacher is absent on the due date, the assignment should be given to the Head of Department or Front office by 3.00 pm on the due date. In the event that this is not possible, parents must notify the school with supporting documentation. Students should retain a copy of the submitted assignment.

Technological breakdown, which include computer malfunctions, USB problems, printer or printing problems or loss of electronic work due to a lack of backup cannot be used as a reason for late submission of work or for extension requests. Students should negotiate with the Head of Department regarding an alternate method of submission. This can also be considered as a late or non-submission.

### **Late or non-submission**

If the student fails to hand in the draft or final copy of the assignment by the due date the subject teacher will contact (phone call or e-mail) the parents, record in OneSchool and extend the due date by 2 days.

If the student fails to hand in the draft or final copy of the assignment by the extended due date, then the subject teacher will contact (phone call or e-mail) the parents, record in OneSchool and work with their Head of Department to determine appropriate student action until such time that the draft or final copy of their assignment is submitted. Late draft submissions may result in the student not receiving feedback.



When a grade for an assignment cannot be awarded, the student profile will indicate an N standard. For reporting purposes, where a student has failed to submit assessment, the teacher will use drafts, classwork, notes and observations to determine a level of achievement, where possible.

### **Orals/ Practical performance**

On the first day of orals/ practical performances, all students must submit a copy of the script they intend to use for their presentation. This makes the preparation time more equitable for all students. Students absent on this day should email their notes to the teacher to arrive in time for the scheduled presentation.

In the case of group orals/ practical performance where absence occurs, the group is to complete the task with a substitute who works from the group script. Group members will be individually assessed on that performance. To ensure ease of access by a substitute, all group members must keep a copy the whole group script. On the first day of return, the absent student is expected to complete the oral/ practical performance, with other group members supporting the process.

### **Assignment Extension/Exemption**

An extension/exemption from an assignment can only be granted in the following situations:

- long term illness
- family bereavement or difficulties
- exceptional circumstances as determined by the Head of Department /Deputy Principal.

Any request for an extension is to be made to the Head of Department at least 2 days prior to the due date using the appropriate form obtained from the Head of Department of the Subject. The submission should include a medical certificate, letter, email or phone call from a parent. The granting of extensions is at the discretion of the Head of Department or Deputy Principal.

### **Submission Obligations**

Assignments must be presented in the format indicated on the task sheet for the assessment item.

If a student completes their assignment on a computer, the student will need to keep clear evidence to reasonably substantiate the completion of the assessment item in the event of technical difficulties.



# Examinations

## Completion

Students are to complete examination in the nominated lesson. No student will sit an exam prior to the scheduled date without prior authorisation by the Head of Department of the specific subject area.

## EXAMINATION MATERIALS

- Teachers to check student materials and implements for their exams on entry. All Materials and implements should be visible to the exam supervisor at all times.
- Students allowed to bring calculators, rulers or other larger implements, are advised that they must be clean and free of graffiti and writing. Stored memory must be cleared from calculators before entering exam rooms.
- Supervisors should make judgments about material permission and disallow if necessary.
- Paper or books cannot be brought into any exam, unless explicitly stated within examination conditions. In the case where written or typed materials are allowed for completion of the exam, the examination supervisors are to check all materials.
- The usual school electronic device policy applies at all times.

## STUDENT EXAMINATION CONDUCT

- Any breaches of student conduct in the exam should be directed to the Head of Department.
- Exam supervisors may make seating allocation changes that may be deemed necessary for the good conduct of the entire room.
- Enforce with students that no talking is allowed in the examination room, and seeking assistance is attained by raising your hand and waiting for a supervisor.
- Students must be aware that breaches of academic integrity will be viewed as serious. Such behaviour may result in academic penalties, including failure.

## Late Arrival to Examination

Students who arrive late to an exam will be permitted to enter to the exam room, but will not automatically receive extra time to complete the exam. Teachers may grant extra time for the examination if convenient, reschedule the entire exam or provide a reschedule extra time component. Under the latter condition, the student must not peruse the unattempted section of the exam and rescheduling must be conducted punctually.



## Examination Obligations

Assessment must be presented in the format indicated on the task sheet for the assessment item.

If a student completes their exam on a computer, the student will need to continuously save their work themselves and be responsible for backing up work regularly, to avoid loss of assessment in the event of technical difficulties.

## Extensions

Requests for extensions of assessment timelines ***should be made a minimum of 2 days prior to the due date to the relevant Head of Departments.*** This process will be used by students who are aware of an impending 'known absence' on the due date for assessment where early submission is not practical, or for circumstances of bereavement, compassionate or exceptional grounds. Extensions for assessment items are only to be granted by a Head of Department or a member of the School Administration in consultation with the class teacher and student.

## Students Absent (Illness or Misadventure) for Assessment

It is the responsibility of the student who is absent on the day assessment items are due to ensure that their parents/caregivers have contacted the school, either on the day or beforehand. Parents / Caregivers need to inform the school of the relevant circumstances and identify the assessment item that is due, and provide a medical certificate and notification of absence.

## Student Absent (Unforeseen) for Exam

It is the responsibility of the student to approach the teacher as soon as practical on the day of return from absence, and in consultation with the relevant Head of Department, arrange a suitable time for completion of assessment where possible. Where appropriate, the student will complete the missed assessment item on their next day at school. The relevant HOD may choose to have the student:

- Sit the assessment item
- Sit an alternative assessment item

NB. To provide students with the best examination conditions, for students to sit their examination outside of a General Learning Classroom or a Specialised Learning Classroom that is designed for students learning. Environments such as verandas, shelters or unsupervised locations are not permissible.



## Reasonable Adjustments for Assessment

The Queensland Curriculum and Assessment Authority (QCAA) recognises that some students have disability, impairment and/or medical conditions, or experience other circumstances that may be a barrier to their performance in assessment. Special Provisions documented in their Personalised Learning Plan on OneSchool, are designed to assist these students.

The school and teachers will support all students to participate in assessment and demonstrate the full extent and depth of their learning. Special provisions in the conditions of assessment reflect differentiation, or adjustments, made to curriculum delivery. The Inclusion Team must negotiate reasonable adjustments for students with specific educational needs. The Inclusion Deputy Principal in consultation with Heads of Departments, Student Services and Guidance Officer then approves this where appropriate, well in advance of the assessment. To discuss Special Provisions including the implementation of a PLP contact Head of Department of Junior Schooling.

Reasonable Adjustments in the conditions of assessment may include:

- presentation – changing how an assessment appears or is communicated to a student from the regular format. For example, being read to rather than reading unless reading itself is what is being assessed.
- response – allowing students to complete assessments in different ways such as using computer software or an assistive device to solve and organise problems when this does not compromise what is specifically being assessed.
- setting – changing location including the physical or social conditions in which the assessment is completed.
- timing – allowing the student a longer time to complete the assessment, or change the way the time is organised or when the assessment is scheduled.

### Who should be considered for reasonable adjustments?

Any student who has a specific educational need may be considered for special provision including students:

- with disability such as those of a sensory, motor and/or neurological nature
- for whom English is an Additional Language or Dialect (EAL)
- who are gifted or talented
- with short-term impairments

The [Disability Discrimination Act 1992](#) (DDA) and the [Disability Standards for Education 2005](#) (DSE) seek to eliminate, where possible, discrimination against people with disabilities. Compliance with these documents ensures students are provided with opportunities to realise potential through participation in education and training. If a student requires access to a computer for exam completion, a device will be provided to the student for the purpose of completing the assessment.



Alternative assessment should aim to simultaneously respect the student's learning needs, defend academic integrity, and promote equity and consistency for all. Education providers are not required to lower academic standards or disregard the needs of staff or other students. In more complex cases discussion with inclusion staff and examine previous judgements in relation to the DDA.

## Referencing

You use acknowledgement of sources to acknowledge **direct quotation, statistics or key ideas** from another person's writing that you use in your writing. Similar information taken from non-print sources such as a speech or a television program should also be sourced.

If you do not acknowledge the source of these ideas you will be guilty of plagiarism (taking and using another person's writing etc. as your own).

Referencing is a list of all sources used in preparing your essay or assignment. This list **must** include all books and articles noted in acknowledged sources throughout the piece of writing and **should** include any other sources used in your research. The reason for the bibliography is to show the sources of your information and inform interested readers where they may find further information.

## Plagiarism

Plagiarism is using another person's material for assignments, assessment and presentations without acknowledging them and referencing it in a bibliography. ***It is unacceptable and viewed as cheating.***

To avoid plagiarism always use "..." to enclose quotes and reference any material sourced from elsewhere in a bibliography.

## Setting Out

Immediately after you:

- quote from a guest speaker or book in a piece of writing OR
- take an idea (not actually a quotation) and use it in a piece of writing OR
- quote statistics or figures in a piece of writing

You should give the following information in brackets before continuing your essay:

- a) Author's surname
- b) Date of publication
- c) Page

e.g. (Jones, 1946, p.6) or (Smith, 2-5-'93, p.7)



This enables anyone reading your essay to check the source of your ideas. However, they will only be able to do this properly if you also complete a detailed bibliography with your essay or assignment. Acknowledgements must be able to be cross-referenced with your bibliography.

Referencing is placed at the very end of the essay or assignment on a separate sheet. It lists all sources used alphabetically by:

- Author (surname or name of the organisation)
- Title (if there is no authors name)
- If sorting by title ignore 'The', 'A' or 'An' and alphabetise using the next word (see the example in the sample bibliography)

The following list sets out the details you need for each kind of source. In each case an example is given. Be careful to follow the punctuation as shown in the examples on the following page.

**REFERENCING IS TO BE THE APA (American Psychological Association) SYSTEM.**

Examples of the APA system can be found online and via most university websites.



## EXAM SCRIPT

- This exam is for year \_\_\_\_\_ (subject/s) \_\_\_\_\_.
- The exam is of \_\_\_\_\_ minutes/hours duration and will commence at \_\_\_\_\_ and end at \_\_\_\_\_. This time is reflected on the board.
- The materials you are allowed in this exam are, \_\_\_\_\_
- \_\_\_\_\_ and \_\_\_\_\_ should be placed on your desk or under your own chair at all times. Sharing of materials or implements throughout the exam is not allowed and may be seen as cheating.
- In this exam, written or typed notes are / are not allowed.
- All electronic devices should be switched off and remain out of sight.
- If you have materials or implements that are not permitted in this exam with you now, please raise your hand.
- No talking is permitted during the exam and all students are asked to keep their papers flat on the desk. All students are to remain in their seat unless asked to move by one of the exam supervisors. Inability to follow these rules may be seen as cheating. Students must be aware that breaches of academic integrity such as cheating will be viewed as serious. Such behaviour may result in academic penalties including failure of the examination.
- If you have a question or need to gain the attention of the exam supervisors throughout the exam, please raise your hand silently and wait to be attended to.
- Exam supervisors will give a verbal time warning for the commencement and halfway point of the exam, as well as reminders at 30, 10 and 5 minutes left.

*If you have finished please check your work remain quiet in respect for your peers.*

*This exam will commence with \_\_\_\_\_ minutes of perusal at \_\_\_\_\_. During perusal, you are not permitted to write.*

*You may begin perusal now.*





**EXAM SUMMARY SHEET**

This form and two copies of the class roll are to be kept with the exams in the locked staffroom and taken to the exam room at the commencement of the session.

**This form is to be returned to the relevant Curriculum HoD on the day of the Exam**

<b>Subject:</b>	E.g. English
<b>Class/es and teachers:</b>	E.g. ENG082C (thomhe)
<b>Exam date:</b>	13/11/2025
<b>Exam times:</b>	Start: 8:40 Finish: 9:50 Perusal: 10 Minutes Early finisher: Prompt to check assessment task.
<b>Materials and implements allowed:</b>	Ruled Paper, Rule, Pencil, calculator
<b>Other important information:</b>	
<b>Students with special provisions/conditions (please leave details):</b>	E.g., Manuel Sergeant has extra time granted for her exam due to...
<b>Students absent for exam</b>	

**This form is located on SharePoint (TBA)**