

Junior Secondary assessment policy

Capalaba State College

Scope

All information herein refers to years 7, 8 & 9 only. For information regarding years 10, 11 & 12, please refer to the Senior Secondary assessment policy.

This policy provides information for teachers, students and parents/carers about roles, responsibilities, processes and procedures to ensure the integrity of assessment in years 7, 8 & 9. The framework for the policy is developed from the *QCE and QCIA policy and procedures handbook* available from www.qcaa.qld.edu.au/senior/certificates-and-qualifications/qce-qcia-handbook-2019, in order to support Junior Secondary students in their preparation for, and transition to, Senior Secondary.

Additional documents to support staff administration of this policy are available on the [staff intranet](#).

Purpose

Capalaba State College 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 in Junior Secondary students.

Principles

Capalaba State College expectations for teaching, learning and assessment are grounded in the principles of academic integrity and excellence.

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

Promoting academic integrity

Capalaba State College promotes academic integrity by developing students' skills and modelling appropriate academic practices. The following school procedures support this endeavour.

	Policy and procedures
Location and communication of policy	<p>The Junior Secondary assessment policy is located on the school website. All questions regarding the Junior Secondary assessment policy should be directed to the year level Deputy Principal.</p> <p>The Senior Secondary assessment policy is located on the school website. All questions regarding the Senior Secondary assessment policy should be directed to the year level Deputy Principal or the Head of Department, Senior Schooling.</p> <p>To ensure the assessment policy is consistently applied, it will be revisited at the beginning of each semester in form classes. Relevant processes will be revisited:</p> <ul style="list-style-type: none"> • at enrolment interviews • when each task is handed to students
Expectations about engaging in learning and assessment	<p>Capalaba State College has high expectations for academic integrity and student participation and engagement in learning and assessment. Students are required to complete all course and assessment requirements on or before the due date.</p> <p>Student responsibility Students are expected to:</p> <ul style="list-style-type: none"> • engage in the learning for the subject or course of study • produce evidence of achievement that is authenticated as their own work • submit responses to scheduled assessment on or before the due date.
Due dates	<p>School responsibility</p> <p>Due dates for final responses and drafts will be published in Daymap.</p> <p>The working time and due dates will:</p> <ul style="list-style-type: none"> • provide sufficient working time for students to complete the task • allow for internal quality assurance processes • be clear to teachers, students and parents/carers • be consistently applied • be clearly communicated in Daymap • give consideration to allocation of workload. <p>Student responsibility Students are responsible for:</p> <ul style="list-style-type: none"> • tracking due dates as published in Daymap • planning and managing their time to meet the due dates • informing the school as soon as possible if they have any concerns about assessment load and meeting due dates. <p>In cases where students are unable to meet a due date due to illness or misadventure, they will:</p>

	<ul style="list-style-type: none"> • Complete Step 1 of the Junior Secondary AARA Application form and gather any relevant documentation (medical certificate, etc) • Ask the classroom teacher to complete step 2 of the Junior Secondary AARA Application form • Ask the relevant Head of Department for the subject, or (where multiple assessment tasks are affected) the year level Deputy Principal to complete step 3 of the Junior Secondary AARA Application form • Photograph, scan or photocopy the form for student's own records • Return original completed form to the classroom teacher. • adhere to alternative arrangements for submission of assessment, if applicable, as decided by the school. <p>Students are to liaise with the HOSES for AARAs (Access Arrangements and Reasonable Adjustments) due to disability and/or imputed disability.</p> <p>All final decisions are at the principal's discretion. Refer to AARA information below.</p>
Submitting, collecting and storing assessment information	<p>Assessment instruments will provide information about Capalaba State College's arrangements for submission of draft and final responses, including due dates, conditions and submission formats (e.g., file types). Assessment instruments will be made available to students via Daymap.</p> <p>All assessment evidence, including draft responses, must be submitted by its respective due date.</p> <p>In the exceptional event of a teacher absence on the due date for a practical or performance assessment task, the year level Deputy Principal will liaise with the relevant curriculum Head of Department to make alternative arrangements.</p> <p>Draft and final responses for all assessment will be collected and stored digitally or physically.</p>
Appropriate materials	<p>Capalaba State College is a supportive and inclusive school. Material and texts are chosen with care in this context by students and staff.</p> <p>Students are to consider appropriateness of subject matter for a school context when developing and producing assessment.</p>

Ensuring academic integrity

Capalaba State College has procedures to ensure that there is consistent application of the assessment policy and that staff and students optimise opportunities to understand academic integrity. The following procedures are to be applied in this context.

Internal assessment administration

	Policy and procedures
Scaffolding	<p>Scaffolding for assessment helps students understand the process for completing the task. Scaffolding will:</p> <ul style="list-style-type: none"> • maintain the integrity of the requirements of the task or assessment instrument • allow for unique student responses and not lead to a predetermined response. <p>Across the phases of learning, students will gradually be given more responsibility for understanding the processes required to complete their tasks.</p>
Checkpoints	<p>Checkpoints (including one draft, where relevant) will:</p> <ul style="list-style-type: none"> • be detailed on student task sheets • monitor student progress • be used to establish student authorship. <p>Students will work on assessment during designated times and show evidence of progress at scheduled checkpoints.</p> <p>Teachers will use these checkpoints to identify and support students to complete their assessment.</p> <p>Heads of departments and parents/carers will be notified if checkpoints are not met. Heads of departments will assign detentions for students until such point as checkpoints are completed, or the final due date is passed.</p>
Drafting	<p>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 inability to submit a final response due to illness or misadventure, or non-submission for other reasons.</p> <p>Feedback on a draft is:</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 in a class who submit a draft on or before the due date • provided within one week of the due date for the draft, when draft is submitted on or before this date. <p>Feedback on a draft must not:</p> <ul style="list-style-type: none"> • compromise the authenticity of a student response • introduce new ideas, language or research to improve the quality and integrity of the student work • allocate a mark.

	<p>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.</p> <p>A copy of the feedback will be stored with a copy of the draft.</p> <p>Heads of departments and parents/carers will be notified if a draft is not submitted. Heads of departments will assign detentions for students until such point as a draft that meets the conditions of the task is completed.</p> <p>Failure to produce draft work under detention conditions will lead to further consequences as per the Student Code of Conduct.</p> <p>Where a draft is submitted after the due date, without an approved AARA, the extent and timing of the feedback provided is at the teacher's discretion, within the limitations outlined above.</p>
Managing response length	<p>Students must adhere to assessment response lengths as specified by task sheets. 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 the drafting stage. <p>After all these strategies have been implemented, if the student's response exceeds the word length required by the task, 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 to redact their response to meet the required length, before a judgment is made on the student work (this occurs in a limited timeframe and under direct teacher supervision; it is not an opportunity for additional revision and resubmission) <p>and, annotate any such student work submitted to clearly indicate the evidence used to determine a mark.</p>
Authenticating student responses	<p>Accurate judgments of student achievement can only be made on student assessment responses that are authenticated as their own work.</p> <p>In cases where a student response is not authenticated as a student's own work, procedures for managing alleged academic misconduct will be followed (see 'Managing Academic Misconduct').</p>
Access arrangements and reasonable adjustments, including illness and misadventure (AARA)	<p>Capalaba State College 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.</p> <p>All AARA applications must be accompanied by the relevant supporting documentation and made as far in advance as possible.</p> <p>Students are not eligible for AARA on the following grounds:</p> <ul style="list-style-type: none"> • unfamiliarity with the English language

	<ul style="list-style-type: none"> • matters that the student could have avoided, such as misreading an examination timetable, misreading instructions in examinations • timetable clashes • matters of the student's or parent's/carer's own choosing, such as family holidays <p>Applications for extensions to due dates for unforeseen illness and misadventure</p> <p>Students should complete the Junior Secondary AARA Application form and contact the relevant Head of Department for the subject, or (where multiple assessment tasks are affected) the year level Deputy Principal, as soon as possible.</p> <p>Where students are at-risk of non-completion due to extenuating circumstances and/or extensive absences, teachers should refer the student to the year level Deputy Principal.</p> <p>Applications for AARAs due to disability and/or imputed disability</p> <p>Students and/or parents/carers are to liaise with classroom teachers, and Case Managers (where relevant) for AARAs due to disability and/or imputed disability. Teachers are to document any adjustments or modifications made.</p>
Managing non-submission of assessment by the due date	<p>Teachers will collect progressive evidence of student responses to assessment instruments (other than exams) at the prescribed checkpoints.</p> <p>The checkpoints on the instrument-specific task sheets provide details of the evidence that will be collected.</p> <p>In circumstances where a student is enrolled in a subject but does not submit a final response to an assessment (other than unseen examinations), and does not have an extension via an approved AARA, the school will make a judgement based on the work provided by the student for the purposes of authentication (i.e., a checkpoint or draft) during the assessment preparation period.</p> <p>Where possible, students should be given an opportunity to produce a response for the assessment task on the due date, during class time.</p> <p>If no work was provided by the student for the purposes of authentication (i.e., a checkpoint or draft) on or before the due date as specified by the school and no other evidence is available, the student will receive an 'N' for that task, which may impact term and semester achievement for the subject. Where appropriate, students will be required to resubmit the task. This re-submission (after the due date) will <i>not</i> contribute to the mark for the assessment.</p>
Internal quality assurance processes	<p>Capalaba State College's quality management system ensures valid, accessible and reliable assessment of student achievement. This includes:</p> <ul style="list-style-type: none"> • quality assurance of all assessment instruments before they are administered to students • quality assurance of judgments about student achievement.

Examination Administration

	Policy and procedures
	<p>Prior to any exams, students will be notified of the time and location of exams, required materials and materials that are not permitted.</p> <p>Students who are unable to attend a scheduled exam for any reason should complete the Junior Secondary AARA Application form and contact the Head of Department as soon as possible, with any supporting documentation. Students will sit the exam at the next available opportunity, as arranged by the teacher, the Head of Department or the year level Deputy Principal.</p>

Managing academic misconduct

Capalaba State College is committed to supporting students to complete assessment and to submit work that is their own, and minimising opportunities for academic misconduct. There may be a situation when a student inappropriately and falsely demonstrates their learning. The following are some examples of academic misconduct along with the procedures for managing them:

	Types of misconduct	Procedure
Cheating while under supervised conditions	<p>A student:</p> <ul style="list-style-type: none"> • begins to write during perusal time or continues to write after the instruction to stop writing is given • uses unauthorised equipment or materials, or AI • has any notation written on the 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. 	<p>For authorship issues</p> <p>When authorship of student work cannot be established or a response is not entirely a student's own work the college will provide an opportunity for the student to demonstrate that the submitted response is their own work.</p> <p>For all instances of confirmed academic misconduct</p> <p>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 task, on or before the due date.</p>
Collusion	<p>When:</p> <ul style="list-style-type: none"> • more than one student works to produce a response and that response is submitted as individual work by one or multiple students • a student assists another student to commit an act of academic misconduct • a student gives or receives a response to an assessment. 	<p>For instances of academic misconduct during examinations</p> <p>Students will be awarded a Not-Rated (NR).</p> <p>Where appropriate, the Student Code of Conduct of behaviour will be implemented.</p>
Contract cheating	<p>A student:</p> <ul style="list-style-type: none"> • pays for a person or a service to complete a response to an assessment 	<p>All instances of confirmed academic misconduct will be documented as a behaviour incident on OneSchool. Where</p>

	Types of misconduct	Procedure
	<ul style="list-style-type: none"> • sells or trades a response to an assessment. 	<p>appropriate, students will be required to revise and resubmit the task with work that is their own. This re-submission (after the due date) will <i>not</i> contribute to the mark for the assessment.</p>
Copying work	<p>A student:</p> <ul style="list-style-type: none"> • deliberately or knowingly makes it possible for another student to copy responses • looks at another student's work during an exam • copies another student's work during an exam. 	
Disclosing or receiving information about an assessment	<p>A student:</p> <ul style="list-style-type: none"> • gives or accesses unauthorised information that compromises the integrity of the assessment, such as stimulus or suggested answers/responses, prior to completing a response to an assessment • makes any attempt to give or receive access to secure assessment materials. 	
Fabricating	<p>A student:</p> <ul style="list-style-type: none"> • invents or exaggerates data • lists incorrect or fictitious references including false and misleading information generated from the use of AI. 	
Impersonation	<p>A student:</p> <ul style="list-style-type: none"> • 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 • completes a response to an assessment in place of another student. 	
Misconduct during an examination	<p>A student distracts and/or disrupts others in an assessment room.</p>	
Plagiarism or lack of referencing	<p>A student completely or partially copies or alters another person's work or creates work using AI without attribution (this may include text, audio or audiovisual material, figures, tables, design, images, information or ideas).</p> <p>Plagiarism also includes the use of a translator, including an online translator, as the work produced is not the work of the student.</p>	
Self-plagiarism	<p>A student duplicates work, or part of work they already submitted as a response to</p>	

	Types of misconduct	Procedure
	an assessment instrument in the same or any other subject at any time.	
Significant contribution of help	A student arranges for, or allows, a tutor, parent/carer or any person in a supporting role, or generative AI, to complete or contribute significantly to the response.	

Related school policy and procedures

- Junior Secondary AARA Application
- Student Code of Conduct
- Assessment Policy Teacher Resources
- Senior Secondary Assessment Policy

Senior Campus

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JUNIOR SECONDARY AARA APPLICATION

STUDENT TO COMPLETE		
Step 1	Name:	Date request submitted:
	Form class:	Due date of assessment:
	Subject:	Teacher:
	Type of assessment:	
	Reason for AARA application:	
	Documentary evidence attached: YES/NO	
	Student signature:	Parent/carer signature:

TEACHER TO COMPLETE	
Step 2	Work effort during set preparation time:
	Number of lessons missed:
	General comment:
	Teacher signature:

HoD TO COMPLETE		
Step 3	Approved <input type="checkbox"/>	Date now due:
	Not Approved <input type="checkbox"/>	
	Comments	
	Entered on OneSchool <input type="checkbox"/>	
	Student signature:	Parent/carer signature: