

Senior Secondary assessment policy

Capalaba State College

Scope

All information herein refers to years 10, 11 and 12 only. For information regarding years 7, 8 and 9, please refer to the Junior 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 that contributes to the Queensland Certificate of Education (QCE). The framework for the policy is developed from the [QCE and QCIA policy and procedures handbook](#) and applies to Applied, Applied (Essential), General, General (Extension) subjects, and Short Courses across all faculties.

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 as students work towards summative assessment completion for the QCE.

Principles

Capalaba State College's 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.

QCE and QCIA policy and procedures handbook	Policy and procedures
Location and communication of policy	<p>The Senior Secondary assessment policy is located on the school website. All questions regarding the Senior Secondary policy should be directed to the Head of Department, Senior Schooling, or the year level Deputy Principal.</p> <p>The Junior Secondary assessment policy is located on the school website. All questions regarding the Junior Secondary policy should be directed to the year level Deputy Principal.</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 • during SET planning • when each task is distributed to students
Expectations about engaging in learning and assessment Section 1.2.4 Section 2 Section 8.2.1	<p>Capalaba State College has high expectations for academic integrity and student participation and engagement in learning and assessment. Students become eligible for a QCE when they have accrued the set amount of learning, at the set standard, in a set pattern, while meeting literacy and numeracy requirements. Students are required to complete all course and assessment requirements on or before the due date for their results to contribute credit to the QCE.</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. <p>To emphasise the importance of sound academic practices, staff and students will complete the QCAA academic integrity courses.</p>
Due dates Section 8.2.1 Section 8.2.7	<p>School responsibility Capalaba State College is required to adhere to QCAA policies for gathering evidence of student achievement on or before the due date.</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"> • align with syllabus requirements • provide sufficient working time for students to complete the task • allow for internal quality assurance processes • enable timelines for QCAA quality assurance processes to be met • be clear to teachers, students and parents/carers • be consistently applied • be clearly communicated in Daymap • give consideration to allocation of workload. <p>Student responsibility</p>

	<p>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 the AARA Request form at this link • provide the school with relevant documentation, e.g. medical certificate <p>adhere to alternative arrangements for submission of assessment, if applicable, as decided by the school.</p> <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>
<p>Submitting, collecting and storing assessment information Section 9</p>	<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>Students are not eligible for AARA on the grounds of teacher absence or other teacher-related difficulties. 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 internal assessment will be collected and stored digitally or physically. Live performance assessments will be recorded and stored as required for QCAA processes.</p>
<p>Appropriate materials Section 8.2.2</p>	<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

QCE and QCIA policy and procedures handbook	Policy and procedures
<p>Scaffolding Section 8.2.3</p>	<p>Scaffolding for assessment helps students understand the process for completing the task. Scaffolding will:</p> <ul style="list-style-type: none"> • maintain the integrity of the requirements of the task or assessment 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>
<p>Checkpoints Section 8</p>	<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>
<p>Drafting Section 8.2.5 Section 8.2.4</p>	<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. Drafts should be presented in the same mode/s as the final task (e.g., spoken, multimodal, etc).</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 • edit or correct spelling, grammar, punctuation and calculations • allocate a mark. <p>A copy of the feedback will be stored with a copy of the draft.</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 or the due date is passed.</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>
<p>Managing response length Section 8.2.6</p>	<p>Students must adhere to assessment response lengths as specified by syllabus documents. The procedures below support students to manage their response length.</p> <ul style="list-style-type: none"> • All assessment instruments indicate the required length of the response • Teaching and learning programs embed subject-specific strategies about responding purposefully within the prescribed conditions of the task • Model responses within the required length are available • Feedback about length is provided by teachers at checkpoints. <p>After all these strategies have been implemented, if the student's response exceeds the word length required by the syllabus, the school will either:</p> <ul style="list-style-type: none"> • mark only the work up to the required length, excluding evidence over the prescribed limit <p>or</p> <ul style="list-style-type: none"> • allow a student 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 for confirmation purposes to clearly indicate the evidence used to determine a mark.</p>
<p>Authenticating student responses Section 8.2.8</p>	<p>Accurate judgments of student achievement can only be made on student assessment responses that are authenticated as their own work.</p> <p>Capalaba State College uses the authentication strategies promoted by the QCAA. The authentication strategies will be specified on assessment instruments.</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>
<p>Access arrangements and reasonable adjustments, including illness and misadventure (AARA) Section 6</p>	<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>The college follows the processes as outlined in the QCE and QCIA policy and procedures handbook.</p> <p>The college principal manages all approval of AARA for students.</p> <p>All AARA applications must be accompanied by the relevant supporting documentation (outlined in Section 6.5.3) 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.</p>

	<p>Students are not eligible for AARA on the following grounds:</p> <ul style="list-style-type: none"> • unfamiliarity with the English language • teacher absence or other teacher-related issues • 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 or sporting events • matters that the school could have avoided. <p>Applications for extensions to due dates for unforeseen illness and misadventure</p> <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 the AARA Request form at this link • provide the school with relevant documentation, e.g. medical certificate • adhere to alternative arrangements for submission of assessment, if applicable, as decided by the school. <p>Applications for AARAs due to disability and/or imputed disability</p> <p>Students are to liaise with the HOSES for AARAs (Access Arrangements and Reasonable Adjustments) due to disability and/or imputed disability.</p>
<p>Managing non-submission of assessment by the due date Section 8.2.1 Section 8.2.7 Section 8.3</p>	<p>Teachers will collect progressive evidence of student responses to assessment instruments 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>In year 11 and 12, if no work was provided by the student for the purposes of authentication (i.e., checkpoint or draft) on or before the due date as specified by the school and no other evidence is available, 'Not-Rated' (NR) must be entered in the Student Management system by the date published in the SEP calendar.</p> <p>In year 11 and 12, in circumstances where a student response is judged as NR, the student will not meet the requirements for that subject.</p>
<p>Internal quality assurance processes Section 8.3</p>	<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 year 11 & 12 assessment instruments before they are administered to students using quality assurance tools provided by the QCAA • quality assurance of judgments about student achievement. <p>All marks for summative internal assessment for General and General (Extension) subjects are provisional until they are confirmed by the QCAA.</p>

	Results for Applied and Applied (Essential) subjects and Short Courses may be subject to advice from the QCAA.
--	--

Internal assessment—examination administration

QCE and QCIA policy and procedures handbook	Policy and procedures
	<p>As much as is practicable, administration and conditions of year 11 & 12 formative exams and summative internal assessment exams and external assessment mock exams will mirror the conditions of the External Assessment (see External assessment administration).</p> <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>Teachers will be required to provide the relevant Deputy Principal with hard copies of all exam materials in advance as requested, including</p> <ul style="list-style-type: none"> • administration instructions • conditions regarding permitted materials, perusal or planning time

External assessment administration

QCE and QCIA policy and procedures handbook	Policy and procedures
<p>External assessment is developed by the QCAA for all General and General (Extension) subjects Section 10</p> <p>See also: <i>External assessment — Directions for administration</i> (provided to schools each year) My QCE - External Assessment</p>	<p>See the <i>QCE and QCIA policy and procedures handbook</i> (Section 10) and follow the <i>External assessment — Directions for administration</i> for processes, roles and responsibilities of the EA coordinator, teachers and students.</p> <p>Student responsibility Students should be familiar with the resources and expectations outlined in My QCE - External Assessment.</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 syllabus, 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). See the <i>QCE and QCIA policy and procedures handbook</i> (Section 8.1.2 and Section 8.2.1).</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 sells or trades a response to an assessment. 	<p>All instances of confirmed academic misconduct will be documented as a behaviour incident on OneSchool.</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. 	

	Types of misconduct	Procedure
Fabricating	A student: <ul style="list-style-type: none"> • invents or exaggerates data • lists incorrect or fictitious references including false or misleading information generated from the use of AI. 	
Impersonation	A student: <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	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 or creates work using AI without attribution (this may include text, audio or audiovisual material, figures, tables, design, images, information or ideas). Plagiarism also includes the use of a translator, including an online translator, as the work produced is not the work of the student.	
Self-plagiarism	A student duplicates work, or part of work they already submitted as a response to 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 to complete or contribute significantly to the response.	

Related school policy and procedures

- Student Code of Conduct
- Assessment Policy Teacher Resources
- Junior Secondary assessment policy