

ASSESSMENT POLICY

Scope

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* available from www.qcaa.qld.edu.au/senior/certificates-and-qualifications/qce-qcia-handbook-2019 and applies to Applied, Applied (Essential), General, General (Extension) subjects, and Short Courses across all faculties.

Purpose

BUSY Schools is committed to an educational philosophy that encourages all students to achieve personal excellence by developing their talents and abilities. Students will complete three core Applied Senior subjects, endorsed through the Queensland Curriculum and Assessment Authority (QCAA). All students will complete Essential English, Essential Mathematics and Social & Community Studies plus additional electives/courses from a range Vocational Education and Training courses under the Australian Qualifications framework to achieve a minimum of 20 QCE points. This policy is designed to build capacity as students work towards summative assessment completion for the QCE.

Principles

BUSY Schools' 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 .

Promoting academic integrity

Busy schools promotes academic integrity by developing students' skills and modelling appropriate academic practices. The following whole-school procedures support this endeavour.

<p>QCE and QCIA policy and procedures handbook</p>	<p>Policy and procedures</p>
<p>Location and communication of policy</p>	<p>The school assessment policy is located on the school website at https://www.busyschools.qld.edu.au and in the school prospectus. All questions regarding this policy should be directed to admin@busyschools.com.au</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 career planning interviews • when the assessment schedule is published • when each task is handed to students • in the newsletter and by email in response to phases of the assessment cycle.
<p>Expectations about engaging in learning and assessment Section 1.2.4 Section 2 Section 8.5.1</p>	<p>Busy schools 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>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>

**Assessment
Notice periods
and Due dates**

[Section 8.5.2](#)

[Section 8.5.3](#)

BUSY Schools is required to adhere to QCAA policies for gathering evidence of student achievement on or before the due date.

An assessment schedule, will be handed out to students and sent to parents at the beginning of each Semester. A copy of the schedule will also be available on the school website. Due dates for final responses, checkpoints and drafts will be published in the assessment schedule.

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 QCAA quality assurance processes to be met
- be clear to teachers, students and parents/carers
- be consistently applied
- be clearly communicated by the end of Week 3 each semester
- give consideration to allocation of workload.

Students are responsible for:

- 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. Teachers will give students verbal reminders of due dates at least 2 weeks (14 days) prior to the date.

In cases where students are unable to meet a due date, they will:

- inform the Head of Curriculum and classroom teacher as soon as possible, by filling out the assessment extension application form
- 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.

The assessment extension application form (appendix 1) can be downloaded from the school website, or can be collected from the Administration Officer at the school office reception.

<p>Submitting, collecting and storing assessment information Section 9</p>	<p>Assessment instruments will provide information about BUSY schools arrangements for submission of draft and final responses, including due dates, conditions and file types.</p> <p>All assessment evidence, including draft responses, will be submitted by their due date and where appropriate, via the school's academic integrity software. Draft and final responses for all internal assessment will be collected and stored in each student's folio. Live performance assessments will be recorded and stored as required for QCAA processes. All evidence used for making judgments is stored in a secure place.</p>
<p>Appropriate materials Section 7.1 Section 8.5.3</p>	<p>BUSY Schools is a supportive and inclusive school. Material and texts are chosen with care in this context by students and staff. Considerations include:</p> <ul style="list-style-type: none"> • how texts and stimulus materials are used, chosen and monitored in teaching and learning and the production of work by students • how the appropriateness of particular topics, texts, materials and areas of study are determined for students.

Ensuring academic integrity

BUSY Schools 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

<p>QCE and QCIA policy and procedures handbook</p>	<p>Policy and procedures</p>
<p>Scaffolding Section 7.2.1</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 8.5.3</p>	<p>Checkpoints will:</p> <ul style="list-style-type: none"> • be detailed on student task sheets • help students develop strategies to submit assessment by the due date • discuss progress towards the task completion • be used to establish student authorship. <p>Teachers will use these checkpoints to identify and support students to complete their assessment.</p> <p>The Head of Curriculum and parents/carers will be contacted if checkpoints are not met.</p>
<p>Drafting Section 7.2.2 Section 8.3</p>	<p>At BUSY Schools drafting is mandatory. Drafting is a key checkpoint as it allows students to obtain feedback. 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 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 • provided within one week of submission of a draft. <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 hard copy of the draft in the student's folio.</p> <p>Parents and caregivers will be notified by email about non-submission of drafts and the processes to be followed.</p>

<p>Managing response length Section 7.2.3</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. <p>In these circumstances, teach 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 7.3.1</p>	<p>Accurate judgments of student achievement can only be made on student assessment responses that are authenticated as their own work.</p> <p>Busy Schools 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.</p>

<p>Access arrangements and reasonable adjustments, including illness and misadventure (AARA) Section 6</p>	<p>Applications for AARA</p> <p>BUSY Schools 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 <i>QCE and QCIA policy and procedures handbook</i> available from www.qcaa.qld.edu.au/senior/certificates-and-qualifications/qce-qcia-handbook-2019</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 6.5.1) 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 • matters of the student's or parent's/carer's own choosing • matters that the school could have avoided. <p>Applications for extensions to due dates for unforeseen illness and misadventure</p> <p>Students and parents/carers must contact the principal's delegate as soon as possible and submit the relevant supporting documentation.</p> <p>Copies of the AARA medical report template, extension application and other supporting documentation are available from the school website.</p>
<p>Final assessment submission process</p>	<p>Student assessment may be submitted via the following methods:</p> <p><i>In person via the student reception office</i></p> <ul style="list-style-type: none"> • Students will hand final copies of assignment at the reception by 3.00 pm on the due date • Assignments will not be accepted unless an assignment cover sheet is handed in with each assignment. The assignment cover sheet will be scanned

	<p>and a receipt will be issued to the student indicating the receipt of the assignment. Assignment cover sheets can be collected from your teacher.</p> <ul style="list-style-type: none"> • It is the student’s responsibility to ensure that all parts of the assessment are secured. For example, USBs should be sticky taped firmly to the assignment to ensure that they don’t slip out and <i>get lost</i>. <p><i>Via email</i></p> <ul style="list-style-type: none"> • Assignments can be emailed to: assignments@busyschools.com.au • Emails must reach the school before 11.59pm on the due date otherwise the assignment will not be accepted. • The email will also be returned back to the student as proof of receipt. • The email will then be forwarded to the relevant teacher.
<p><i>Oral / multimodal presentations</i></p>	<p>Students who do not feel comfortable presenting in front of the entire class should discuss alternative presentation options with their teacher / Head of Curriculum, such as:</p> <ul style="list-style-type: none"> • Presenting at lunch time to the teacher • Presenting at lunch time to the teacher and a small audience of the student’s choosing • Submitting a video recording of the presentation <p>Alternative presentation formats can only be considered if they align with the syllabus requirements for the subject. Once complete, the teacher will ensure that the assessment is marked as completed.</p>
<p><i>Group assessment</i></p>	<p>In the situation that one or more members are absent on the date of a group assessment, the remaining members of the group must submit the elements of the task they were responsible for and, in the case of performances / presentations, present using “fill in” group members taking on the roles of the absent students. Students who have presented at school on the due date and followed this Assessment Policy will be assessed without penalty.</p>

<p>Managing non-submission of assessment by the due date Section 8.5</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 students are enrolled in a subject but do not submit a final response to an assessment (other than unseen examinations):</p> <ul style="list-style-type: none"> the evidence provided by the student for the purposes of authentication during the assessment preparation period will be used by teachers to make judgments. <p>If no evidence is available from the checkpoints, or any other source, 'Not-Rated' (NR) must be entered in the Student Management system by the date published in the SEP calendar.</p> <p>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 8.5.3</p>	<p>Busy schools' quality management system ensures valid, accessible and reliable assessment of student achievement. Moderation meetings with the Head of Curriculum and between peer teachers include :</p> <ul style="list-style-type: none"> quality assurance of all assessment instruments before they are administered to students using quality assurance tools provided by the QCAA quality assurance of judgments about student achievement. <p>Results for Applied and Applied (Essential) subjects and Short Courses may be subject to advice from the QCAA.</p>
<p>Review Section 9.1 Section 9.2 Section 9.5</p>	<p>BUSY schools' internal review processes for student results (including NR) for all General subjects (Units 1 and 2), Applied subjects, and Short Courses is equitable and appropriate for the local context.</p>

Managing academic misconduct

BUSY Schools 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 • 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 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.</p> <p>For instances of academic misconduct during examinations</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>Students will be awarded a Not-Rated (NR). See the QCE and QCIA policy and procedures handbook (Section 8.5.1 and Section 8.5.2). Where appropriate, the school's behaviour management policy 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. 	

	Types of misconduct	Procedure
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. 	
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 <p>completes a response to an assessment in place of another student.</p>	
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 without attribution (another person's work may include text, audio or audio visual material, figures, tables, design, images, information or ideas).</p>	

	Types of misconduct	Procedure
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 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

Refer to other school policies as appropriate:

- behaviour management policy
- assessment policy
- appropriate use of electronic devices and resources policy
- internal moderation policy (including school procedures for endorsement)
- teacher handbook.

Appendix 1



Assessment Task Extension Application

Ensure appropriate documentation is attached. Return to Head of Curriculum.

Student's Name _____ Class _____

Assessment Task _____ Subject _____

Date Due _____

Reason for Application for Extension or Change

Attach appropriate documentation (*Tick box*)

- | | | |
|---|--|---|
| <input type="checkbox"/> Illness
<i>Medical Certificate must be attached</i> | <input type="checkbox"/> Misadventure
<i>Attach documentation</i> | <input type="checkbox"/> Other _____
<i>Please specify</i> |
|---|--|---|

Outline details of the circumstances that have adversely affected your ability to complete the Assessment Task by the due date. (Attach extra sheets if necessary)

Student's Signature _____ Date _____

Parent / Guardian Signature _____ Date _____

Comments _____

Office Use Only

- Determination: Approved Not Approved
- Comparable Task Approved: Yes No

Head of Curriculum Signature _____ Date _____

Comments _____

Original Application Form to be placed on student's central file
Head of Curriculum to detach Approval Notice (below) and return to student

Assessment Task Extension - Approval Notice (to be attached to Assessment Task by student)

It is the student's responsibility to show this Approval Notice to class teacher prior to original due date.

Student's Name _____ Class _____

Assessment Task _____ Teacher _____

Comparable Task No Yes

Original Date Due _____ New Date Approved _____

Reason for Approval
 Illness Misadventure Other _____

Head of Curriculum Signature _____ Date _____