



## Dalby State High School

### Senior Student Guide to Assessment

#### Due Dates

Every assessment piece has a due date that tells you exactly when you must submit your finished product, whether it is a written piece, presentation or project. The school will help you to know when your due dates are by:

- publishing an assessment calendar on the school website and via email within the first 3 weeks of each semester
- putting the due date on every task sheet
- having monitoring checkpoints in the lead up

It is your responsibility to:

- check due dates on the assessment calendar
- plan and manage your time to meet due dates
- follow school processes to apply for AARA

#### Submitting

You will submit (hand in) your assessment by 4pm on the due date via *SafeAssign* on <https://elearn.eq.edu.au/> as well as one of the following ways:

- paper-based copy and/or physical product directly to the teacher
- paper-based copy and/or physical product to the school office, where a receipt will be issued
- electronically via email to the subject teacher

Different subjects might have different requirements, which will be on the task sheet, or explained to you by the teacher.

It is your responsibility to:

- submit assessment on or before the due date
- submit assessment in the correct format

Technology malfunction is not an acceptable excuse for non-submission of assessment. You are responsible for ensuring that all assessment work, including drafts that are prepared using computers, is saved onto a minimum of two devices, e.g. USB, hard drive, email, cloud storage.

#### Unplanned Absence on Due Date

- When a genuine reason exists, **every effort** to submit the assessment task on that day must be made.
- Your parent or guardian must contact the Head of Department on the day the assessment task is due to explain the situation.
- The Head of Department, in consultation with the school administration, will deem whether evidence and/or documentation is acceptable and implement an appropriate AARA.

If final assessment is not submitted in adherence to these conditions (i.e. acceptable evidence and documentation is not provided), your final result will be based on your work completed in class or a draft submitted during the assessment task process.

## Planned Absence on Due Date

If you will be absent for a piece of assessment, you must complete an *Absence Approval Form* and submit to the Head of Department – Senior Secondary within 2 weeks of the publication of the assessment calendar or **as soon the absence is known**.

Examples of school-approved absences may include:

- school excursions that cannot be scheduled at another time e.g. performances being viewed as part of the assessment program
- school, district, regional, state or national representation for school-supported sport
- school, district, regional, state or national representation for artistic endeavours
- student exchange programs
- audition or entrance exams (state, interstate or international).

Situations that are of your or your parent/guardian's own choosing (e.g. family holidays) are not eligible for consideration.

If the absence is approved and you will be absent the day assessment is due, the following actions apply:

- for examinations – you will complete a comparable examination **before the due date**
- for non-examinations – you are required to submit/present the assessment **on or before the due date**.

If you are on suspension at the time of an exam you will be required to complete the exam under appropriate conditions arranged by the school in consultation with your parent/guardian.

## Checkpoints and Drafts

Checkpoints are used to motivate you to be organised and meet deadlines as well as providing you with critical feedback on your progress in satisfying the task. In the first instance of a checkpoint not being met, your teacher will make contact with you and your parent/guardian to request you to produce the required work. In the second instance, the missed checkpoint will be dealt with by the Head of Department. Your teacher will track the progress of your work using the *Assessment Tracking Sheet* which you will sign to confirm your progress.

One checkpoint will be the submission of a draft on which specific feedback will be given. When giving feedback on a draft, your teacher:

- may provide feedback on a maximum of **one** draft of your response
- may, for a written response, remind you that your draft requires more editing, but **should not** edit or correct all errors in your draft
- may, for a spoken response, indicate ways to improve spoken/signed and nonverbal features in your presentation
- **should not** introduce new ideas, language or research that would compromise the authenticity of your work.

Written drafts must be submitted on time using SafeAssign via the Learning Place so that feedback on authentication and response length can be provided.

## Response Length

Your task sheet will indicate the required length of a response as a word length, duration of time, or page count. You must adhere to the required response length and document the length of your response in the measurement indicated on the instrument. If your final response exceeds the length, you will be allowed to redact your response to meet the required length by 4pm on the due date. If your response still exceeds the response length, your teacher will mark only up to the required length, excluding evidence over the prescribed limit, to determine a mark.

The table below summarises the key inclusions and exclusions for determining response length as defined by the QCAA:

	Word length	Page count
<b>Inclusions</b>	<ul style="list-style-type: none"><li>• all words in the text of the response</li><li>• title, headings and subheadings</li><li>• tables, figures, maps and diagrams containing information other than raw or processed data</li><li>• quotations</li><li>• footnotes and endnotes (unless used for bibliographical purposes)</li></ul>	<ul style="list-style-type: none"><li>• all pages that are used as evidence when marking a response</li></ul>
<b>Exclusions</b>	<ul style="list-style-type: none"><li>• title pages</li><li>• contents pages</li><li>• abstract</li><li>• raw or processed data in tables, figures and diagrams</li><li>• bibliography</li><li>• reference list</li><li>• appendixes*</li><li>• page numbers</li><li>• in-text citations</li></ul>	<ul style="list-style-type: none"><li>• title pages</li><li>• contents pages</li><li>• abstract</li><li>• bibliography</li><li>• reference list</li><li>• appendixes*</li></ul>
* Appendixes should contain only supplementary material that will not be directly used as evidence when marking the response.		

## Academic Integrity

In order to maintain academic integrity so that your results are based on your own work and effort, you will commit to the following processes:

- You must complete the QCAA Academic Integrity online course via the QCAA student portal at the start of Year 11.
- You must sign a *Senior Accountability Contract* at the beginning of year 11 outlining your responsibilities in senior school.
- You must use the Harvard Referencing System for assignments as outlined in the School's *Referencing and academic integrity* policy document as well as the school diary.
- You must sign the declaration of authenticity included on all assessment instruments
- You must submit a draft and show evidence of your progress at the assigned checkpoints.
- You must submit written drafts and final responses using the Safe Assign plagiarism-detection software, as outlined in the school diary.

## Academic misconduct

Responses that cannot be authenticated as your own cannot be used to make a judgment. When the authorship of your work cannot be established or your response is not entirely your own work, you will be provided with an opportunity to demonstrate that the submitted response is your own work. Your result will be awarded using evidence that is verifiably your own work and that was gathered in the conditions specified by the syllabus, on or before the due date. Disciplinary action including an appropriate consequence relative to the type and level of misconduct will be carried out in accordance with the school's Responsible Behaviour Plan.

## Access Arrangements and Reasonable Adjustments (AARA)

AARA are designed to assist in minimising barriers for a student whose disability, impairment, medical condition or other circumstances may affect their ability to read, respond to or participate in assessment. The following flowchart outlines the process for applying for AARA:

