



Dalby State High School Assessment Policy

STATEMENT OF INTENT

This policy applies to all students currently enrolled at Dalby State High. It details procedures to be followed in applying for an extension of time to complete an assessment task, late submission and non-submission of student responses to assessment tasks. It also details procedures relating to examination requirements and possible consequence that may occur in the event of student misconduct relating to assessment.

RELEVANT LEGISLATION AND POLICY

- Late submission and non-submission of Student Responses to Assessment Instruments in Authority and Authority-registered subjects – Queensland Studies Authority (QSA) Jan 2009
- Special Provisions for School-based Assessments in Authority and Authority-registered Subjects (QSA) Jan 2009
- Disabilities Services Act, 2006 and Regulations
- Education (General Provisions) Act, 2006 and Regulations
- Strategies for authenticating student work for learning and assessment – QSA
- Curriculum Framework for Education Queensland: Years 1 – 10 Assessment; Policy and Guidelines
- Queensland Curriculum, Assessment and Reporting Framework
- Subject area syllabus documents

SCHOOL RESPONSIBILITIES

Relevant Heads of Department will:

- Publish all assessment dates on the school assessment planner or appropriate school calendar as per current school procedures
- Ensure all students are given advance notice of the program of assessment including the specific types of assessment that students will encounter during the course of study (eg provide an assessment overview; profile sheet with information etc)
- Provide students with assessment instruments within an appropriate time frame as stipulated by syllabus documents or relevant school policy statement (a minimum of 2 weeks prior to due date for assignment tasks if not otherwise stipulated in syllabus documents)
- Ensure that assessment devices are compliant with all existing whole school information, policies and procedures (eg statements about dates for checking, due dates, resubmission, late submission, grievance processes etc)
- Ensure exam materials for formal scheduled examinations (senior exam blocks) are prepared, copied and securely stored in the printery cupboard at least one week before the commencement of the exam block
- Ensure assessment tasks are checked and signed-off, and that all relevant sections of the task are provided to students when the task is handed out (coversheet, task description, criteria/standards sheet and support materials, if required)

- Ensure teachers thoroughly explain the requirements of the task in class, including the achievement standards as reflected in the criteria/standards sheet
- Ensure teachers provide appropriate class time (where relevant) for assessment completion or preparation in accordance with task conditions and established practice
- Ensure students are provided with relevant revision and assessment preparation materials in a timely manner to allow opportunities to seek clarification and feedback from teachers
- Ensure feedback is provided to students on submitted draft work and that feedback is given on final submitted assessment items in a timely manner (2 weeks from final submission unless discussed with relevant Deputy Principal)
- Ensure compliance with procedures which ensure consistency of teacher judgments when applying standards to student assessment tasks. (A documented process for internal moderation will exist for every school faculty)
- Ensure Faculty expectations of format (setting out) and referencing are compliant with whole school expectations.
- Ensure teachers have made timely and adequate adjustments for students to access assessment in a manner appropriate to their individual needs and these adjustments are recorded as a Special Provision in OneSchool
- Ensure teachers have in place procedures to make judgments on student achievement if late or non-submission of assessment occurs (refer QSA Policy)
- Ensure faculty members have clearly articulated to students what constitutes assessment misconduct and the consequences for proven misconduct
- Ensure parents/guardians are informed immediately if any issue regarding assessment occurs

TEACHER RESPONSIBILITIES

Teachers will:

- Ensure that assessment tasks are provided to students in a timely manner (at least 2 weeks before the due date), unless specified otherwise in work program/syllabus documents
- Ensure assessment tasks are checked and signed-off by the Head of Department, and that all relevant sections of the task are provided to students when the task is handed out (coversheet, task description, criteria/standards sheet and support materials, if required)
- Provide appropriate class time (where relevant) for assessment completion or preparation in accordance with task conditions and established practice
- Ensure feedback is provided to students on submitted draft work and that feedback is given on final submitted assessment items in a timely manner (2 weeks from final submission unless discussed with relevant Deputy Principal)
- Contact parent/caregivers if a student has not met assessment requirements and enter a record of contact on OneSchool

- Ensure they have consulted with relevant staff and made adequate adjustments for students requiring adjustments to assessment tasks. Attach a Special Provision form to the assessment task and ensure it has been signed off by the applicable manager. Record the Special Provision on the student's OneSchool profile
- Ensure they have clearly articulated to students correct assessment and exam room procedures

STUDENT RESPONSIBILITIES

- Ensure all assessment tasks submitted are the original work of the student
- Use the School Referencing Policy, ensuring citation of all work taken directly or in part from other sources
- Include a correctly formatted Bibliography of reference materials used to complete an assignment
- Ensure they present a rough draft (or meet check date requirements) to teachers for each assessment item
- Ensure all course requirements are met
- Submit all parts of the assessment tasks by the due date, including drafts and check dates
- Follow procedures in applying for extension of assessment or procedures when absent from an exam
- Provide documentation to validate the extension
- Ensure they understand all aspects of the Assessment Policy
- Seek clarification from the teacher who awarded the result before appealing any result and apply for an appeal in the prescribed manner.

PARENT/CAREGIVER RESPONSIBILITIES

- Ensure students submit all drafts and assessment instruments by the due date
- Ensure correct procedures are followed (as outlined in policy)
- Inform the appropriate Head of Department of any difficulties relating to the completion of assessment items and provide documentary evidence where necessary
- Inform the school administration office of absence from examinations and provide adequate evidence for the absence – in the senior school a medical certificate is required.
- Ensure they understand all aspects of the Assessment Policy

PART A: PROCEDURES FOR EXAMINATIONS

1. Students will be notified via classroom teachers and the published Assessment Planner of each examination for each of their subjects at the beginning of each semester. Senior Exam Timetables will also be published on the School Website
2. Students are given notice when examinations are scheduled. Students and families should therefore avoid all appointments that clash with examination dates. This includes existing work placement arrangements and other co-curricular and extra-curricular activities. (unavoidable or extenuating circumstances should be discussed directly with the relevant Deputy Principal)
3. A formal 'Exam Timetable' will be used at the end of Semesters 1 and 2 for Years 11 and 12 students. There will also be an examination block for Year 12 students at the end of Term 3.

4. Missed Examinations

4.1 Advance Notice: Students and/or Parents must inform the Principal of unavoidable impending absence immediately they are aware of it. Documentary evidence may be required. It is at the discretion of the HOD as to the suitability of the student being offered an opportunity to sit for an early or late examination. The HOD will manage processes for any catch-up exams in consultation with the classroom teacher.

4.2 Unforeseen Circumstances: Should a student be absent on the day of an examination, the school must be notified as soon as possible. The information will be passed on to the relevant HOD. The HOD, in consultation with the relevant Deputy Principal, will decide on the legitimacy of any absence. For approved absences, HOD may reschedule exams. For unapproved absences, students will not have an opportunity to reschedule exams and, therefore may not be credited with completing course requirements.

Documentation: For students in the Senior school, documentary evidence may be required.

5. Students on External Suspension

Students on suspension, at the discretion of the appropriate Deputy Principal and in consultation with the relevant HOD/s, will be provided the opportunity to complete any examination as scheduled during their suspension period. The Behaviour Support teacher will liaise with parent/caregiver to arrange a suitable time.

PART B: PROCEDURES FOR ASSESSMENT TASKS OTHER THAN EXAMINATIONS

1. **Due Date:** All assessment tasks will indicate the due date on the Assessment Task Coversheet. Submission of the assessment task must occur on or before the due date.

Timely submission of assessment is considered to be by 4.00 pm on the due date as detailed on individual assessment tasks.

For predominately non-written pieces of assessment requiring presentation or delivery (eg. orals, non-written, multi-modal) all students must be prepared to present on the due date. Individual departments may vary requirements for some practical assessments (eg drama assessment that requires costuming, lighting etc./ Home Economics and Catering exams) but this will be clearly articulated on the Assessment Coversheet.

Some departments may publish the due date as 'Week Beginning' or 'Week 7' (for example) on planning documents, however, the Assessment Coversheet will stipulate a **specific due date** for submission or delivery of assessment tasks.

For subjects that have ongoing assessment items, teachers will monitor work throughout the unit of work. The final copy will be submitted as per details on the Assessment Coversheet.

2. **Submission of Assessment Directly to Teacher:** Students are required to submit assessment tasks directly to their teacher (or supervising teacher if the regular teacher is absent on the due date). Teachers will have processes in place to record the submission of assessment tasks. If students are unable to present assessment tasks directly to their teacher, they should submit the task, before 4.00 pm on the due date, to the school's front office and request a receipt of submission.
3. **Request for Extension:** An extension of time to complete an assessment task will be granted only in cases of genuine prolonged illness or exceptional circumstances. Parents/caregivers who believe that their student has a case for an extension of time should apply to the HOD prior to the due date (at least 24 hours; earlier if possible) to discuss relevant circumstances. Each case will be considered on its merit and a decision made in consultation with Administration (if required).
4. **Student Absent on Due date for Assessment Task:** Students who are absent with a genuine reason on the date an item is due should still make **every effort** to submit the assessment task on that day. The parent/caregiver of the student absent on the due date for the assessment must contact the school office on the day the assessment task is due to explain the situation. If unable to hand in the assessment task on the due date, the student must hand in or complete the assessment task on the first day the student returns to school or as required by the HOD

Students who are absent on a day when assessment is due and do not follow the correct procedure as outlined above will be treated as late or non-submission as outlined points 5 and 6.

Students on suspension are required to submit assessment by the due date unless otherwise arranged with the Principal.

5. **Late Submission of Student Responses to Assessment Tasks, without Extension Approval:** In cases where students do not submit a response to an assessment instrument by the due date, judgement will be made using evidence available **on or before the due date**. Teachers will have in place strategies which monitor progress of the assessment.

6. **Non-Submission of Student Responses to Assessment Instruments:** In cases where students do not submit a response to an assessment instrument by the due date, judgements should be made using evidence available **on or before due date**. In regard to non-submission, consideration will be given as to whether a level of achievement can be awarded for the semester. Insufficient evidence to make a judgement for that semester may appear on the School Report card. Students will still be required to submit the outstanding assessment item in order to receive credit for the semester.
7. **Class Time Available:** Class time is made available for partial completion of any assessment instrument. Hence all students should have at least a partially completed assessment task to submit on the due date.
8. **Special Provisions:** Reasonable educational adjustments in accordance with previous outlined policy must be made before a student undertakes an assessment and opportunities for alternative assessment arrangements should be provided if required.
9. **Original Work:** All assessment tasks submitted must be the original work of the students and all references used must be acknowledged. Any suspicion of misconduct, plagiarism etc will be fully investigated and appropriate action taken in accordance with QSA and school policies. The QSA position on dealing with plagiarism is as follows:

In instances of suspected plagiarism, a teacher could request further evidence of that achievement through the submission of additional work. The student could be required to provide extra responses to tasks set by the teacher, under whatever conditions were considered necessary. If a school is able to determine that a student has knowingly used work that is not their own and neglected to reference that work, a teacher could notionally delete the plagiarised work from the piece of assessment and grade the task on the basis of student-authored work only. This should help to ensure that the grade awarded is fair and equitable, not only for the student in question, but for all students. (QSA - Strategies for Authenticating Student Work for Learning and Assessment)

10. **ICT Considerations:** Technology failure or malfunction is not appropriate grounds for an extension (school systems failure excepted). Students must make every possible effort to safeguard against technology failure. Strategies and procedures to be employed by students include:
 - work must be backed up in more than one place and stored in such a way that it is always accessible while at school, even if one storage device fails (eg. laptop hard drive; memory stick/USB drive; Webmail account; other electronic device)
 - when hard copy submission is required, it is the responsibility of the student to have printed the work prior to the time of submission (teachers are not responsible for printing student assignments)
 - when an assignment is completed at home, a final copy should be emailed to the student's own EQ email account so it can be easily accessed at school
 - Assignments must be created/saved in a format and/or version that is compatible with school systems, task conditions and teacher instructions

PART C: EXAMINATION PROCEDURES AND POLICY

These procedures are for staff and student information and apply for all Summative Assessment Items.

1. Common exams are to be conducted at the same time (where possible). Alternative arrangements need to be discussed with Deputy Principal to facilitate this. This is particularly important in years 11 and 12.
2. Personal technology devices (eg. mobile phones, iPods etc.) may not be taken into or used by students during class assessment or in a formal exam room unless expressly permitted by staff. Disciplinary action will be taken against any student who is caught using a personal technology device during exams or assessments. This includes students who have completed their assessment.
3. Assistive technology (eg. laptops, electronic devices) may only be accessed by students during an exam when special consideration has been applied, or when the use of such technology is integral to the conditions of the examination. See Appendix 1 for **Guidelines for use of Amanuensis (Scribe) and Assistive Technology in Examinations**.
4. There must be active supervision at all times. This refers to staff moving around the room on a regular basis to monitor student behaviour. Sitting at the front of an exam room does not constitute active supervision.
5. Students who have missed exams must be provided with comparable conditions when they complete their exam. Teachers may need to liaise with relevant HOD to facilitate this. Alternate locations may need to be organised.
6. It is expected that all students sit quietly for the length of the examination. (Quiet, individual study is permitted). This may require considerable preparation in the younger grades to teach students correct exam room etiquette. Students may not hand papers in early but should be encouraged to check their work and try to complete all items. All exams must be scheduled to finish at the same time in an exam room.
7. Examination conditions begin from the moment the teacher commences with the distribution of the papers and continues until the final papers are collected.
8. Students must be seated individually, with desks as far apart as possible. (In rooms where this is practicable)
9. Students must be instructed to raise a hand to indicate a problem. Students should communicate only with the teacher during the examination.
10. Students are not permitted to borrow equipment from other students. The teacher may be able to assist with materials in some circumstances.
11. Students are not permitted to communicate with one another in any way during the test.
12. Students must place all material/equipment not required at the front of the room before beginning the test.
13. Students are not permitted to write during perusal time, unless stipulated on an individual assessment task. It is the responsibility of the relevant Head of Department to advise a supervising teacher if perusal allows writing to occur. In such cases, this should be noted

on the exam cover sheet (eg. "Planning Time"). Otherwise, perusal time will be considered reading only.

14. Individuals found 'cheating' in formal examinations will be required to forfeit their test paper and the incident will be referred to the relevant Head of Department. Proven cheating will result in the test instrument being declared 'void' and the student (or students) involved will be required to re-sit an alternative exam. (See Part D of this policy)
15. Incidents of cheating that are found to have compromised the security of the examination itself may require an alternative or supplementary assessment item be completed by all students.
16. If a student is suspected of misconduct, the teacher will record time of incident on the student paper, isolate the student if necessary (causing minimal disruption to all) and report the incident to the Head of Department as soon as the exam is completed. The Head of Department will investigate the incident take the appropriate action relevant to the level and type of misconduct.
17. Misconduct that causes disruption to examination conditions must be dealt with immediately to minimise any impact on other students. For cases of serious or persistent disruption, teachers should remove the offending student/s from the exam room. (send student to admin; send for HOD or admin assistance; use a mobile phone to alert the office; utilise staff or students from neighbouring classrooms as a runner, if required)
18. Where examinations are of a practical or performance style, appropriate arrangements will be made in consultation with the relevant HODs to ensure compliance with the general procedures outlined in this policy document.

PART D: FOLLOW-UP OF MISCONDUCT

Any accusation of misconduct is a serious matter and requires a sensitive response. The general principles of responding to any behaviour incident will apply. These procedures apply to students in years 8 to 12. This guide is intended for teachers, Heads of Department, parents and members of the school administration.

Alleged misconduct will be investigated by the relevant Head of Department in consultation with the Deputy Principal with responsibility for the year level concerned.

The policy is intended to respond to the following typical incidents of misconduct:

- Students who bring prepared or prohibited materials into an examination room
- Students who seek the assistance of another person during an examination
- Students who present the work of other students as their own. For example, students who use an essay written in a previous year as an answer to an assignment question
- Students using technology or other means to gain or share information about assessment items. For example, copying a question from a test and giving to a student in another class who sits that same assessment at another time
- Students who copy material unacknowledged from another source and present it as their own

Action taken may include:

- Responsive strategies that address the breach of examination conditions and therefore the integrity of the student's response (eg. Disregard sections of the assessment; Assign alternative or supplementary assessment; Request verbal explanation to assess knowledge and understanding; Apply any necessary conditions that guarantee student authorship)
- Disciplinary action including an appropriate consequence relative to the type and level of misconduct, and in accordance with the school's Responsible Behaviour Plan (non-compliance, refusal to follow teacher instructions, failure to complete course requirements)

Some Features of Prevention through Best Practice

The following table sets out best practice preventative management of each of the problems indicated. It is obvious that students need to be aware of policies on cheating and plagiarism before an assignment or test is given.

Problem	Best Practice Prevention
Students bring prepared or prohibited materials into an examination room.	Check all materials before the examination begins. Teacher remains vigilant during the examination with active supervision.
Students seek the assistance of another person during an examination.	Clear direction before the exam begins on inappropriate communication. Teacher remains vigilant during the examination.
Students present the work of other students as their own.	Teacher sights work at draft stage. Vary test items from one year to the next. Discuss suspicion with HOD.
Students copy material unacknowledged from another source and present it as their own.	Teacher sights work at draft stage. Careful comparison of work presented in any one cohort. A single teacher marks all the work from one cohort.
Students download material from the Internet and then present it as their	Teacher sights work at draft stage. Teachers inform students that they will use internet search engine to

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find matches to suspect material.

Appendix 1: Guidelines for use of Amanuensis (Scribe) and Assistive Technology in Examinations

Temporary disability

1. For students who have a temporary disability, it may be appropriate to offer the use of a Scribe or Assistive Technology for the completion of an examination. It is important to ensure that the student is neither advantaged nor disadvantaged through the process and that the outcome is fair for all. The purpose of this kind of adjustment is to provide **access to the assessment** and not improve a student's performance.
2. Consultation should occur between the student, their family and the school to determine the types of adjustment appropriate to the student. Heads of Department will be consulted to ensure that no disadvantage can be made to either the student or the remainder of the cohort.
3. A Special Provision will be noted in the student's OneSchool profile and a Special Provision Form will be attached to the assessment task. Heads of Department will ensure that this support provision is noted on assessment profiles, where appropriate.
4. All reasonable factors will be examined prior to the determining of the appropriate adjustment.

Use of assistive technology

1. If it is appropriate, a laptop or other device may be used by the student to complete work. It is important to consider all aspects of the assessment and ensure that student does not gain advantage through the use of such technology.
2. A simple text editor is the appropriate software for students to complete text. There should be no ability for the laptop (or other device) to reference dictionaries, thesauri, the internet or other services that would provide advantage to the student.
3. Work should be completed in a form similar to that as would be produced by hand and use a simple, legible font. (Arial 11 point is an appropriate font and size for text).
4. At the completion of the assessment time, the student should have sufficient time to make corrections, if necessary. To accommodate this, it is appropriate to provide approximately 25% more time for the student to complete the assessment. This additional time should be for the purpose of checking and correcting the text produced. A final copy should be printed and submitted.
5. It is important that supervisors remind the student to regularly save their work to avoid issues with loss of text.

Use of amanuensis (scribe)

- a) for written tests where spelling, punctuation and grammar are critical factors, the scribe will adhere to the following protocols:
 1. After allowing the student time to read, reflect and consider the question/s, the scribe will write as the student dictates and must not offer ideas or words to use nor prompt in any other way.
 2. As the student dictates, the scribe will write word for word to represent the student's own language, printing all words in lower case without any punctuation.

3. The student may request the scribe to show the work produced at any point to regain a flow of the writing.
 4. At the completion of the writing, a spelling check must be conducted before the student has an opportunity to proof the writing.
 - i. The scribe will select 4 difficult words, 4 average words and 4 easy words from the text written and have the student orally spell each of the words.
 - ii. The scribe will record exactly the student's oral spelling of each word and provide the student an opportunity to make verbal corrections to the 12 spelling words.
 - iii. The spelling words will be attached to the final product.
 5. During editing time, the scribed text is provided to the student for proofreading and for the student to indicate where punctuation is placed. (The scribe will then mark in the capitals and other punctuation only as indicated by the student).
 6. The student may also direct the scribe to make other corrections to the text.
 7. An alternative test setting is appropriate when using a scribe.
 8. Approximately 25% more testing time should be available when using a scribe.
 9. It may be appropriate for the scribe to use a simple text editor for the production of the text, but must adhere to the guidelines for the use of assistive technology
- b) for written tests where spelling, punctuation and the like are not crucial to the outcome, the scribe will adhere to the following protocols:
1. After allowing time for the student to read through, reflect and consider the test, the scribe will begin writing exactly as the student instructs.
 2. Some dialogue may be necessary to clarify diagrams, graphs and other items the student needs produced, but no prompting should be made by the scribe.
 3. Careful explanation from the student may be necessary in the scribing of mathematical or scientific formulae or similar items.
 4. Some skill with the particular subject being examined may be necessary for the scribe, especially in highly technical work.
 5. It may be appropriate to provide up to 25% more time to allow appropriate dialogue between student and scribe.
 6. An alternate test setting is appropriate.

To avoid unfair advantage for the student the scribe will:

1. Read what they are asked to read, only if scribe reading is provided as an adjustment.
2. Write down exactly what the student dictates.

3. Read back (if appropriate) or allow the student to review the scribed text.
4. Make alterations only as the student identifies.

The scribe will not:

1. Explain any words.
2. Explain any question.
3. Suggest when to move on to the next question.
4. Give comments about the content of what has been dictated by the student.