



Innisfail State College

Individual Success
Community Pride

Senior Schooling Assessment Policy

Rationale

Innisfail State College is committed to an educational philosophy that encourages all students to achieve personal excellence by developing their talents and abilities.

The assessment policy incorporates the roles, responsibilities, processes and procedures used by Innisfail State College to ensure academic integrity in relation to the submission of work, the development of assessment and the completion of all assessment item (including exams).

Purpose

Provide information to students about expectation for assessment and their responsibilities

Includes guidelines and information for staff, including teachers, Heads of Faculty and Administration about expectations and their roles and responsibilities is:

- communicated clearly to teachers, students and parents/carers.
- enacted consistently across all subjects within the school.
- based on information in the school’s principles and organisational structure, QCE and QCIA policy and procedure handbook, and QCAA syllabuses.

The roles and responsibilities outlined apply to all Queensland College students, parents/guardians and staff, and comply with policies and procedures set down by the QCAA and the college.

It includes procedures and processes for:

- Promoting academic integrity;
- Managing academic misconduct;
- Applying for AARA;
- Meeting deadlines for the submission of internal assessment instrument; and
- The administration of external assessment.

Relevance to related legislation and DETE Policy

Legislation:

- Education (General Provisions) Act 2006
- Education (General Provisions) Regulation 2006

Relevant Policy

- Queensland Curriculum and Assessment Authority: QCE and QCIA policy and procedures handbook
- Innisfail State College’s Behaviour Management Policy

Title:	Senior Schooling Assessment Policy		
Version Number:	30042021	Review Date:	April 2024
Endorsed by:	SS Team	Page 1 of 9	

Policy Review

This policy will be reviewed on an annual cycle.

Operation of the policy

Innisfail State College expectations are grounded in the principles of academic integrity and excellence. This includes assessment.

Assessment can include any examination, practical demonstration, performance or product that allows students to demonstrate the objective as described by the syllabus. Assessment should be:

- aligned with curriculum and pedagogy;
- accessible and equitable for all students;
- evidence-based, using established standards and instrument specific marking guides (ISMG) to make defensible and comparable judgements about student learning and achievements;
- transparent, to enhance professional and public confidence in the processes used, the information is obtained and the decisions made; and
- informative about where students are in their learning.

Scope

The scope of this policy includes Applied, Applied (Essential) General, General (Extension) subjects, and Short Courses. The processes, procedures, roles and responsibilities are designed to build capacity as students work towards summative assessment completion. The framework for the procedures is developed from the QCE and QCIA policies and procedures handbook.

Formative assessment completion

For all subjects, students are expected to engage in the learning in the subject or course of study including the course objectives. Students produce evidence of achievement in response to assessment planned for each unit. Schools gather evidence of learning and match this to the relevant standards to make judgements.

Summative assessment completion

General and Applied

In order to achieve an overall result, a student must complete both Units 3 and 4, providing responses to each of the summative internal assessments and the external assessment for the subject. A student cannot repeat one summative unit only.

Senior External

Candidates enrolled in a Senior External Examination

Short Courses

There must be evidence of student responses to each summative internal assessment to achieve a course result.

Promoting academic integrity

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

Title:	Senior Schooling Assessment Policy		
Version Number:	30042021	Review Date:	April 2024
Endorsed by:	SS Team	Page 2 of 9	

	Policy and procedures
Location of policy	In order that all stakeholders in our school community are aware of the school assessment policy, it is centrally located on the school website and in the school’s handbook. Relevant elements and more detailed requirements of the policy are found in the staff manual and student handbooks. Updates about assessment schedules are on the website.
Expectations about engaging learning and assessment Refer to QCE and QCIA policy and procedures handbook (Section 8.5.1)	<p>Innisfail State College has high expectations about academic integrity and student learning. Staff are supported to complete the academic integrity courses and the accreditation courses provided by the QCAA. Innisfail State College encourages all staff to review these courses annually and to apply for QCAA assessor roles.</p> <p>Students are required to complete the academic integrity courses provided by the QCAA.</p> <p>To ensure consistent application of the assessment policy, it will be revisited at the beginning of each semester in classes and relevant processes will be revisited:</p> <ul style="list-style-type: none"> • at enrolment interviews; • during SET planning; • when the assessment schedule is published; • when each task is handed to students; and • in the newsletter and by email in response to phases of the assessment cycle. <p>Innisfail State College emphasises the importance of sound academic practices and student responsibility. Our procedures are grounded in the principles that students are able to demonstrate what they know and can do by the due date when they understand:</p> <ul style="list-style-type: none"> • forward planning – understanding the components of a task and how long each component might take to complete; • time management – implementing a plan to achieve the assessment outcome, incorporating adjustments to this as needed. Allowing for unexpected event such as issues with technology or changes in personal circumstance; • note-taking and summarising – synthesising research or gathering information into a new idea or summary; • referencing – appropriately acknowledging the ideas, work or interpretation of others; • choosing appropriate examples – selecting appropriate quotes or examples to support an argument; • argue or communicate meaning; • editing – refining their own work; and • checking – self – assessing compliance with academic integrity guidelines before submitting responses. <p>The whole school community; staff, students and parents and caregivers have roles and responsibilities in this context.</p>
Due dates Refer to QCE and QCIA policy and procedures	<p>School responsibility</p> <p>Innisfail State College is responsible for gathering evidence of student achievement on or before the due date for internal assessment instruments.</p> <p>Assessment schedule will:</p> <ul style="list-style-type: none"> • align with syllabus requirements;

Title:	Senior Schooling Assessment Policy		
Version Number:	30042021	Review Date:	April 2024
Endorsed by:	SS Team	Page 3 of 9	

<p>handbook (Section 8.5.2.)</p>	<ul style="list-style-type: none"> • provide sufficient working time for student 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; and • give consideration to allocation of workload. <p>Student Responsibility</p> <p>All students will be provided with their assessment schedules for each semester by Week 3. Students are responsible for recording these dates and adhering to these due dates. Due dates refer to week ending to accommodate multiple classes. Students are responsible for planning and managing their time to meet due dates. Students and parents will be given teachers and Heads of Facilities emails to help with communication</p> <p>All communication is noted in the ‘Communications management application’.</p> <p>Teachers are not able to grant extensions.</p> <p>Innisfail State College is required to adhere to QCAA polices about due dates.</p>
<p>Submitting, collecting and storing assessment information</p> <p>Refer to QCE and QCIA policy and procedures handbook (Section 9)</p>	<p>Assessment instruments will provide information about: Innisfail State College’s arrangement for submitting drafts, due dates for completed assessment and the file types suitable for submission. Students can submit by one of the following methods:</p> <ul style="list-style-type: none"> • Assessment instruments, including drafts, will be printed with task sheets attached to the front cover and submitted via the assessment submission station to the teacher aide in Senior Schooling. The assessment will be processed by 3pm of the same day, upon which an automated receipt will be issued to the student via email. The processed assessment will then be placed into the locked filing system situated in Senior Schooling. <p>NOTE: Submission of assessment drafts are compulsory. In the event of a non-submission of an assessment final, the draft will be used as evidence of student achievement.</p> <p>In the case of absenteeism due to illness or other unforeseeable circumstances</p> <ul style="list-style-type: none"> • If a student is absent due to illness or other unforeseeable circumstances, assessment instruments, including drafts, may be emailed to isc_seniorassessment@innisfailsc.eq.edu.au on or before the due date. The teacher aide will print a copy of the assessment OR forward the assessment via email to the subject teacher at the preference of the subject teacher. <p>Teachers will be able to collect their assessment from Senior Schooling after 3pm on the day of submission.</p> <p>Copies of drafts are to be collected and stored in student folios at the time of the draft due date.</p>
<p>Appropriate materials</p>	<p>Innisfail State College is a supportive and inclusive school. Material and texts are chosen with care in this context.</p>

Title:	Senior Schooling Assessment Policy		
Version Number:	30042021	Review Date:	April 2024
Endorsed by:	SS Team	Page 4 of 9	

Ensuring academic integrity

Innisfail 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 Procedure
Scaffolding QCE and QCIA policy and procedures handbook (Section 7.2.1.)	<p>Scaffolding for assessment is limited to:</p> <ul style="list-style-type: none"> • checkpoints that students can use to manage completion of components of the assessment instrument; • guiding student to make predictions and/or reflection their learning to complete the requirements of the assessment instrument; and • providing prompts and cues for student about the requirements for their response. <p>When scaffolding, it is important that the integrity of the requirements of the task or assessment instrument are maintained so a student response is their own. ISC has internal quality assurance processes for assessment instrument. This process will check to ensure that scaffolding does not lead to a predetermined response. These quality assurance processes are coordinated by the Head of Faculty and are entered into the school assessment calendar</p> <p>Across the phases of learning there will be a gradual release of responsibility to students.</p>
Checkpoints	<p>The monitoring of student progress is detailed by checkpoints on task sheets. Teachers will use these checkpoints to identify and support students to complete their assessment. Prompt communication with Heads of Facilities and parents, about potential issues will help resolve any potential assessment completion issues.</p>
Drafting QCE and QCIA Policy and procedures handbook (Section 7.2.2)	<p>Drafting is important part of teaching and learning. Types of drafts differ depending on subject, for example; written draft; rehearsals of a performance piece; or a product in development. Drafts are used as evidence of student achievement in the case of illness or misadventure, or non-submission for other reasons.</p> <p>Draft submission is compulsory. All drafts must be submitted on or before the due date. If a draft is not submitted on or before the due date either by email or printed to senior schooling, teachers will not provide individual feedback to the student.</p> <p>Feedback on draft:</p> <ul style="list-style-type: none"> • must not compromise authenticity of student response by adding ideas; • must not edit or correct grammar and spelling but not in feedback; • is provided on a maximum of one draft of each student's response; • is a consultative process, not a marking process; • will be provided within 1 week of submission of draft; • a copy of the feedback is stored with a hard copy of the draft in the student's folio; and • parents and caregivers are notified by email/ phone call about non submission of drafts and the processes to be followed

Title:	Senior Schooling Assessment Policy		
Version Number:	30042021	Review Date:	April 2024
Endorsed by:	SS Team	Page 5 of 9	

<p>Managing response length</p> <p>QCE and QCIA policy and procedures handbook (Section 7.2.3)</p>	<p>Response lengths as specified by syllabus documents and guidelines must be followed. The procedures below support students in managing their response lengths;</p> <ul style="list-style-type: none"> • internal quality assurance processes to ensure valid assessment instruments of appropriate scope and scale; • subject specific strategies about responding purposefully with the prescribed condition of the task are embedded in teaching and learning programs; • model responses within the required length are available in the College’s ‘Teaching and learning application’ and are used in learning programs; and • feedback about length is provided by teachers at check points and on draft. <p>Students will:</p> <ul style="list-style-type: none"> • familiarise themselves with and adhere to prescribed word length as detailed on task sheets; • apply feedback about length to their drafts; and • edit responses to meet requirements for length. <p>Teachers will:</p> <ul style="list-style-type: none"> • mark only the work that meets the required length, as per the syllabus, excluding evidence outside the required length; or • allow the student to redact a response to meet the required length before judgement is made on the student work before the due date and time.
<p>Authenticating student responses and authentication strategies</p> <p>QCE and QCIA policy and procedure handbook (Section 7.3.1)</p>	<p>Accurate judgements of student achievement can only be made on genuine student assessment responses. Innisfail State College uses the strategies as selected from the instrument specific template, as appropriate, across all subjects and phases of learning. There are additional Innisfail State College practices that are to be applied consistently that may include:</p> <ul style="list-style-type: none"> • assessment tasks changed from year to year; • internal quality assurance processes comparing responses of students who work in groups and cross marking in subjects with multiple cohorts; and • an assessment schedule that ensures sufficient time for completion of tasks and monitoring of development of responses. • Teacher observation and supervisions of students completing work • Compulsory requirements for student submissions of drafts • Interviews to determine student understanding and authorship of a draft and or response. <p>Student assessment responses that have been generated through the use of artificial intelligence programs (AI) cannot be considered authentic. Only work that can be authenticated by the school as the student’s own can be used to make a judgement.</p>
<p>Access arrangements and reasonable adjustments including illness and misadventure (AARA)</p> <p>QCE and QCIA policy and</p>	<p>Innisfail State College is committed to reducing barriers to success for all students, Access arrangements 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. The College follows the processes as outlined in the QCE and QCIA policy and procedures handbook. All evidence that decisions are based on will be logged in the student’s file.</p> <p>Students who eligible for and AARA fall into three broad categories: permanent, temporary and intermittent which covers all cognitive, physical, sensory and social/emotional.</p> <p>HOD SEP will have to apply for an AARA for all students who will require reasonable adjustment. HOD SS will need to apply for students will illness or misadventure.</p>

Title:	Senior Schooling Assessment Policy		
Version Number:	30042021	Review Date:	April 2024
Endorsed by:	SS Team	Page 6 of 9	

<p>procedures handbook (Section 6)</p>	<p>Students who require reasonable adjustment for cognitive, physical, sensory and social/emotional will need to have an AARA completed at the start of the school year, by either HOD SEP or principal’s delegate. A copy of the AARA will be given to the teachers to adjust their teaching or assessment conditions.</p> <p>All AARA applications for summative assessments in Units 3 and 4 require QCAA approval.</p>
<p>Managing non submission of assessment by the due date</p> <p>QCE and QCIA policy and procedures handbook (Section 8.5)</p>	<p>Teachers will copy progressive evidence of student responses into the student folio as it is gathered at the prescribed checkpoints. Evidence includes but is not limited to:</p> <ul style="list-style-type: none"> • unmarked drafts; • class work • rehearsal notes • photographs of student work; and • teacher observations <p>The exact nature of the evidence is detailed in the checkpoints on the instrument specific task sheets.</p> <p>If a student is eligible for AARA and an extension of time is granted, this becomes the new due date for this student. A copy of the AARA will need to be included on the assessment submitted.</p> <p>It is not appropriate to award lower results, mark or standard as a penalty for late or non-submission, as evidence is to be match to the relevant syllabus marking guides for standards.</p> <ul style="list-style-type: none"> • For Applied subjects, an E cannot be awarded when there is no evidence for that standard. • For General and General (Extension) subjects, a mark of zero for the internal assessment instruments cannot be allocated if there is no evidence for that grade. • In all these cases, the only result that can be awarded is Not-Rated (NR). <p>Students are not eligible for AARA on the following grounds:</p> <ul style="list-style-type: none"> • unfamiliarity with English language; • teacher absences or other teacher related difficulties; • matters that the student could have avoided; • matters of the student’s or parents/carer’s own choosing; or • matters that the school could have avoided <p>For any of the above grounds, when a student does not submit a response to an assessment instrument on or before the due date set by the school, a result is awarded using any evidence from the preparation of the response that is available on or before the due date.</p>
<p>Internal quality assurance processes</p> <p>QCE and QCIA policy and procedures handbook (Section 8.5.3)</p>	<p>Innisfail State College’s quality management system includes two points of quality assurance in the assessment workflow. The timing of these processes is negotiated with faculties and are entered into the school calendar by the Head of Faculty. These are:</p> <ul style="list-style-type: none"> • quality assurance of all assessment instruments before they are administered to student and in the case of internal assessment instruments for Units 3 and 4 prior to submission to the QCAA. Using quality assurance tools provided by the QCAA, • quality assurance of judgements about student achievement contributing results and reporting prior to results being provided. Faculties are free to choose the type of quality assurance processes, this will depend on the size of the cohort and number of classes. <p>Internal processes that occur before students’ results are provided are clearly communicated when assessment tasks are handed out. Students are also made aware of the external processes that may occur before their results are provided, for example: - all marks for summative internal assessment for General and General (Extension) subjects are</p>

Title:	Senior Schooling Assessment Policy		
Version Number:	30042021	Review Date:	April 2024
Endorsed by:	SS Team	Page 7 of 9	

provisional until they are confirmed through the confirmation process – results for Applied and Applied (Essential) subject and Short Courses may be subject to advice from the QCAA
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External assessment administration

	Policy and procedure
External assessment is developed by the QCAA for all General and General (Extension) subjects	See QCE and QCIA policy and procedure handbook (Section 7.3.2).

Managing academic misconduct

Innisfail 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:

	Types of misconduct	Procedure
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 on multiple students • A student assists another student to commit an act of academic misconduct • A student gives or receives a response to an assessment. 	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.
Cheating while under supervised conditions	<p>A student:</p> <ul style="list-style-type: none"> • Begins to write during perusal time or continues to writes after the instruction to stop writing is given • Brings into exam room and/or uses unauthorised equipment or materials • Has any notation written on the body, clothing or any object brought into the assessment room • Communicates with any other 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. 	In the case of exams, students will be awarded a Not Rated (NR). Where appropriate, the school's Student Code of Conduct may be implemented.
Contract cheating	<p>A student:</p> <ul style="list-style-type: none"> • Pays a person or a service to complete a response to an assessment • Sells or trades a response to an assessment. 	

Title:	Senior Schooling Assessment Policy		
Version Number:	30042021	Review Date:	April 2024
Endorsed by:	SS Team	Page 8 of 9	

Copying of work	A student: <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	A student: <ul style="list-style-type: none"> Gives or accesses unauthorised information that comprises 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	A student: <ul style="list-style-type: none"> Invents or exaggerates data Lists incorrect or fictitious references. 	
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 without attribution (another person's work may include text, audio, audio visual material, figures, tables, design, images, information or ideas).	
Self-plagiarism	A student duplicates work or part of work already submitted as a response to another 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.	

Title:	Senior Schooling Assessment Policy		
Version Number:	30042021	Review Date:	April 2024
Endorsed by:	SS Team	Page 9 of 9	