

# Senior Assessment Policy



**Smithfield  
State High School**



Education Queensland International  
CRICOS Provider Code #00608A

Trinity Beach  
STATE SCHOOL

Our Partners  
JAMES COOK  
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AUSTRALIA



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# Smithfield State High School

# Senior Assessment Policy

Year 11 and Year 12

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## 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](http://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

Smithfield State High School is committed to an educational philosophy that encourages all students to achieve their personal best by developing their talents and abilities. This policy is designed to build capacity as students work towards summative assessment completion for the QCE.

## Principles

Smithfield State High School expectations for teaching, learning and assessment are grounded in the principles of academic integrity and excellence.

Assessment includes any examination, practical demonstration, performance, product or assignment 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

Smithfield State High School promotes academic integrity by developing students' skills and modelling appropriate academic practices. The following whole-school procedures support this endeavour.

<b>QCE and QCIA policy and procedures handbook</b>	<b>Policy and procedures</b>
<b>Location and communication of policy</b>	<p>The school assessment policy is located on the school website at <a href="http://www.smithfieldshs.eq.edu.au">www.smithfieldshs.eq.edu.au</a>. All questions regarding this policy should be directed to the relevant Faculty Head of Department or any member of the Senior Schooling Team.</p> <p>To ensure the assessment policy is consistently applied, it will be regularly revisited within classes and as whole year levels. Relevant processes will be revisited:</p> <ul style="list-style-type: none"> <li>• at enrolment interviews for new students</li> <li>• during SET Planning interviews, including subject change interviews</li> <li>• when the assessment schedule is published</li> <li>• when each task is handed to students</li> <li>• in the school newsletter</li> </ul>
<b>Expectations about engaging in learning and assessment</b> <a href="#">Section 1.2.4</a> <a href="#">Section 2</a> <a href="#">Section 8.5.1</a>	<p>Smithfield State High School 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><b>Student responsibility</b>            Students are expected to:</p> <ul style="list-style-type: none"> <li>• engage in the learning for the subject or course of study</li> <li>• produce evidence of achievement that is authenticated as their own work</li> <li>• submit responses to scheduled assessment on or before the due date, using the appropriate method of submission as outlined by their teacher.</li> </ul> <p>To emphasise the importance of sound academic practices, students will complete the QCAA Academic Integrity Course.</p>
<b>Due dates</b> <a href="#">Section 8.5.2</a> <a href="#">Section 8.5.3</a>	<p><b>School responsibility</b>            Smithfield State High School 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 the assessment calendar and confirmed in class. All students will be provided with their assessment calendar by the end of Week 3 of each semester.</p> <p>The assessment schedule will:</p> <ul style="list-style-type: none"> <li>• align with syllabus requirements</li> <li>• provide sufficient working time for students to complete the task</li> <li>• allow for internal quality assurance processes</li> <li>• enable timelines for QCAA quality assurance processes to be met</li> <li>• be clear to teachers, students and parents/carers</li> <li>• be consistently applied</li> <li>• be clearly communicated by the end of Week 3 of each semester</li> </ul>

	<p><b>Student responsibility</b> Students are responsible for:</p> <ul style="list-style-type: none"> <li>• recording due dates in their diaries</li> <li>• planning and managing their time to meet the due dates</li> <li>• informing the school as soon as possible if they have concerns about assessment load and meeting due dates.</li> </ul> <p>In cases where students are unable to meet a due date, they will:</p> <ul style="list-style-type: none"> <li>• inform the Head of Department and classroom teacher as soon as possible before the due date</li> <li>• provide the school with relevant documentation, e.g. medical certificate</li> <li>• adhere to alternative arrangements for submission of assessment, if applicable, as decided by the school.</li> </ul> <p>All final decisions are at the Principal's discretion.</p>
<p><b>Submitting, collecting and storing assessment information</b> <a href="#">Section 9</a></p>	<p>Assessment instruments will provide information about Smithfield State High School's 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 the due date via The Learning Place SafeAssign, or as directed by the teacher.</p> <p>Draft and final responses for all internal assessment will be collected and stored in each student's folio (folders or electronic). Live performance assessments will be recorded and stored as required for QCAA processes. All evidence used for making judgments is stored in faculty G Drives or backed up on The Learning Place or external hard drives.</p>

## Ensuring academic integrity

Smithfield State High School 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><b>QCE and QCIA policy and procedures handbook</b></p>	<p><b>Policy and procedures</b></p>
<p><b>Scaffolding</b> <a href="#">Section 7.2.1</a></p>	<p>Scaffolding for assessment helps students understand the process for completing the task. Scaffolding will:</p> <ul style="list-style-type: none"> <li>• maintain the integrity of the requirements of the task or assessment instrument</li> <li>• allow for unique student responses and not lead to a predetermined response.</li> </ul> <p>Across the phases of learning, students will gradually be given more responsibility for understanding the processes required to complete their tasks.</p>
<p><b>Drafting</b> <a href="#">Section 7.2.2</a> <a href="#">Section 8.3</a></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 illness or misadventure, or non-submission for other reasons.</p> <p>Feedback on a draft is:</p> <ul style="list-style-type: none"> <li>• provided on a maximum of one draft of each student's response</li> <li>• a consultative process that indicates aspects of the response to be improved or further developed</li> <li>• delivered in a consistent manner and format for all students</li> <li>• provided within one week of a submission of a draft.</li> </ul>

	<p>Feedback on a draft must not:</p> <ul style="list-style-type: none"> <li>• compromise the authenticity of a student response</li> <li>• introduce new ideas, language or research to improve the quality and integrity of the student work</li> <li>• edit or correct spelling, grammar, punctuation and calculations</li> <li>• allocate a mark.</li> </ul> <p>A copy of the feedback will be stored with the draft in the student's folio.</p> <p>Heads of Departments will support teachers by contacting parents/caregivers about non-submission of drafts and the processes to be followed, as per page 11.</p>
<p><b>Managing response length</b> 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"> <li>• All assessment instruments indicate the required length of the response.</li> <li>• Teaching and learning programs embed subject-specific strategies about responding purposefully within the prescribed conditions of the task.</li> <li>• Model responses within the required length are available.</li> <li>• Feedback about length is provided by teachers at checkpoints and drafting.</li> </ul> <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"> <li>• Mark only the work up to the required length, excluding evidence over the prescribed limit.</li> </ul> <p>or</p> <ul style="list-style-type: none"> <li>• Allow a student to redact their response to meet the required length, before a judgment is made on the student work.</li> </ul> <p>And, annotate any such student work submitted for confirmation purposes to clearly indicate the evidence used to determine a mark.</p>
<p><b>Authenticating student responses</b> 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>Smithfield State High School 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 in accordance with the school's behaviour management procedures outlined in the Positive Behaviour for Learning (PBL) Handbook.</p>

**Access arrangements and reasonable adjustments, including illness and misadventure (AARA)**  
Section 6

**Applications for AARA**

Smithfield State High School 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.

Smithfield State High School follows the processes as outlined in the *QCE and QCIA policy and procedures handbook* available from [www.qcaa.qld.edu.au/senior/certificates-and-qualifications/qce-qcia-handbook-2019](http://www.qcaa.qld.edu.au/senior/certificates-and-qualifications/qce-qcia-handbook-2019).

The Principal, Principal's delegate or Guidance Officer manages all approval of AARA.

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.

Students are not eligible for AARA on the following grounds:

- 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.

**Unforeseen illness and misadventure**

Students whose ability to attend or participate in an assessment is adversely affected by illness or an unexpected event may be eligible for provisions for illness and misadventure.

The following principles apply:

- The illness or event is unforeseen and beyond the student's control.
- An adverse effect must be demonstrated.
- The situation cannot be of the student's own choosing or that of their parents/carers, such as a family holiday.
- Schools implement principal-reported AARA when possible, before considering an application for illness and misadventure.
- An illness and misadventure application cannot be made for the same condition or circumstances for which QCAA-approved AARA have been approved, unless it can be demonstrated that a significant deterioration or complication of the condition occurred that diminished the student's performance in external assessment.

**Illness and misadventure — internal assessment**

A student who is ill and unable to attend school for internal assessment should inform the Guidance Officer and Head of Department as soon as practical. This may be before, during or immediately after the assessment session.

Principal-reported AARA must be implemented to provide opportunities for the student to complete the assessment. Arrangements such as comparable assessment and extensions may be considered when illness or misadventure is established.

Where the school has attempted to implement principal-reported AARA, or principal-reported AARA is unable to be implemented due to the illness or event, and therefore the student is unable to provide a response to a summative internal assessment, the school may use evidence gathered by the student's teacher during the assessment preparation time, for example, draft work, to make a judgment about the student's work. This evidence should only be used once other AARA have been exhausted.

Where the school is unable to provide any evidence of a student response gathered during the assessment preparation time, and the student is unable to provide a response to a summative internal assessment with AARA, but has completed the required learning as outlined in the relevant syllabus or course, the school or student should complete an application for illness and misadventure provisions.



	<p><b>Illness and misadventure — senior external examinations</b></p> <p>A student who is ill but able to attend the external assessment should inform the Guidance Officer and Head of Department of their illness as soon as practical. This may be before, during or immediately after the external assessment session.</p> <p>An AARA request for illness and misadventure may be made by a student, or by the school on behalf of students. The submission may be made when performance in an external assessment is affected by an illness or circumstances beyond their control, occurring in the lead up to, or during, the external assessment schedule.</p> <p><b>Submitting an application for illness and misadventure for the Senior External Examination</b></p> <p>Students must attend all components of the examination to receive a result in a Senior External Examination. If a student is absent from either the written or oral component of a language examination, no result is issued.</p> <p>No alternative arrangements can be made if a student does not attend a scheduled written examination.</p> <p>A student who cannot attend the oral component of a language examination must notify the QCAA as soon as practical. Reasons for non-attendance may include illness or misadventure. A telephone examination for the oral component only may be arranged in extenuating circumstances.</p> <p>Copies of AARA reports and documentation are available from the school Guidance Officer.</p>
<p><b>Managing non-submission of assessment by the due date</b> <a href="#">Section 8.5</a></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>Submitting a final response to an assessment (other than unseen examinations):</p> <ul style="list-style-type: none"> <li>• where evidence of student work is provided by the student, teachers make judgments based on this</li> <li>• where evidence was not provided by the student 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.</li> </ul> <p>In circumstances where a student response is judged as NR, the student will not meet the requirements for that subject and therefore receive no QCE points.</p> <p>Examples of evidence that can be used to make judgements include:</p> <ul style="list-style-type: none"> <li>• Classwork / homework.</li> <li>• Drafts.</li> <li>• Rehearsal notes.</li> <li>• Photographs of work.</li> <li>• Teacher observations.</li> </ul> <p>Teachers are to follow the process as per page 12.</p>
<p><b>Internal quality assurance processes</b> <a href="#">Section 8.5.3</a></p>	<p>Smithfield State High School's quality management system ensures valid, accessible and reliable assessment of student achievement. This includes:</p> <ul style="list-style-type: none"> <li>• quality assurance of all assessment instruments before they are administered to students using quality assurance tools provided by the QCAA</li> <li>• quality assurance of judgments about student achievement.</li> </ul> <p>All marks for summative internal assessment for General and General (Extension) subjects are provisional until they are confirmed by the QCAA.</p> <p>Results for Applied and Applied (Essential) subjects and Short Courses may be subject to advice from the QCAA.</p>

## External assessment administration

QCE and QCIA policy and procedures handbook	Procedures and Responsibilities
<p><b>External assessment is developed by the QCAA for all General and General (Extension) subjects</b></p> <p><a href="#">Section 7.3.2</a>  <a href="#">Section 10.3</a>  <a href="#">Section 10.4</a></p>	<p>Schools:</p> <ul style="list-style-type: none"> <li>• communicate rules and expectations for external assessment to their school community, including teachers, students and parents/carers</li> <li>• maintain the security of external assessment materials</li> <li>• provide supervision and conditions that comply with the external assessment schedule and guidelines.</li> </ul> <p>School external assessment (SEA) coordinators:</p> <ul style="list-style-type: none"> <li>• ensure that all external assessment guidelines and rules are shared with and understood by teachers and students</li> <li>• supervise external assessment, ensuring no undue assistance is provided that contributes to a student's assessment response.</li> </ul> <p>Teachers:</p> <ul style="list-style-type: none"> <li>• comply with rules and expectations when supervising the external assessment</li> <li>• inform students that the SEA coordinator will be advised of any alleged incident of academic misconduct</li> <li>• report incidents of suspected or observed academic misconduct to the SEA coordinator.</li> </ul> <p>Students:</p> <ul style="list-style-type: none"> <li>• read and comply with the external assessment student rules provided by the school</li> <li>• understand the importance of academic integrity when completing external assessment and what constitutes academic misconduct</li> <li>• are aware that if unauthorised material is taken into an assessment room, regardless of whether an attempt is made to use that material, they are in breach of the regulations.</li> </ul> <p>Breaches of the external assessment rules are a form of academic misconduct. If an alleged incident of academic misconduct is detected, the SEA coordinator is to:</p> <ul style="list-style-type: none"> <li>• permit the student to complete the assessment</li> <li>• inform the student that an academic misconduct incident report must be completed and submitted to the QCAA</li> <li>• report an alleged incident of academic misconduct to the QCAA:             <ul style="list-style-type: none"> <li>- complete an academic misconduct incident report that includes a statement from the SEA coordinator and/or invigilator/s which may include witness statements and any relevant circumstances leading up to the incident and details of the discussion after the completion of the assessment. It must also include a seating plan of each assessment room at all assessment venues.</li> <li>- return report to the QCAA either with the completed external assessment responses or within 24 hours of the alleged incident occurring.</li> </ul> </li> </ul> <p><i>External assessment — administration guide</i> directions must be adhered to by all school staff and students. Non-compliance will be investigated by the QCAA. Examples of non-compliance include:</p> <ul style="list-style-type: none"> <li>• rescheduling an external assessment without authorisation from the QCAA</li> <li>• not keeping the external assessment materials secure prior to the scheduled assessment time</li> <li>• accessing external assessment materials, the assessment venue or assessment room without authorisation from the school or QCAA</li> <li>• opening external assessment packages before the time appointed by the QCAA</li> <li>• providing a student with undue assistance in the production of any work that contributes to their external assessment response</li> <li>• leaving students unsupervised or inadequately supervised during external assessment</li> <li>• allowing additional time for external assessment without authorisation from the QCAA</li> <li>• administering unapproved access arrangements and reasonable adjustments (AARA).</li> </ul>

## Managing academic misconduct

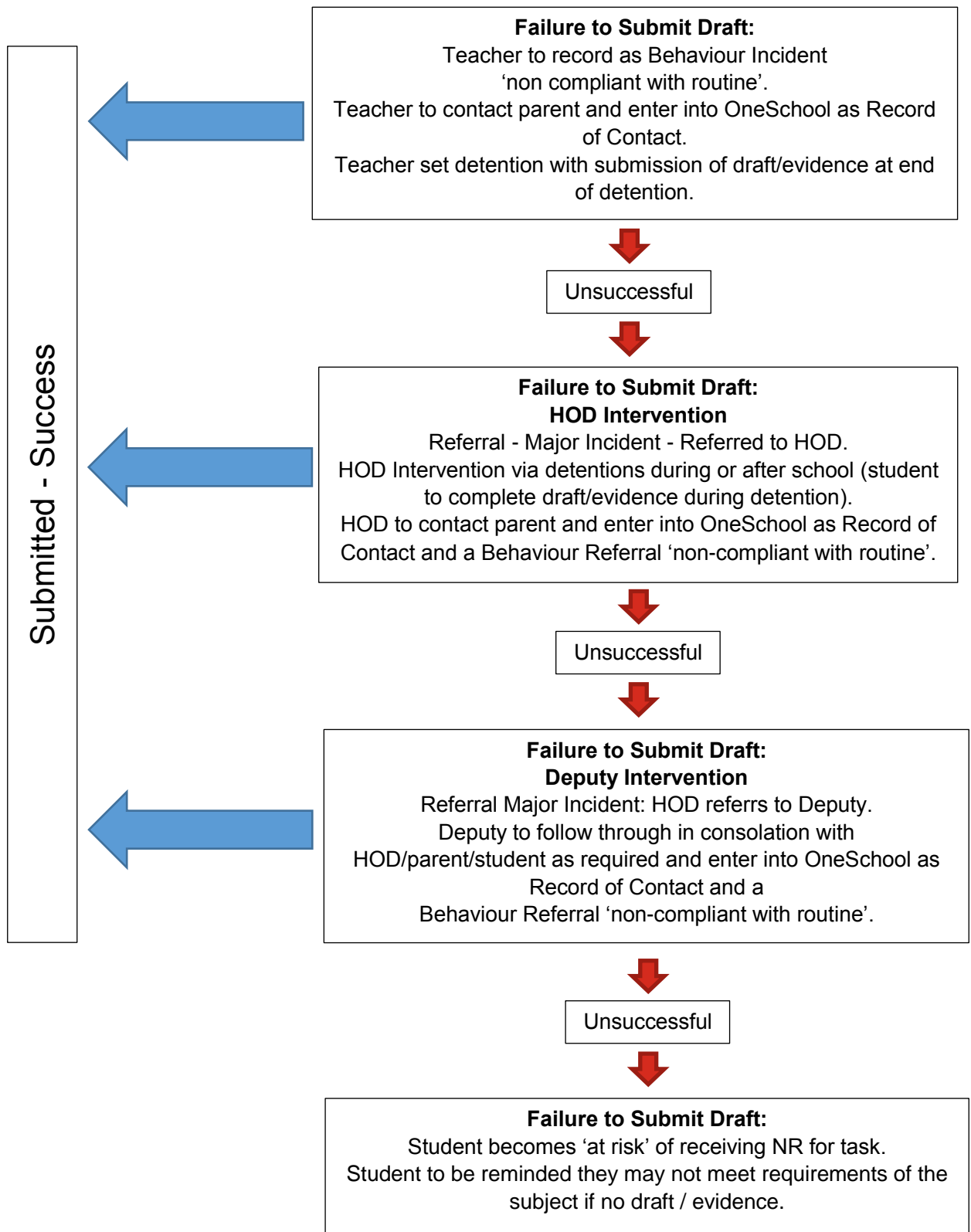
Smithfield State High School is committed to supporting students to complete assessment and to submit work that is their own, and minimising opportunities for academic misconduct. There may be a situation when a student inappropriately and falsely demonstrates their learning. The following are some examples of academic misconduct along with the procedures for managing them:

	Types of misconduct	Procedures for managing academic misconduct
<b>Cheating while under supervised conditions</b>	<p>A student:</p> <ul style="list-style-type: none"> <li>begins to write during perusal time or continues to write after the instruction to stop writing is given</li> <li>uses unauthorised equipment or materials</li> <li>has any notation written on the body, clothing or any object brought into an assessment room</li> <li>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.</li> </ul>	<p><b>For authorship issues</b></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><b>For all instances of academic misconduct</b></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>
<b>Collusion</b>	<p>When:</p> <ul style="list-style-type: none"> <li>more than one student works to produce a response and that response is submitted as individual work by one or multiple students</li> <li>a student assists another student to commit an act of academic misconduct a student gives or receives a response to an assessment.</li> </ul>	<p><b>For instances of academic misconduct during examinations</b></p> <p>Students will be awarded a Not-Rated (NR). See the <i>QCE and QCIA policy and procedures handbook</i> (<a href="#">Section 8.5.1</a> and <a href="#">Section 8.5.2</a>). Where appropriate, the school's behaviour management policy will be implemented.</p>
<b>Contract cheating</b>	<p>A student:</p> <ul style="list-style-type: none"> <li>pays for a person or a service to complete a response to an assessment</li> <li>sells or trades a response to an assessment.</li> </ul>	
<b>Copying work</b>	<p>A student:</p> <ul style="list-style-type: none"> <li>deliberately or knowingly makes it possible for another student to copy responses</li> <li>looks at another student's work during an exam</li> <li>copies another student's work during an exam.</li> </ul>	
<b>Disclosing or receiving information about an assessment</b>	<p>A student:</p> <ul style="list-style-type: none"> <li>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</li> <li>makes any attempt to give or receive access to secure assessment materials.</li> </ul>	

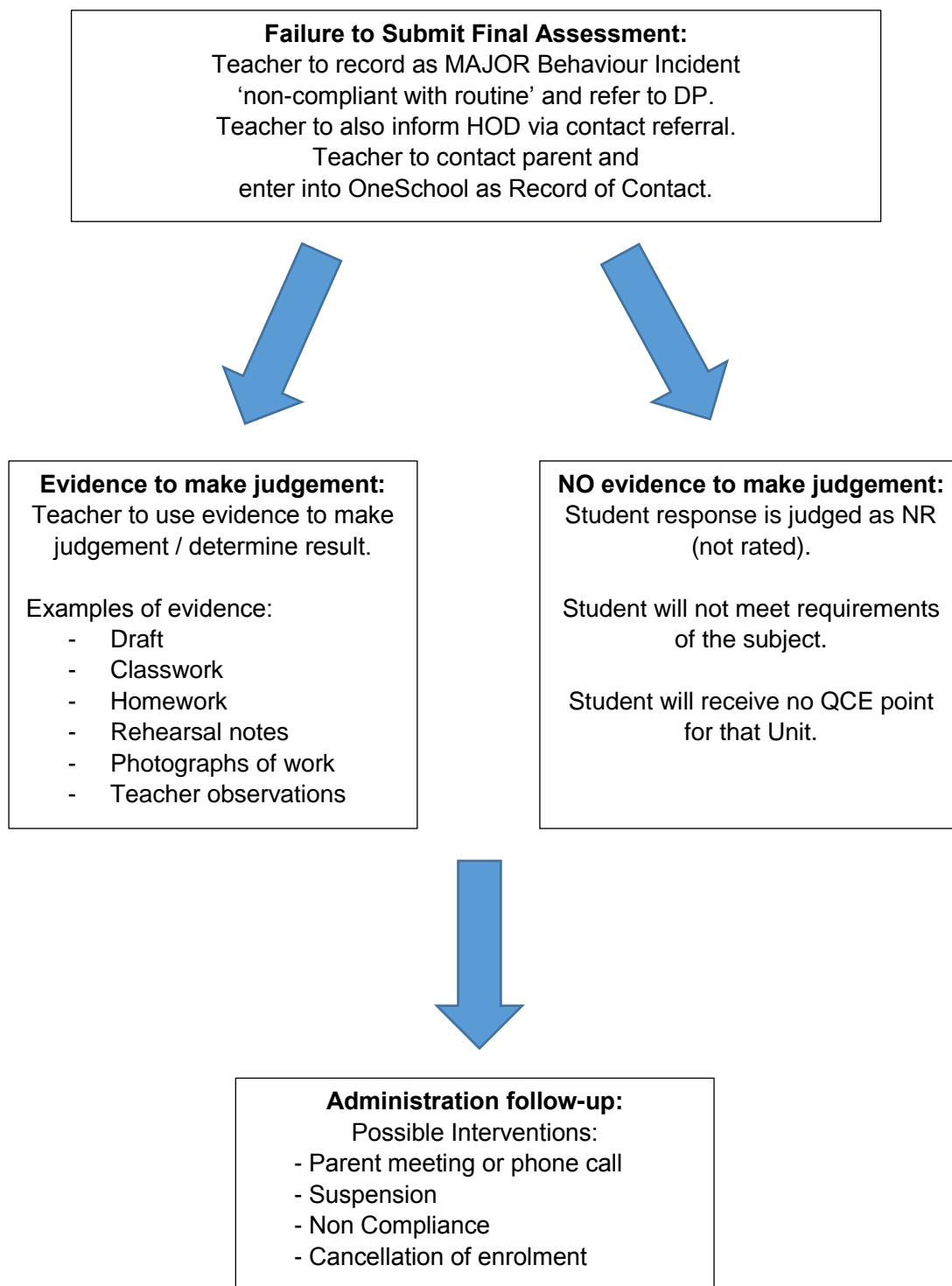
	Types of misconduct	Procedures for managing academic misconduct
<b>Fabricating</b>	A student: <ul style="list-style-type: none"> <li>• invents or exaggerates data</li> <li>• lists incorrect or fictitious references.</li> </ul>	
<b>Impersonation</b>	A student: <ul style="list-style-type: none"> <li>• 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.</li> <li>• completes a response to an assessment in place of another student.</li> </ul>	
<b>Misconduct during an examination</b>	A student distracts and/or disrupts others in an assessment room.	
<b>Plagiarism or lack of referencing</b>	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).	
<b>Self-plagiarism</b>	A student duplicates work, or part of work already submitted as a response to an assessment instrument in the same or any other subject.	
<b>Significant contribution of help</b>	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.	

# Assessment – Drafting Flow Chart

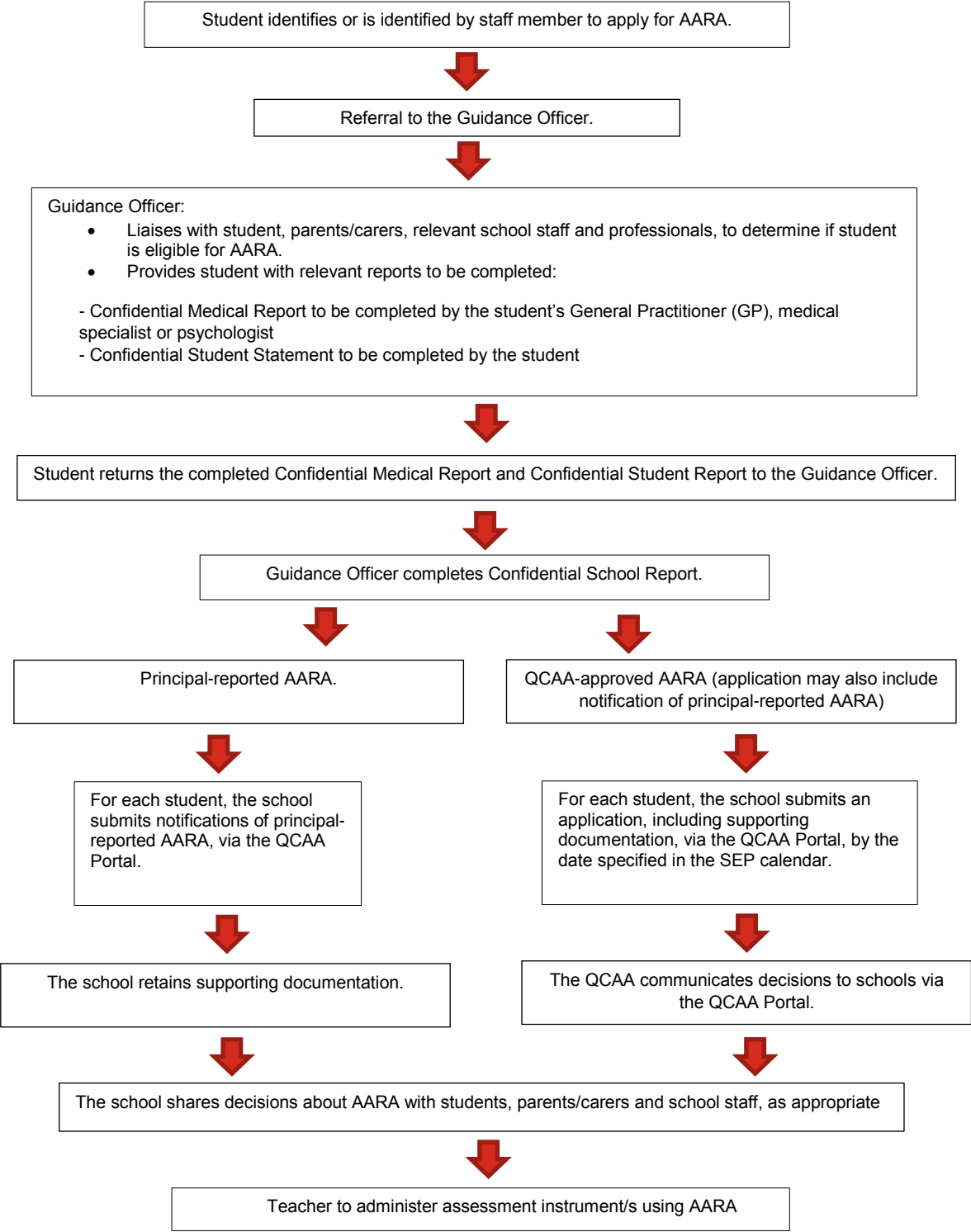
*\*Purpose of draft is to collect evidence and provide feedback. It is the students' responsibility and expectation to submit a quality draft to ensure quality teacher feedback.*



# Assessment - Final Due Date Flow Chart



# Access Arrangements and Reasonable Adjustments (AARA)









## Contact Information

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