CENTENARY HEIGHTS STATE HIGH SCHOOL

JUNIOR SECONDARY (Year 7 - 9) ASSESSMENT POLICY

Contents

OVERVIEW

This policy encompasses the administering of assessment in Year 7, 8 and 9.

The purpose of this policy is to outline the procedures and processes relating to all students and their associated school assessment in Junior Secondary.

- To provide staff, students and families with relevant information on all matters relating to assessment
- To ensure that assessment procedures are clear and equitable for all students
- To meet the requirements of the Department's Curriculum, Assessment and Reporting Framework.

Our vision for our school community is:

A learning community promoting equity and excellence for all students in pursuit of their personal best. We strive to develop independent, holistic, lifelong learners; leaders and citizens who are agile and skilled with the social capability to thrive now and navigate toward a successful future.

Centenary Heights Pillars: Learning Success, People of Distinction, Ready for their future.

Purpose

Centenary Heights State High School aims to provide a quality education underpinned by safety, respect and learning. Within a caring a supportive environment, students undertake learning experiences intended to motivate them to progress towards attainment of their academic potential. This policy is designed to build students' capacities as they progress towards summative assessment completion for the QCE at the completion of schooling.

Principles

Centenary Heights State High School's expectations for teaching, learning and assessment are grounded in the principles of academic integrity, equity and excellence.

Assessment includes any examination, practical demonstration, performance or product that allows students to demonstrate the achievement standard as described by the Australian Curriculum. 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.

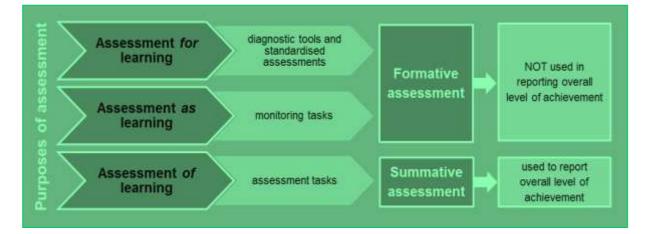High-quality assessment is characterised by three attributes:

- 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 and/or repeatable.

What is Assessment of Learning?

Purpose of Assessment

Assessment is an integral component of systematic curriculum delivery. Teachers frontend assessment in whole school curriculum plans at the unit planning level.

The main purposes of assessment is to gather information and monitor student progress, inform teaching and learning, and report on achievement of the relevant achievement standards.

Key Policy Documents

- QCAA K -12 policy and resources: Student assessment

  - Understanding K-12 Assessment
  - Principles of quality Assessment
  - Attributes of quality Assessment

Additionally, this policy has been developed under the consideration of the Queensland Curriculum and Assessment Authority Assessment (QCAA) *Policy and Procedures Handbook v4.0 Section 7 and Section 8* to prepare students for Senior Schooling Assessment requirements.

QCE and QCIA policy and procedures handbook v4.0

Department of Education - Curriculum, Assessment and Reporting Framework

GENERAL CONDITIONS

STUDENT ASSESSMENT PLANNER (SAP)

Student assessment planners will include the type of assessment, handout date, draft due date and final date. For all assessment the date indicated is the Monday of the week assessment is due but assessment may occur in any of the three subject lessons of that week.

In Year 7 and 8 the Student Assessment Planner is updated and published on the Friday of week 2 each term. In Year 9 the Student Assessment Planner is updated and published on the Friday of week 2 of each Semester. The Student Assessment Planner is published and available through the QParents App.

Some changes may occur due to extenuating or unforeseen circumstances, whereby students will be given adequate notice in writing by the relevant Head of Department (HOD). Any changes to the assessment schedule must occur in consultation with the Head of Department for the subject area.

Teachers will provide students with details of assessment mode and due dates in the subject class and include:

- clear and specific statement of the task
- length, structure, time, method of presentation
- specific dates for checkpoints, drafts and final copy
- the assessment objectives including the criteria sheet.

Students will:

- present and acknowledge their work for assignments (see section on Academic Integrity)
- make full use of the class time provided to work on assessment
- present their draft and final copies of assignments by the due dates
- attach the assignment task sheet
- reference using the APA (American Psychological Association) Reference System.

DRAFTING

Drafting is an important part of teaching and learning. A draft is a body of evidence that is provided by students in response to an assessment and is nearly good enough to submit; that is, it is the student's second or third attempt at the assessment. Types of drafts differ depending on subject, for example: written draft; rehearsal of a performance piece; or a product in development. Drafts may also include recordings of oral responses, in addition to a written script of an oral response. Drafts are used as evidence of student achievement in the case of illness or misadventure, or non-submission for other reasons as their final submission. Evidence will be collected at specific checkpoints as outlined on task sheets. Drafting is a consultative process, not a marking process.

Providing feedback on a draft

When providing draft feedback, teachers:
- will not compromise authenticity of a student response by adding ideas
- will not edit or correct grammar and spelling but note feedback
- will review a maximum of one draft of each student's response
- will return responses within one week of submission of draft.

Note - Draft feedback may vary for students with approved assessment adjustments.

Other considerations:
- a copy of feedback is stored either as a digital or hard copy by the teacher; and
- parents and caregivers will be notified by email or phone call about non-submission of drafts and the processes to be followed.

In providing feedback, teachers may:
- indicate some textual errors and indicate that the draft requires more careful editing rather than correcting or editing all the textual errors in a draft
- provide some written feedback
- provide a summary of their feedback and advice to the whole class.

Incomplete or late drafts will receive feedback at the discretion of the teacher.

Students will also be expected to sign a declaration of authenticity when submitting assignment responses. In the event that the final copy of a task has not been submitted on or before the due date and time, a student's draft will be marked as a final copy. Failure to submit a draft may result in a N being awarded as student authenticity is unable to be verified.

Parents/carers should also support the efforts of teachers and students to authenticate student responses by ensuring that tutors, family members and others who support students are aware of and follow the guidelines for drafting and providing feedback on a draft student response (see Section 8.1).

Feedback should encourage a student to reflect on strategies they might use to refine their response. In providing feedback on a draft, teachers indicate aspects of the response that need to be improved or developed to meet the requirements of the criterion sheet.

Teachers may use a range of suitable strategies to provide feedback on the draft response. The strategy chosen may differ depending on the mode of response. Possible strategies include:

- written feedback
- verbal feedback
- feedback provided through questioning
- a summary of feedback and advice to the whole class
- peer feedback.

Students will:
- respond to teacher draft feedback to improve their response for final submission
- develop a response of the required length (neither significantly over or under the required length)
- document the length of their response using a word count, page count or time.

MANAGING RESPONSE LENGTH

Students must adhere to response lengths as specified by the assessment task sheet. The procedures below support students to manage response length.

- All assessment instruments indicate the required length of the response by indicating the required length of a response as either:
- a range, e.g., word length (600-800 words), page count (4-6 pages), duration (3-5 minutes)
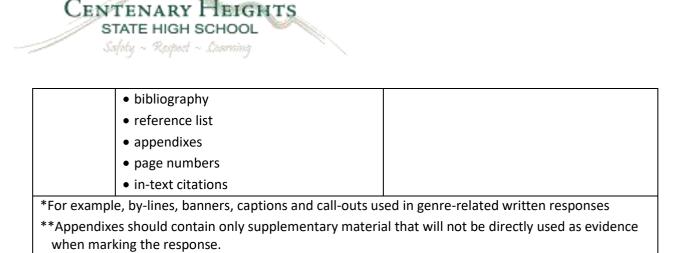
    or

- a maximum, e.g., word length (up to 800 words), page count (up to 6 pages).

Determining length of a response.
Centenary Heights State High School staff and students will follow QCAA guidelines regarding elements to be included or excluded from the word length or page count of a written response.

Elements to be included or excluded from the word length or page count of a written response are provided in the following table:

	Word Length	**Page count**
Inclusions	• all words in the text of the response • title, headings and subheadings • tables, figures, maps and diagrams containing information other than raw or processed data • quotations • footnotes and endnotes (unless used for bibliographical purposes)	• all pages that are used as evidence when marking a response
Exclusions	• title pages • contents pages • abstract • visual elements associated with the genre * • raw or processed data in tables, figures and diagrams • numbers, symbols, equations and calculations	• title pages • contents pages • abstract • bibliography • reference list • appendixes ** • blank pages

	• bibliography	
	• reference list	
	• appendixes	
	• page numbers	
	• in-text citations	

*For example, by-lines, banners, captions and call-outs used in genre-related written responses
**Appendixes should contain only supplementary material that will not be directly used as evidence when marking the response.

Elements to be included in or excluded from the duration of a non-written response are provided in the following table.

	Response length - duration	Notes
Inclusions	• Any items that form part of the response and chosen by the student for inclusion in the multimodal or presentation including introductory slides or excerpts such as video or music • Any required referencing of texts or citations chosen for inclusion, • e.g. as a note on a slide in a multimodal presentation	
Exclusions	• Extraneous recording prior to the beginning of the response, e.g. setting up microphones, waiting for an audience to settle, talking about setting up.	• The exclusions for written responses do not apply as they are not relevant to a timed response.

The following school procedures support students to develop knowledge and skills to respond to assessment instruments within the required length:

Teachers will:
- Develop and administer valid assessment instruments of suitable scope and scale
- Review assessment tasks to ensure students can respond to assessment within the required length
- Embed subject-specific strategies about responding purposefully within the prescribed conditions of the task
  - o provide model responses within the required length
  - o use proactive strategies to support students to meet syllabus requirements for response length, such as explicitly modelling how to edit a response in the required mode
  - o provide feedback on one draft or at checkpoint dates if the student work does not meet the assessment conditions
  - o give advice to students about why and how to synthesise and develop ideas or information to meet the assessment conditions.

Students will:

- develop a response that meets the conditions of the assessment
- familiarise themselves with and adhere to prescribed task length
- use strategies to manage response length, such as word counts and editing skills
- respond to teacher feedback regarding length during check points
- document the length of their response in the measurement indicated in the syllabus: either a word length, duration or page count.

Strategies for managing response length after final assessment submission:

After all strategies have been implemented, if the student's response exceeds the word length required by the syllabus, the teacher will either:

- mark only the work up to the required length, excluding evidence over the prescribed limit

  or

- allow a student to redact their response to meet the required length, before a judgment is made on the student work.

Managing response length during supervised assessment (exams)

The following school procedures support students to develop knowledge and skills to respond to assessment instruments within the required length during exams and other forms of supervised assessment:

Teachers will:

Embed subject-specific strategies about responding purposefully within the prescribed conditions of the task, such as:

- using average word counts to monitor response length during exam conditions
- provide model responses within the required length
- use proactive strategies to support students to meet syllabus requirements for response length, such as giving students opportunities to respond to practice topics of set lengths within specified time limits that reflect syllabus requirements, such as for short response and extended response items
- give advice to students about why and how to synthesise and develop ideas or information to meet the assessment conditions, such as writing succinctly in response to specific information required
- with 10 minutes remaining in an exam, remind students that they should review and redact their responses to meet required lengths.

Students will:

- develop a response that meets the condition of the assessment
- develop strategies to manage response length, such as completing practice responses under time constraints

- use strategies to monitor response length during supervised conditions, such as average word count methods. A suggested method is to count the number of words across a section of text, such as 10 lines, and divide the number of words by the number of lines to find the average number of words per line. For example, if there is a total of 132 words across 10 lines, the average number of words per line is 13 words. Multiply the numbers of lines per page by words per line to monitor the number of words in the written response.

Strategies for managing response length after assessment submission:

If the student's response exceeds the word length required by the syllabus, the **teacher will:**

- Complete an average word count to determine if the response exceeds word length
- Decide where to redact the student response so that it meets word length conditions, ensuring that it is one section of continuous prose
- Highlight the section of continuous prose that has been redacted
- Annotate on the student's response where they have stopped reading/viewing
- Note that the student's response has exceeded the required length.

RESEARCHING

In addition to search engines such as Google or Google Scholar, there are several online spaces that you can access in the research process. Firstly, you can use the CHSHS library catalogue. You can also access the Toowoomba Regional Council Library catalogue. Additionally, you can access the One Search catalogue through the State Library of Queensland.

Evaluating information

Regardless of the source, it is important that you are critical of the information you find when conducting research. In doing so, it will be useful to consider the following:

Authority
- Who has produced the information?
- If they are an individual, are they trustworthy?
  - Do they have relevant qualifications?
  - Are they considered an authority in their field?
    Consider whether a government or professional body may be a better source than that from a private individual.
- If no author is named, and no particular person or company is willing to have their name associated with the work, perhaps consider whether the source is useful
- Remember that sources such as *Wikipedia* can be edited and therefore are not always reliable.
  - It is alright to start your research here, but this site should not be one of the sources that you refer to in the body or your written work.

Reliability and objectivity
- Is the source fair and does it present multiple points of view?
- Does the author make their viewpoint or bias clear?
- Has the author been transparent about their own sources of information?
- Is there an effort to present the information neatly, accurately and logically?
- Has the information been peer-reviewed by others who are authorities in this field?

Publication date
- How old is the information?
    - Unless you are discussing the history or context of a particular topic, it is recommended that you seek sources published within the last 5 – 10 years.
- If there is no publication date communicated, and if it is difficult to determine how dated the information is, perhaps consider whether the source is still worth referring to in your work.
- If it is a website, are the links still active?
- When was the source last revised or updated?

Domain (for websites)
- What does the internet address tell you about the website?
    - Is it a commercial site ('.com') with potential commercial interests?
    - Is it an organisation ('.org') with potential bias?
    - Is it from an educational ('.edu') or government ('.gov') site?
    - Is it from Australia ('.au') or from another country e.g. United Kingdom ('.uk')?

Relevance
- Is the information presented at an appropriate level?
- Is the information useful for your task?

REFERENCING

What is referencing?
Referencing is an expectation in academic practice that requires you to communicate where the ideas in your work have come from. At CHSHS, students are expected to use the APA referencing style. This is an author-date system of referencing that includes two equally important aspects: in-text citation and full bibliographic citation.

Why reference?
Be referencing your work with in-text citation and full bibliographic citation, you demonstrate academic integrity. You show where ideas in your work have come from, and you provide enough information to allow your reader to be able to find your sources for themselves. If you do not reference in these ways, this is considered academically dishonest, and you could be accused of plagiarism.

What is in-text citation?
When you are drafting the body of your written work, you need to include an in-text citation every time you directly quote or paraphrase ideas or work that belongs to someone else. In-text citations that follow the APA style will look like this:

Direct quotation:

> Hagrid is a character who is described as being quite unkempt, with his "long, shaggy mane of hair and a wild, tangled beard" (Rowling, 1997, p. 50).

Paraphrase:

> Researchers have found a link between the popularity of the Harry Potter franchise and the rise in owl trade (Vesper, 2017, p.15).

What is full bibliographic citation?

At the end of your work, you need to include a reference list that gives the full details of the sources that you have used. All of the entries in this list should match the in-text citations you have used throughout the body of your written work, but they will provide additional details. The way in which you format each entry (including the use of punctuation and italics) should make the type of source clear to your reader. Full bibliographic citations that follow the APA style will look like this:

Print book:

Rowling, J. K. (1997). *Harry Potter and the Philosopher's Stone*. Bloomsbury.

Journal article

Vesper, I. (2017). Harry Potter linked to rise in owl trade. *Nature, 547*(7661), 15.

What is the difference between a reference list and a bibliography?

When using APA style, the standard is to provide a reference list at the end of your written work. A bibliography is a step further than a reference list. In a bibliography, you include all of the full bibliographic citations as you would in a reference list, but you also include full bibliographic citations for any wider research you might have conducted that you have not necessarily referred to in the body of your written work. This demonstrates how widely you have read about a particular topic. While a reference list is generally the standard when using APA style, it is best to check with your teacher regarding whether or not they would prefer a bibliography instead of a reference list.

Examples of Citations

	In-text citation	Full bibliographic citation
Print book by single author	(Daley, 2019, p. 7)	Daley, M. (2019). *Raising Readers: How to nurture a child's love of books.* University of Queensland Press.
Print book by two authors	(Miller & Kelley, 2014, p. 33)	Miller, D., & Kelley, S. (2014). *Reading in the Wild: The Book Whisperer's Keys to Cultivated Lifelong Reading Habits.* Jossey-Bass.
Edited print book	(Arizpe & Cliff-Hodges, 2018, p. 2)	Arizpe, E., & Cliff-Hodges, G. (Eds.). (2018) *Young People Reading: Empirical Research Across International Contexts*. Routledge.
E-book	(Battles, 2011)	Battles, M. (2011) *Library: An Unquiet History*. W.W. Norton & Company. https://www.amazon.com.au/Library-Unquiet-History-Matthew-Battles/dp/0393351459?asin=B00MPMWPYK&revisionId=ef4b7a88&format=2&depth=1
Online journal with DOI	(Caldwell, 2019, p. 236)	Caldwell, C. (2019). Adolescents brain development and gender: Predictors of future reading habits. *Journal of Neurology, Neurosurgery & Psychiatry, 90*(2), 235-238. https://doi.org/10.1136/jnnp-2018-318094
Online journal without DOI	(Wilhelm & Smith, 2016, p. 26)	Wilhelm, J. D., & Smith, M. W. (2016) The power of pleasure reading: What we can learn from the secret reading lives of teens. *English Journal, 105*(6), 25 - 30. http://www.ncte.org/journals/ej/issues/v105-6
Print journal	(Sullivan, 2015, p. 5)	Sullivan, A. (2015). The life-long benefits of reading for pleasure. *School Librarian, 63*(1), 5-6.
Legislation	(Copyright Act 1968)	*Copyright Act 1968* (Cth) (Austl). https://www.legislation.gov.au/Details/C2019C00042
Government source	(ABS, 2019)	Australian Bureau of Statistics. (2019). *Planning the 2021 Census.* https://www.abs.gov.au/ausstats/abs@.nsf/mf/2089.0
Website	(Howard, 2019)	Howard, J. (2019). *What I learnt from Draco Malfoy… by playing Draco Malfoy*. Wizarding World: https://wizardingworld.com/features/what-i-learnt-from-dracomalfoy-by-playing-draco-malfoy
Website without author	(Wizarding World, 2019)	Wizarding World. (2019). *Harry Potter and Fantastic Beasts cast members join forces for Lumos charity album A Magical Time of Year.* https://www.wizardingworld.comm/news/harry-potter-and-fantastic-beasts-cast-join-forces-for-lumos-charity-album
Website without date	IASL, n.d.)	International Association of School Librarianship. (n.d.). *About IASL*. https://iasl-online.org/about/index.html
Podcast	(Kruszelnicki & Marigliano, 2019)	Kruszelnicki, K. (Presenter) & Marigliano, L. (Presenter). (2019). *Science with Dr Karl* (Audio podcast). https://www.abc.net.au/triplej/programs/drkarl-podcast/
Streamed video	(Hyden, 2018)	Hyden, S. (Producer). (2018). *Harry Potter: How J.K. Rowling Writes Mystery* (Video). https://www.youtube.com/watch?v=D_YOFHNhgg
Film	(Columbus, 2001)	Columbus, C. (Director). (2001). *Harry Potter and the Philosopher's Stone* (Film). Warner Bros Pictures.
Television programme	(Campbell, 2019)	Campbell, C. (Executive producer). (2019, December 6). *The Project* (Television program). Network Ten.
Music recording	(Higgins, 2018)	Higgins, M. (2018). Strange Utopia (Recorded by Mushroom Music Publishing). On *Solastalgia* (Album, CD). Eleven Music.

Generative Artificial Intelligence Examples of Citations

In-text citation
Author of generative AI model, Year of version used
Examples:
(OpenAI, 2022)
OpenAI (2022)...

Reference list
Author of AI model used. (Year of AI model used). *Name of AI model used* (Version of AI model used) [Type or description of AI model used]. Web address of AI model used
Example:
OpenAI. (2022). *ChatGPT* (Dec 20 version) [Large language model]
The full transcript of a response can be included in an appendix or other supplementary materials.

ACADEMIC INTEGRITY

Academic integrity requires academic responsibilities to be approached in an honest, moral and ethical way.

Strategies for establishing authorship

When developing an assessment instrument, schools should consider how student authorship of final responses will be established.

Teachers may:
- set an assessment task that requires each student to produce a unique response
- vary assessment tasks each year so students are unable to use other students' responses from previous years
- set aside sufficient class time for students to complete the assessment task and for teachers to monitor the development of the response using checkpoints.

Teachers can collect evidence during the development of responses in order to establish authorship of final responses.

Teachers may:
- monitor, collect or observe progressive samples of each student's work at various stages. This process could be documented using an authentication record, checklist, digital record or photographs
- interview or consult with each student at checkpoints during the development of the response to ensure that it is based on the student's own work.

To establish authorship of final responses, teachers may:
- directly compare the responses of students who have worked together in groups
- for text, analyse final student responses using plagiarism-detection software
- interview a sample of students after their responses have been submitted to determine their understanding of and familiarity with their responses
- use internal quality assurance processes if there is more than one class for a subject cohort.

Responsibilities for establishing authorship

Teachers, students and parents/carers have specific responsibilities for establishing authorship of responses.

Teachers will:
- take reasonable steps to ensure that each student's work is their own across a range of conditions, particularly when students have access to electronic resources, are preparing responses to collaborative tasks, and have access to others' ideas and work

- collect evidence of the authenticity of student responses throughout the process (such as classwork, outlines, plans or a draft).

Students will:
- complete responses during the designated class time to ensure teachers are able to observe the development of work and authenticate student responses
- participate in authentication processes as required by schools, such as to sign a declaration of authenticity
- submit a draft
- submit a final copy of their assignment using Turnitin (where appropriate)
- participate in interviews during and after the development of the final response and provide elaborations, planning documents and electronic version histories.

Parents/carers will:
- support the efforts of teachers and students to authenticate student responses by ensuring that tutors, family members or others who support students are aware of and follow the guidelines for drafting and providing feedback on a draft student response.

Use of Generative Artificial Intelligence (AI) in Assessment

Centenary Heights State High School aims to harness the potential of Generative AI tools in assessment while upholding academic integrity. We are committed to providing our students with a supportive and innovative learning environment that prepares them for the challenges and opportunities of the future.

Generative AI tools may be utilised in the following ways to support student learning and assessment:
- providing creative inspiration or suggestions to assist students in starting their assignments or projects
- recommending authoritative sources of information relevant to the subject matter
- generating study resources, including quizzes or flashcards, to aid in consolidation and revision of information
- demonstrating grammar, sentence construction, and language skills to enhance students' writing abilities.

Plagiarism and Artificial Intelligence (AI):

Students must understand that while AI tools can assist in various aspects of their academic work, it is their responsibility to ensure the integrity of their own work. Plagiarism, which includes submitting generated content without proper attribution or using AI tools to produce work for assessments, is strictly prohibited. Students must demonstrate academic integrity by including both in-text and full bibliographic references when they have used generative ideas, words and/or images from AI tools within any work submitted for assessment.

If you use ChatGPT or other generative AI to help you **generate ideas or plan your process**, you should **acknowledge how you used the tool**, even if you do not include any AI generated content in the assignment. Provide a description of the AI tool used, what you did and the date accessed.

Save a copy of the transcript of your questions and responses from the generative AI tool. You can:
- take a screenshot
- right click and select **Save as,** to save the webpage file.

Understanding academic misconduct

Academic misconduct incorporates a broad range of behaviours by which students inappropriately and falsely demonstrate their learning.

Types of academic misconduct can include:
- cheating while under supervised conditions
- collusion
- contract cheating/ significant contribution of help
- copying work
- disclosing or receiving information about an assessment
- fabricating
- misconduct during an examination
- plagiarism or lack of referencing
- self-plagiarism
- use of AI technology without acknowledgement

Examples of types of misconduct

A breach to academic integrity will involve intervention from the class subject teacher or Head of Department. If a breach is established then, a student will be given an opportunity to produce an authentic response under supervised conditions in their next lesson by either the class teacher or Head of Department.

Students who fail to maintain academic integrity will be subject to disciplinary action as per the Student Code of Conduct.

Submission and Completion of Assessment Item

- All due dates for assessment items are to be strictly observed
- All assessment items are to be submitted to their subject teacher or to the office by 3:45 pm on the day that the assessment is due.

ASSIGNMENTS
Notice of Assessment

Assignments may take many forms and may include some of the following types of assessment items:

- research assignment
- folio assignment
- oral presentations
- group performances
- multimodal projects
- practical assessment

Submission

All written assignments must be submitted to the teacher by the end of the school day on the due date under the specified conditions (submission using Turnitin, submission drive, email, hard copy etc.). If the teacher is absent on the due date, the assignment should be given to the Head of Department or Front office by 3.45 pm on the due date. In the event, that this is not possible, parents must notify the school with supporting documentation. Students should retain a copy of the submitted assignment.

Technological breakdown, which includes computer malfunctions, USB problems, printer or printing problems or loss of electronic work due to a lack of backup cannot be used as a reason for late submission of work or for extension requests. Students should negotiate with the Head of Department regarding an alternate method of submission. This can also be considered as a late or non-submission.

In the event that a student fails to submit a draft and final copy, the student will be given an opportunity to complete the task under supervised conditions in their next subject lesson.

Late or non-submission

If the student fails to hand in the draft or final copy of the assignment by the due date the subject teacher will contact the parents/carers via email and record in OneSchool. Late draft submissions may result in the student not receiving feedback.

If the student fails to hand in the final copy of the assignment by the due date, then the subject teacher will contact the parents (phone call or e-mail), record in OneSchool and work with their Head of Department to determine appropriate student action.

When a grade for an assignment cannot be awarded, the student profile will indicate an N standard. For reporting purposes, where a student has failed to submit assessment, the teacher will use drafts, classwork, notes and observations to determine a level of achievement, where possible.

Orals/Practical performance

On the first day of orals/practical performances, all students must submit a copy of the script they intend to use for their presentation to their class teacher (either submit using Turnitin, submission drive, a hard copy or digital copy via email). This script cannot be amended from this point in time. This makes the preparation time more equitable for all students. Students absent on this day should email their script to the teacher to

arrive in time for the scheduled presentation.

In the case of group orals/ practical performance where absence occurs, the group is to complete the task with a substitute who works from the group script. Group members will be individually assessed on that performance. To ensure ease of access by a substitute, all group members must keep a copy the whole group script. On the first day of return, the absent student is expected to complete the oral/ practical performance, with other group members supporting the process.

Results

Teachers will return marked assignments to students and provide annotations and a completed criterion sheet at the conclusion of the assessment cycle.

Students will not be permitted to take marked assessments home as it impacts academic integrity of the instrument.

Parents can request to meet with a class teacher or Head of Department to review assignment results.

Assignment Extension/Exemption

An extension/exemption from an assignment can only be granted in the following situations:

- illness and/or misadventure
- bereavement
- exceptional circumstances as determined by the Head of Department /Deputy Principal.

Any request for an extension is to be made to the Head of Department at least one week prior to the due date using the appropriate form obtained from the Head of Department of the Subject. The submission should include a medical certificate, letter, email or phone call from a parent. The granting of extensions is at the discretion of the Head of Department or Deputy Principal.

Submission Obligations

Assignments must be presented in the format indicated on the task sheet for the assessment item.

Students will complete a Student Authentication Declaration for their final submission.

If a student completes their assignment on a computer, the student will need to keep clear evidence to reasonably substantiate the completion of the assessment item in the event of technical difficulties.

Students Absent (Illness or Misadventure) for Exams

It is the responsibility of the student who is absent on the day assessment items are due to ensure that their parents/caregivers have contacted the school, either on the day or beforehand. Parents/carers need to inform the school of the relevant circumstances and identify the assessment item that is due, provide documentation and notification of length of absence. Where possible, students should submit their assignment electronically by the due date.

EXAMINATIONS

Completion

Students are to complete examination in the nominated lesson or exam session communicated by the teacher. No student will sit an exam prior to the scheduled date without prior authorisation by the Head of Department of the specific subject area.

Student Examination Conduct

- Any breaches of student conduct in the exam should be directed to the Head of Department for resolution
- Students must adhere to exam conditions that includes no talking in the examination room, no standing or moving around and seeking assistance is attained by raising a hand and waiting for a supervisor
- Students must be aware that breaches of academic integrity will be viewed as serious. Such behaviour may result in academic penalties, including failure.

Late Arrival to Examination

Students who arrive late to an exam will be permitted to enter to the exam room, but will not automatically receive extra time to complete the exam. Teachers may grant extra time for the examination if convenient, reschedule the entire exam or provide a reschedule extra time component. Under the latter condition, the student must not peruse the unattempted section of the exam and rescheduling must be conducted punctually.

Examination Obligations

Assessment must be presented in the format indicated on the task sheet for the assessment item.

If a student completes their exam on a computer, the student will need to continuously save their work themselves and be responsible for backing up work regularly, to avoid loss of assessment in the event of technical difficulties.

Results

Teachers will return marked exams to students and provide annotations and a completed criterion sheet at the conclusion of the assessment cycle.

Students will not be permitted to take marked assessments home as it impacts academic integrity of the instrument.

Parents can request to meet with a class teacher or Head of Department to review assignment results.

Extensions in examinations

Requests for extensions of assessment timelines *should be made a minimum of one week prior to the due date to the relevant Head of Departments.* This process will be used by students who are aware of an impending 'known absence' on the due date for assessment where early submission is not practical, or for

circumstances of bereavement, compassionate or exceptional grounds. Extensions for assessment items are only to be granted by a Head of Department or a member of the School Administration in consultation with the class teacher and student.

Student Absent (Unforeseen) for Exam

It is the responsibility of the student to approach the teacher as soon as practical on the day of return from absence, to arrange a suitable time for completion of assessment. Where appropriate, the student will complete the missed assessment item in their lesson at school.

REASONABLE ADJUSTMENTS FOR ASSESSMENT

The Queensland Curriculum and Assessment Authority (QCAA) recognises that some students have disability, impairment and/or medical conditions, or experience other circumstances that may be a barrier to their performance in assessment. Special Provisions are documented in a student's Personalised Learning Plan on One School and are designed to assist students to demonstrate what they know and can do.

Reasonable Adjustments in the conditions of assessment may include:
- alternative format papers
- assistance
- assistive technology
- computer
- extra time
- individual Instruction/translation
- reader
- rest breaks
- scribe
- varied seating
- vision aides.

Who should be considered for reasonable adjustments?

Any student who has a specific educational need may be considered for assessment adjustment including students:

- with a disability such as those of a sensory, motor and/or neurological nature
- for whom English is an Additional Language or Dialect (EAL)
- who are gifted or talented
- with short-term impairments.

Applications for assessment adjustment should be raised with the subject teacher in the first instance. Teachers will discuss/refer students to either their Head of Department or to the Diverse Learning team. Documentation of learning barriers may be required to support any adjustment to assessment.

CENTENARY HEIGHTS STATE HIGH SCHOOL
APPLICATION FOR ASSESSMENT EXTENSION
**Must be filled in and handed to Head of Department before due date! **

Student's name:	**PCG:**
Teacher:	**Subject/Class Code:**
Type of Assessment:	**Current due date:**
	Requested due date:
Reason for extension (Please provide supporting evidence e.g. Medical Certificate, note from parents?	_____ _____ _____
Teacher Comments (You will not receive an extension if this section is incomplete)	_____ _____ _____

- -

Student's name	
Extension granted	□ Yes □ No
Assessment item	
If Yes, the due date is now:	_____/_____/_____
THIS FORM MUST BE ATTACHED TO YOUR ASSESSMENT ITEM WHEN SUBMITTED ON THE NEW DUE DATE. _____ _____/_____/_____ HOD SUBJECT AREA DATE	