

REDLYNCH STATE COLLEGE
YEAR 7 TO 10
ASSESSMENT
POLICY



SCOPE

The following Assessment Policy information provides clarity to students, Parents/Carers and teachers about roles, responsibilities, processes and procedures to ensure the integrity of assessment and assessment requirements at Redlynch State College (RSC). Information in this policy aligns with the Education Queensland P-12 Curriculum, Assessment and Reporting Framework (2022) and the Australian Curriculum and Reporting Authority guidelines. An assessment policy ensures that the conditions under which assessment items are completed (i.e. the due date, the word/time limit, submission requirements etc.) allow all students to demonstrate their skills and knowledge under fair and equitable conditions.

PURPOSE

RSC is committed to an educational philosophy that encourages all students to achieve personal excellence by developing their talents and abilities. This policy is designed to build capacity as students work towards preparing for Senior school.

Assessment of student learning takes place at different levels and for different purposes, including:

- Ongoing formative assessment within classrooms for the purposes of monitoring learning and providing feedback, for teachers to inform their teaching, and for students to inform their learning
- Summative assessment for the purposes of twice-yearly reporting by schools to Parents/Carers on the progress and achievement of students

RSC 7-10 assessment policy:

- Informs students, parents and teachers of the key principles around assessment and assessment requirements at RSC for Years 7 - 10.
- Ensures consistency of practice in the application of assessment conditions and treatment of assessment issues.

PRINCIPLES

RSC expectations for teaching, learning and assessment are grounded in the principles of academic integrity and excellence.

Assessment includes any examination, practical demonstration, performance or product that allows students to demonstrate the objectives as described by the syllabus and 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.



RESPONSIBILITIES

SCHOOL

- Publish an assessment schedule each term with due dates for all assessment items
- Provide students with assessment instruments in an appropriate time frame
- Provide appropriate class time for assessment
- Provide feedback (when required) to students on draft and final assessment tasks in a timely manner
- Enact procedures that ensure a consistency of standard/s is maintained in the marking of assessment instruments – moderation of student responses.
- Provide access to relevant documents regarding applications for extension (Appendix A)

STUDENT

- Plan and manage their time to meet the checkpoints and due dates listed in the assessment calendar
- Plan a personal study schedule using the assessment calendar as a guide
- Ensure all assessment tasks submitted are the original work of the student and cited work is referenced using the APA/Harvard system (provide a bibliography as per task requirements)
- Demonstrate mandated requirements of the course
- Complete and submit drafts and final assessment tasks by the due date and to a satisfactory standard electronically via Turnitin
- Attend all exams on the scheduled date and time
- Draft assignments and keep copies of their drafts (e.g. saving drafts as “Version 1”, “Version 2” etc.)
- Save all electronic assessment work on at least two different storage devices
- Communicate anticipated difficulties in completing assessment requirements with the teacher and follow the correct procedures to apply for an extension or AARA within an appropriate time frame (Appendix A)
- When absent on a due date, organise to submit assessment electronically via Turnitin
- Students with a disability access their Case Manager, engage with Teacher Aide/s for support
- Not to engage in any type of academic misconduct

TEACHER

- 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, when they are preparing responses to collaborative tasks, and when they have access to others’ ideas and work
- Implement strategies and collect evidence to ensure the authenticity of student responses
- Ensure assessment decisions are fair and equitable for all students
- Provide appropriate feedback in a timely manner on drafts

PARENT/CARER

- Encourage students to try their best on all tasks;
- Ensure that original work of the student is being submitted;
- Ensure students submit all assessment tasks by the draft and final due date;
- Support the efforts of teachers and students to authenticate student responses
- Encourage student to approach their academic responsibilities in an honest, moral and ethical way.
- Inform the appropriate school staff of any difficulties relating to the completion of assessment items within an appropriate time frame, consider submitting a variation to assessment dates form (Appendix 2)
- Provide documentary evidence where necessary (e.g. medical certificate)



PROMOTING ACADEMIC INTEGRITY

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RSC promotes academic integrity by developing students' skills and modelling appropriate academic practices. The following whole-school procedures support this endeavor.

Location and communication of policy	<p>The RSC assessment policy is located on the school website. All questions regarding this policy should be directed to the relevant year level Deputy Principal (DP).</p> <p>To ensure the assessment policy is consistently applied, it will be revisited at the beginning of each semester in form, year level parades or RSC classes. 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 • In the newsletter and by email in response to phases of the assessment cycle
Assessment Schedules	<p>The due date for all assessment items will be communicated to students at the beginning of each semester. This will be done via an assessment planner and clarified by the teacher in class. Students will be informed of updates or changes on a term by term basis.</p>
Expectations about engaging in learning and assessment	<p>RSC has high expectations for academic integrity and student participation and engagement in learning and assessment. Students are required to complete all course and assessment requirements on or before the due date for their results to the overall subject result. Students are also required to appropriately acknowledge the ideas, work or interpretation of others, including use of artificial intelligence (AI).</p>
Drafts	<p>Drafts are an important part of the assessment process. Feedback from drafts provides suggestions and advice to students so that improvements can be made prior to the final submission. Drafts will be used to make judgements and allocate grades when final copies are not submitted.</p> <ul style="list-style-type: none"> • All assessment items will have a task/criteria sheet which clearly outlines the assessment format, the draft due date and the final due date • Draft assessment is to be submitted electronically via Turnitin and a printed copy provided to the teacher by the set draft due date. This is normally 2-3 weeks prior to the final submission date • Draft submission dates will allow sufficient time for quality feedback from the teacher as well as sufficient time for student correction before the final due date • A copy of the draft work will be filed and used as evidence if final assessment is not submitted on the due date
Final Submission	<p>Final submission of all assessment pieces in Years 7-10 is compulsory at RSC. Failure to meet this expectation will have serious consequences for awarding a semester result.</p> <ul style="list-style-type: none"> • Final assessment is to be submitted electronically via Turnitin and a printed copy provided to the teacher by the due date. The draft and criteria sheet must be attached to the printed copy • All practical assessment items are to be submitted directly to the classroom teacher • All written components of the assessment task must be submitted through Turnitin • All assignments submitted should have a criteria sheet or task sheet attached and must have the student name clearly marked on the document • All printed copies of assessment items must be submitted prior to 3:00pm on the due date • All electronic copies of assessment items must be submitted prior to 11:59pm on the due date via Turnitin



Students on suspension are still expected to submit assessment tasks by the due date and negotiate exams/oral/practical assessment tasks with the Year Level Deputy Principal (DP).



ENSURING ACADEMIC INTEGRITY

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RSC has procedures in place 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 to this context.

Scaffolding	<p>Scaffolding for assessment helps students understand the process for completing the task. Scaffolding will:</p> <ul style="list-style-type: none">• Maintain the integrity of the requirements of the task or assessment instrument• Allow for unique student responses and not lead to a predetermined response. <p>Across the phases of learning, students will gradually be given more responsibility for understanding the processes required to complete their tasks.</p>
Checkpoints	<p>The use of checkpoints will:</p> <ul style="list-style-type: none">• Monitor student progress• Establish student authorship <p>Students will work on assessment during designated times and show evidence of progress at scheduled checkpoints. Teachers will use these checkpoints to identify and support students to complete their assessment</p>
Drafting	<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 may 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">• Provided on a maximum of one draft of each student's response• A consultative process that indicates aspects of the response to be improved or further developed• Delivered in a consistent manner and format for all students• Provided within one week of a submission of a draft. <p>Feedback on a draft must not:</p> <ul style="list-style-type: none">• Compromise the authenticity of a student response• Allocate a mark <p>A copy of the feedback will be stored with a hard copy of the draft in the student's folio.</p>



Managing word length	<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">• All assessment instruments indicate the required length of the response• Teaching and learning programs embed subject-specific strategies about responding purposefully within the prescribed conditions of the task• Model responses within the required length are available• Feedback about length is provided by teachers at checkpoints and drafts
Authenticating student responses	<p>Accurate judgments of student achievement can only be made on student assessment responses that are authenticated as their own work. All theory assessments are submitted via Turnitin to verify student work.</p> <p>RSC also uses authentication strategies during assessment times such as:</p> <ul style="list-style-type: none">• Monitor, collect or observe progressive samples of each student's work at various stages. This process could be documented using an authentication record, checklist 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• Directly compare the responses of students who have worked together in groups• For text, analyse student responses using plagiarism-detection software (Turnitin)• Use internal quality assurance processes such as cross-marking if there is more than one class for a subject cohort



ACADEMIC MISCONDUCT AND CONSEQUENCES

Academic misconduct incorporates a broad range of behaviours by which students inappropriately and falsely demonstrate their learning. The types of misconduct and examples listed below are not exhaustive.

COMMON TYPES OF ACADEMIC MISCONDUCT WITH EXAMPLES AND POSSIBLE CONSEQUENCES

CHEATING WHILE UNDER SUPERVISED CONDITIONS:

A Student:

- Begins to write during a perusal time or continues to write after the instruction to stop writing is given
- Uses unauthorised equipment or materials
- Has any notation written on their body, clothing or any object brought into the room
- Communicates with any person other than a supervisor during an exam, e.g. through speaking, signing, electronic device or other means, such as passing notes, making gestures or sharing equipment with another student

Consequences:

Student	<ul style="list-style-type: none">• Will have the part of the exam that already completed collected• Will continue on with the remainder of the exam
Teacher	<ul style="list-style-type: none">• Consult with HOD and relevant DP after the exam to determine results, this may involve parts of the exam being disregarded while grading the exam• OneSchool entry, with referral to relevant HOD
HOD	<ul style="list-style-type: none">• Notify parents of the academic misconduct• Interview with Parent/Carer and student (if required)

COLLUSION

When:

- More than one student works to produce a response and that response is submitted as individual work by one or multiple students
- A student assists another student to commit an act of academic misconduct
- A student gives or receives a response to an assessment

Consequences:

Student/s	<ul style="list-style-type: none">• Only elements of the task that are their own original work will be graded
Teacher	<ul style="list-style-type: none">• OneSchool entry, with referral to relevant HOD
HOD	<ul style="list-style-type: none">• Notify parents of the academic misconduct• Interview with Parent/Carer and student (if required)

CONTRACT CHEATING

A student:

- Pays for a person or a service to complete a response to an assessment
- Sells or trades a response to an assessment

Consequences:

Student/s	<ul style="list-style-type: none">• Only elements of the task that are their own original work will be graded
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Teacher	<ul style="list-style-type: none"> OneSchool entry, with referral to relevant HOD
HOD	<ul style="list-style-type: none"> Notify parents of the academic misconduct Interview with Parent/Carer and student (if required)

COPYING WORK

A student:

- Deliberately or knowingly makes it possible for another student to copy responses
- Looks at another student's work during a supervised assessment
- Copies another student's work during a supervised assessment

Consequences:

Student/s	<ul style="list-style-type: none"> Will have the part of the exam that already completed collected Will continue on with the remainder of the exam Only elements of the task that are their own original work will be graded
Teacher	<ul style="list-style-type: none"> OneSchool entry, with referral to relevant HOD
HOD	<ul style="list-style-type: none"> Notify parents of the academic misconduct Interview with Parent/Carer and student (if required)

DISCLOSING OR RECEIVING INFORMATION ABOUT AN ASSESSMENT

A student or other person:

- Gives or accesses unauthorized information that compromises the integrity of the assessment, such as stimulus or suggested answers/responses, before a response to an assessment is completed
- Makes any attempt to give or receive access to secure assessment materials

Consequences:

Student/s	<ul style="list-style-type: none"> 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 on or before the due date.
Teacher	<ul style="list-style-type: none"> OneSchool entry, with referral to relevant HOD
HOD	<ul style="list-style-type: none"> Notify parents of the academic misconduct Interview with Parent/Carer and student Interview with Parent/Carer and student (if required)

FABRICATING

A student:

- Invents or exaggerates data
- Lists incorrect or fictitious references, including false or misleading information generated from the use of AI

Consequences:



Student/s	<ul style="list-style-type: none">• Only elements of the task that are their own original work will be graded
Teacher	<ul style="list-style-type: none">• Disregard any work that relates directly to the fabricated data/references• OneSchool entry, with referral to relevant HOD
HOD	<ul style="list-style-type: none">• Notify parents of the academic misconduct• Interview with Parent/Carer and student (if required)



IMPERSONATION

A student:

- 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.

Consequences:

Student/s	<ul style="list-style-type: none">• Not rated
Teacher	<ul style="list-style-type: none">• OneSchool entry, with referral to relevant HOD
HOD	<ul style="list-style-type: none">• Notify parents of the academic misconduct• Interview with Parent/Carer and student (if required)

MISCONDUCT DURING A SUPERVISED ASSESSMENT

A student:

- Distracts and/or disrupts others in an assessment room

Consequences:

Student/s	<ul style="list-style-type: none">• Will be given a verbal warning• If persistent, student will be removed from the exam• Continue the exam in the office with HOD or DP if available
HOD	<ul style="list-style-type: none">• Notify parents of the academic misconduct• Interview with Parent/Carer and student (if required)

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 or audio-visual material, figures, tables, design, images, information or ideas)

Consequences:

Student/s	<ul style="list-style-type: none">• Only elements of the task that are their own original work will be graded
Teacher	<ul style="list-style-type: none">• OneSchool entry, with referral to relevant HOD
HOD	<ul style="list-style-type: none">• Notify parents of the academic misconduct• Interview with Parent/Carer and student (if required)



SELF-PLAGIARISM

A student:

- A student duplicates work or part of work already submitted as a response to an assessment instrument in the same or any other subject

Consequences:

Student/s	<ul style="list-style-type: none">• Only elements of the task that are their own original work, that has not been submitted previously, will be graded
Teacher	<ul style="list-style-type: none">• OneSchool entry, with referral to relevant HOD
HOD	<ul style="list-style-type: none">• Notify parents of the academic misconduct• Interview with Parent/Carer and student (if required)

SIGNIFICANT CONTRIBUTION OF HELP

A student:

- Or other person arranges for, or allows, a tutor, Parent/Carer or any person in a supporting role to complete or contribute significantly to the response, including AI.

Consequences:

Student/s	<ul style="list-style-type: none">• Only elements of the task that are their own original work will be graded
Teacher	<ul style="list-style-type: none">• OneSchool entry, with referral to relevant HOD
HOD	<ul style="list-style-type: none">• Notify parents of the academic misconduct• Interview with Parent/Carer and student (if required)



FAILING TO MEET ASSESSMENT REQUIREMENTS

VARIATION TO ASSESSMENT DATES

Students who are ill, suffer a misadventure or another unexpected event and are not able to submit a *draft* by the due date, not able to submit a *final* copy on the due date, sit an *exam* on the due date, deliver a *presentation* or a *performance* on the due date must apply for a Variation to Assessment Dates Request. (Appendix A)

No student work will be accepted after the due date unless accompanied by the *Variation to Assessment Date Request Form* (Appendix A). This form must be submitted for the request to be processed.

This form covers two areas:

Extension request prior to due date - this form must be completed and submitted to relevant Head of Department *at least three days prior* to assessment due date.

1. Request for adjusted date after due date passed – this form must be completed and submitted to relevant Head of Department (HOD) on first day of return to school.

To apply students must follow these steps:

- Obtain a 'Variation to Assessment Dates Request Form' (Appendix A) from the HOD at least five days prior to the due date except, or in exceptional circumstances, as soon as possible after the due date
- Complete the form and return to HOD the following day
- HOD will consult with relevant class teacher and relevant year level DP
- Approval or non-approval granted by HOD
- HOD forwards a copy of form to relevant year level DP

Some examples of reasons for applying for a Variation to Assessment Date are:

- *Illness* - A medical certificate or letter from your parent is compulsory
- Extenuating Circumstances such as family activities of a very special nature requiring absence from school, bereavement, family breakdown, essential sporting / cultural commitments and long-term illness of self or family member

No extensions will be approved on or after the due date except in extraordinary circumstances. Extensions will be considered on a case-by-case basis. *Technology failure is not considered acceptable grounds* for a Variation to Assessment Request.

CONSEQUENCES FOR LATE SUBMISSION / NON-SUBMISSION OF DRAFT OR DRAFT DOES NOT MEET SET REQUIREMENTS

Consequences:

Student/s	<ul style="list-style-type: none">• Will attend lunch detention to write a draft that meets the assessment requirements
Teacher	<ul style="list-style-type: none">• OneSchool entry, with referral to relevant HOD• Issue lunch detention to complete draft that meets the assessment requirements• Notify parents of failure to meet assessment requirements

Consequences for not attending lunch detention or does not produce a sufficient draft at lunch detention

Student/s	<ul style="list-style-type: none">• Will attend after school detention to write a draft that meets the assessment requirements
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Teacher	<ul style="list-style-type: none">• OneSchool entry, with referral to relevant HOD• Notify parents of failure to meet assessment requirements
HOD	<ul style="list-style-type: none">• Issue after school detention



CONSEQUENCES FOR LATE SUBMISSION / NON-SUBMISSION OF FINAL WORK

Final submission of all assessment pieces in Years 7, 8, 9 and 10 is compulsory at RSC. Failure to meet this expectation will have serious consequences for awarding a semester result. When a student does not submit a response to an assessment instrument, a result can only be allocated when evidence has been demonstrated. This is evidence that is collected on or before the due date e.g. class work, drafts, rehearsal notes, photographs of student work, teacher observations etc.

Students, who are ill, suffer a misadventure or another unexpected event and are unable to submit a final copy on time must apply for a Variation to Assessment Date Request (Appendix A). No student work will be accepted after the due date unless accompanied by a Variation to Assessment Date Request Form.

Information from the Variation to Assessment Date Request Form will be used to make a decision about the acceptance of the piece of assessment.

If information provided in the Variation to Assessment Date Request form does not suggest a reasonable excuse or is not submitted by the due date, or is submitted late, judgements will be made using evidence collected on or before the due date e.g. class work, drafts, rehearsal notes, photographs of student work, teacher observations etc. to allocate grades.

The repeated failure to submit assessment items on time will result in the year level DP having an interview with the student and Parent/Carer.

ABSENCE ON DUE DATE OF ASSIGNMENT SUBMISSION

If a student is absent on the due date of an assignment submission:

- The student or parent/guardian **MUST** notify the school and explain the absence. The assignment must be submitted by Turnitin to the teacher on the due date.
- Failure to notify the school of reason for absence may lead to the piece of assessment being treated as a non-submitted piece of assessment

ABSENCE FROM SCHOOL ON THE DAY OF AN EXAM

Example: Exam, Oral Presentation, Practical Assessment

If a student is absent on the day of an exam, oral presentation or practical item:

- The student, parent or guardian must notify the school to explain the absence prior to the commencement of the exam or assessment item. In most cases Medical Certificates may need to be provided.
- Upon return to school the student must see their relevant year level DP at the start of the school day. Reasonable grounds for missing the assessment item will have to be established by the DP. DP to notify HOD and subject teacher of negotiated outcomes.
- If the student's absence on the due date is unexplained or unauthorized, the student will be held accountable for their actions and may not be rated for that subject.

PRIOR KNOWLEDGE OF ABSENCE

If a student knows in advance that they will be absent for a scheduled exam, oral presentation or practical item they must:

- Inform subject teacher and relevant HOD of upcoming absence
- Apply for a 'Variation to Assessment Request' through the HOD
- HOD to submit paperwork to year level DP for tracking



Redlynch State College
Variation to Assessment Dates Request
(Available from HOD, DP or Head of Campus)



Part A: To Be Completed By The Student And Parent/Guardian

Student Name:

Form Class:

Subject:.....

Teacher:

My assessment was due on:

..... The reason
my assessment was not or will not be handed in on time is: (attach a Doctor's Certificate if relevant)

.....

.....

..... I request

an extension until Day : Date:/...../.....

Student's Signature: Parent/Guardian's Signature..... Date:/...../.....

Part B: Recommended Action By Classroom Teacher

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..... Teacher

Signature:..... Date:/...../.....

Part C: Outcome

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HOD Signature:..... Date:/...../.....

Part D: Extension Approval- To Be Completed By Head of Department, DP or Head of Campus An

extension has been approved Yes / No

The extension has been granted until _____

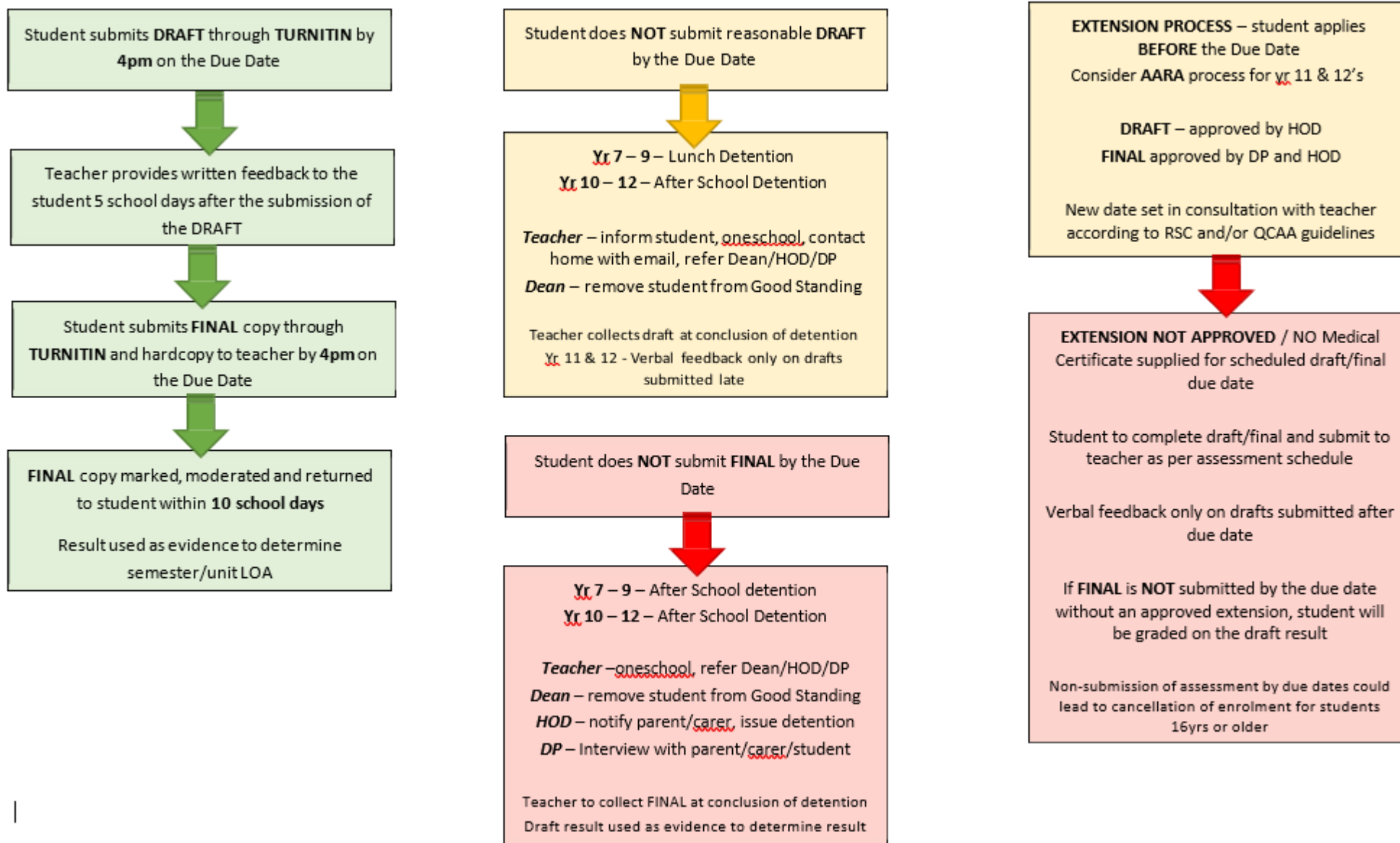
Head of Department/DP/ Head of Campus Signature:..... Date:/...../.....

Note this form must be attached to assessment when it is submitted.





APPENDIX 1 - ASSESSMENT POLICY FLOWCHART



APPENDIX 2 - ASSESSMENT POLICY FLOWCHART - EXAMS

