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ASSESSMENT POLICY

PURPOSE AND OBJECTIVES

This policy provides information for teachers, students and parents/carers regarding roles, responsibilities, processes and procedures to ensure the integrity of assessment. Assessment plays an integral role in improving learning and informing teaching. Its fundamental purpose is to assist in identifying where learners are in respect to their learning.

Hubbard's School acknowledges its responsibility to provide quality outcomes for all students. The system of assessment requires staff to ensure all assessment tasks are valid and fair. Academic integrity is maintained at all times in order to promote values of transparency and equity regarding academic work undertaken at the School.

AIM

This policy outlines the procedures for submission of work and completion of all assessment items (including exams) in order to:

- Maximise the opportunity for students to demonstrate what they know and can do
- Ensure fairness to all students
- Ensure mandatory completion of courses of study to achieve a result

POLICY STATEMENT

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

PRINCIPLES

The following principles form the foundation of beliefs about assessment practices.

Assessment should be:

- **Aligned** with curriculum and pedagogy
- **Equitable** for all students
- **Evidence-based**, using established standards/criteria to make defensible and comparable judgements about students' learning
- **Transparent**, to enhance professional and public confidence in the processes used, the information obtained and the decisions made
- **Informative** of how students are performing in their learning.

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High-quality assessment is characterised by three attributes:

- **Validity**, through alignment with what is taught, learned 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

GUIDELINES/PROCEDURE/PROCESS

The School promotes academic integrity by developing students' skills and modelling appropriate academic practices. The following procedures support this endeavour.

1. INTERNAL QUALITY ASSURANCE PROCESSES

Internal moderation processes are consistently applied across the school. Assessment instruments are peer reviewed and quality assured by subject teachers and their colleagues in Maths/Science or Humanities areas.

2. CHANGING SUBJECTS

Students who change subjects may be required to complete assessment for units 1 & 2 to "catch up" and be assigned credit for the course. This will be negotiated with the Principal and subject teacher.

3. SUBMISSION OF ASSIGNMENTS

All assessment that contributes to decision-making about student academic performance must satisfy the following criteria:

a) Submitted work must be the students' own work

b) A hard copy of the assessment must be presented/submitted by the end of the subject lesson on the due date

c) If a digital submission is required then a digital submission must also be submitted by the end of the subject lesson on the due date

d) May be subject to a plagiarism checker

4. DUE DATES

All assessments are expected to be completed by the designated due dates even if students are absent on the due date, unless there are exceptional circumstances, which are covered by the following conditions.

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5. ABSENT ON DUE DATE FOR ASSIGNMENTS

If a student is absent on the due date then the student needs to make every effort to deliver a hard copy to the school. If sent via email to the teacher it needs to be sent by the due date and time.

6. ILLNESS

If unable to submit the assessment due to illness, the following actions are required:

- A parent/carer is to contact the school to inform of absence and speak with the Deputy Principal or Principal to discuss the relevant circumstances. A revised due date may be established.
- Students in Senior Prep are required to provide documentary evidence (e.g. parental note).
- Students in Year 12 are required to provide a medical certificate.

7. EXTENUATING CIRCUMSTANCES

If unable to submit the assessment due to extenuating circumstances e.g. bereavement; then the following actions are required:

- A parent/carer is to contact the school to inform of absence and speak with a Deputy Principal or Principal to discuss the relevant circumstances. A revised due date may be established.
- Provide supporting evidence (from a medical practitioner).

Technology issues are not to be considered an extenuating circumstance. Family holidays and sporting or extra-curricular activities are also not to be considered an extenuating circumstance.

Late submissions will not be accepted without an approved extension for Year 12 students.

8. EXTENSIONS AND ACCESS ARRANGEMENTS AND REASONABLE ADJUSTMENTS (AARA)

An extension of time may be granted by the subject teacher **prior** to the due date if, in the teacher's opinion sufficient reason exists. An application for extension form must be completed to request an extension. Please find attached any relevant documents to this form.

When circumstances necessitate and eligibility criteria have been met, a student may apply for AARA for a single or multiple assessment events.

9. ABSENT ON DAY OF EXAMINATION

If a student is absent (with or without a valid reason) from a scheduled examination, the following procedures will apply. It is the decision of the Principal if a "late paper" is to be the same paper, or an equivalent paper, that a student will be required to complete.

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IN-CLASS ASSESSMENTS

By "in-class assessments", is any work done in a scheduled lesson or lessons at school. These may take an oral, written, practical or performance mode.

a) **For written tasks**, at the next lesson after the scheduled date, the student is to complete the required assessment task on that day as directed by the teacher.

b) **For oral, practical or performance tasks,** the students will:

   i) *For an individual task:* At the next lesson after the scheduled date, the teacher will request the student to present the task during the lesson or to suit the requirements of the class and/or teacher's timetable. Where necessary a suitable audience may need to be organised by the student and / or teacher.

   ii) *For a group task:* Depending on the duration of absence of the student after the scheduled date and at the discretion of the subject teacher, the student may be requested to complete an alternative assessment task if reforming the original group is impractical.

EXAMINATION BLOCKS

a) The student is to report to the teacher in charge of examinations. A written statement signed by a parent/guardian, or a medical certificate that explains why the student has been absent from the scheduled assessment task, must be provided by the student. A time will then be negotiated to complete the paper.

b) If a student fails to report to the class teacher, the Deputy Principal will contact a parent and arrange a time as soon as possible to complete the assessment task.

c) If a student is absent for a practical exam, the Deputy Principal will liaise with the class teacher as to the possibility of an alternative examination session. If no session is possible, an alternative assessment task will be set by the teacher.

d) If a known absence, the student must contact the school.

If, in the opinion of the Principal it is considered necessary, students may be required to complete alternative or additional assessment items, so that they may be deemed as having completed the course requirements, and thus, awarded a level of achievement.

It is the **RESPONSIBILITY** of the student to take the following steps when an exam has been missed.

(Failure to do so may result in credit not being awarded).

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ABSENT FOR ONE OR MORE EXAMINATIONS

a) On the day, phone the administration office and advise them of:

    i) Your Name

    ii) Your Subject

    iii) Subject/s missed and teacher/s of subject

    iv) Day, date and session exam/s have been missed

    v) Date of your return to school

    vi) Reason for absence

b) On the day of your return:

    i) (1) Visit the Deputy Principal, to reschedule all missed exams and advise teachers

    ii) (2) Submit required documentation (e.g. doctor's certificate)

Failure to comply with the policy above will be regarded as wilful disregard of school policy and:

a) Credit may not be awarded

b) Your teacher will inform your parents of your failure to complete required exams

10. MANAGING RESPONSE LENGTH

Students must ensure that assessment responses satisfy the designated length/duration requirements of the assessment instrument. All assessment items will indicate the required length of response as either: word length, time duration and/or page count. The evidence provided within a designated length/duration requirement will be considered for assessment purposes. Any evidence in excess of these limits will not be considered.

If students present an assessment response that exceeds the required response length the following will occur:

- At the earliest available time, the teacher will notify the student that they have exceeded the response length
- The student will then be given the opportunity to clearly indicate which part of the response they would like to redact from the response before a judgement is made on the evidence in the student response. This will be completed with the teacher on the original copy of the response.

11. DRAFTING

Drafting is a preliminary version of an assessment response. It is a way in which students receive feedback from their teachers. There are various methods for feedback to be provided and this occurs

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naturally as part of the teaching and learning process.

Providing feedback is a consultative process, not a marking process. Feedback on a draft will not compromise the authenticity of student work.

Year 12: One draft will be provided with feedback by a subject teacher. A draft may differ in form depending on the subject and assessment technique; in writing or orally; to an individual or to the whole class; and/or through questioning.

ENSURING ACADEMIC INTEGRITY

1.   SCAFFOLDING (SECTION 7.2.1)

Scaffolding helps students understand the process for completing a task. Scaffolding must allow for unique student responses and lead students to a response. It must also maintain the integrity of the task. Students in the younger years will experience a greater level of scaffolding than those in the senior years. The level of complexity and the requirement of independence will increase gradually over the year levels.

2.   CHECKPOINTS (SECTION 8.5.3)

Checkpoints aim to monitor student progress as they complete assessment tasks and are used to authenticate student responses. Teachers will use these checkpoints to identify and support students to complete their assessment.

Students will work on assessment during designated times and show evidence of progress at scheduled checkpoints, as identified on task sheets.

3.   DRAFTING (7.2.2 AND 8.3)

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. Drafting requirements must be clearly stated on each task sheet.

Feedback on a draft **is:**
- provided on a maximum of one draft of each student's response, where allowed
- 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
- stored with the student's assessment response.

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Feedback on a draft **must not**:

- compromise the authenticity of a student response
- introduce new ideas, language or research to improve the quality and integrity of the student work
- edit or correct spelling, grammar, punctuation and calculations
- allocate a mark.

4.   MANAGING RESPONSE LENGTH (7.2.3)

Students must adhere to assessment response lengths as specified by syllabus documents.

Teachers will support students in managing response length by:

- ensuring instruments indicate the required length
- creating instruments considering scope and scale (ensuring it is possible to achieve the highest mark within the prescribed response length)
- developing teaching and learning that embed strategies supporting students to respond within the instrument conditions
- providing model responses within the required length
- providing feedback about length at checkpoints.

If a student's response exceeds the prescribed word length, the school 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.

Instruments submitted to QCAA for 'confirmation' will be annotated to clearly indicate the evidence used to determine the result awarded.

5.   AUTHENTICATING STUDENT WORK (7.3.1)

Accurate judgements of student achievement can only be made on student assessment responses that are authenticated as the student's own work.

Hubbard's School uses the authentication strategies promoted by the QCAA. The authentication strategies will be specified on assessment instruments. Examples include (but are not limited to): cross marking, double marking, plagiarism detection software (E.g. Turn-it-in).

In cases where a student response is not authenticated as a student's own work, procedures for managing alleged academic misconduct will be followed.

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6. ACCESS ARRANGEMENTS AND REASONABLE ADJUSTMENTS (AARA), INCLUDING ILLNESS AND MISADVENTURE (SECTION 6)

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. The Principal manages all approval of AARA for students.

Hubbard's 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

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 by the Principal. Copies of the medical report template, extension application and other supporting documentation are available on the learning management system.

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 that the school could have avoided
- matters of the student's or parent's/carer's own choosing: e.g. students missing school before or during an assessment period due to a family trip or holiday will not be eligible for an AARA in any year level.

7. MANAGING NON-SUBMISSION BY THE DUE DATE

Teachers will collect progressive evidence of student responses to assessment instruments at the prescribed checkpoints. Where a draft is required, it is expected to be close to final. This evidence may be graded if a final response is not submitted on a due date as a result of illness, misadventure or by student choice.

8. INTERNAL QUALITY ASSURANCE (8.5.3)

Hubbard's Schools quality management system ensures valid, accessible and reliable assessment of student achievement.

This includes:
- quality assurance of all assessment instruments, in all year levels before they are administered to students (quality assurance tools provided by the QCAA may be used)

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- moderation to support judgments about student achievement in all year levels. Students will not receive results until moderation processes are complete.

For senior students, all marks for summative internal assessment for General subjects are provisional until they are confirmed by the QCAA. Results for Applied and Applied (Essential) subjects and Short Courses may be subject to advice from the QCAA.

9. REQUESTING MODERATION OF RELEASED RESULT

Students may believe the results awarded do not reflect the response they submitted. In this instance, they may request the result be moderated. Students should discuss the result with their teacher in the first instance. The review process includes the completion of the request form signed by both the student and parent with a detailed explanation of the reason for the request. In the event a student believes moderation is warranted, the request must be made no later than **five** working days after the results are released (this timeframe may be impacted by QCAA deadlines).

If the result was moderated in the internal moderation process, the student will be provided with the feedback from the moderating teacher. Otherwise, the request will be reviewed and a response returned to the student and parent of the outcome of the review. The review of student work could result in the grade awarded remaining the same, increasing or decreasing.

10. EXTERNAL ASSESSMENT ADMINISTRATION (7.3.2, 10.3, 10.4)

Hubbard's School will provide a suitable venue and conditions to support students through the external examination period. Students will also receive preparation and experiences as authentic to the process as is reasonably possible.

Communication and liaison with the QCAA will be maintained and examination timetables provided to students in a timely manner.

The QCE and QCIA policy and procedures handbook (Section 7.3.2) will be followed for processes, roles and responsibilities by the school external assessment (SEA) coordinator, teachers and students.

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11. MANAGING ACADEMIC MISCONDUCT

Hubbard's 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.

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Approval Authority:	**Principal**
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