

STUDENT ASSESSMENT – QUICK GUIDE

When and how do I submit?

- The deadline for submissions is the **start of the nominated lesson**, on the due date (that goes for emails too).
- **You submit your assessment, in the required format, directly to the subject/lesson teacher**
- **Note:** Typical assessment submission format is a hard-copy (paper-based) and/or physical product. If different subjects have different requirements, they will be described on the task sheet and explained to you by your teacher. Written assessment should be submitted/checked via 'TurnItIn' (for academic integrity checking).

What if something stops me from getting my assessment done?

- You **can** ask to get an **extension** by submitting a completed AARA to your Head of School for:
 - an illness or injury that stops you from working on assessment for a long period
 - bereavement or exceptional circumstances
 - school sport representation

Note: An approved AARA does not necessarily exempt a student from having to submit a response to the task

- You **can't** get approved extensions for:
 - unfamiliarity with the English language
 - teacher absence or other teacher-related difficulties
 - matters of the student's or parent's/carer's own choosing (e.g., family holidays)
 - technology breakdown
 - poor time management
 - matters that the school could have avoided (e.g., incorrect enrolment in a subject)
 - matters that the student could have avoided (e.g., misreading an exam timetable, misreading instructions in exams or assignments)

How do I apply for an extension – before the due date (all grades)?

1. Collect an AARA form from the Office, school website or relevant **Head of School**.
2. Gather certificates or any other supporting documentation to say why you need the extension. *Year 11 & 12 need to submit a QCAA Medical Report with a medical AARA.*
3. Submit the completed AARA form to the relevant **Head of School**, as soon as possible (preferably prior to due date).

What if I'm away on the day?

If you are away on the day an assessment is due or an exam is happening:

- Have a parent/carer call the school to explain why you are away – include mention of exam or assessment that is due and name of the teacher and /or subject.
- Submit written parts of assessments via email to the subject teacher. *A hard copy still needs to be submitted on the day that you return to school that matches the electronic copy*

or

- Have someone drop the hard copy in to the school office (if it is a presentation or project, submit any written or electronic parts). A receipt will be issued.
- See the relevant Head of School on the day you get back to apply for an extension via an AARA, for any parts that could not be submitted, or for exams.

What happens if I don't do these things?

Your teacher will give you a result based on what evidence they have (seen) before the due date, usually at *Draft or from checkpoints*. If your teacher has not seen any of your progress, or if you miss an unseen exam, you will receive a 'Not Rated' result. If an AARA is approved for an exam you may be asked to sit a supplementary paper. If you are a senior student (Year 11 & 12) not completing assessment will affect your QCE points and potentially your enrolment - you should make an appointment with the Head of Senior School or relevant DP.

SCHOOL ASSESSMENT POLICY

Mackay State High School

Scope

This policy outlines Mackay State High School's expectations for teachers, students and parents/carers about roles, responsibilities, processes, and procedures with respect to the submission of assessment items from grades 7-12. Assessment is defined as any written, practical, oral or performance tasks, both formative and summative, that contribute towards the demonstration of a student's knowledge and skills. This policy ensures the integrity of assessment items and that of the reporting of student achievement.

Purpose

The purposes of assessment at Mackay State High School are to:

- promote, assist, and improve learning
- inform programs of teaching and learning
- provide information to students, parents, and teachers, who need to know about the progress and achievements of students to help them achieve to the best of their abilities
- provide information for school reporting and the issuing of certificates of achievement

Principles

The following principles form the foundation of beliefs about Mackay SHS assessment practices:

Assessment at Mackay State High School is influenced by our school wide pedagogical model which suggests that quality teaching, high expectations and core values will lead to improved student achievement.

Effective unit design, planning and review focuses on:

- clearly stated learning goals
- knowing the students individually
- positive relationships
- consistent class routines
- well-structured lessons
- effective use of available resources
- reflection

Assessment should be:

- **aligned** with curriculum and pedagogy
- **equitable** for all students
- **evidence-based**, using established standards to make defensible and comparable judgments about student's learning
- **ongoing**, with a range and balance of evidence compiled over time to reflect the depth and breadth of student's 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**:

1. **validity**, through alignment with what is taught, learned and assessed
2. **accessibility**, so that each student is given opportunities to demonstrate what they know and can do
3. **reliability**, so that assessment results are consistent, dependable or repeatable.

Promoting Academic Integrity

Schools, teachers, parents/carers and others who support students in their learning have responsibility for promoting and maintaining academic integrity. Mackay SHS utilises the following procedures to develop students' skills and model appropriate academic practices.

QCE and QCIA policy and procedures handbook	Policy and procedures
Location and communication of policy	<p>In order that all stakeholders in our school community are aware of the school assessment policy, it is centrally located on the school website. The <i>Assessment Policy</i> and <i>Assessment Quick Guide</i> are also located in the Student and Staff Handbooks.</p>
Expectations about engaging in learning and assessment Section 1.2.4 Section 2 Section 8.1	<p>Mackay SHS requires academic responsibilities to be approached in an honest, moral, and ethical way. Schools, teachers, parents/carers, and others, who support students in their learning (including QCAA) have a shared responsibility for promoting and maintaining academic integrity.</p> <p>Staff are required to complete the academic integrity courses and accreditation courses provided by the QCAA.</p> <p>Senior students (years 10, 11 & 12) are required to have completed the academic integrity course, provided by the QCAA. Typically done in year 10 and Year 11 but may also be done after any new modifications to the course. New enrolments will also be required to complete the course, if not done at their previous school.</p> <p>Mackay SHS will actively engage students with this policy at the following junctures:</p> <ul style="list-style-type: none"> • enrolment interviews • SET planning • when assessment is handed to students • when Assessment Planners are issued to students <p>The whole school community: staff, students, and parents and caregivers, have roles and responsibilities in ensuring that all students have a strong understanding of:</p> <ul style="list-style-type: none"> • Cognitions required by syllabus objectives • Forward planning – planning to understand and meet the task requirements in the designated timeframe • Time management – planning for individual circumstances and adjusting plans in response to unexpected events such as issues with technology • Note-taking and summarising – synthesising information into new ideas or summaries • Ownership of information, ideas, and images • Referencing – appropriately acknowledging ideas and work of others, including generative AI, and selecting appropriate quotes and examples. Preferred style of referencing is Harvard. In-text referencing to be used. • Arguing and communicating meaning • Editing • Critical and responsible use of generative artificial intelligence (AI) if used for learning and assessment • Self-assessing compliance with academic integrity guidelines • The consequences and implications of academic misconduct, including updates to school-based assessment policy when technology evolves, including generative AI.
Due dates Section 8.2.7	<p>Mackay SHS is responsible for gathering evidence of student achievement on or before the due date for internal assessment.</p> <p>The due date/deadline for submissions describes the start of the nominated lesson, on the due date (also for emails).</p> <p>Assessment due dates will:</p> <ul style="list-style-type: none"> • align with syllabus requirements • provide sufficient working time for students to complete the task and enable feedback • allow for internal quality assurance processes • enable timelines for QCAA quality assurance processes to be met • be published to teachers, students and parents/carers by week 3 of each term • be consistently applied • state that the deadline for assessment submissions is at the start of the nominated lesson on the due date <p>Students are responsible for:</p> <ul style="list-style-type: none"> • accessing due dates via the assessment calendar and on assessment instruments • planning and managing their time to meet due dates • following school processes and QCAA policies, to apply for extensions

<p>Submitting, collecting and storing assessment information Section 9</p>	<p>Assessment instruments are submitted in the required format, directly to the subject/lesson teacher.</p> <p>Note: Typical assessment submission format is a hard-copy (paper-based) and/or physical product. If different subjects have different requirements, they will be described on the task sheet and explained by the teacher. Written assessment should be submitted/checked via 'TurnItIn' (for academic integrity).</p> <p>Final Copies of written assessment should be printed, and written annotations marked on the assessment.</p> <p>Printed and annotated final copies of assessment are to be shown to students within 2 weeks of submission. Consultation with student should occur.</p> <p>Moderation of assessment must occur prior to providing students with results. When providing results for IA1, IA2 and IA3 in Senior General Subjects, students must be advised that results are interim until confirmed results are provided to the school. Students must be advised of both interim and final (confirmed) results.</p> <p>Printed (and annotated) assessments, annotated criteria sheets or ISMGs and updated profile sheets must be filed in departmental files no later than 3 weeks after submission of assessment. Digital files must also be filed in departmental files within 3 weeks of submission of assessment.</p> <p>Results to be recorded electronically in departmental master markbook within 3 weeks of submission of assessment.</p> <p>For Australian Curriculum P-10 learning areas: assessment instruments, student work and records of results will be securely stored as per the P-12 CARF. For Applied, Applied (Essential), General and General (Extension) subjects and Short Courses: assessment instruments, student work and records of results will be securely stored in accordance with the QCAA retention and disposal requirements/P-12 CARF.</p> <p>For VET courses: assessment instruments, student work and records of results will be securely stored in accordance with the standardised policies and procedures located on the QCAA website.</p> <p>Students are responsible for:</p> <ul style="list-style-type: none"> • Submitting assessment within due date requirements • Submitting assessment in required formats, lengths, transmission modes and locations • Ensuring that their submission follows school and QCAA requirements, policies and practices for academic integrity.
<p>Appropriate materials Section 8.2.2</p>	<p>Mackay SHS staff select materials in accordance with syllabus requirements, curriculum priorities and Department of Education principles of inclusivity. Mackay SHS staff will develop assessment that expects students to demonstrate knowledge and skills and enables authentication of their own individual student work. Students are responsible for considering the appropriateness of any materials accessed or produced and ensuring they are aligned with the school values.</p>

Ensuring academic integrity

Mackay 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

QCE and QCIA policy and procedures handbook	Policy and procedures
<p>Scaffolding Section 8.2.3</p>	<p>Mackay SHS curriculum leaders manage a pre-moderation process to ensure all assessment aligns with the principles of accessibility, validity, and reliability. Across the phases of learning, there will be a gradual release of responsibility to students.</p> <p>During the teaching and learning phase, scaffolding may include:</p> <ul style="list-style-type: none"> • breaking a complex task, learning experience, concept or skill into discrete parts • modelling thought processes required to complete parts of an assessment instrument • demonstrating appropriate research, critical evaluation of the use and limitations of generative AI tools, referencing and adherence to copyright laws • pre-teaching vocabulary specific to the subject and assessment instrument

	<ul style="list-style-type: none"> questioning to develop students' conceptions, describe interpretations or challenge opinions that inform a response showing examples of responses and demonstrating the match to performance descriptors using visual frameworks or graphic organisers to plan responses. <p>Scaffolding for assessment instruments</p> <p>When scaffolding, in an assessment context, it is important that the integrity of the requirements of the task or assessment instrument are maintained so a student's response is their own. Scaffolding or task instructions should not lead to a predetermined response or interfere with students' ability to demonstrate their knowledge and understanding of the relevant criteria.</p> <p>Across years 11 and 12 subjects: scaffolding should gradually be released to students over a course of study as they develop knowledge and skills. It should not compromise the integrity of the student's response. Scaffolding instruments in Units 3 and 4 should refer to processes or presentation of the response, only. It should avoid repeating cognitions or the task description.</p> <p>Scaffolding assessment in years 11 and 12 may include:</p> <ul style="list-style-type: none"> providing a timeline or checkpoints that students can use to manage completion of components of the assessment instrument guiding students to make predictions and/or reflect on their learning to complete the requirements of the assessment instrument providing prompts and cues for students about the requirements for their response. <p>Mackay SHS uses quality assurance processes, including pre-moderation of assessment, and the use of QCAA quality assurance tools to ensure that student work is not restricted to a predetermined response, and allows students to demonstrate the objectives being assessed.</p>
<p>Checkpoints Section 8</p>	<p>Mackay SHS teachers use monitoring/drafting processes to check student progress towards successful completion of assessment tasks. Checkpoints are clearly indicated on task sheets and do not need to match the mode of the assessment task. Checkpoints are essential for practical assessment tasks to provide evidence collation and for all subjects to authenticate student work.</p> <p>Communication with Heads of Department and parents/carers will occur where teachers identify risks to successful completion of assessment.</p> <p>Students are responsible for meeting the requirements of checkpoints.</p>
<p>Drafting Section 8.2.5</p>	<p>Drafting is used as a part of the teaching and learning process as an opportunity for a teacher to provide feedback and gather evidence of achievement in case of illness, misadventure, or non-submission for other reasons. The draft is also used to authenticate student work.</p> <p>A draft must match the mode of the final submission (e.g., written piece, rehearsal of a performance, product in development, oral speech).</p> <p>Feedback on drafts may be:</p> <ul style="list-style-type: none"> written verbal provided through questioning a summary of feedback and advice to the whole class provided on a written checklist (recommended for written assessment) <p>Feedback on drafts must be provided to students <u>no later than 1 week prior to the final due date</u>.</p> <p>For Australian Curriculum P-10 learning areas teachers may provide feedback on one or more drafts, with consideration for the phase of learning. (Recommended single draft for Year 10)</p> <p>For Applied, Applied (Essential), General and General (Extension) subjects and Short Courses:</p> <ul style="list-style-type: none"> Teachers provide feedback on a maximum of one draft. Feedback on a draft must not compromise the authenticity of student work. Teachers may not introduce new ideas, language or research to improve the quality of student responses. Teachers may indicate some key errors in spelling, grammar, punctuation and calculations, and remind students that the draft requires more editing, but should not edit or correct all errors in a draft. <p>Drafts handed in past due date could be provided with feedback (e.g., verbal feedback).</p> <p>Parents and caregivers will be notified of non-submission of drafts and drafts that are unsatisfactory.</p> <p>Students are responsible for</p> <ul style="list-style-type: none"> submitting drafts on or before the checkpoint/draft dates making use of teacher-provided feedback

Response lengths as specified by syllabuses and curriculum guidelines must be adhered to and will be listed as a condition on the assessment instrument task sheet.

Support for students **before the assessment is submitted** includes:

- a pre-moderation process to ensure all assessment aligns with the principles of accessibility, validity, and reliability
- including specific length requirements on task sheets
- availability of model responses with the required response length
- providing feedback at monitoring checkpoints and on drafts if the response does not match the required length
- providing teaching and learning programs which embed subject-specific strategies about responding purposefully within the prescribed conditions of the task

After the assessment is submitted:

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

- the student will be allowed to redact the response under HOD supervision (all assessments except for exams); or
- the teacher will mark the response only up to the prescribed length (all assessments). Blocks of text can be redacted from throughout the response.

Note: Students will not be penalised for submitting a response that does not meet the response length conditions by reducing their result.

Students are responsible for:

- Adhering to prescribed word lengths
- Applying feedback about word length
- Editing responses to meet requirements
- Providing an accurate word count, page count or performance time on the assessment or task sheet

Determining word length of a response:

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

	Word Length	Page Count
Inclusions	<ul style="list-style-type: none"> • 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) 	<ul style="list-style-type: none"> • all pages that are used as evidence when marking a response
Exclusions	<ul style="list-style-type: none"> • 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 • bibliography / reference list • appendixes (should only contain supplementary material that will not be directly used as evidence when marking the response) • page numbers • in-text citations 	<ul style="list-style-type: none"> • title pages • contents pages • abstract • bibliography • reference list • appendixes (should only contain supplementary material that will not be directly used as evidence when marking the response)

* e.g., by-lines, banners, captions and callouts used in genre-related written responses.

<p>Authenticating student responses Section 8.2.8</p>	<p>To ensure all assessment aligns with the principles of accessibility, validity and reliability, Mackay SHS uses a range of authentication strategies, which include:</p> <ul style="list-style-type: none"> • Changing assessment tasks from year to year • Providing class time to observe task completion • Requiring reference lists and acknowledgement of sources (including use of generative AI) • Collection of evidence of student response development via classwork, outlines, photographs, plans and drafts • Post-moderation processes such as cross-marking for subjects with multiple cohorts • Use of plagiarism detection software, such as 'TurnItIn' • Individual monitoring, feedback and results for students working in groups • A student declaration of authenticity. <p>Where authorship of student work cannot be established, the school will:</p> <ul style="list-style-type: none"> • provide an opportunity for the student to demonstrate that the submitted response is their own work • make a judgment about the student's knowledge and skills using the parts of the response that can be identified as the student's own work.
<p>Access arrangements and reasonable adjustments, including illness and misadventure (AARA) Section 6</p>	<p>Mackay SHS is committed to reducing barriers to success for all students. The process for AARA application is communicated to students. AARA forms are made available from the school office, school website or via the relevant Head of School. All AARAs will be recorded under the Support tab > Support Provisions in OneSchool.</p>
<p>Completion of course requirements for senior subjects</p>	<p>When enrolled in a General, General (Extension), Applied, Applied (Essential) subjects or Short Courses, students are expected to complete all course and assessment requirements. For summative Units, a student must produce evidence of responses to each of the summative assessments to receive an overall subject result. Schools are responsible for ensuring that students have opportunities to access assessment.</p> <p>Schools are responsible for ensuring that school communities are aware of assessment requirements. The school will inform students and parents/carers in a timely manner when incomplete assessment will mean that the student will not meet requirements for a subject or course result.</p> <p>Where a student is a late entry into Units 1 or 2 due to a change of subject, change of school, or AARA-eligible illness or misadventure, a satisfactory result may be based on a single piece of assessment, provided that all syllabus objectives are assessed by the conclusion of Units 1 and 2.</p>
<p>Managing non-submission of assessment by the due date Section 8.2.7 Section 11.1.4</p>	<p>Mackay SHS teachers will progressively gather evidence of student achievement in forms including but not limited to:</p> <ul style="list-style-type: none"> • drafts • class work • rehearsal notes • photographs of student work <p>If a student is eligible for an extension, they should follow the AARA process.</p> <p>When a student does not submit a response to an assessment item on or before the due date, a result is awarded using evidence that is available on or before the due date (e.g., drafts or checkpoint submissions).</p> <p>Teachers must discuss awarding Unit 1 and 2 results for senior students with Curriculum HODs, where the assessment is not complete or satisfactory. Satisfactory results can be awarded using a range of evidence of completion of learning and assessment within the unit.</p> <p>Where there is no evidence that can be matched to relevant achievement standards, the student will receive a result of Not-Rated (NR) for the assessment piece.</p> <p>The student may be required to complete the assessment task after receiving a Not-Rated result, if the task is necessary for the provision of formative feedback, and/or ascertaining pre-requisite knowledge to plan future learning. If an AARA is approved for an Exam the student may be asked to sit a supplementary paper.</p> <p>The incompleteness of assessment in year 11 and 12 will affect the attainment of QCE points and potentially a senior student's enrolment status. Students should manage the non-submission of assessment by making an appointment with the Head of Department (Senior Schooling) or relevant DP.</p>

<p>Internal quality assurance processes Section 9</p>	<p>Mackay SHS quality assures student assessment at two junctures:</p> <ul style="list-style-type: none"> Quality assurance of assessment instruments takes place during the development of assessment instruments and before they are administered to students; in the case of internal assessment instruments for senior Units 3 and 4, prior to submission to the QCAA, using quality assurance tools provided by the QCAA. Quality assurance of teacher judgements, after assessment is completed, is performed prior to results being provided to the student, using faculty-based moderation processes, which may vary depending on the size of the cohort and nature of the assessment. <p>Students are made aware of external processes that may impact on results, such as confirmation of results for General subjects.</p>
<p>Review Section 9</p>	<p>Student results (including NR) for all General subjects (Units 1 and 2), Applied subjects, and Short Courses may be subject to review by the Head of Senior or Junior School and the relevant Deputy Principal.</p> <p>For senior students, awarding Unsatisfactory or Not Rated final results for Units 1 and 2 must be signed off (approved) by Curriculum Head of Department then submitted with results to the HOD Senior Schooling for QCAA reporting. Parents must be notified of Unsatisfactory or Not Rated results for Units 1 and 2 and Not-Rated results in Units 3 and 4.</p> <p>Student results (including NR) for P – 10 Learning Areas are to be reviewed by the relevant Curriculum Head of Department and the relevant Deputy Principal. Parents must be notified of Unsatisfactory or Not Rated results.</p>

External assessment administration

<p>QCE and QCIA policy and procedures handbook</p>	<p>Policy and procedures</p>
<p>External assessment is developed by the QCAA for all General and General (Extension) subjects Section 10</p>	<p>See the QCE and QCIA policy and procedures handbook (Section 7.3.2) and follow the External assessment — administration guide for processes, roles, and responsibilities of the school external assessment (SEA) coordinator, teachers and students.</p>

Managing academic misconduct

Mackay SHS positively and proactively assists students to avoid academic misconduct, and ensures fairness for all students, using the following methods:

- Requiring students to complete the academic integrity course
- Actively engaging students in learning about research, referencing, note-taking and summarising skills
- Actively engaging students in learning about types of academic misconduct and how they can be avoided – including the use of generative AI

Academic misconduct includes:

	<p>Types of misconduct</p>
<p>Cheating while under supervised conditions</p>	<p>A student:</p> <ul style="list-style-type: none"> begins to write during perusal time or continues to write after the instruction to stop writing is given uses unauthorised equipment or materials has any notation written on the body, clothing or any object brought into an assessment room communicates with any person, or tool, 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.

Collusion	When: <ul style="list-style-type: none"> more than one student works to produce a response and that response is submitted as individual work by one 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.
Contract cheating	A student: <ul style="list-style-type: none"> pays for a person or a service to complete a response to an assessment sells or trades a response to an assessment.
Copying work	A student: <ul style="list-style-type: none"> deliberately or knowingly makes it possible for another student to copy responses looks at another student's work during an exam or copies another student's work during an exam.
Disclosing or receiving information about an assessment	A student: <ul style="list-style-type: none"> gives or accesses unauthorised information that compromises the integrity of the assessment, such as stimulus or suggested answers/responses, prior to completing a response to an assessment makes any attempt to give or receive access to secure assessment materials.
Fabricating	A student: <ul style="list-style-type: none"> invents or exaggerates data lists incorrect or fictitious references. This may include false or misleading information generated from the use of generative AI.
Impersonation	A student: <ul style="list-style-type: none"> arranges for another person to complete a response to an assessment in their place, e.g., impersonating the student in a performance or supervised assessment completes a response to an assessment in place of another student. This includes use of generative AI to alter images or recordings to adapt unreferenced material or adopt identities of other presenters or performers for audio, visual and audiovisual assessment responses.
Misconduct during an examination	A student distracts and/or disrupts others in an assessment room.
Plagiarism or lack of referencing	A student completely or partially copies or alters another person's work or creates work using generative AI tools without attribution (this may include text, audio or audiovisual material, figures, tables, design, images, information, or ideas). This also includes use of a translator.
Self-plagiarism	A student duplicates work, or part of work already submitted as a response to an assessment instrument in the same or any other subject.
Significant contribution of help	A student arranges for, or allows a tutor, parent/carer or any person in a supporting role to complete or contribute significantly to the response.
QCE and QCIA policy and procedures handbook (Section 8.1: Understanding Academic Integrity)	

In cases where students have engaged in academic misconduct, results will be awarded using evidence gathered by teachers prior to or on the due date that is verifiably the student's own work (e.g., drafts or checkpoints).

The QCAA support several strategies being used (e.g., interviews) to check student understanding and authorship of a draft and / or response, where the student is suspected of academic misconduct.

Junior Secondary (Years 7 - 9)	Senior School (Years 10 – 12)
<p>In the case of formal assessment, students will not be rated on any segments potentially affected by academic misconduct.</p> <p>Students may be asked to re-sit exams or complete alternative assessment.</p>	<p>In the case of Formative and Summative assessment, the Head of Department (Senior School) and relevant Deputy Principal will decide as to the potential impact of the academic misconduct on the student's response. Parts of the assessment response potentially affected by the academic misconduct may be disregarded when determining a grade.</p> <p>In cases where the impact is <u>significant</u>, the student's response <i>may</i> be awarded a Not Rated (NR) result.</p>