

Assessment Guidelines – Students

Preamble

Assessment within the Senior Years (Years 10-12) will be conducted with the intent that all assessment will be valid, accessible and reliable. The Assistant Principal Curriculum has oversight of the curriculum and assessment in Years 10-12. All QCAA processes must be followed in the first instance for Year 11 and 12 assessment.

Purpose

To enable students to:

- Develop and refine high-quality assessment responses
- Use feedback effectively to refine and improve the quality of the assessment response from draft to final version
- Meet deadlines in relation to draft and final submission
- Understand the importance of academic integrity

Success Criteria

- All Senior Years students will use their understanding of cognitive verbs to develop authentic responses to assessment instruments
- All students will use feedback to refine and improve the quality of the assessment response from draft to final version
- All students will manage time effectively to meet draft and assessment deadlines
- All students will be able to demonstrate academic integrity in their own work

Method

Senior Years students will implement the assessment guidelines to ensure consistency, equity and integrity in the academic process relating to the production of draft and assessment responses.

Supporting Documents

- Access and Reasonable Adjustments (AARA) Guidelines
- QCE and QCIA policy and procedures handbook (QCAA)

1.0 Student Submission of Academic Material

1.1 Assessment Checkpoints

A key component in the development of assessment instruments are periodic checkpoints. These exist to ensure that students remain on track with the development of assessment responses. Checkpoints are sequential and are designed to ensure students develop an appropriate and detailed response to the task.

Checkpoints are outlined on the task sheet and are subject specific. These may include but are not limited to: checking of research journals, design folios, development of hypothesis statements, planning, teacher-student conferencing, data collation and experimental evidence.

Students are expected to:

- Utilise the assessment calendar and task sheets to inform preparation for the task.
- Understand what is required of them at each of the relevant checkpoints and meet all relevant due dates.
- Initiate conversation with the relevant teacher if clarification of checkpoint expectations is needed.

1.2 Draft Submission

A draft response is significant, as it allows students to receive feedback in order to refine and improve the quality of their response to assessment instruments. A draft is therefore a final checkpoint, and it is essential that what a student submits at this point is a complete piece of work, representing their best possible response to the assessment requirements.

Students are expected to:

- Complete a draft which represents a valid and authentic attempt to address all task requirements.
- Submit their work by the relevant deadline, as stipulated by the assessment calendar and relevant task sheet.
- Submit all drafts electronically through Canvas.

1.3 Submission Guidelines (Written & Oral)

1. Teachers nominate the date an assignment is due (listed on the assessment calendar). Students must submit their assignment to their subject teacher at any time before the due date but no later than 3.30 pm on the day it is due.
2. All assessment submission must be submitted through Turnitin via Canvas. This includes drafts and final submissions.
3. Teachers may opt for students to submit a hard copy of their final submission. This must be indicated on the task sheet. Students must submit this hard copy to the teacher or student reception by 3.30pm of the same day. A task sheet must be attached.
4. All students are advised to keep a copy of all assessment tasks submitted

5. **Late submission of student assessment in Years 9, 10, 11 or 12:** The Queensland Curriculum and Assessment Authority makes it clear that student assessment can only be judged on the evidence submitted **on or before the due date**, unless there is a verified case for AARA.
6. The student will hand in the assignment by the due time and date. Failure to do this for any reason (including computer/printer breakdown) means the draft will be graded and this grade will be recorded on the student profile i.e. the draft will be marked only if the student fails to submit the final assignment by the due time and date.
7. **Late submission of student assessment in Years 7 & 8:** The same process for years 9-12 will generally apply unless extenuating circumstances can be proven with written supporting evidence from the student's parents/guardians. Applications for consideration of late submissions will be dealt with on a case-by-case basis in liaison with the faculty Curriculum Leader and APC.
8. **Oral Assessment:** One week before the oral assessment is due, the subject teacher will call for volunteers for presentation and a roster will be drawn up. If no students volunteer, the teacher will draw names out a hat and email or announce the roster to all students. The final written copy of the script will be handed in by all students on the due date.
9. **Application for extension of due date:** extensions will be guided by the College's Access Arrangement and Reasonable Adjustments (AARA) guidelines.

2.0 Ensuring Academic Integrity

2.1 Scaffolding

Scaffolding is the intentional instructional strategy through which teachers support students to develop greater independence in completing a task or responding to an assessment instrument.

To develop students' knowledge and skills, teachers gradually release support and responsibility to students over the course of a study.

Scaffolding may include:

- breaking a complex task, learning experience, concept or skill into discrete parts
- modelling thought processes required to complete parts of an assessment instrument
- pre teaching vocabulary specific to the subject and assessment instrument
- showing examples of responses and demonstrating the match to performance descriptors
- using visual frameworks or graphic organisers to plan responses.

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.

Year 7-8 Scaffolding

Student tasks in Years 7 & 8 may contain scaffolding as deemed appropriate by the relevant Curriculum Leader. Scaffolding should be designed to assist the student's comprehension of task requirements and application of learned skills in a manner that still allows for authenticated student responses.

Year 9-11 Scaffolding

When assessing student achievement, teachers should:

- write clear and definite instructions about what to do, including steps that students need to follow to complete the task
- clearly state the conditions for completing the task
- describe what is included in a completed student response
- identify any available resources that students can use to complete the task
- include cues and layout that help students understand the task
- include graphic organisers that will help students organise their thinking.

When setting expected standards descriptors, teachers can:

- explain exactly what will be assessed in the task — the knowledge and skills expected by the task
- identify for students the characteristics of high-quality responses

When providing students with samples and indicative responses, teachers can:

- identify the characteristics of the sample that show the expected standard of the response
- explain the different ways that students can complete the task successfully.

In these year levels, there is a strong focus on the gradual release of support to create independence. This includes any scaffolding that prevents students from creating independent responses.

Year 12 Scaffolding

Scaffolding in Year 12 (Units 3 and 4) must not extend beyond:

- 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 as mandated in each subject's syllabus

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 for assessment instruments in Units 3 and 4 should refer to processes or presentation of the response. It should avoid repeating cognitions or the task description.

2.2 Word Length

The following applies to word limits in Years 9-12:

When completing written work, students must not exceed the word count indicated in the assessment instrument. Teachers will stop reading once they have reached the maximum words allowed (+/- 10% of the stated word limit). Students must ensure that they edit their work to be within the allowable word count prior to final submission.

The following table outlines what is included/excluded in the word count in a student response.

Table 1: Word Length Inclusions/Exclusions

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• raw or processed data in tables, figures and diagrams• bibliography• reference list• appendixes*• page numbers• in-text citations	<ul style="list-style-type: none">• title pages• contents pages• abstract• bibliography• reference list• appendixes*

* Appendixes should contain only supplementary material that will not be directly used as evidence when marking the response.

3.0 Promoting & Managing Academic Integrity

3.1 Assessment Schedules & Due Dates

The College is responsible for gathering evidence of student achievement on or before the due date for internal assessment instruments.

Assessment schedules will:

- align with syllabus requirements
- provide sufficient working time for students to complete the task
- allow for internal quality assurance processes
- enable timelines for QCAA quality assurance processes to be met
- be consistently applied
- give consideration for the allocation of workload

Assessment schedules will be emailed directly to students and available on the College website and class CANVAS pages.

3.2 Variation from Published Assessment Program

Should it become necessary in unusual or unforeseen circumstances to change the date of an assessment instrument once it has been given in writing to students, the teacher will negotiate a new date with the Assistant Principal Curriculum and advise the students and their parents/guardians in writing on College Letterhead with Principal's signature. The two key principles in this procedure will be that:

- the date will not generally be made earlier than that originally advised
- every consideration will be given to ensure that students are not disadvantaged.

3.3 Student Examination Guidelines

1. No bags are to be taken into testing rooms. No material, other than the stated equipment, is to be brought into the test rooms. Mobile phones and electrical equipment are forbidden (including smart watches).
2. All examinations are to be written in **black** pen.
3. Graphics/programmable calculators are not allowed in any test area other than Mathematics, Biology, Agricultural Science, Psychology, Physics and Chemistry. Their memory will be cleared as the students enter the test room. This will be checked by a member of the CL/APC.
4. There is to be no borrowing of equipment during tests.
5. Students must not speak, other than to a supervisor, once they have entered a test room, nor may they leave their seats.
6. No verbal or non-verbal communication, nor passing of notes is allowed between students.
7. Students may not leave the room until time is up for all candidates and all papers have been collected. A student who is too ill to continue in a test should be directed immediately to Administration. Students should avoid having to use the bathroom by being prepared. If a student needs to use the bathroom, their name will be recorded by the subject teacher.
8. No student is permitted to remove any papers from the test room.
9. In Years 9 and 10 it is the student's responsibility to inform the teacher of their absence. An *Application for Assignment Extension/Examination Rescheduling* form must be completed. A medical certificate must be provided to the College administration. The teacher will arrange for the exam to be completed by the student at the first available opportunity in accordance with the approved application form. All AARA guidelines must be adhered to.
10. In Years 11 and 12, absence for an examination will be guided by the College's Access Arrangement and Reasonable Adjustments (AARA) guidelines
11. No student may complete an exam, prior to the set date.

4.0 Academic Performance Concerns

Academic performance concerns are centered around the quality of a student response to an assessment instrument. These concerns may include, but are not limited to, instances where:

- An incomplete draft has been submitted that does not reflect the quality of work expected to achieve a passing grade.
- A full draft has been submitted, but the quality of the work does not support the awarding of a passing grade.
- A response is submitted, either as a draft or final assessment, that is significantly plagiarised and not indicative of the student's own unique response.
- A student response in an assessment instrument does not provide evidence to support a passing result.

If an academic performance concern arises:

- The teacher will discuss the academic performance concern with the student and the relevant curriculum leader.
- Parents will be contacted via phone or email to advise them of the academic performance concern.

Appendix 1: Categories of Cognitive Verbs

	Retrieval and comprehension	Analytical processes	Knowledge utilisation
Category description	the activation and transfer of knowledge from permanent memory to working memory, and the storage of critical features of information in permanent memory	involves the reasoned extension of knowledge	about using knowledge — involves the processes individuals use when they wish to accomplish a specific task
Skills	<ul style="list-style-type: none"> recognising recalling executing integrating symbolising 	<ul style="list-style-type: none"> matching classifying analysing error generalising specifying 	<ul style="list-style-type: none"> decision-making problem-solving experimental inquiry investigating
Cognitive verbs	calculate (e.g. numerical answer; mathematical processes)	analyse	appraise
	clarify	apply	appreciate
	comprehend (meaning)	categorise	argue
	construct (e.g. a diagram)	classify	assess
	define	compare	comment (make a judgment)
	demonstrate	consider	conduct (e.g. investigations)
	describe	contrast	construct (e.g. an argument)
	document	critique	create (e.g. a unique product/artefact; language texts; meaning)
	execute	deduce	decide/determine
	explain	derive	design (e.g. a methodology, an artefact, a proposal)
	identify	determine	develop (e.g. a strategy, product or process)
	implement (e.g. a plan, proposal)	differentiate	devise
	recall	discriminate	discuss/explore
	recognise (e.g. features)	distinguish	evaluate
	select	identify errors/problems	experiment/test (e.g. ideas, methods)
	sketch	infer/extrapolate	express (e.g. an artistic idea or viewpoint)
	summarise	interpret (e.g. meaning)	generate/test (e.g. hypotheses)
	symbolise (e.g. through diagram, illustration, model)	judge	hypothesise/propose (e.g. arguments, solutions, ideas)
	understand	organise/sequence/structure	investigate/examine (e.g. an argument, concept)
	use	reflect (on)	justify/prove (e.g. an argument, statement or conclusion)
		make decisions	
		manipulate (e.g. language texts; skills; technologies)	
		modify	
		predict (e.g. a result)	
		realise/resolve (e.g. artistic works)	
		solve (e.g. problems)	
		synthesise	