

# PINE RIVERS STATE HIGH SCHOOL ASSESSMENT POLICY

## PURPOSE

This policy provides information for teachers, students and parents/carers about roles, responsibilities, processes and procedures to ensure the integrity of all assessment in both the Junior and Senior phases of education. It applies to all year levels across all subjects.

## PRINCIPLES

Assessment is the purposeful, systematic and ongoing collection of information as evidence for making judgments about student learning and achievement. Assessment information is also used to inform and support decisions to improve student learning.

Students must complete and submit all formal assessment items to meet course requirements and maintain eligibility for credit for any term, semester or unit, for each subject being studied.

Formal assessment is defined as those tasks that are used to award a result for reporting purposes.

The Principal holds the discretion to overrule this policy in cases when it is deemed in the best interest of the student and/or school community.

## PROMOTING ACADEMIC INTEGRITY

Academic integrity means putting values into practice by being honest and fair in the completion of all assessment.

Pine Rivers State High School promotes academic integrity by developing students' skills and modelling appropriate academic practices. The following whole-school Academic Integrity and Assessment Plan, supports this endeavour.

	Plan and procedures
Location and communication of plan	<p>The PRSHS Assessment Policy is located on the school website. All questions regarding this should be directed to the Junior Secondary or Senior Schooling Heads of Departments, or Curriculum Heads of Department. It can also be found in the Pine Rivers State High School Staff Sharepoint in the Assessment Tab.</p> <p>To ensure the assessment policy is consistently applied, it will be revisited at the beginning of each year in Form classes and through Junior and Senior presentations. Relevant processes, or excerpts of as applicable, will also be provided:</p> <ul style="list-style-type: none"> <li>• at enrolment interviews</li> <li>• during SET planning</li> <li>• when the assessment schedule is published</li> <li>• when each task is handed to students</li> </ul> <p>in the newsletter and by email in response to phases of the assessment cycle</p>

<p><i>Expectations about engaging in learning and assessment</i></p>	<p>Pine Rivers State High School has high expectations for academic integrity and student participation and engagement in learning and assessment.</p> <p>In the Senior Phase, students are expected to attain their Queensland Certificate of Education (QCE) or Queensland Certificate of Individual Achievement (QCIA). This requires students to submit all assessment on or before the due date and to achieve at least a satisfactory standard.</p> <p>To ensure all students are able to meet this requirement, expectations around engagement must also be established in the Junior phase.</p> <p><b>Student responsibility</b> Students are expected to:</p> <ul style="list-style-type: none"> <li>• demonstrate academic integrity and engage in the learning for the subject or course of study</li> <li>• produce evidence of achievement that is authenticated as their own work (submitting drafts with final assessment task, demonstrate evidence of work within class and when required providing evidence of research and planning)</li> <li>• comply with exam conditions including not communicating with anyone other than a supervisor once in the examination room</li> <li>• ensure their work is not shared with others</li> <li>• arriving on time on the due day for examinations, unless Access Arrangements have been formally arranged</li> <li>• submit responses to both draft and assessment, on or before the due date</li> </ul> <p>To emphasise the importance of sound academic practices, staff and students will complete the QCAA Academic Integrity courses.</p>
<p><i>Due dates</i></p>	<p><b>ALL ASSESSMENT IS DUE ON, OR BEFORE, THE DUE DATE</b></p> <p><b>Student responsibility</b> Students are responsible for:</p> <ul style="list-style-type: none"> <li>• recording due dates in their diaries/planners</li> <li>• planning and managing their time to meet the due dates</li> <li>• informing the school as soon as possible if they have concerns about assessment load and meeting due dates</li> <li>• submitting both draft and assessment items on or before the due date</li> </ul> <p>In cases where students are unable to meet a due date through no fault of their own, they will:</p> <ul style="list-style-type: none"> <li>• complete an Illness and Misadventure application form, including verifying evidence, and return to the relevant Head of Department a maximum of 14 days prior but no later than 7 days after the due date</li> </ul>



**Pine Rivers**  
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*By different ways to excellence*

*Due dates*

**School responsibility**

Pine Rivers State High School is required to communicate and adhere to assessment due dates.

Due dates for all formal assessment will be published in the Junior and Senior Assessment Schedules. These will be published by the end of Week 3 of Term 1.

All students will also be provided with detailed Course Overviews by their teachers, which will identify for each unit of study:

- unit heading
- assessment tasks
- check points and draft dates, where relevant
- due dates for final submission

Assessment Schedules must:

- align with curriculum requirements
- provide sufficient working time for students to complete the task
- be clear to teachers, students and parents/carers
- be consistently applied
- be clearly communicated
- give consideration to allocation of workload

All final decisions are at the Principal's discretion.

<p><i>Submitting, collecting and storing assessment information</i></p>	<p>After the assessment task has been completed, consideration must also be made for the submission, collection and storage of material.</p> <p><b>Student responsibility</b> Students are responsible for:</p> <ul style="list-style-type: none"> <li>• submit all assessment evidence, including draft responses, by their due date</li> <li>• maintain a secure copy of their assessment</li> <li>• if the assessment due date corresponds with the subject lesson, assessment must be submitted at the beginning of the lesson. Students may be directed by the teacher to compile evidence during the lesson if more information is required to assign a result</li> <li>• students also have the ability to submit or re-submit assessment electronically to their teacher prior to 11:59pm on the due date. This especially applies to student who for whatever reason are absent from school on the due date. It also provides leeway for those students who forget to bring their assessment to school</li> <li>• for all electronic submission of assessment, eg. Emails, Blackboard, OneNote, the students must maintain evidence of the submission time as work submitted after 11:59pm is considered late. See Non-submission of Assessment for information on this</li> </ul> <p><b>School responsibility:</b></p> <ul style="list-style-type: none"> <li>• draft and final responses for all internal assessment will be collected and stored in each student's folio.</li> <li>• live performance assessments will be recorded and securely stored.</li> <li>• contact parent/carer within two (2) school days of an assessment task not being submitted</li> <li>• provide results to students within the following timelines from the date of the assessment submission: <ul style="list-style-type: none"> <li>○ Two (2) weeks for exams</li> <li>○ Three (3) weeks for assignments/other</li> </ul> </li> <li>• accurately record assessment results within a designated electronic markbook which is accessible by the curriculum Head of Department.</li> <li>• award a grade using evidence submitted on or before the due date. An E standard cannot be allocated when there is no evidence demonstrated.</li> <li>• an N rating (not rated) for a single piece of assessment can only be allocated after consultation with the appropriate curriculum Head of Department.</li> <li>• an N rating (not rated) for a term, semester or unit or study can only be allocated after consultation with the appropriate curriculum Head of Department and Deputy Principal (through the N rating application form).</li> <li>• retain student work for the period specified by the Department of Education, which is currently: "indefinitely"</li> <li>• accurately record assessment results within a designated mark book which is accessible by the Curriculum HOD</li> <li>• award a grade using evidence submitted before the due date. <b>An E standard cannot be allocated when there is no evidence demonstrated.</b> An N rating can only be allocated after consultation with the appropriate curriculum Head of Department and Deputy Principal (through the N rating application form)</li> </ul>
<p><i>Appropriate materials</i></p>	<p>Pine Rivers State High School is a supportive and inclusive school. Material and texts are chosen in accordance with syllabus requirements, curriculum priorities and Department of Education principles of inclusivity.</p> <p>Schools are responsible for considering the appropriateness of any materials accessed or produced and ensuring they are aligned with the school values. Questions or concerns regarding this should be first raised with the teacher.</p>

## ENSURING ACADEMIC INTEGRITY

Pine Rivers State High School has procedures to ensure that there is consistent application of the assessment plan and that staff and students optimise opportunities to understand academic integrity. The following procedures are to be applied in this context.

	Plan and procedures
<i>Scaffolding</i>	<p>Scaffolding for assessment helps students understand the process for completing the task.</p> <p><b>School Responsibility</b></p> <ul style="list-style-type: none"> <li>• support students by providing them, where appropriate, with modelling, scaffolding, and annotated exemplar responses</li> <li>• while part of quality teaching, this process must gradually release support and increase student responsibility to complete work independently. From grade 7 to 12, there must be a significant reduction on the scaffolding processes</li> <li>• scaffolds must allow for student freedom with responses to ensure the work is their own. Scaffolding should not guide all students to make the same pre-determined response</li> </ul>
<i>Checkpoints</i>	<p>Pine Rivers State High School uses monitoring processes to check student progress towards the successful completion of assessment tasks. Checkpoints will:</p> <ul style="list-style-type: none"> <li>• be detailed on student task sheets</li> <li>• be used to monitor student progress</li> <li>• be used to establish student authorship</li> </ul> <p>Students will work on assessment during designated times and show evidence of progress at scheduled checkpoints.</p> <p>Teachers will use these checkpoints to identify and support students to complete their assessment and to ensure authenticity of the final work.</p> <p>Teachers will notify parent/carers by phone or email within two (2) school days if a student fails to meet a checkpoint. Record this contact on OneSchool and refer to appropriate Head of Department.</p>
<i>Drafting</i>	<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><b>Student responsibility</b></p> <ul style="list-style-type: none"> <li>• actively participate in assessment completion and feedback lessons</li> <li>• submit a completed draft on or before the stated draft due date, meeting all the required elements of the task</li> <li>• drafts should be submitted to the teacher during the lesson on the draft due date, but may also be submitted electronically to their teacher prior to 11:59pm on the draft due date. This especially applies to student who, for whatever reason, are absent from school on the draft due date</li> <li>• make use of teacher provided feedback</li> </ul> <p><b>School Responsibility</b></p> <ul style="list-style-type: none"> <li>• provide feedback on a maximum of one draft of each student's response</li> <li>• provide feedback within one (1) week of draft submission using a consultative process that indicates aspects of the response to be improved or further developed</li> <li>• not correct or edit all the textual errors in a draft. Editing and proofreading for spelling, grammar and punctuation is not a part of the draft feedback process</li> <li>• provide feedback only on a draft submitted by the draft due date. Verbal feedback only, may be provided for drafts submitted after the due date</li> <li>• provide a summary of their feedback and advice to the whole class</li> <li>• notify parents by phone or email within two (2) school days if a student fails to submit a draft. Record this non-submission as an incident on OneSchool, record the contact with parents/carers on OneSchool and refer to appropriate Head of Department</li> </ul>

	<ul style="list-style-type: none"> <li>• use evidence from drafts for marking non-examination based assessment, if no other evidence of work is provided by assessment due date</li> <li>• retain evidence of the drafting process. This may be electronic copies of draft assessment, recording of rehearsal performances, photographic evidence of project work or evidence of class work related to assessment objectives</li> </ul> <p><u><i>Feedback on a draft must not:</i></u></p> <ul style="list-style-type: none"> <li>• compromise the authenticity of a student response</li> <li>• introduce new ideas, language or research to improve the quality and integrity of the student work</li> <li>• edit or correct spelling, grammar, punctuation and calculations</li> <li>• allocate a mark.</li> </ul>
<p><i>Management of exams</i></p>	<p>To support academic integrity while also ensuring student success, all exams must:</p> <ul style="list-style-type: none"> <li>• be conducted in an environment where distractions will be minimised</li> <li>• be actively supervised</li> <li>• include clear instructions for students regarding approved equipment</li> <li>• have measures in place to prevent cheating</li> </ul>
<p><i>Managing response length</i></p>	<p>Students must adhere to assessment response lengths as specified on task sheets. The procedures below support students to manage their response length.</p> <p><b>Student Responsibility</b></p> <ul style="list-style-type: none"> <li>• adhering to prescribed word and presentation time lengths</li> <li>• applying feedback about word length</li> <li>• editing responses to meet requirements</li> </ul> <p><b>School Responsibility</b></p> <ul style="list-style-type: none"> <li>• all assessment instruments indicate the required length of the response</li> <li>• model responses within the required length are available.</li> <li>• support student capacity to work within word/time constraints</li> <li>• provide feedback about length at drafting checkpoints.</li> </ul> <p>After all these strategies have been implemented, if the student's response exceeds the word/time length required, the school will:</p> <ul style="list-style-type: none"> <li>• provide the student with a reasonable opportunity to redact their work to meet the word/time requirements.</li> <li>• annotate to clearly indicate the evidence used to determine a mark when the student does not redact their response.</li> </ul>
<p><i>Authenticating student responses</i></p>	<p>Accurate judgments of student achievement can only be made on student assessment responses that are authenticated as their own work.</p> <p>Pine Rivers State High School uses the authentication strategies promoted by the Queensland Curriculum and Assessment Authority. The authentication strategies will be specified on assessment instruments and may include:</p> <ul style="list-style-type: none"> <li>• changing assessment tasks from year to year</li> <li>• providing class time to observe task completion</li> <li>• requiring reference lists and acknowledgement of sources</li> <li>• collection of evidence of student response development via classwork, outlines, photographs, plans and drafts</li> <li>• post-moderation processes such as cross-marking for subjects with multiple cohorts</li> <li>• individual monitoring, feedback and results for students working in groups</li> <li>• a student declaration of authenticity</li> </ul> <p>In cases where a student response is not authenticated as a student's own work, the school will:</p>

	<ul style="list-style-type: none"> <li>• provide an opportunity for the student to demonstrate that the submitted response is their own work</li> <li>• 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</li> <li>• where a student is found to have plagiarised significant portions of the task, only the elements of task that are their own original work will be graded</li> <li>• where a student is found to have plagiarised the entire task, it will be treated as a non-submission</li> <li>• in both of the above cases, teachers will record the plagiarism as an behavior incident in OneSchool and refer to the curriculum Head of Department</li> <li>• Heads of Department will contact parents/carers to notify them of the academic misconduct and the consequences that apply in accordance within the school's Student Code of Conduct</li> </ul>
<p><i>Access arrangements and reasonable adjustments, including illness and misadventure (AARA)</i></p>	<p><b>Applications for AARA</b></p> <p>Pine Rivers State High School is committed to reducing barriers to success for all students. Access Arrangements and Reasonable Adjustments (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. These are usually long term conditions or situations which are likely to impact assessment across multiple subjects and/or over an extended period of time</p> <p>The Guidance Officers, Deputy Principal- Special Education, HOD of Junior Secondary and HOD of Senior Schooling, in collaboration with the Principal, make up the school AARA team.</p> <p>Students or their parents/carers should contact a member of the AARA team to discuss the matter as supporting evidence such as a letter from a medical practitioner may also be required.</p> <p>In the Senior Phase of Learning, applications must be forwarded to the Queensland Curriculum and Assessment Authority for approval.</p> <p>Approved AARAs are recorded in the student's file on OneSchool under the Support tab &gt; Personalised Learning.</p> <p>Students are not eligible for AARA on the following grounds:</p> <ul style="list-style-type: none"> <li>• unfamiliarity with the English language</li> <li>• teacher absence or other teacher-related issues</li> <li>• matters that the student could have avoided</li> <li>• matters of the student's or parent's/carer's own choosing</li> </ul> <p><b>Applications for extensions to due dates for unforeseen illness and misadventure</b></p> <p>Illness and Misadventure provides for students whose ability to attend, or perform in internal or external assessment is adversely affected by an unexpected illness or event.</p> <p>The following guidelines apply for illness and misadventure:</p> <ul style="list-style-type: none"> <li>• the condition or situation must be unforeseen and beyond the student's control. An adverse effect must be demonstrated</li> <li>• the condition or situation cannot be of the student's own choosing or that of their parents or carers, such as, but not limited to; a family holiday, non-urgent appointment or driving tests</li> <li>• misreading an exam timetable is not adequate grounds to submit an application for Illness and Misadventure</li> <li>• typically, students are responsible for initiating an application for Illness and Misadventure if they believe they have been adversely affected by illness or other emergent circumstances. The Application form is available from the Heads of Department, student's teacher or from the school website.</li> <li>• once completed and signed by both the student and parent/carer, applications are submitted to the Curriculum HOD for consideration</li> <li>• most applications require verifying evidence, the most common of which is a medical certificate. In addition to GPs, some pharmacies are also able to provide short term medical certificates. Check the Illness and Misadventure Application form for details</li> <li>• for non-medical claims, written evidence from a relevant independent professional or other independent third party is required</li> </ul>

	<p><b>Application Forms</b></p> <p>Copies of the following forms are available from the school website under the Support and Resource tab:</p> <ul style="list-style-type: none"> <li>• AARA Application Pack including             <ul style="list-style-type: none"> <li>○ Explanation, AARA Application, Medical Report Template, Student Statement, School Statement</li> </ul> </li> <li>• Illness and Misadventure Application Form</li> </ul>
<p><i>Managing non-submission of assessment by the due date</i></p>	<p><b>ALL ASSESSMENT IS DUE ON OR BEFORE THE DUE DATE</b></p> <p><b>Student Responsibility</b></p> <p>Students are responsible for:</p> <ul style="list-style-type: none"> <li>• when a student fails to submit/complete a non-examination based assessment piece on or before the due date, evidence available before this point is used to award a result. Evidence may include drafts, rehearsal notes and photographs of student work. It should be noted however, that this is likely significant impact the result as the evidence may not address all aspects of the task</li> <li>• when a student fails to complete an exam based assessment on or before the due date, no other evidence can be used and the student is awarded an NR – Not Rated</li> <li>• absence from school on the due date for ANY REASON, is not a valid excuse for not submitting a non-examination based assessment on time. Students have the capacity to submit their work electronically by 11:59pm on the due date</li> <li>• absence from school on the due date for ANY REASON, is not a valid excuse for not sitting an examination based assessment on time. Students will need to submit an Illness and Misadventure</li> <li>• if involved in a school approved activity and not in class on the due date, assignments are to be submitted electronically before 11:59pm on the due date. Practical tasks or exams must be completed before the due date and need to be negotiated with the teacher/HOD beforehand. School activities are not grounds for an Illness and Misadventure</li> <li>• if applicable, Illness and Misadventure applications must be applied for up to 14 days before and later than 7 days after the due date. If the application is not approved, evidence available on or before the due date will be used to award the result</li> </ul> <p><b>School Responsibility</b></p> <ul style="list-style-type: none"> <li>• where there is no evidence that can be matched to relevant achievement standards, the student may need to receive a result of Not Rated (NR) for the assessment piece</li> <li>• the decision to award an NR must be discussed with the relevant curriculum HOD for confirmation and review of strategies to negate the repetition of this. Identifying the need to consider supporting the Illness and Misadventure application process, may be part of this discussion</li> <li>• in circumstances where a student response is judged as NR, the teacher should still collect evidence of learning from the student to inform future planning. This can be done by having the student complete the exam or submit the assessment after the due date but the results of this are <b>not</b> used to award a result</li> <li>• parent/Carers will be notified by the teacher within 2 weeks for an exam or 3 weeks for an assignment/other when a NR is allocated for a piece of assessment. This is recorded in OneSchool under contacts with referral made to the Year Level Coordinator and Curriculum HOD</li> <li>• all student who receive an NR are flagged with the relevant YLC, via parent/carers contact referral, for triangulation with other data such as attendance trends, to identify students who are at risk</li> <li>• a NR for a single assessment does not mean that a student will also automatically receive an NR for reporting purposes. Decisions to allocate an NR for a term, semester or unit of study will be based on the availability of other evidence available to meet the course objectives and is a decision made by the HOD.</li> </ul>
<p><i>Internal quality assurance processes</i></p>	<p>Pine Rivers State High Schools quality management system ensures valid, accessible and reliable assessment of student achievement.</p> <p>School Responsibility</p> <ul style="list-style-type: none"> <li>• all assessment is checked prior to implementation to ensure validity, accessibility and reliability</li> </ul>



- all assessment is moderated after delivery to ensure consistency and alignment of teacher marking to achievement standards
- in the Senior Phase, all assessment is also checked prior to delivery, by the QCAA
- in the Senior Phase, all assessment results for General subjects are also validated by the QCAA. For this reason, these results are considered provisional until the outcome of this process is determined

## SENIOR PHASE OF LEARNING ONLY - External Assessment Administration

	Plan and procedures
<i>External assessment is developed by the QCAA for all General and General (Extension) subjects</i>	<p>External assessment is developed by the Queensland Curriculum and Assessment Authority (QCAA) for all General subjects. All external assessment for General subjects is summative and may contribute to a Queensland Certificate of Education (QCE) and Australian Tertiary Admission Rank (ATAR) calculation. The QCAA determines the timing of external assessments. External assessment in 2023 occurs in Term 4, from 23 October – 14 November. The Exam Schedule will be released to students during Term 3. Students must complete the external assessment on the dates published by the QCAA website. Applied and Vocational subjects do not have external assessment.</p> <p><b>Year 12 – Rules For External Assessment</b></p> <p>At the beginning of each school year, the QCAA communicates rules for students completing external assessment. Schools are responsible for communicating the <i>External assessment student rules</i> to students.</p> <p><b>School Responsibilities</b></p> <p><b>Students</b></p> <ul style="list-style-type: none"> <li>• read and comply with the <i>External Assessment Student Rules</i> and external assessment information that is made available on the QCAA website and provided to schools each year</li> <li>• read the information provided by schools, including the <ul style="list-style-type: none"> <li>▪ External Assessment Timetable</li> <li>▪ External assessment student rules</li> <li>▪ Approved equipment list</li> </ul> </li> <li>• attend external assessment in which they are enrolled</li> <li>• provide required approved equipment for scheduled exams and ensure electronic devices such as smart phones, smart watches and equipment that allows internet access must be stored out of access for the period of the examination</li> </ul> <p><b>Teachers</b></p> <ul style="list-style-type: none"> <li>• supervise external assessment. Senior secondary teachers are ineligible for supervision of an external assessment for subjects that they teach in a given year</li> <li>• comply with and supervise external assessment according to the external assessment guidelines</li> <li>• report incidents when they suspect or observe an act of academic misconduct by a student</li> </ul>

## Related school plan and procedures and Legislation

	Plan and procedures
	<p><b>Parents</b></p> <ul style="list-style-type: none"> <li>• read the External Assessment Timetable and External Assessment Student Rules on the QCAA website</li> <li>• support students to participate in the external assessment in which they are enrolled</li> </ul> <p><b>School External Assessment (SEA) coordinators:</b></p> <ul style="list-style-type: none"> <li>• adhere to and manage external assessment processes outlined in this handbook and the <i>External assessment — directions for administration</i></li> <li>• communicate to school staff, students and parents/carers the <ul style="list-style-type: none"> <li>▪ External Assessment Timetable</li> <li>▪ External assessment student rules</li> <li>▪ Approved equipment list</li> </ul> </li> <li>• allocate teaching staff or other suitable staff to supervise external assessment. Senior secondary teachers are ineligible for supervision of an external assessment for subjects that they teach in a given year</li> <li>• manage incidents when a student is suspected of or observed participating in an act of academic misconduct</li> </ul>

## Legislation

- [Education \(General Provisions\) Act 2006](#)
- [Education \(Queensland Curriculum and Assessment Authority\) Act 2014](#)
- [Disability Discrimination Act 1992](#)
- [Anti-Discrimination Act 1991](#)
- [Disability Standards for Education 2005](#)

## Relevant Policies and Resources

- [QCAA 2023 - QCE & QCIA Handbook V4](#)
- [Preparing students for success in senior secondary](#) (Education Queensland)
- [Understanding K-12 assessment](#) (QCAA)

Other school policies/documents as appropriate:

- Student Code of Conduct
- The Use of Personal Technology Devices
- PRSHS Handbook (OneNote)

**Pine Rivers State High School is committed to raising socially, morally and ethically mature young people who understand and accept their responsibilities as learners. We would like to thank all members of the school community for your support to maintain the highest levels of academic integrity.**