



Assessment Policy



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Purpose

As defined by the Queensland Curriculum & Assessment Authority (QCAA), assessment is the ongoing process of gathering, analysing and reflecting on evidence to make informed judgments about the achievement or capabilities of individuals and cohorts.

Assessment plays an integral role in improving learning and informing teaching. Its fundamental purpose is to establish where learners are in an aspect of their learning at the time of assessment (Masters 2014¹).

This policy aims to:

- Inform students, parents and teachers of the key principles around assessment and assessment requirements at Dakabin State High School.
- Ensures consistency of practice in the application of assessment conditions and treatment of assessment issues.

Purpose of Assessment

Assessment information has multiple uses, including:

1. Feedback to teachers, such as
 - diagnostic evidence of students' strengths, ways of learning, areas of development, the depth of their knowledge, and their conceptual understandings, which informs the teacher, so they know what students can do, and what subsequent teaching is required to progress student learning
 - identification of students' learning needs across a range and balance of assessments that enhances teachers' ability to establish where students are in their learning and to help them attain higher levels of performance
2. Feedback to students and parents/carers that gives
 - clear, specific, meaningful and timely feedback, allowing reflection on the learning process and collaboration to support future learning and development
 - evidence of student learning and advice for further progress, underpinning the provision of meaningful reports/statements to parents/carers and others
 - development of lifelong learners by enabling students to identify and reflect on the progress they are making, which is crucial to building self-evaluation, self-efficacy and self-responsibility for in-depth and long-term learning
 - refinement of quality teaching, by supporting teacher reflection and professional learning
 - provision of information for certification
 - measurement and evaluation of policies, programs, interventions and teaching strategies to provide better understanding of student achievement and growth.

Underlying Principles

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

Summative assessment results will be recorded on the student's assessment profile in each subject and unit or semester studied leading to overall levels of achievement being awarded.

If a student repeatedly does not meet mandatory requirements:-

- They will not have met the substantial requirements of the course as per the **Education (General Provisions) Act 2006, (QLD)**, and as a result, could be removed from the subject. This subject would then not appear on the student's QCE and the student could become ineligible for an ATAR.



- This may become grounds for cancelling the students' enrolment as per the **Education (General Provisions) Act 2006, (QLD)**

Assessment Types

Internal Assessment is developed by and administered by subject area teachers in Years 7 – 11. Students selecting General subjects or Essential English or Essential Maths in Year 12 will engage in three internal pieces of assessment and one piece of externally generated assessment.

Internal Assessment	External Assessment
<p>Internal Assessment can include:</p> <ul style="list-style-type: none"> • Examinations • Extended responses • Investigations • Performances • Practical demonstrations • Products • Projects • Collection of work (Applied subjects only) <p>Internal assessment is developed and administered for General and Applied subjects and Short Courses. In Year 11, this is Formative Internal Assessment (F.I.A.) and in Year 12 the first three assessment items are Summative Internal Assessment (S.I.A.).</p> <p><u>Submission of Assignments (Extended Responses, Investigations, Products, Projects, Collections of Work):</u></p> <p>These assessment types must be submitted during the lesson of the applicable subject on the due date. If the applicable subject is not scheduled on the due date, they must be submitted to the appropriate Head of Department or to the administration office by 4pm of that same day.</p> <p>If submitted late (without prior AARA being granted) teachers will grade and give feedback using the evidence collected by that point in time.</p>	<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. Applied subjects do not include external assessment.</p> <p><u>External Assessment is:</u></p> <ul style="list-style-type: none"> • an examination held at the end of the course of study. • common to all schools • administered by schools under the same conditions at the same time and on the same day • marked by the QCAA according to a commonly applied marking scheme. <p>The subject matter and conditions for external assessment are determined by the QCAA and based on the relevant General syllabus.</p> <p>External assessment contributes 25% of the overall subject result in most senior subjects and generally assesses Unit 4 of the syllabus (subjects affiliated with The Arts assess Unit 3 and 4 content and concepts). In Mathematics and Science subjects, external assessment contributes 50% of the overall subject result and assesses Units 3 and 4.</p>

Assessment Techniques

Assessment technique	Purpose
Examination	An examination is a supervised test that assesses the application of a range of cognitions to one or more provided items such as questions, scenarios, and/or problems. Student responses must be completed individually, under supervised conditions, and in a set timeframe.



Extended response	An extended response is an open-ended assessment technique that focuses on the interpretation, analysis, examination and/or evaluation of ideas and information in response to a particular situation or stimulus. While students may undertake some research when writing the extended response, it is not the focus of this technique. An extended response occurs over an extended and defined period of time.
Investigation	An investigation requires students to research a specific problem, question, issue, design challenge or hypothesis through the collection, analysis and synthesis of primary and/or secondary data. An investigation uses research or investigative practices to assess a range of cognitions in a particular context. An investigation occurs over an extended and defined period of time.
Performance	A performance is an assessment technique that requires students to demonstrate a range of cognitive, technical, creative and/or expressive skills, and to apply theoretical and conceptual understandings through the psychomotor domain. It involves student application of identified skills when responding to a task that involves solving a problem, providing a solution or conveying meaning or intent. A performance is developed over an extended and defined period of time.
Product	A product is an assessment technique that focuses on the output or result of a process requiring the application of a range of cognitive, physical, technical, creative and/or expressive skills, and theoretical and conceptual understandings. A product is developed over an extended and defined period of time.
Project	A project is an assessment technique that focuses on a problem-solving process requiring the application of a range of cognitive, technical and creative skills and theoretical understandings. The response is a coherent work that documents the iterative process undertaken to develop a solution to a problem and includes written paragraphs and annotations, diagrams, sketches, drawings, photographs, video, spoken presentations, physical prototypes and/or models. A project is developed over an extended and defined period of time.

Assessment Calendars

By week 4 of each semester students will have access to their assessment schedules on the school website and via email contact. Year 12 students studying General subjects from 2020 can check the QCAA for their published external examination exam timetable.

Changes to the calendar can occur only when the relevant Curriculum Head of Department recommends the change and it is approved by their line management Deputy Principal. Students will need to be given reasonable notice (2 weeks minimum) of the change in due dates. Amendments will be published via electronic contact with parents and carers as necessary.

Assessment Stakeholder Responsibilities

Heads of Department

Heads of Department are accountable for:

- Quality assuring assessment items of Units 1 and 2 using both the QCAA's Principles of Assessment and the QCAA's Attributes of Quality assessment in Years 7 – 12.
- In Years 11 and 12 Heads of Department in conjunction with the School-Based Working Party and the QCAA are responsible for quality assessment items; ensuring all assessment: is valid, is clear and fair, meets the QCAA directives for assessment and submission of student results.

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- Creation, maintenance and retention of mark books to store student results and for ensuring the accurate reporting of outcomes for Year 11 and 12 to the Head of Senior Schooling within designated timeframes.
- Supporting teachers with the application of AARA conditions to assessment tasks

Teachers

In school-based assessment, teachers are accountable for designing assessment programs and making judgments about the standards achieved by their students within the assessment and reporting timeframes. This incorporates:

- Support students by providing them, where appropriate, with modeling, scaffolding, and annotated exemplar responses
- Engaging students in feedback and reflection on their assessment
- Articulating reasoning behind judgments of the standards achieved during moderation meetings and with students and parents/carers
- Informing parents when students do not provide work to support a judgment of achievement, and are likely to be awarded with a Not-Rated (N) level of achievement on their report card.
- Utilising the school template for junior assessment items for all assessment tasks for students in Years 7 to 10. Students in Year 11 and 12 must receive assessment using the QCAA General and Applied subject template, selecting the template that most appropriately meets the stated assessment technique.
- Retaining evidence of drafting work in case of non-submission of assessment work and/or supervising the completion of assessment in the next available lesson or lunch break after the submission date if no evidence of assessment has been submitted.
- Accurately recording of assessment results within the designated mark book within timelines defined by the curriculum area Head of Department
- Ensuring any student with an Access Arrangement and Reasonable Adjustment (AARA) has the approved conditions applied to the assessment task

Students

Students are responsible for:

- Submitting both draft and assessment items on or before the due date
- Arriving on time on the due day for examinations, unless special consideration has been formally arranged
- Demonstrating academic integrity
- Providing evidence of authentication of student work (submitting drafts with final assessment task, demonstrate evidence of work within class and when required providing evidence of research and planning)
- Ensuring all procedures surrounding the completion of assessment are followed

Parents/Guardians

Parents and/or carers are responsible for:

- Supporting and encouraging their children to complete and submit all drafts and assessment by the due date.
- Informing the teacher or Head of Department of any difficulties relating to the completion of assessment tasks and provide documentary evidence where necessary



Submission of Assessment

Teachers must:

- Contact parent/guardian within 24 hours of an assessment task not being submitted.
- Award a grade using evidence submitted before the due date. An **E standard cannot be allocated** when there is no evidence demonstrated. An N rating can only be allocated after consultation with the appropriate curriculum Head of Department.

Students must:

- Submit a hard copy of the assessment response, the teacher annotated draft and the task sheet by 4pm on the due date
- Students in Year 11 and 12 are able to assignment tasks electronically through SafeAssign by 4pm on the due date
- Students submitting a USB or any other electronic storage device as part of an assessment are to place the object in an envelope or zip lock bag attached to the Assessment Cover Sheet

Late submission of Assessment

When a student submits an assessment piece after the due date set by the school, a result should be allocated using evidence available on or before the due date, e.g. class work, drafts, rehearsal notes, photographs of student work, teacher observations.

Absence from school on the due date is not a valid reason for not submitting an assignment on time, this includes absence for external study commitments. If a student is unable to attend school on the day an assignment is due they must email a digital copy of assessment to class teacher using a confirmation receipt, providing a hard copy on the day of return to school

If illness or injury prevents any of the above options a parent or guardian must contact the school office so that the information can be passed to the subject teacher, Head of Department and Principal's Delegate. A medical certificate must be provided on the student's return to school. Failure to do so will result in the assessment considered as a late submission and having only evidence available on due date being marked for credit.

The grounds for AARA's will then be considered through official processes (Principal/QCAA Approved AARA)

Note: Technology failure (such as printer not working, work not being saved, or computer malfunction etc.) is not considered acceptable grounds for extension.

If a student cannot complete formative or summative internal assessment because they require an Access Arrangement or Reasonable Adjustment, refer to AARA Policy for more detail.

If a student has not completed formative or summative internal assessment and an AARA cannot be applied, this student must immediately be referred to the curriculum Head of Department.



Examination Stakeholder Responsibilities

Deputy Principal Senior Schooling must:

- Generate Internal Examination timetable for Year 11 and 12 examinations
- Communicate exam timetable and associated responsibilities to all staff
- Generate supervision roster for all internal examinations, ensuring staff teaching staff are not supervising curriculum areas in which they teach the cohort

Heads of Department must:

- Ensure assessment adheres to the qualities of good assessment
- Ensure that all assessment tasks have a clear and explicit marking guide
- Ensure appropriate set up of examination venue and provide all required materials to examination supervisors
- Communicate to students and parents/carers the date and time of test and approved equipment list
- Work with teachers to develop comparable exams for completion for students who successfully gain AARA or Application for Illness or Misadventure

Teachers must:

- Be on time for examination administration
- Actively supervise during examinations
- Mark allocated attendance roll for each examination session
- Ensure all examination conditions as outlined on the assessment guidelines are adhered to
- Notify the curriculum Head of Department for Years 7 – 10 and Principal's Delegate and /or School External Assessment (SEA) for Years 11 and 12 of any issues arising from the examination session as soon as possible
- Notify Head of Department and parents or carers as soon as possible if a student has not attended an examination session

Students must:

- Attend all tests, exams and orals at the scheduled time. These may be undertaken in normal class time or during block exams at the end of unit or term
- Be on time for all examination sessions
- Adhere to all examination conditions relating to examination materials, perusal and all stated assessment conditions outlined on the examination task
- 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
- If a student arrives late for an external assessment, they must report to the assessment supervisor and designated assessment venue as soon as possible. Students who arrive within 40 minutes of the scheduled starting time for the external assessment are permitted entry into the assessment venue to complete the assessment. No extra time to complete the external assessment is granted if a student arrives late
- A student who cannot attend an exam must notify the Head of Department for Years 7 – 10 or Principal's Delegate or the School External Assessment (SEA) coordinator for Years 11 and 12 as soon as practical
- On return to the school the student is responsible for reporting to the relevant Curriculum Head of Department to make alternate arrangements
- Proof of illness, a Medical Certificate, must be produced on the student's return to school after an illness which causes an absence for a scheduled exam to the relevant Curriculum Head of Department
- If a student becomes ill during an examination they must notify the exam supervisor. This may be before, during or immediately after the exam session



Year 12 External Assessment

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 occurs in Term 4, during October and November. The specific dates for external assessment are made available on the QCAA website at the beginning of each year.

Students must complete external assessment on the date published on the QCAA website. Applied subjects do not include external assessment.

Year 12 – Rules For External Assessment

At the beginning of each school year, the QCAA communicates rules for students completing external assessment. Schools are responsible for communicating the *External assessment student rules* to students.

Responsibilities- External Assessment in Year 12 From 2020

School External Assessment (SEA) coordinators:

- Adhere to and manage external assessment processes outlined in this handbook and the *External assessment — directions for administration*
- Communicate to school staff, students and parents/carers the
 - *External assessment timetable*
 - *External assessment student rules*
 - approved equipment list
- Apply to the Queensland Curriculum and Assessment Authority (QCAA) for the rescheduling of an external assessment if external assessment timetable clash exists
- 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
- Manage incidents when a student is suspected of or observed participating in an act of academic misconduct.

Teachers

- Comply with and supervise external assessment according to the external assessment guidelines
- Allow a student suspected of academic misconduct to complete the external assessment
- Inform the student that the SEA coordinator will be advised of an alleged incident of academic misconduct
- Report an alleged incident of academic misconduct to the SEA coordinator
- Adhere to external assessment processes outlined in this handbook and the *External Assessment — Directions for Administration*
- Supervise external assessment. Senior secondary teachers are ineligible for supervision of an external assessment for subjects that they teach in a given year
- Report incidents when they suspect or observe an act of academic misconduct by a student



Students

- Read and comply with the *External Assessment Student Rules* and external assessment information that is made available on the QCAA website and provided to schools each year
- Read the information provided by schools, including the
 - *External assessment timetable*
 - *External assessment student rules*
 - approved equipment list
- Attend external assessment in which they are enrolled
- 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

Parents

- Read the *External Assessment Timetable* and *External Assessment Student Rules* on the QCAA website
- Support students to participate in the external assessment in which they are enrolled
- Informing the Principal's Delegate of any difficulties relating to the completion of assessment tasks and provide documentary evidence where necessary

Illness and Misadventure

Illness and Misadventure provides for students whose ability to attend, or perform in internal or external assessment is adversely affected by an unexpected event. Illness and misadventure can affect a single student or a group of students.

The following guidelines apply for illness and misadventure:

- A student who has been approved for AARAs in Years 11 and 12 is not eligible to apply for illness and misadventure consideration for the same condition, unless it can be demonstrated through evidence that a significant deterioration or complication of the condition occurred which diminished the student's performance in assessment.
- The condition or situation must be unforeseen and beyond the student's control. An adverse effect must be demonstrated.
- The condition or situation cannot be of the student's own choosing or that of their parents or carers, such as a family holiday.
- Misreading an external assessment timetable is not adequate grounds to submit an application for AARA or Illness and Misadventure Application
- 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.

Examples of illness and misadventure:

For Internal assessment	External assessment
A student who is ill and able to attend summative internal assessment should inform the Principal's Delegate or assessment supervisor of their condition as soon as practical. This may be before, during or immediately after the assessment session. Principal-reported AARA should be implemented to provide, when possible, opportunities for the student to complete	A student who is ill and able to attend the external assessment should inform the Principal's Delegate or the curriculum Head of Department of their illness as soon as practical. This may be before, during or immediately after the external assessment session. A student who cannot attend an external assessment must notify the Principal's



<p>assessment. Example arrangements such as comparable assessment and extensions may be considered when illness or misadventure is established.</p> <p>Principal-reported AARA are implemented by the school until the closing date for AARA applications, as published in the Senior Education Profile (SEP) calendar. All efforts should be made to complete internal assessment.</p> <p>When summative internal assessment in Year 12 cannot be completed using principal-reported AARA by the closing date, schools should complete an <i>Application for Illness and Misadventure</i> via the QCAA Portal. Applications for Illness and Misadventure close seven days after the closing date for principal-reported AARA.</p>	<p>Delegate or the SEA coordinator as soon as practical.</p> <p>The student is responsible for completing the relevant sections of the <i>Application for Illness and Misadventure</i> and obtaining the independent documentation to support the application.</p> <p>A separate application is required for each assessment for which consideration is being sought. Schools will be asked to supply supplementary information to verify the student's application.</p> <p>For external assessment the <i>Application for Illness and Misadventure</i> are accessed:</p> <ul style="list-style-type: none"> • for students, via Student Connect • for schools, via the QCAA Portal. <p><i>Applications for Illness and Misadventure</i> for external assessment:</p> <ul style="list-style-type: none"> • open 14 days before the start of the external assessment schedule • close seven days after every relevant external assessment
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When a subject cohort is affected by circumstances of illness and misadventure, schools submit an application on behalf of the student group. In such circumstances, schools should contact the QCAA at the first opportunity for advice.

Supporting documentation for illness and misadventure — internal and external assessment

To make an informed decision about an illness and misadventure application, Dakabin State High School and the QCAA require a report that includes the following details:

- Diagnosed illness, condition or event
- Date of diagnosis, onset or occurrence
- Symptoms, treatment or course of action related to the condition or event
- Explanation of the probable effect of the illness, condition or event on the student participating in the assessment
- For non-medical claims, written evidence from a relevant independent professional or other independent third party.



Academic Integrity and Academic Misconduct

Dakabin State High School and QCAA promotes academic integrity. Academic integrity is how a person approaches their academic responsibilities in an honest, moral and ethical way. Teachers, parents and carers and others who support students in their learning must adhere to the guidelines for academic integrity.

Plagiarism, the copying of another person's ideas, text, or other creative work and presenting it as one's own, will not be tolerated. Examples of plagiarism include:

- Copying or closely paraphrasing sentences or paragraphs.
- Copying ideas, concepts, tables, designs, sounds, images, music, scripts, research data mathematical workings etc.
- Copying or adapting another student's work.
- "Cutting and pasting" statements gathered from a variety of sources.
- Submitting work produced by someone else on the student's behalf.

Types of Academic Misconduct defined by the QCAA

Academic misconduct incorporates a broad range of behaviours in which students inappropriately and falsely demonstrate their learning. Academic misconduct may be considered along a continuum of breaches that range in the significance of misconduct and intent.

Type of misconduct	Examples
Cheating while under supervised conditions	<ul style="list-style-type: none"> • beginning to write during perusal time or continuing to write after the instruction to stop work is given • using unauthorised equipment or materials • having any notation written on the body, clothing or any object brought into an assessment room • communicating with any person other than a supervisor during an examination, e.g. through speaking, electronic device or other means such as passing notes, making gestures or sharing equipment with another student
Collusion	<ul style="list-style-type: none"> • when working in a group, submitting a response that is not individual (the response submitted by each student must be the student's own work) • assisting another student to commit an act of academic misconduct
Contract cheating/ significant contribution of help	<ul style="list-style-type: none"> • asking for help on an assessment item from a tutor or a person in a similar supporting role that results in the tutor/other person completing or significantly contributing to the response • paying for someone or a service to complete a response to an assessment
Copying work	<ul style="list-style-type: none"> • deliberately or knowingly making it possible for another student to copy responses • looking at another student's work
Disclosing or receiving information about an assessment	<ul style="list-style-type: none"> • giving or accessing unauthorised information such as the answers to an examination prior to completing a response to an assessment • making any attempt to give or receive access to secure assessment materials
Fabricating	<ul style="list-style-type: none"> • inventing or exaggerating data • listing incorrect or fictitious references
Impersonation	<ul style="list-style-type: none"> • allowing another person to complete a response to an assessment in place of the student
Misconduct during an examination	<ul style="list-style-type: none"> • distracting and disrupting others in an assessment room



Plagiarism or lack of referencing	<ul style="list-style-type: none"> completely or partially copying or altering another person's work without attribution (another person's work may include text, audio-visual material, figures, tables, images or information)
Self-plagiarism	<ul style="list-style-type: none"> duplicating work or part of work already submitted as a response to an assessment

Stakeholder Responsibilities

Dakabin State High School can support academic integrity by:

- Developing curriculum and assessment that allows for the identification of individual work
- Fostering a learning environment that encourages mutual trust and respect for developing individual work by appropriately acknowledging the ideas, work or interpretation of others
- Giving students access to resources that enable students to self-assess their compliance with academic integrity guidelines before submitting responses
- Using QCAA-developed online courses and school-developed programs to help students and teachers understand the importance of academic integrity
- Developing processes to manage, resolve and appeal cases of academic misconduct

Teachers

- Take reasonable steps to ensure that each student's work is their own across a range of conditions, particularly when students have access to electronic resources, when they are preparing responses to collaborative tasks, and when they have access to others' ideas and work
- Collect evidence of the authenticity of student responses
- Ensure assessment decisions are fair and equitable for all students
- Implement strategies to ensure authentication of student work.

Students:

- Sign a declaration on the cover sheet of the task stating that it is their own original work.
- Draft assignments and keep copies of their drafts (e.g. saving drafts as "Version 1", "Version 2")
- Reference other sources used
- Provide a bibliography
- Not engage in any type of academic misconduct
- May be required to submit their final response using plagiarism-detection software
- May be required to complete an approved course about academic integrity
- May be required to participate in interviews during and after the development of the final
- May be required to provide documentation of the drafting progress (e.g. planning, research notes, drafts).

Parents

- Support the efforts of teachers and students to authenticate student responses
- Encourage student to approach their academic responsibilities in an honest, moral and ethical way
- Alert the teacher if you suspect that your student has engaged in academic misconduct

Consequences for Plagiarism Include but are not limited to:

Students cannot be graded on work that is not their own. If plagiarism is confirmed, the sections of work in question cannot be used to make a judgment about student achievement.

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- 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
- Where a student is found to have plagiarised the entire task, it will be treated as a non-submission. In both cases, consequences will be applied
- Serious incidents that are unable to be reasonably managed by the external assessment supervisor may result in the student being excluded from the assessment room.
- Parents/Caregivers notified
- Head of Department notified
- Parts of the exam in question may be disregarded while grading the exam.
- The student may be required to complete an alternative exam at the soonest possible opportunity

When a student is suspected of or observed participating in an act of academic misconduct students are permitted to complete the assessment despite the alleged incident of misconduct and are notified at the end of the session that a report may be made to the Head of Department, Deputy Principal (Senior School) and QCAA (for summative and external assessment).

Drafting Policy

A draft is a preliminary version of a student's response to an assessment. The quality of a draft may vary from a brief outline to a response that is nearing completion. Drafts can also be used to authenticate student work.

Teachers and other participants in the teaching, learning and assessment process play a significant role in providing feedback on draft student responses.

The type of draft students submit differs depending on the subject and assessment technique. For example, if an assessment instrument requires a presentation as the response, a draft might be a rehearsal of this presentation.

Drafting Responsibilities

Teachers must

- Provide feedback at least once for all assessment tasks which permit it up to the maximum number indicated by ACARA and QCAA guidelines
- Provide feedback within a week of draft submission
- 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
- Provide feedback only on a draft submitted by the draft due date. Verbal feedback only may be provided after the due date
- Provide a summary of their feedback and advice to the whole class
- Notify parents by phone as soon as practicable if a student fails to submit a draft. Record this contact on OneSchool and refer to appropriate Heads of Department
- Use evidence from drafts for marking assessment if no evidence of work is provided by assessment due date
- 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
- Provide feedback in alignment with Feedback Policy, and not assign a grade for students for drafts unless draft materials are used as student's final submission

Students must

- Actively participate within assessment completion and feedback lessons

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- Submit completed drafts by the stated due date, meeting all the required elements of the task
- Apply for AARA or Application for Illness and Misadventure a minimum of 48 hours prior to the published draft and due date

Scaffolding

Tasks may include appropriate examples of scaffolding. 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.

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.

As per advice within the *QCE/QCIA Handbook 2019*, 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
- 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.

To assist with academic integrity scaffolding may include:

- 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 to inform students about the requirements for their response

Feedback Policy

Feedback is an integral part of the inquiry cycle, feeding into multiple points of the cycle. Research supports the power of feedback, in particular formative feedback, as "one of the more powerful weapons in a teacher's arsenal" (Marzano, 2007).





It is important to note that feedback has a role most importantly within the implementation of formative assessment throughout the unit of work. While this policy focuses upon the role of feedback within the drafting process teachers, as professionals, should be implementing regular instances of formative assessment within a unit of work to ensure they are modelling the inquiry cycle to students and using this information to inform the progression of work with students.

Stakeholder Responsibilities:

Teachers:

- Set regular draft or rehearsal dates for students to engage within
- Provide individualised written feedback on a maximum of one draft of each student's response. As part of the scaffolding process consider the structure of scaffolding and the potential to build in feedback sessions for planning.
- Deliver a summary of whole class feedback after a drafting and/or assessment period
- Feedback will focus on indicating aspects of the response that need to be improved or developed to meet the requirements of the assessment instrument, ISMG, instrument-specific standards or syllabus standards. Within feedback students may be advised to:
 - consider other aspects of the text, report, performance or activity they are creating or responding to
 - develop their response to show more awareness of the audience
 - give priority to the most important points by rearranging the sequence and structure of ideas
 - conduct further investigation to support an argument or communicate meaning
 - adhere more closely to the referencing style selected by the school.
- Feedback should not compromise the authenticity of student work. Teachers may not introduce new ideas, language or research to improve the quality of student responses. Similarly, 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.
- Prepare students to participate within peer feedback sessions and to critique their own work
- Store copies of draft assessment with feedback

Students:

- Meet set deadlines for drafts and assessment
- Actively engage and participate within learning and feedback opportunities
- Take time to edit work prior to draft submission to allow for provision of quality feedback



Moderation Policy

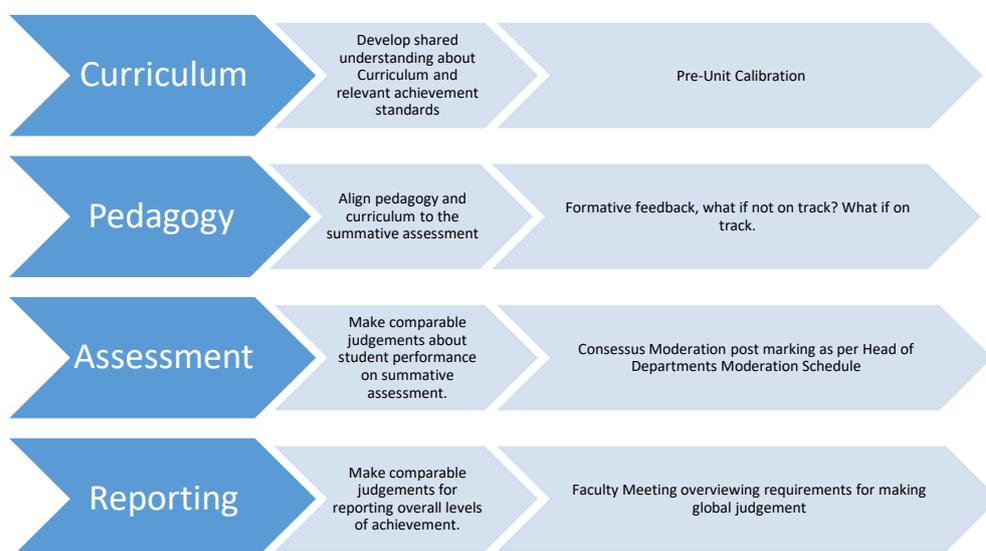
Moderation is a process for developing consistency or comparability of assessment judgments across different assessors. Through a whole school moderation approach we seek to build staff capacity and continuous improvement in teacher practice. Within the inquiry approach moderation clearly holds its place within the 'Develop and Plan' and 'Review' stage of the process, as the aim is to ensure alignment within the intent of assessment and consensus with final results allocated to evidence of student work.



The Dakabin State High School approach to moderation is designed to:

- develop capacity to align curriculum, pedagogy, assessment and reporting before assessment takes place, at the planning stage, and at appropriate times throughout teaching and learning.
- support consistency of teacher judgments against the relevant achievement standards after assessment takes place, before it is graded, and after it is graded
- support accuracy of reported results against the relevant achievement standards at the end of the reporting period using assessment folios

Points of Moderation



Pre-Unit Calibration has the purpose of aligning all teachers prior to engaging within a unit of work to ensure a common understanding around:

- Curriculum intent
- Alignment between learning experiences and curriculum intent
- Key learning experiences and appropriate opportunities for formative assessment junctures
- Assessment intent, links to syllabus and understanding criteria standards
- Exemplar assessment and marking standards

Consensus Moderation has the purpose of ensuring comparable judgements are being applied to evidence provided within students assessment.

Possible approaches include teachers:

- blind marking (anonymising)
- sampling, e.g. peer review of random responses
- reaching consensus through peer discussion and review before, during and/or after assessment. This includes:
 - conducting internal comparability meetings
 - marking previously agreed upon quality of work
 - using QCAA-annotated responses
 - checking borderline results
 - undertaking calibration activities
- completing distributed, cross and double marking
- training.

To enhance the accuracy and reliability of the judgment before beginning marking, assessors must familiarise themselves with:

- the assessment instrument to be clear about what is being assessed
- ISMGs to ensure they thoroughly understand the characteristics described in performance levels
- the meaning of the qualifiers and cognitions that differentiate each of the performance-level descriptors.

Stakeholder Responsibilities:

Heads of Department:

- Ensure assessment task final copies are save to appropriate locations on network drives
- Organise and support the completion of Pre-Unit Calibration
- Organise and Complete Assessment Moderation
- Support and promote the use of tools to summarise the needs of students, and conversations around strategies to respond to these needs
- Lead the process of implementing opportunities to implement formative assessment
- Monitor and check for evidence of differentiation in curriculum planning documents

Teachers:

- Check for criteria for alignment with ACARA and/or Syllabus documentation
- Ensure that subject unit plan and assessment item are completed and presented on time for Pre-Unit Calibration.
- Participate in Pre-Unit Calibration and ensure you have a clear understanding of the curriculum intent as it weaves through the unit sequence, assessment, learning goals, feedback and reporting.
- *Complete marking in a timely manner (typically within seven days)*

The Future Lies Within



- Engage in faculty specific Assessment Moderation to ensure appropriate and consistent matching of evidence in responses to Task Specific Achievement Standard Descriptors and ISMGs.
- Justify reasons for awarding standards/marks across a range of student responses by identifying evidence matched to performance-level descriptors and providing feedback as per Feedback Guidelines above
- Complete faculty Assessment Moderation practices BEFORE releasing results to students

Related Policies and Legislation:

Legislation

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

Relevant Policies

- QCAA October 2018 - QCE & QCIA Policy and Procedures, 4.6.1 School-based assessment policy
- QCAA October 2018 - QCE & QCIA Policy and Procedures 7.1 – 7.8 Access arrangements and reasonable adjustments
- QCAA October 2018 - QCE & QCIA Policy and Procedures 4.1 – 4.6 Assessment
- QCAA October 2018 - QCE & QCIA Policy and Procedures 5.1 – 5.8 Internal assessment quality management system
- Roadmap for P-10 curriculum, teaching, assessment, and reporting – Department of Education, Training, and Employment (DETE) 2011

