



## Scope

Harristown State High School is bound by the General Principles, Assessment Requirements and Guidelines as set out in the school Assessment Policy. This policy forms part of that by providing information for teachers, students, parents/carers, and tutors about roles, responsibilities, processes and procedures to ensure the integrity of assessment that contributes to the Queensland Certificate of Education (QCE). The framework for the policy is developed from the *QCE and QCIA policy and procedures handbook* available from [www.qcaa.qld.edu.au/senior/certificates-and-qualifications/qce-qcia-handbook-2019](http://www.qcaa.qld.edu.au/senior/certificates-and-qualifications/qce-qcia-handbook-2019) and applies to Applied, Applied (Essential), General, General (Extension) subjects, and Short Courses across all faculties.

## Purpose

Harristown State High School is committed to an educational philosophy that encourages all students to achieve personal excellence by developing their talents and abilities. This policy is designed to build capacity as students work towards summative assessment completion for the QCE.

## Principles

Harristown State High School's expectations for teaching, learning and assessment are grounded in the principles of academic integrity and excellence.

Assessment includes any examination, practical demonstration, performance or product that allows students to demonstrate the objectives as described by the syllabus. Assessment should be:

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

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

# Promoting academic integrity

Harristown State High School promotes academic integrity by developing students' skills and modelling appropriate academic practices. The following whole-school procedures support this endeavour.

QCE and QCIA policy and procedures handbook	Policy and procedures
<b>Location and communication of policy</b>	<p>The senior school assessment policy is located on the school website and in the Year 11 &amp; 12 Student Handbook. All questions regarding this policy should be directed to the Guidance Officer or House Deputy Principal.</p> <p>To ensure the assessment policy is consistently applied, it will be revisited at the beginning of each semester in form classes. Relevant processes will be revisited:</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> <li>• in the newsletter and by email in response to phases of the assessment cycle.</li> </ul>
<b>Expectations about engaging in learning and assessment</b> <a href="#">Section 1.2.4</a> <a href="#">Section 2</a> <a href="#">Section 8.5.1</a>	<p>At Harristown State High School there is an agenda for excellence. As such, the Assessment Policy is guided by the mantra of 'non-submission is not an option'.</p> <p>Harristown State High School, therefore, has high expectations for academic integrity and student participation and engagement in learning and assessment. Students become eligible for a QCE when they have accrued the set amount of learning, at the set standard, in a set pattern, while meeting literacy and numeracy requirements. Students are required to complete all course and assessment requirements on or before the due date for their results to contribute credit to the QCE.</p> <p>Student responsibility            Students are expected to:</p> <ul style="list-style-type: none"> <li>• engage in the learning for the subject or course of study</li> <li>• produce evidence of achievement that is authenticated as their own work</li> <li>• submit responses to scheduled 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>
<b>Due dates (including exams)</b> <a href="#">Section 8.5.2</a> <a href="#">Section 8.5.3</a>	<p>Harristown State High School is required to adhere to QCAA policies for gathering evidence of student achievement on or before the due date.</p> <p>Due dates for final responses and drafts will be published in the assessment schedule. Assessment schedules will be published by the end of week 3 of term1 and week 3 of term 3.</p> <p>The assessment schedule will:</p> <ul style="list-style-type: none"> <li>• align with syllabus requirements</li> <li>• provide sufficient working time for students to complete the task</li> <li>• allow for internal quality assurance processes</li> <li>• enable timelines for QCAA quality assurance processes to be met</li> <li>• be clear to teachers, students and parents/carers</li> <li>• be consistently applied</li> <li>• be clearly communicated by the end of Week 3 of each semester</li> <li>• give consideration to allocation of workload.</li> </ul> <p>Student responsibility:            Students are responsible for:</p> <ul style="list-style-type: none"> <li>• recording due dates in their student 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> </ul> <p>In cases where students are unable to meet a due date, it is the student's responsibility to:</p>

	<ul style="list-style-type: none"> <li>inform both the Head of Department and classroom teacher as soon as possible</li> <li>provide the school with relevant documentation, for example, medical certificate</li> <li>adhere to alternative arrangements for submission of assessment, if applicable, as decided by the school.</li> </ul> <p>All final decisions are at the Principal's discretion. Refer to AARA information below.</p>
<b>Submitting, collecting and storing assessment information</b> <a href="#">Section 9</a>	<p>Assessment instruments will provide information about Harristown State High School's arrangements for submission of draft and final responses, including due dates, conditions and file types.</p> <p>All assessment evidence, including draft responses, will be submitted by their due date.</p> <p>Draft and final responses for all internal assessment will be collected and stored in each student's folio. Live performance assessments will be recorded and stored as required for QCAA processes.</p>
<b>Appropriate materials</b> <a href="#">Section 7.1</a> <a href="#">Section 8.5.3</a>	<p>Harristown SHS staff select materials in accordance with syllabus requirements, curriculum priorities and Department of Education principles of inclusivity.</p> <p>Students are responsible for considering the appropriateness of any materials independently accessed or produced ensuring they are aligned with the school values.</p>

## Ensuring academic integrity

Harristown 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

<a href="#">QCE and QCIA policy and procedures handbook</a>	<b>Policy and procedures</b>
<b>Scaffolding</b> <a href="#">Section 7.2.1</a>	<p>Scaffolding for assessment helps students understand the process for completing the task. Scaffolding will:</p> <ul style="list-style-type: none"> <li>maintain the integrity of the requirements of the task or assessment instrument</li> <li>allow for unique student responses and not lead to a predetermined response.</li> </ul> <p>Across the phases of learning, students will gradually be given more responsibility for understanding the processes required to complete their tasks.</p>
<b>Checkpoints</b> <a href="#">Section 8.5.3</a>	<p>Checkpoints will:</p> <ul style="list-style-type: none"> <li>be detailed on student task sheets</li> <li>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. Teachers will use these checkpoints to identify and support students to complete their assessment.</p> <p>Heads of Departments and parents/carers will be contacted if checkpoints are not met.</p>

<p><b>Drafting</b> Section 7.2.2 Section 8.3</p>	<p>Drafting is a key checkpoint. Types of drafts differ depending on subject, for example, written draft, rehearsal of a performance piece, or a product in development. Drafts might be used as evidence of student achievement in the case of illness or misadventure, or non-submission for other reasons.</p> <p>Feedback on a draft is:</p> <ul style="list-style-type: none"> <li>• provided on a maximum of one draft of each student’s response</li> <li>• a consultative process that indicates aspects of the response to be improved or further developed</li> <li>• delivered in a consistent manner and format for all students</li> <li>• provided ideally within one week of a submission of a draft.</li> </ul> <p>Feedback on a draft must not:</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>A copy of the feedback will be stored with the draft in the student’s folio.</p> <p>Parents and caregivers will be notified by text message about non-submission of drafts.</p>
<p><b>Managing response length</b> Section 7.2.3</p>	<p>Students must adhere to assessment response lengths as specified by syllabus documents. The procedures below support students to manage their response length.</p> <ul style="list-style-type: none"> <li>• All assessment instruments indicate the required length of the response.</li> <li>• Teaching and learning programs embed subject-specific strategies about responding purposefully within the prescribed conditions of the task.</li> <li>• Model responses within the required length are available.</li> <li>• Feedback about length is provided by teachers at checkpoints.</li> </ul> <p>After all these strategies have been implemented, if the student’s response exceeds the word length required by the syllabus, the school will either:</p> <ul style="list-style-type: none"> <li>• mark only the work up to the required length, excluding evidence over the prescribed limit or</li> <li>• allow a student to redact their response to meet the required length, before a judgment is made on the student work.</li> </ul> <p>and, annotate any such student work submitted for confirmation purposes to clearly indicate the evidence used to determine a mark.</p>
<p><b>Authenticating student responses</b> Section 7.3.1</p>	<p>Accurate judgments of student achievement can only be made on student assessment responses that are authenticated as their own work.</p> <p>Harristown State High School uses the authentication strategies promoted by the QCAA. The authentication strategies will be specified on assessment instruments.</p> <p>Where authorship of student work cannot be established, 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> </ul>

<p><b>Access arrangements and reasonable adjustments, including illness and misadventure (AARA)</b> Section 6</p>	<p><b>Applications for AARA</b> Harristown State High School is committed to reducing barriers to success for all students. 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.</p> <p>The school follows the processes as outlined in the <i>QCE and QCIA policy and procedures handbook</i> available from <a href="http://www.qcaa.qld.edu.au/senior/certificates-and-qualifications/qce-qcia-handbook-2019">www.qcaa.qld.edu.au/senior/certificates-and-qualifications/qce-qcia-handbook-2019</a>.</p> <p>The Principal manages all approval of AARA for students.</p> <p>All AARA applications must be accompanied by the relevant supporting documentation (outlined in <a href="#">Section 6.5.1</a>) and made as far in advance as possible to meet the QCAA published timelines. All evidence used to make decisions is recorded in the student's file by the Principal or their delegate.</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 (for example, misreading an examination timetable)</li> <li>• matters of the student's or parent's/carer's own choosing (for example, family holidays, sporting or cultural events)</li> <li>• matters that the school could have avoided.</li> </ul> <p><b>Applications for extensions to due dates for unforeseen illness and misadventure</b> Students and parents/carers must contact the Principal's delegate on or before the due date and submit the relevant supporting documentation. In the case of assignments a copy of the student's draft must be submitted for an extension to be considered.</p> <p>Copies of the medical report template, AARA application, Request for an extension and other supporting documentation are available from the school website</p>
<p><b>Completion of course requirements for senior subjects</b> Section 8.5</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 in order 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><b>Managing non-submission of assessment by the due date</b> Section 8.5</p>	<p>Teachers will collect progressive evidence of student responses to assessment instruments at the prescribed checkpoints.</p> <p>The checkpoints on the instrument-specific task sheets provide details of the evidence that will be collected.</p>

	<p>In circumstances where students are enrolled in a subject but do not submit a final response to an assessment (other than unseen examinations) and where evidence of student work:</p> <ul style="list-style-type: none"> <li>provided by the student for the purposes of authentication during the assessment preparation period is available, teachers make judgments based on this</li> <li>was not provided by the student on or before the due date as specified by the school and no other evidence is available, 'Not-Rated' (NR) must be entered in the Student Management system by the date published in the SEP calendar.</li> </ul> <p>In circumstances where a student response is judged as NR, the student will not meet the requirements for that subject.</p>
<p><b>Internal quality assurance processes</b> Section 8.5.3</p>	<p>Harristown State High School's quality management system ensures valid, accessible and reliable assessment of student achievement. This process includes:</p> <ul style="list-style-type: none"> <li>quality assurance of all assessment instruments before they are administered to students using quality assurance tools provided by the QCAA</li> <li>quality assurance of judgments about student achievement.</li> </ul> <p>All marks for summative internal assessment for General and General (Extension) subjects are provisional until they are confirmed by the QCAA.</p> <p>Results for Applied and Applied (Essential) subjects and Short Courses may be subject to advice from the QCAA.</p>
<p><b>Review</b> Section 9.1 Section 9.2 Section 9.5</p>	<p>Harristown State High School's internal review processes for student results (including NR) for all General subjects (Units 1 and 2), Applied subjects, and Short Courses is equitable and appropriate for the local context.</p>

## External assessment administration

<p><b>QCE and QCIA policy and procedures handbook</b></p>	<p><b>Policy and procedures</b></p>
<p><b>External assessment is developed by the QCAA for all General and General (Extension) subjects</b> Section 7.3.2 Section 10.3 Section 10.4</p> <p>See also: <i>External assessment — administration guide</i> (provided to schools each year)</p>	<p>Harristown State High School will administer external assessment in compliance with the External assessment – administration guide, published by The QCAA</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> <p>The academic responsibilities inherent in assessment administration should be approached by all parties in an honest, moral and ethical way.</p> <p>Schools:</p> <ul style="list-style-type: none"> <li>communicate rules and expectations for external assessment to their school community, including teachers, students and parents/carers</li> <li>maintain the security of external assessment materials</li> <li>provide supervision and conditions that comply with the external assessment schedule and guidelines.</li> </ul> <p>School external assessment (SEA) coordinators:</p> <ul style="list-style-type: none"> <li>ensure that all external assessment guidelines and rules are shared with and understood by teachers and students</li> </ul>

- supervise external assessment, ensuring no undue assistance is provided that contributes to a student's assessment response.

Teachers:

- comply with rules and expectations when supervising the external assessment
- inform students that the SEA coordinator will be advised of any alleged incident of academic misconduct
- report incidents of suspected or observed academic misconduct to the SEA coordinator.

Students:

- read and comply with the external assessment student rules and information provided by the school
- understand the importance of academic integrity when completing external assessment and what constitutes academic misconduct (see [Section 7.1.2: Understanding academic misconduct](#))
- are aware that if unauthorised material is taken into an assessment room, regardless of whether an attempt is made to use that material, they are in breach of the regulations.
- Admitting students into an assessment room: Students should be admitted and seated with sufficient time for supervising staff to communicate to students the administrative requirements of the assessment. Once inside the room, students are not permitted to speak, except to an external assessment supervisor.
- Late arrival to external assessment: If arriving within 40 minutes of the scheduled starting time, the student is 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. The student may be required to complete the assessment in a different room at the assessment venue. See *External assessment — Administration guide* for further information.
- Refusing entry to external assessment: Any student not listed on the assessment's attendance roll will not be permitted entry, unless authorised by the QCAA. A supervisor may also stop a student from entering an assessment room in accordance with the rules governing refusing entry. Grounds for refusing entry to a student relate only to unacceptable behaviour, or arriving too late to be admitted.

Breaches of the external assessment rules are a form of academic misconduct.

## Managing academic misconduct

Harristown State High School is committed to supporting students to complete assessment and to submit work that is their own, and minimising opportunities for academic misconduct. There may be a situation when a student inappropriately and falsely demonstrates their learning. The following are some examples of academic misconduct along with the procedures for managing them:

	Types of misconduct	Procedure
<b>Cheating while under supervised conditions</b>	<p>A student:</p> <ul style="list-style-type: none"> <li>• begins to write during perusal time or continues to write after the instruction to stop writing is given</li> <li>• uses unauthorised equipment or materials</li> <li>• has any notation written on the body, clothing or any object brought into an assessment room</li> <li>• communicates with any person other than a supervisor during an examination, for example, through speaking, signing, electronic device or other means such as passing notes, making gestures or sharing equipment with another student.</li> </ul>	<p>For authorship issues When authorship of student work cannot be established or a response is not entirely a student's own work the school will provide an opportunity for the student to demonstrate that the submitted response is their own work.</p> <p>For all instances of academic misconduct Results will be awarded using any evidence from the preparation of the response that is available that is verifiably the student's own work and that was gathered in the conditions specified by the syllabus, on or before the due date.</p>
<b>Collusion</b>	<p>When:</p> <ul style="list-style-type: none"> <li>• more than one student works to produce a response and that response is submitted as individual work by one or multiple students</li> <li>• a student assists another student to commit an act of academic misconduct</li> <li>• a student gives or receives a response to an assessment.</li> </ul>	
<b>Contract cheating</b>	<p>A student:</p> <ul style="list-style-type: none"> <li>• pays for a person or a service to complete a response to an assessment</li> <li>• sells or trades a response to an assessment.</li> </ul>	
<b>Copying work</b>	<p>A student:</p> <ul style="list-style-type: none"> <li>• deliberately or knowingly makes it possible for another student to copy responses</li> <li>• looks at another student's work during an exam</li> <li>• copies another student's work during an exam.</li> </ul>	
<b>Disclosing or receiving information about an assessment</b>	<p>A student:</p> <ul style="list-style-type: none"> <li>• 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</li> <li>• makes any attempt to give or receive access to secure assessment materials.</li> </ul>	
<b>Fabricating</b>	<p>A student:</p>	

	Types of misconduct	Procedure
	<ul style="list-style-type: none"> <li>• invents or exaggerates data</li> <li>• lists incorrect or fictitious references.</li> </ul>	
<b>Impersonation</b>	<p>A student:</p> <ul style="list-style-type: none"> <li>• arranges for another person to complete a response to an assessment in their place, for example impersonating the student in a performance or supervised assessment</li> <li>• completes a response to an assessment in place of another student.</li> </ul>	
<b>Misconduct during an examination</b>	A student distracts and/or disrupts others in an assessment room.	<p><b>For instances of academic misconduct during examinations</b></p> <p>Students will be awarded a Not-Rated (NR). See the <i>QCE and QCIA policy and procedures handbook</i> (<a href="#">Section 8.5.1</a> and <a href="#">Section 8.5.2</a>). Where appropriate, the school's behaviour management policy will be implemented.</p>
<b>Plagiarism or lack of referencing</b>	A student completely or partially copies or alters another person's work without attribution (another person's work may include text, audio or audiovisual material, figures, tables, design, images, information or ideas).	
<b>Self-plagiarism</b>	A student duplicates work, or part of work already submitted as a response to an assessment instrument in the same or any other subject.	
<b>Significant contribution of help</b>	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.	

## Related school policy and procedures

Harristown State High School Responsible Behaviour Plan for Students  
Harristown State High School assessment policy