



Junior & Senior Assessment Policy

Purpose

Alexandra Hills State High School (SHS) 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 formative and summative assessment in the Junior and Senior School.

This policy provides information for teachers, students and parents/carers about roles, responsibilities, processes and procedures to ensure the integrity of assessment that contributes to the ACCARA Curriculum Standards and Queensland Certificate of Education (QCE) in Year 12. It applies to all subjects offered in Junior School as well as subjects offered in Senior School; i.e. General, Applied, Short Course and Vocational Education and Training (VET) subject areas.

Principles

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 described by the syllabus.

Assessment should be:

- **aligned** with curriculum and pedagogy;
- **equitable** for all students;
- **evidence-based** using established standards;
- **ongoing**, with a range and balance of evidence compiled over time;
- **transparent**;
- **informative** of where students are in their learning.

High-quality assessment is characterised by three attributes:

- **validity** - alignment with what is taught, learnt and assessed;
- **accessibility** - opportunities for each student to demonstrate what they know and can do;
- **reliability** - results are consistent and dependable.

Integrating Learning and Assessment

Students are expected to engage in learning in the subject or course of study including all course objectives. They produce evidence of achievement in response to assessment planned for each subject, unit, pair of units or course.

Students are responsible for:

- recording draft due dates, checkpoints, due dates and exam dates;
- planning and managing their time to meet due dates;
- submitting a draft and final assessment items on or before the due date (unless an extension has been approved);
- attending school on time on the day of an exam (unless special consideration has been formally arranged);
- maintaining academic integrity and adhering to assessment conditions.

Alexandra Hills SHS is responsible for:

- publishing assessment calendars at the start of each Semester/Unit via Oneschool.
- indicating draft and checkpoint dates on task sheets;
- providing feedback to students in a timely manner;
- ensuring consistency is maintained in the marking of assessment;
- assessing applications for extensions/AARAs or submitting them to HOD (Junior) or QCAA (Senior).

Parents/carers are responsible for:

- supporting students to manage workload and meet assessment checkpoints and due dates.
- ensuring students are equipped with the necessary resources to complete assessment, e.g. BYOD, stationery list.
- ensuring students attend school on days where drafts, checkpoints, final copies or exams are completed;
- supporting the school in academic integrity practices;
- informing the relevant Head of Department or Deputy Principal or Guidance Officers of any difficulties relating to the completion of the assessment tasks and providing documentary evidence prior to due dates (including medical certificates, other evidence documentation) where necessary.

Scaffolding

Scaffolding is an intentional instructional strategy through which teachers support students to develop greater independence in completing a task or responding to an assessment instrument. Scaffolding may be provided to individuals or to a class of students.

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

Scaffolding may include:

- breaking a complex task, learning experience, concept or skill into discrete parts
- modelling thought processes required to complete parts of an assessment instrument
- pre-teaching vocabulary specific to the subject and assessment instrument
- 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 and the mode of response required
- using visual frameworks or graphic organisers to plan responses
- providing a timeline or checkpoints that students can use to manage their completion of components of the assessment instrument
- guiding students to make predictions and/or reflect on their learning to complete the assessment instrument
- providing prompts and cues in the task so that students understand the requirements for the response, such as problem-solving or citation method they are required to use.

Drafting

A draft is a preliminary version of a student's response to a task. A draft is used both to provide focused feedback on a response and to authenticate student work.

Drafts will reflect the format or mode required for the task and will be specified in the subject specific task sheet. Irrespective of type of task, feedback received will be aligned with the nature of the task and its requirements.

Drafting allows teachers to monitor student work. Before submitting the complete or near complete draft in the mode required by the syllabus for feedback, students may be required to pass through other checkpoints, such as developing an outline or discussing their approach with the class teacher.

Teachers provide feedback on one complete or near-complete draft, which must be in the mode required by the syllabus. They may provide feedback on the draft response in a variety of ways: in writing or orally; to an individual or to the whole class; and/or through questioning.

Managing Response Length

Students must ensure that assessment responses satisfy the designated length/duration requirements of the assessment instrument. All assessment items will indicate the required length of response as either: word length, time duration and/or page count. Students may be asked to redact their own (if the syllabus permits it) work so that they still stand a chance of addressing certain criteria, especially if they have exceeded the word limit. This must be performed in front of the teacher, not a take home task.

Inclusions/Exclusions as per QCAA policy:

Assessment	Word length	Page count
Inclusions	<ul style="list-style-type: none"> • all words in the text of the response • title, headings and subheadings, tables, figures, maps and diagrams containing information other than raw or processed data • quotations • footnotes and endnotes (unless used for bibliographical purposes) 	<ul style="list-style-type: none"> • all pages that are used as evidence when marking a response
Exclusions	<ul style="list-style-type: none"> • title pages • contents pages • abstract • raw or processed data in tables, figures and diagrams • bibliography • reference list • appendices • page numbers 	<ul style="list-style-type: none"> • title pages • contents pages • abstract • bibliography • reference list • appendices*

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

Gathering Evidence of Student Achievement

Alexandra Hills SHS is responsible for gathering evidence of student achievement in response to assessment on or before the due date for internal assessment instruments in all subjects for all assessment periods/units. Strategies may vary according to the assessment technique/subject. Schools are required to maintain assessment integrity. This means it is often not possible to release an exam for earlier completion than the set date, especially if the exam is to be completed under supervised conditions to unseen questions and stimulus.

Evidence collected on or before the due date and teacher observations may be used to authenticate responses as the student's own work.

Due Dates

Alexandra Hills SHS establishes the due dates for all internal assessment, including formative, summative internal assessment. In doing so, they consider a range of factors that suit the school context and the requirements to meet school and QCAA timelines for quality assurance and reporting activities. As Alexandra Hills SHS is responsible for setting due dates in response to local circumstances, they can adjust dates to suit their context while meeting the AHSHS timelines which reflect reporting/school/QCAA timelines. Due dates are made clear in advance to teachers, students and parents/carers and then consistently applied.

Students must submit assessment by 4pm on the due date stated on the assessment task sheet or as per Curriculum HOD requirements.

Managing School-Approved Absences

Students may engage in a range of learning experiences or activities that exist outside traditional school-based activities. These activities may involve prolonged absences from school, do not meet the requirements for Junior or Senior AARA or illness and misadventure applications and may coincide with scheduled assessment periods. Where appropriate, schools may approve student engagement in these experiences. If approved, the school should:

- support student access to teaching and learning that will allow students to successfully meet assessment requirements
- maintain equitable assessment processes
- meet school and QCAA quality assurance timelines.

Examples of school-approved absences may include:

- school excursions that cannot be scheduled at another time e.g. performances being viewed as part of the assessment program
- school, district, regional, state or national representation for school-supported sport
- school, district, regional, state or national representation for artistic endeavours
- student exchange programs
- audition or entrance exams (state, interstate or international).

Situations that are of the student's or parent/carer's own choosing (e.g. family holidays) are not eligible for consideration.

Absence Procedures

It is the student/parent responsibility to support school attendance policy and not book holidays during terms time as AARAs will not be approved for extensions and/or reschedule of comparable exams.

Internal Quality Assurance Processes

Internal moderation processes are consistently applied across the school. Assessment instruments are peer reviewed, and quality assured by subject teachers and Heads of Departments.

Academic Breach/Academic Misconduct – Yr11 & 12

In the event a student does not meet the deadlines for an assessment draft or final, parents are notified via Compass email of the 'academic breach'. In the event a student does not use academic integrity and acknowledging sources other than their own authorship, 'academic misconduct' will be recorded, and parents will be notified via Compass. A Oneschool behaviour entry will also be recorded and referred to the Curriculum HOD and/or HOD Senior Schooling. Consequences may occur depending on the checkpoint, subject, year level, assessment piece.

Extensions

If a student has applied for an AARA (Junior or Senior) that require an extension of time, the student may be given an adjusted due date based on evidence/explanation provided.

- Junior AARAs (for extensions) are to be approved by the Curriculum HOD (Yr7-10). Applications are available on Student Sharepoint and are to be emailed to the Curriculum

HOD for approval (unless covered by an ICP or information provided by Guidance Officer/s or Year level Deputy Principal)

- Senior AARAs (for extensions or reschedule of exams or long term AARAs are to be approved by the DP Senior Schooling (Yr11-12). Applications are available on Student Sharepoint and must be emailed to aara@alexandrahillsshhs.eq.edu.au for DP Senior Schooling approval. See Senior School AARAs.

-Extensions are to be made 3 days before the due date of exams, unless extenuating circumstances apply.

Authenticating Student Responses

Accurate judgments of student achievement can only be made on student assessment responses that are authenticated as the student's own work. Teachers can collect evidence during the development of responses to establish authorship of final responses. Teachers may:

- monitor, collect or observe progressive samples of each student's work at various stages. This process could be documented using an authentication record, checklist or photographs
- interview or consult with each student at checkpoints during the development of the response to ensure that it is based on the student's own work.
- Students should **save their assessment progress in Onedrive** which provides evidence of work progression and supports academic integrity practices.
- Subject specific authentication of assessment processes may apply.

To establish authorship of final responses, teachers may:

- directly compare the responses of students who have worked together in groups
- for text, analyse final student responses using plagiarism-detection software
- interview a sample of students after their responses have been submitted to determine their understanding of and familiarity with their responses
- interview a student if their authorship of text, visual, audiovisual, performance or spoken/signed responses may have been compromised (e.g. by use of AI), to determine their understanding and familiarity with their response
- use internal quality assurance processes such as cross-marking if there is more than one class for a subject cohort.

Teachers, students and parents/carers have specific responsibilities for establishing authorship of responses.

Teachers should:

- 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, including AI
 - are preparing responses to collaborative tasks, and
 - have access to others' ideas and work
- collect evidence of the authenticity of student responses throughout the process (such as classwork, outlines, plans or a draft).

Students should:

- complete responses during the designated class time to ensure teachers can observe the development of work and authenticate student responses
- **participate in authentication processes:**
 - declaration of authenticity
 - submit checkpoints
 - submits a draft
 - submit the draft and final response using plagiarism-detection software, where required, e.g. turn it in via QLearn.
 - participate in interviews during and after the development of the final response.

Parents/carers can:

- support the efforts of teachers and students to authenticate responses by ensuring that the student
 - understands their responsibilities to maintain academic integrity
 - is aware of and follows the school's assessment policy, including the guidelines for drafting and providing feedback on a draft student response.

Referencing

Alexandra Hills State High School uses APA referencing style guide. Referencing is a standardised method of acknowledging the sources (books, journals, websites, AI) used to in assessment which provides evidence and acknowledges the source of an idea while avoiding plagiarism.

The AHSHS referencing study guide is available on Student Sharepoint.

Yr11 & 12 SENIOR SCHOOL AARA

Access Arrangements and Reasonable Adjustments, Including Illness and Misadventure

AARAs are provided to minimise 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 barriers fall into three broad categories:

- Permanent/long term
- Temporary/short term
- Intermittent/episodic.

Some common AARAs include:

- alternative exam conditions, e.g., extra time, rest breaks and/or small group seating
- alternative-format papers, e.g. A4 to A3 enlargement, black-and-white materials
- assistive technology, e.g., screen reader and speech recognition application, magnification application.

Illness and misadventure

Illness and misadventure AARAs provide for students whose ability to attend, or performance in, assessment was 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:

- 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/carers, such as a family holiday.

Students who require an AARA are encouraged to speak with the Deputy of Senior Schooling/Inclusion, HOD Senior Schooling, case manager or guidance officer. For Year 12 assessment, an AARA must be approved by QCAA and updated medical documentation is required. Please refer to the QCAA website for more information on the AARA process:

<https://www.qcaa.qld.edu.au/senior/assessment/aara>

Academic Integrity

Alexandra Hills SHS promotes academic integrity by:

- emphasising the importance of ethical academic conduct and scholarship;
- developing school processes to support sound academic practice;
- ensuring teachers, students and parents/carers have a clear shared understanding of expectations and responsibilities for maintaining academic integrity;
- implementing programs to improve students' academic skills;
- explicitly teaching the use of appropriate processes and materials in academic work, including an understanding of ownership of information, ideas and images and critical and responsible use of artificial intelligence (AI);
- communicating the consequences and implications of academic misconduct clearly throughout the school community, with explicit reference to the use of AI.

Students will be required to complete an academic integrity course throughout Year 10,11,12 as part of the eligibility requirements for the Queensland Certificate of Education (QCE).

Generative AI

Generative AI is a type of machine learning that uses a vast amount of training data to generate unique content such as text, audio and video that has not existed before. At Alexandra Hills SHS, the use of AI tools to write a student response in an assessment task (eg. writing a report or sections of a report) and submitting it as their own work will be considered academic misconduct unless the assessment task specifically directs students to use AI in some capacity. Any use of Generative AI must be referenced correctly (according to faculty standards) and used only for generating ideas during the brainstorming checkpoint in the initial stages of development.

Academic Misconduct

Academic misconduct incorporates a broad range of behaviours by which students inappropriately and falsely demonstrate their learning. The types of misconduct and examples listed in the table below are not exhaustive:

Type of misconduct	Examples	Consequences of Misconduct
Cheating while under supervised conditions	<p><i>A student:</i></p> <ul style="list-style-type: none"> begins to write during perusal time or continues to write after the instruction to stop writing is given uses unauthorised equipment, materials or AI has any notation written on their body, clothing or any object brought into an assessment room communicates with any person other than a supervisor during an examination, e.g. through speaking, signing, electronic device or other means, such as passing notes, making gestures or sharing equipment with another student. 	<p><i>For authorship issues</i></p> <p>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>
Collusion	<p><i>When:</i></p> <ul style="list-style-type: none"> more than one student works to produce a response and that response is submitted as individual work by one or multiple students a student assists another student to commit an act of academic misconduct a student gives or receives a response to an assessment. 	<p><i>For all instances of academic misconduct</i></p> <p>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>
Contract cheating	<p><i>A student:</i></p> <ul style="list-style-type: none"> pays for a person or a service to complete a response to an assessment sells or trades a response to an assessment. 	
Copying work	<p><i>A student:</i></p> <ul style="list-style-type: none"> deliberately or knowingly makes it possible for another student to copy responses looks at another student's work during a supervised assessment copies another student's work during a supervised assessment. 	

Disclosing or receiving information about an assessment	<p><i>A student or other person:</i></p> <ul style="list-style-type: none"> gives or accesses unauthorised information that compromises the integrity of the assessment, such as stimulus or suggested answers/responses, before a response to an assessment is completed makes any attempt to give or receive access to secure assessment materials. 	<p>For instances of academic misconduct during examinations</p> <p>Students will be awarded a Not-Rated (NR). See the <i>QCE and QCIA policy and procedures handbook</i> (Section 8.1.2 and Section 8.2.1). Where appropriate, the school's behaviour management policy will be implemented.</p>
Fabricating	<p><i>A student:</i></p> <ul style="list-style-type: none"> invents or exaggerates data lists incorrect or fictitious references including false or misleading information generated from the use of AI. 	
Impersonation	<p><i>A student:</i></p> <ul style="list-style-type: none"> arranges for another person or technology to complete a response to an assessment in their place, e.g. impersonating the student in a performance or supervised assessment. completes a response to an assessment in place of another student. 	
Misconduct during a supervised assessment	A student distracts and/or disrupts others in an assessment room.	
Plagiarism or lack of referencing	<p>A student completely or partially copies or alters another person's work or creates work using AI without attribution (this may include text, audio or audiovisual material, figures, tables, design, images, information or ideas).</p> <p>Plagiarism also includes the use of a translator, including an online translator, as the work produced is not the work of the student.</p>	
Self-plagiarism	A student duplicates work, or part of work, already submitted as a response to an assessment instrument in the same or any other subject.	
Significant contribution of help	A student or other person arranges for, or allows, a tutor, parent/carer or any person in a supporting role to complete or contribute significantly to the response.	
Use of AI as own work	<p>A student uses AI to construct their response to a task (or part of a task) and submits it as their own work.</p> <p>Using AI to write a response which is then paraphrased as student own work, is not student work and breaches academic integrity. Assessment requires students to be able to demonstrate criteria, work generated by AI does not provide evidence of student ability and therefore cannot be assessed.</p> <p>If authentication strategies are followed by the student, it should be evident how the task response was developed by the student. If AI use is expected and there has been failure to follow ALL authentication strategies as required by specific tasks, then it will be considered misconduct.</p>	<p>Only work identified as student written will be assessed – if extensive use, may result in a fail.</p> <p>Academic misconduct recorded in OneSchool.</p> <p>Persistent academic misconduct may result in disciplinary action or cancellation of enrolment.</p>

More information about academic integrity can be found in the QCAA and QCIA handbook.

<https://www.qcaa.qld.edu.au/senior/certificates-and-qualifications/qce-qcia-handbook/8-school-assessment-policies/8.1-understanding-academic-integrity>