

Home Hill State High School



Assessment Policy

Rationale

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.

Principles of Assessment

As per Section 7.1 of the QCE and QCIA Handbook, the following principles form the foundation of beliefs about assessment practices.

Assessment should be:

- **aligned** with curriculum and pedagogy
- **equitable** for all students
- **evidence-based**, using established standards/continua 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, learned 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.

Guiding Policies and Procedures

P-12 Curriculum, Assessment and Reporting Framework (CARF)

QCAA guidelines

QCE and QCIA Handbook

QCAA Syllabus

VET training packages

Assessment Responsibilities

Students

- Completing and submitting checkpoints, drafts and assessments on time
- Showing academic integrity
- Following school processes to apply for assessment extensions (junior) and AARA applications (senior)

Parents/Carers

- Supporting and encouraging their students to complete all drafts and assessments by the due dates
- Following school processes to apply for assessment extensions (junior) and AARA applications (senior)
- Being aware of the of academic integrity

Teachers

- Teachers are accountable for designing assessment programs and making judgements about the standards achieved by their students within the assessment and reporting frameworks.

Assessment Calendars

Home Hill State High School issues an assessment calendar each semester. This calendar shows the due dates and nature of assessment, providing information for students to use in time management. Copies of the assessment calendar are available from the administration office and on the website.

Academic Integrity

Academic integrity requires academic responsibilities to be approached in an honest, moral and ethical way. Schools, teachers, parents/carers and others who support students in their learning — including the QCAA — are responsible for promoting and maintaining academic integrity.

At Home Hill State High School students in year 11 complete the online QCAA Academic Integrity course.

Type of misconduct	Examples
Cheating while under supervised conditions	A student: <ul style="list-style-type: none">begins to write during perusal time or continues to write after the instruction to stop writing is givenuses unauthorised equipment or materialshas any notation written on their body, clothing or any object brought into an assessment roomcommunicates with any person or tool, 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.
Collusion	When: <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 studentsa student assists another student to commit an act of academic misconducta student gives or receives a response to an assessment.
Contract cheating	A student: <ul style="list-style-type: none">pays for a person or a service to complete a response to an assessmentsells or trades a response to an assessment.
Copying work	A student: <ul style="list-style-type: none">deliberately or knowingly makes it possible for another student to copy responseslooks at another student's work during a supervised assessmentcopies another student's work during a supervised assessment.
Disclosing or receiving information about an assessment	A student or other person: <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 completedmakes any attempt to give or receive access to secure assessment materials.
Fabricating	A student: <ul style="list-style-type: none">invents or exaggerates datalists incorrect or fictitious references <p>This includes incorporation of false or misleading information from the use of generative AI and provide information and/or references that are not factual.</p>
Impersonation	A student arranges for another person to complete a response to an assessment in their place, e.g. impersonating the student in a performance or supervised assessment. A student completes a response to an assessment in place of another student.

Type of misconduct	Examples
	This includes use of generative AI to alter images or recordings to adapt unreferenced material or adopt identities of other presenters or performers for audio, visual and audiovisual assessment responses.
Misconduct during a supervised assessment	A student distracts and/or disrupts others in an assessment room.
Plagiarism or lack of referencing	A student completely or partially copies or alters another person's work or creates work using generative AI tools without attribution. This may include text, audio or audiovisual material, figures, tables, design, images, information or ideas). Plagiarism also includes the use of a translator, including an online translator, as the work produced is not the work of the student.
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.

Schools and teachers can promote academic integrity by developing students' skills and modelling appropriate academic practice.

Students are able to demonstrate what they know and can do by the due date when they understand:

- forward planning — understanding the components of a task and how long each component might take to complete
- time management — implementing a plan to achieve the assessment outcome, incorporating adjustments to this as needed. Allowing for unexpected events such as issues with technology or changes in personal circumstances
- note-taking and summarising — independently synthesising research or gathering information into a new idea or summary
- referencing — appropriately acknowledging the ideas, work or interpretation of others, including use of generative AI
- choosing appropriate examples — selecting appropriate quotes or examples to support an argument or communicate meaning
- drafting — engaging in drafting and activities to authenticate a response such as at checkpoints, preparing the final draft for formal feedback by editing and refining the response
- editing — independently refining their own work and using feedback
- checking — self-assessing compliance with academic integrity guidelines before submitting responses.

Extensions to Due Dates for Assessment

Years 7-10

A request for an extension of due date for assessment will be considered under the following circumstances:

- Illness (medical certificate may be required)
- Absence because student is participating in a school approved sporting, cultural or other activity
- Family circumstances, including but not limited to bereavement and accidents

Years 11-12

AARA (Access arrangements and reasonable adjustments) are provided to minimise, as much as possible, barriers for a student whose disability, impairment, medical condition or other circumstances may affect their ability to read, respond to or participate in assessment.

These barriers fall into three categories:

- Long-term and chronic conditions
- Short-term conditions and temporary injuries
- Illness and misadventure.

The definition of 'disability' is broad. It includes physical, intellectual, psychiatric, sensory, neurological and learning disabilities. It also includes physical disfigurement, and the presence in the body of disease-causing organisms.

The QCAA uses broad disability categories for AARA:

- cognitive
- physical
- sensory
- social/emotional

Students may also be eligible for AARA where illness and misadventure (i.e. unforeseen circumstances) or other situations may prevent students from demonstrating their learning, knowledge and skill in internal and/or external summative assessment. The QCAA will also consider applications for certain cultural obligations or personal circumstances (see section 6.5 of the QCE and QCIA Handbook).

For more information about supporting documentation required for different eligibility categories and possible adjustments see (section 6.5.4 of the QCE and QCIA Handbook).

Year 11

A Year 11 Student Assessment Extension Request Form (Principal approved AARA) is available at the administration.

A request for an extension of due date for assessment will be considered under the following circumstances:

- Illness (medical certificate will be required)
- Absence because student is participating in a school approved sporting, cultural or other activity
- Family circumstances, including but not limited to bereavement and accidents

Year 12

The QCAA (Queensland Curriculum and Assessment Authority) must be notified of a Principal approved AARA allowing for an extension or change to assessment conditions in year 12. For some assessments an AARA application is submitted and must be approved by the QCAA. AARA are applied on a case-by-case basis. In most cases the supporting documentation required when applying to the QCAA for an AARA will include:

- A School Statement that provides the reasons for the AARA application
- A Confidential Medical Report – Template available from Administration

More information about the AARA application can be found in on the QCAA website. Parents and/or students should speak with Administration if an AARA is required.