



Assessment Policy Year 7-10

Scope

This policy provides information for students and parents/carers about roles, responsibilities, processes and procedures at Corinda State High School to ensure the integrity of assessment in Years 7 to 10. It aligns the Curriculum, Assessment and Reporting Framework (CARF) for P-10 curriculum, teaching assessment and reporting.

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

- Aligned with curriculum and pedagogy
- Accessible and equitable for all students
- Evidence-based, using established standards to make defensible and comparable judgements about student learning and achievement; Marking guides will be used in Year 7–Year 10
- Transparent, enhancing professional and public confidence in the processes used, the information obtained, and the decisions made
- Informative about where students are in the progress of their learning

Roles and Responsibilities

School's Responsibilities

- Provide clear assessment outlines and expectations of students communicated through DayMap Assessment.
- Offer adequate support and adjustments for students in need. [AARA guidelines can be found here.](#)
- Ensure timely feedback on assessments is provided allowing a minimum of one week between draft returned and final due date.

Student's Responsibilities

- Engage actively in learning and assessment activities.
- Submit draft prior to 8:30am on the due date via DayMap.
- Produce evidence of learning that is authentic and their own work.
- Inform the school as soon as possible if the due date for any assessment task is unlikely to be met so that appropriate procedures can be put in place.
- Submit final assignments on or before the due date at 8:30am, this includes written, spoken and produced tasks, via DayMap. If an assessment is not submitted on time, the draft will be marked as the final task.
- Seek help and clarification when needed.
- Work on assessment progressively for homework not just in class.
- Ensure all work is saved on a USB/ Cloud base location to ensure a backup is available should their device fail.



Parent/Caregiver Responsibilities

- Encourage and support their child in meeting assessment requirements.
- Communicate with the school regarding any challenges or necessary adjustments.
- Communicate with the school if any known absence if on an assessment date (exam)
- Ensure child submits assessment in advance if known absence (assignment)

Assignment Drafts

To assist students to monitor and engage with their work, students are responsible for submitting drafts. Teachers will provide feedback and make judgments about student performance prior to the due date of final submission. Student draft due dates are visible on DayMap and submission of drafts are due at 8:30am. Feedback will be returned to students with a minimum of one week to apply the feedback to the final submission.

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.

Teachers may use a range of suitable strategies to provide feedback on the draft response. The strategy chosen may differ depending on the mode of response. Possible strategies include:

- Written feedback
- Verbal feedback, including video or voice recorded feedback
- Feedback provided through questioning
- A summary of feedback and advice to the whole class.

Providing feedback is a consultative process, not a marking process. Teachers will not allocate a result for the draft student response.

Feedback on a draft must not compromise the authenticity of student work. This means that teachers may not introduce new ideas, language or research to improve the quality of student responses. Teachers may use prompting questions to elicit further development of an idea, without being explicit.

Teachers will provide feedback on a minimum of one draft of each student's assessment in years 7 to 9 and a maximum of one draft in Year 10.

The submission of drafts ensures students are eligible for credit for their studies if unforeseen circumstances hinder final task completion.

Failure to submit a draft

If a student fails to submit a draft at the designated due date, parents will be contacted regarding non submission of draft and an updated draft will be requested. If an updated draft is not submitted, teachers will collect evidence of learning at this point in time. This may be presented as notes in the student work book, handwritten work at a moment in time, evidence of learning to date, or a recording of student practical work during class.

It is important to note that the window of time to apply the feedback may be shortened due to the failure to submit on the due date. No extensions will be granted based on late submission of drafts.



Collected work will be kept on file and marked should no final task be submitted.

Access Arrangements and Reasonable Adjustments (AARA)

The school is committed to minimising barriers that prevent students from demonstrating their current knowledge and skills. Such barriers include, but are not limited to, disabilities, educational needs arising from linguistic factors and short-term impairments. Teachers should be aware of any special provisions or conditions outlined in a student's Personalised Learning Plan (PLP) and should ensure students receive any adjustments they are entitled to as outlined in their PLP. Other reasonable adjustments for students with specific educational needs must be negotiated with the school Administration in consultation with Heads of Departments, Heads of Year and Guidance Officer where appropriate, in advance of the assessment. Adjustments may include, but are not limited to, extra time, alternative assessments, rest breaks, use of a writing aid.

To apply for AARA please complete the form on the school website and return to the guidance officer.

Extensions Requests (Illness and Misadventure / Medical AARA)

Requests for extension due to unforeseen illness and misadventure should be made a minimum of 2 days prior to the due date to the relevant Head of Departments using the Medical AARA form on the school website. This process will be used by students who are aware of an impending 'known absence' on the due date for assessment (including exams) where early submission is not practical, or for circumstances of bereavement, compassionate or exceptional grounds. Extensions for assessment items are only to be granted by a Head of Department and Guidance Officer in consultation with the class teacher and student on completion of an AARA form. Please note that ICT failure, transportation issues, or lack of organisation are not appropriate reasons for AARA to be granted.

Examinations

Students are responsible for being at school for any examinations that have been scheduled.

Students who miss a scheduled examination will be contacted by our student engagement officer with an alternative examination time. These examination times are generally held afterschool from 3pm to minimise disruption of continued learning and to promote a positive examination environment for the students.

It is a parent's responsibility to ensure their child engages with the alternate exam time provided by the school. Catch up examinations will not take place in class time. An alternate time will be allocated a second time and documented. If disengagement continues, the matter will be referred to the curriculum HoD to manage. Where possible, in-class evidence of learning will be used to determine the grade. The student will still need to sit the exam at an alternate time to gain feedback on their learning but will not be awarded a grade.

Oral Presentations / multimodal presentations / performances

Oral presentations include the scheduling of students to present to the class. To ensure equity, on the due date of the presentations, all students must submit a digital copy of their speech and accompanying materials through DayMap by 8:30am. Students absent on this day should also submit through DayMap.



In the case of group presentations where absence occurs, the group is to complete the task with a substitute who works from the group script. Group members will be individually assessed on that presentation. On the first day of return to class, the absent student is expected to complete the presentation with other group members merely supporting the process.

Academic Integrity

Academic integrity requires academic responsibilities to be approached in an honest, moral and ethical way. 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, if available
- Interview a sample of students after their responses have been submitted to determine their understanding of and familiarity with their responses

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.

Types of Misconduct	Examples
Cheating while under supervised conditions	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	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	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 acquiring a response to an assessment from a third party e.g. a person, service, or artificial intelligence (AI), or have third party complete a response to an assessment helping others, or having others complete a response to an assessment by selling, trading or providing their own response
Copying work	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	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	inventing or exaggerating data





Types of Misconduct	Examples
	listing incorrect or fictitious references
Impersonation	allowing another person to complete a response to an assessment in place of the student
Misconduct during an examination	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)contributions by non-human creators such as AI and translators, whether online or offline, need to be considered
Self-plagiarism	<ul style="list-style-type: none">duplicating work or part of work already submitted as a response to an assessment

Inability to establish authorship

To make judgements about student achievement, the school must have sufficient evidence of the student's own knowledge and skills to match with the relevant instrument-specific marking guide, instrument-specific standards or syllabus standards.

Responses that are not the student's own cannot be used to make a judgement. When authorship of student work cannot be established, or a response is not entirely a student's own work, judgements about achievement can be made by:

- Providing an opportunity for the student to demonstrate that the submitted response is their own work.
- Making a judgement about the student's knowledge and skills using the parts of the response that can be identified as the student's own work.

Where a student is found to have plagiarised the entire task, it will be treated as a non-submission.

Consequences will be applied if a student is found to be plagiarising work and will be considered as not meeting curriculum requirements

Communicating of learning progress

Teachers will publish results from assessment via the DayMap platform a maximum of three weeks following the due date. This allows for moderation processes to take place at a local level to quality assure marking and assessment procedures.

Twice per year, report cards will be distributed via email to families.

Twice per year, families will be provided the opportunity to engage in parent teacher interviews.

Appeals Process

Students have a right to seek clarification whenever they consider their marks or grades do not reflect the quality of their submitted work. If parents have a concern regarding your child's grades, we request that a phone call is made to the school to discuss the matter with the classroom teacher and Head of Department (if required).

Students have a right to appeal their grades and must follow the procedures outlined below.





Procedure

- Ensure you have provided the necessary drafts and opportunities to allow understanding of the task and criteria for assessment.
- Ensure you have adhered to the 'student responsibilities' outlined earlier.
- Communicate with your teacher within three (3) school days of the result being received, to discuss your concerns and to gain thorough feedback. It is recommended that you set an appointment to meet with your teacher outside of class time.
- If you are not satisfied with the feedback provided, approach the Head of Department and discuss your concerns.
- The Head of Department will review your assessment and consult with your teacher, including viewing your submitted drafts.
- The Head of Department will meet with you to discuss your concerns and work.
- If you are not satisfied with the feedback provided, the relevant Deputy Principal will review your concerns, consult with your teacher and Head of Department and make a final decision. Decisions must be consistent with the expectations of the QCAA as the relevant curriculum authority.
- Once a decision is made, it will be documented on OneSchool.
- Steps include discussing concerns with teachers and heads of departments. (phone call encouraged to direct concern)