



Assessment Policy 2020

Western Cape College

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RATIONALE

Assessment is the purposeful, systematic and ongoing collection of information for use in making judgements about student progress and performance and for informing direction needed in teaching and learning.

The assessment process involves:

- Providing students with opportunities to demonstrate learning.
- Gathering and recording evidence about student demonstrations of learning.
- Using the evidence to make overall judgments about students' learning.
- Using the evidence to set measurable, reasonable targets.
- Using the evidence to establish subsequent direction for teaching and learning.
- Relevance to Related Legislation and DETE Policy.

The *P-12 Curriculum, Assessment and Reporting Framework* specifies the requirements for all Queensland state schools delivering curriculum from Prep to Year 12. The Framework reflects 'Every Student Succeeding – State Schools strategy' and is part of the Department of Education's, and Western Cape College's, commitment to providing quality schooling for every child.

This policy is to inform students, parents/carers and teachers of the key principles around assessment and assessment requirements at Western Cape College. It outlines the procedures for submission of work and completion of all assessment items (including exams) in order to:

- Maximise the opportunity for students to demonstrate what they know and can do - .
- Ensure fairness in the process of assessment to all students.
- To achieve completion of mandatory components of courses of study necessary for a result.

Responsibilities – Assessment Provision and Submission

Students are expected to demonstrate their learning progress in every subject each term. In order to do this, students must complete and submit all assessment items for each subject studied in accordance with a Student's Individual Assessment Planner provided to students by Week 3 of Semester 1 and 2. This will allow a Level of Achievement (LOA) to be awarded for each assessment item and enable the student to be granted credit for the semester of work.

Changes to the Assessment Schedules can occur only when the relevant Curriculum Head of Department recommends the change and it is approved by the relevant Deputy Principal. Students will need to be given reasonable notice (1-2 weeks) of the change in due dates. Amendments will be published as necessary.

Senior students completing General Subjects from 2020 can check the QCAA for their published external examination exam timetable.

Teachers	<ul style="list-style-type: none"> • are accountable for designing assessment programs and making judgments about the standards achieved by their students within the assessment and reporting timeframes. • teams will develop shared understandings about assessment requirements and criteria when planning units of work • will outline key assessment dates for students at the start of each term, and encourage students to include these in their Learning Journal. • will provide all students with an 'Assessment/Assignment Task Sheet' for each assessment / assignment. The task sheet will include the following information: <ul style="list-style-type: none"> ✓ Draft due date ✓ Final due date
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	<ul style="list-style-type: none"> ✓ Criteria assessed ✓ Conditions ✓ Task instructions <ul style="list-style-type: none"> • will support students by providing them, where appropriate, with modelling, scaffolding, guided practice, annotated exemplar responses and peer evaluation. They will engage students in feedback and reflection on their assessment, and will be able to articulate reasoning behind judgments of the standards achieved. • will advise parents/ carers when students appear to be underperforming in assessment tasks • will inform 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.
Curriculum Head of Department	<ul style="list-style-type: none"> • are accountable for quality assuring assessment items using both the QCAA's Principles of assessment and the QCAA's Attributes of quality assessment in Years 7–12 • In Year 11 and 12, Heads of Department and Deputy Principals and the QCAA are responsible for devising quality assessment items and for ensuring all assessment is valid, clear and fair, meets the QCAA directives for assessment and submission of student results.
Students	<ul style="list-style-type: none"> • will write all draft and due dates in their Learning Journal and utilise time management support resources provided • are responsible for submitting both draft and assessment items on or before the due date. • are responsible for arriving on time on the due day for examinations, unless special consideration has been formally arranged. • must act with academic integrity in production of their assessment tasks. <p>The work submitted by students must indicate a reasonable attempt has been made to satisfy the specific assessment criteria</p>
Parents/ Carers	<ul style="list-style-type: none"> • are asked to support and encourage their children to complete and submit all drafts and assessment by the due date and to the best of the student's ability. • are asked to inform the teacher of any difficulties relating to the completion of assessment tasks and provide documentary evidence where necessary.

Responsibilities – Submission of Drafts

A draft is a preliminary version of a student's response to an assessment. Drafts can also be used to help 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.

Teachers	<ul style="list-style-type: none"> • issue students with timelines and conditions for submission of assessment drafts • keep a record of student submission of draft • provide feedback to students as per conditions set down on the task sheet
Students	<ul style="list-style-type: none"> • submit draft by 5.00 pm on the due date • strive to submit a completed draft that meets the word limit and represent their best effort • refine their assessment piece in accordance with teacher feedback • submit the corrected 'draft' with the 'final' submission on or before the due date
Parents/ Carers	<ul style="list-style-type: none"> • encourage and support student to submit draft on time

Failure to submit a draft - Years 7-10

If no draft work is submitted, the class teacher will contact the parent/ carer (within 48 hours of the draft due date) and refer student to the Assessment Centre. The class teacher will actively encourage the student to submit draft work for feedback prior to the final due date. Should the student not make a final submission, the draft will be marked and graded as the final assessment piece. Should the student not make a final or draft submission, the IN CLASS WORK COMPLETED will be the result assigned on the student profile.

Failure to submit a draft - Years 11-12

Should the student fail to submit a draft contact will be made with the parent/ carer (within 48 hours of the draft due date) and student is referred to the Assessment Centre. The Curriculum Head of Department should also be notified. The class teacher will actively encourage the student to submit draft work for feedback prior to the final due date.

Responsibilities – Submission of Final Assessments

Students	<ul style="list-style-type: none"> • Submit assessment to the class teacher during the scheduled lesson or by 5.00pm on the due date. • In the event, the class teacher is absent from class on the due date, the student must submit the assignment to the supervising teacher who will return to the class teacher's desk in the staffroom. • If a student is unable to submit an assessment on the due date, a parent/ carer or another student is able to submit the assessment item on the student's behalf by 5.00pm on the due date. • If a student is absent on the day an assignment is due, QCAA procedures must be followed and required documentation provided to the school.
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Late and Non-Submission of Assessments

Years 7-10

- 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.
- Technology failure is not considered acceptable grounds for extension.
- The teacher will contact the parent/ carer to inform them of their student's failure to submit an assignment/assessment piece.

Years 11-12

- The teacher will meet with Curriculum Head of Department - QCAA guidelines must be followed
- The teacher will contact the parent/ carer to inform them of their student's failure to submit an assignment/assessment piece.
- Technology failure is not considered acceptable grounds for extension

Subject Guidelines

	General Subjects	Applied Subjects	Short Courses
To receive an overall subject result for a course of study in a General or Applied subject, a student must complete all required assessment outlined in the respective syllabus.	A student must complete four summative assessments: three summative internal assessments and one summative external assessment	A student must complete four summative internal assessments	A student must complete two summative internal assessments
When a student does not submit a response to an assessment instrument, a result can only be allocated when evidence has been demonstrated.	an overall subject result for a course of study may not be allocated if a student does not submit or complete the summative internal assessment	an E standard cannot be allocated when there is no evidence demonstrated	an E standard cannot be allocated when there is no evidence demonstrated

Responsibilities – Managing Response Length

Students must adhere to assessment response lengths as specified by assessment conditions. The procedures below support students to manage their response length.

- All assessment instruments indicate the required length of the response.
- Teaching and learning programs embed subject-specific strategies about responding purposefully within the prescribed conditions of the task.
- Model responses within the required length are available.
- Feedback about length is provided by teachers at checkpoints.

Teachers	<ul style="list-style-type: none"> • Develop valid assessment instruments of suitable scale and scope to allow students to produce a complete response within the specified length • Implement teaching and learning strategies to provide students with opportunities to learn effective skills for responding within the required length i.e. model for to edit a response, deconstruct exemplars, summarising, editing and proof-reading own work • Inform students of the elements that are included/excluded from the length of a response • Provide student feedback during the draft stage on length of response.
Students	<ul style="list-style-type: none"> • Develop responses that do not exceed the required length • Respond to draft feedback to manage the length of response • Document the length of response using a word count, page count or duration of time.

Note, if a student provides a final response that exceeds the prescribed word length only the response that falls within that word length will be marked with the exclusion of evidence outside the required length.

Elements to be included in or excluded from the word length or page count of a written response are provided in the following table:

	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 	<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 and content pages Abstract Raw or processed data in tables, figures and diagrams Bibliography Reference list Appendices* Page numbers In-text citations 	<ul style="list-style-type: none"> Title pages Contents pages Abstract Bibliography Reference list Appendices*
<p>* Appendices should contain only supplementary material that will not be directly used as evidence when marking the response.</p>		

Responsibilities – Assessment Extension

Students	<ul style="list-style-type: none"> are required to apply for an extension or variation to the due date in advance. No extensions will be approved after the due date has passed. <p>Extensions will be considered on a case-by-case basis by Head of Department and/or Deputy Principal.</p> <p>There are only two grounds for applying for an extension of due date by students prior to the due date:</p> <ol style="list-style-type: none"> Illness - A medical certificate is mandatory. Extenuating circumstances (including unexpected circumstances) <ul style="list-style-type: none"> Family activities of a very special nature requiring absence from school <ul style="list-style-type: none"> Bereavement, family breakdown etc. Essential sporting/cultural commitments Long-term illness of self or family member If a delicate family matter or personal circumstance applies, the application can be lodged directly with Guidance Officer, the relevant Deputy Principal or the Principal who will consult with the relevant Curriculum Head of Department Unexpected circumstances arise if a situation occurs suddenly (and belatedly) causing the student to be unable to submit on the due date <p>To apply for assignment extensions, students must follow these steps:</p> <ul style="list-style-type: none"> Obtain '<u>Assessment Variation Request Form</u>' from the relevant Curriculum Head of Department as early as possible prior to the due date. (This form will need to be attached to assignment on submission). Complete and return the '<u>Assessment Variation Request Form</u>' to the relevant Curriculum Head of Department
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Curriculum Head of Department	<ul style="list-style-type: none"> will consider the 'Assessment Variation Request Form' and discuss this with the relevant teacher/s. will ensure that students are provided with a decision, explanation and new date (if approval is granted), and that a contact is recorded in OneSchool. <p>Students in Years 11 – 12: HODs will follow QCAA guidelines in the QCE Handbook.</p>
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Responsibilities – Extended Known Absence

Should a student know of an anticipated extended absence during the term, the school must receive notification of this from the Parent/Carer.

If the student will be absent from school for more than 10 days, an Exemption Form must be completed and submitted to the front office. The administration staff will notify the relevant Deputy Principal to coordinate with teachers and HODs.

Absence Durations Defined:

- SHORT** 1 week or less. Teacher may consider evidence already collected be used to form judgement on an assessment item
- MEDIUM** 1 to 2 weeks. Consideration needs to be given to the timing of the assessment piece and the absence in relation to the assessment cycle
- LONG** More than 2 weeks. Consideration should be given as to whether there will be sufficient evidence to make valid judgements on students' academic work at the end of the course of study.

Allowing non-completion of assessment

- An exemption may be appropriate where a student has missed an assessment instrument due to illness or other legitimate absence (as determined by the relevant Deputy Principal)
- An exemption will only be allowed when there is sufficient alternative information to make a judgment about a level of achievement without the student having to complete a particular assessment instrument
- An exemption is inappropriate where the student is unable to meet mandatory requirements
- Exemption is not an option where reasonable adjustment is appropriate

Parents/carers	<ul style="list-style-type: none"> Inform the school of Extended Known Absence and complete Exemption Form (if required)
Deputy Principal	<ul style="list-style-type: none"> Informs Heads of Department of extended student absence, and develops an Extended Absence Plan which is communicated to the student, parent/ carer, HODs and teachers Extended Absence Plan is recorded as a contact on OneSchool
Teachers	<ul style="list-style-type: none">

ACADEMIC INTEGRITY & ACADEMIC MISCONDUCT

Western Cape College and QCAA promote academic integrity. Academic integrity is how a person approaches academic responsibilities in an honest, moral and ethical way. Teachers, parent/carers and others who support students in their learning must adhere to the guidelines for academic integrity.

Types of Academic Misconduct defined by the QCAA

Academic misconduct incorporates a broad range of behaviours in which students inappropriately and/or falsely demonstrate their learning. Academic misconduct may be considered along a continuum of breaches that range in 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 relevant 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, family member 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 for the purpose of replication or confirming an answer
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 deliberately misrepresenting data or quoting out of context
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/or 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 permission or attribution (another person's work may include text, audiovisual 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

Responsibilities –Academic Integrity and Academic Misconduct

Students	<ul style="list-style-type: none"> will reference all sources used provide a bibliography will uphold ethical standards by not engaging in any type of academic misconduct may be required to participate in interviews during and after the development of the final submission
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	<ul style="list-style-type: none"> • may be required to provide documentation of the drafting progress (e.g. planning, research notes, drafts). <p><u>Academic Integrity and Academic Misconduct - Consequences for plagiarism</u></p> <p>Students cannot be graded on work that is not their own if plagiarism is confirmed, those sections identified as plagiarised cannot be used to make a judgment about student achievement.</p> <p>Consequences for plagiarism include but are not limited to:</p> <ul style="list-style-type: none"> • where a student is found to have plagiarised significant portions of the task, only those original elements work will be graded • where a student is found to have plagiarised the entire task, the response will be treated as a non-submission. In both cases, disciplinary and academic consequences will be applied.
Teacher	<p>If a teacher suspects there has been a breach of academic integrity the teacher is expected to:</p> <ul style="list-style-type: none"> • conduct an internet search of key phrases • compare the student's work to former work and to the work of past and present students • interview the student after the submission of a task to explore further, clarify determine comprehension of the work submitted <p>When a student is suspected of or observed participating in an act of academic misconduct, the student is permitted to complete the assessment despite the alleged incident of misconduct and is then notified at the end of the session that a report may be made to the QCAA.</p> <p>Consequences for academic misconduct during an exam or external assessment include but are not limited to:</p> <ul style="list-style-type: none"> • notification of Parents/Carers • notification of Curriculum Head of Department and Deputy Principal Senior School • 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

Responsibilities – Examinations

Attendance at Exams/ Orals

Students must attend all tests, exams and orals at the scheduled time. These times may be in normal class time or during assessment blocks at the end of term/semester or in times published by the QCAA.

Conduct During Examinations

To be fair to all students sitting a test, it is important that test conditions are maintained. This means that students do not talk or act in a way that distracts others and prevents them from completing the test to the best of their abilities. Students who disrupt will during an exam will be asked to leave the examination room.

Late Arrival to an Examination

Any student who arrives late for an external assessment, must quietly report to teacher or supervisor 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.

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. All external assessment completed in Year 12 for General subjects is summative. External assessment contributes 25% of the overall subject result in most senior subjects and generally assesses Unit 4 of the syllabus. In mathematics and science subjects, external assessment contributes 50% of the overall subject result.

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.

Students Repeatedly Failing to Meet Mandatory Requirements for Assessment Items in Years 11 and 12:

- The student 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 may become ineligible for an OP/ATAR.
- The student may satisfy grounds for cancellation of enrolment as per the Education (General Provisions) Act 2006, (QLD)

The Queensland Curriculum and Assessment Authority (QCAA) publishes rules and expectations on the QCAA website each year to help schools prepare for external assessment. Breaches of external assessment rules are a form of academic misconduct.

Year 11 & 12 Access Arrangements and Reasonable Adjustments (AARA)

Western Cape College and the QCAA recognise that some students with disability and/or medical conditions will be eligible for AARAs to assessment conditions for internal and external assessment.

Access arrangements and reasonable adjustments (AARA) to assessment ensure opportunities for eligible students to demonstrate their learning on the same basis as other students. AARAS are considered on an individual basis and decisions are made in consultation with the eligible student, Parents/Carers school staff and, when applicable, the QCAA.

ASSESSMENT CENTRE GUIDELINES

The purpose of the Assessment Centre is to support students to complete their assessment.

The Assessment Centre will operate daily in ER01 during second break, and will be supervised by a teacher in accordance with the Playground Duty roster.

Referring Teacher Responsibilities

- Provide students with Assessment Task Sheets, and any supporting documentation/ resources
- Refer students to the Assessment Centre when they have concerns that the student is not on track towards meeting assessment requirements. The centre is NOT for other behavioural, classwork concerns).

Assessment Centre Teacher Responsibilities

- Arrive at the Assessment Centre in a timely manner
- Record students' attendance in the Attendance Register
- Actively supervise students and assist with assessment, where possible

Student Responsibilities

- Students should arrive before 1:15pm
- Students are required to bring their Assessment Task Sheets and materials necessary to work productively

APPENDICES

Assessment Variation Request



WESTERN CAPE COLLEGE

ASSESSMENT VARIATION REQUEST

Student Name:	Year Level:
Subject:	Teacher:
Assessment Item:	Due Date:
Date of Extension:	Other Information:

Please tick the following that applies:

1	Extension to timeline for upcoming assignment from Head of Department and Subject Teacher	
2	Extension to timeline for upcoming examination being sought from Head of Department and Subject Teacher	
3	Medical condition necessitating special consideration to assessment being sought from Head of Department and Subject Teacher	
4	Non-medical circumstance necessitating special consideration to assessment (ie. bereavement, representative sport) is obtained from Head of Department and Subject Teacher	

Reason: *(If medical, please attach medical certificate)*

Student is making the request to vary condition because:

Declaration:

In applying for this variation, I assure Western Cape College that I am not seeking unfair advantage over other students in this course.

Student Name (please print) Student Signature /...../.....
Date

Parent/Carer Name (please print) Parent/Carer Signature /...../.....
Date

OFFICE USE ONLY	
Action Taken:	
Extension granted	<input type="checkbox"/>
Extension NOT granted	<input type="checkbox"/> (If not granted, state reason)

HOD/ DP _____	TEACHER _____

Extended Student Absence Plan



WESTERN CAPE COLLEGE

EXTENDED STUDENT ABSENCE PLAN

SUBJECT	ARRANGEMENTS FOR CLASS WORK/ASSESSMENT TO BE SUPPORTED BY SUBJECTS
	Teacher to.... Student to....
	Teacher to.... Student to....
	Teacher to.... Student to....
	Teacher to.... Student to....
	Teacher to.... Student to....
	Teacher to.... Student to....
	Teacher to.... Student to....

Deputy Principal Junior Secondary or Deputy Principal Senior Secondary

Name _____ **Signature** _____