

North Rockhampton State High School

Student Quick Guide Assessment Policy



Student guide to assessment

Due dates

Every assessment piece has a due date that tells you exactly when you must submit your finished product, whether it is a written piece, presentation or project. The school will help you to know when your due dates are by:

- publishing an assessment calendar on OneSchool by week 3 of term 1 and week 3 of term 3
- putting the due date on every task sheet
- having monitoring checkpoints in the lead up

It is your responsibility to:

- access due dates via the assessment schedule on OneSchool
- plan and manage your time to meet due dates
- follow school processes to apply for extensions

Submitting

Different subjects might have different requirements, which will be on the task sheet, or explained to you by your teacher.

It is your responsibility to:

- submit assessment on or before the due date
- submit assessment in the correct format

Appropriate materials

Because our school is an inclusive and supportive place, we can only use materials (like movies, books, magazines etc.) that are appropriate for school-aged students and which fit with our values: respect, responsibility and safety. If there is a problem, your teacher might ask you to change your choice of topic or text. Likewise, if you are uncomfortable with any materials used in class, you should talk to your teacher about this as soon as possible.

Monitoring

Your assessment task sheet will have one or more 'check point' dates on it. These dates tell you when your teacher will check your progress, to make sure you are on track to submit your best work by the due date. Your teacher will use this as an opportunity to give your parent/s or caregiver/s an update on your progress.

It is your responsibility to:

- submit a draft (or whatever your teacher has asked for) by the check point date

If you are having lots of trouble meeting deadlines and passing assessment, you might receive an academic monitoring booklet. This booklet is filled in by all of your teachers to help you to improve your academic outcomes.

Drafting and feedback

Preparing a draft (or similar if it is a performance or project) is a very important part of doing assessment, and most assessment tasks will require you to do some sort of draft, unless it is an unseen exam. The draft is where your teacher will give you feedback and guidance on your assessment. In Units 3 and 4, this will be limited to feedback on one draft.

Feedback on drafts may be:

- written
- verbal
- provided through questioning
- a summary of feedback and advice to the whole class

It is your responsibility to:

- submit a draft on or before the monitoring date
- make use of the feedback your teacher gives

Response length

Every assessment task will have a maximum word length, number of pages or time limit for you to follow. This tells you how long your response should be. You should try to write or present so that you are close to, but not over, the limit. Your response will cease being marked once you reach the word limit.

It is your responsibility to:

- stay below the maximum word/time length, number of pages
- use your teacher's feedback about word length
- put an accurate word count or performance time on the front of your assessment piece

Authentication

To make sure we have an accurate picture of your skills and knowledge, it is important that we know the work you submit is your own. You might be asked to:

- sign your work
- hand in drafts and planning
- hand in notes and lists of sources
- use the school referencing system

If it appears that some of the work you submit is not your own:

- you will get an opportunity to demonstrate the work is yours
- your result will be based on parts of your submission that can be identified as your work

Exams

- Check you have all the equipment you need prior to entering the exam.
- You are not allowed to leave the room in the first 30 minutes or in the last 10 minutes of the test session
- Make sure the response you submit is your own work. Do not copy from another student or plagiarise someone else's work.

- When you are finished, read over your work and sit quietly until the exam is finished.

Extensions and adjustments to assessment

There are sometimes reasons why students need to complete assessment in different ways, like over a longer period of time, using different technology, or working in a different environment.

Some of the reasons you might need an extension or adjustment are:

- you have a disability or impairment that is a barrier to you completing the assessment
- you have recently suffered an illness or injury that is a barrier to you completing the assessment, and you have some evidence like a medical certificate

The following circumstances are **not** valid reasons to have your assessment adjusted:

- unfamiliarity with the English language
- teacher absence or other teacher-related difficulties
- matters that you could have avoided (e.g. misreading an examination timetable, misreading instructions in examinations)
- matters of you or your parent's/carer's own choosing (e.g. family holidays, work placements)

Some of the possible adjustments that might be made to your assessment are:

- large print papers or different coloured paper
- a specialised chair or desk
- a teacher's aide to help you handle objects or prompt you
- a reader to read instructions aloud
- a scribe to write what you say
- technology like magnification text-to-speech software
- bite-sized food
- a drink other than water
- rest breaks
- a different exam room
- an alternative assessment
- an extension of the due date
- extra time in an exam

You apply for an extension or adjustment differently, depending on your year level.

Junior students (7-10): apply to the curriculum HOD of your subject.

Senior students (11-12): apply to the Deputy Principal Senior School, in consultation with Head of Department, by making an appointment at the student services counter.

Completion of course requirements for senior subjects

You are expected to complete every piece of assessment to get a subject result. It is important that your teacher has a well-rounded picture of your abilities, in order to put an accurate grade on your report card.

For senior students studying unit 1 and 2, you might have entered a subject late because you have changed schools or subjects, or had a long-term illness (documented through the Guidance Officer).

In these cases, you can receive credit for these units with a reduced amount of assessment. Make sure you talk to your teacher and the curriculum HOD about this.

VERY IMPORTANT: for senior students studying units 3 and 4, you must submit a response for every assessment piece on or before the due date. If you don't, you will not receive a result for the subject.

Non-submission

If you think you are eligible for an extension, see above. Otherwise, your teacher will give you a result based on the draft submitted at the final check point. If your teacher has not seen any of your progress, you will receive a 'Not Rated' result. This might mean you need to do another piece of assessment. If you are a senior student (11-12) this can affect your QCE points and you should make an appointment with the Guidance Officer.

Academic misconduct

Your school and your teachers will help you to understand the rules about assessment, and how to do the right thing, by:

- helping all year 10 students to complete the online academic integrity course
- teaching you about research, referencing, note-taking and summarising
- helping you learn about academic misconduct and how to avoid it

Academic misconduct is:

Cheating while under supervised conditions

A student:

- begins to write during perusal time or continues to write after the instruction to stop writing is given
- uses unauthorised equipment or materials
- has any notes written on the 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.

Collusion

When:

- 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.

Contract cheating

A student:

- pays for a person or a service to complete a response to an assessment
- sells or trades a response to an assessment.

Copying work

A student:

- deliberately or knowingly makes it possible for another student to copy responses
- looks at another student's work during an exam

- copies another student's work.

Disclosing or receiving information about an assessment

A student:

- 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
- makes any attempt to give or receive access to secure assessment materials.

Fabricating

A student:

- invents or exaggerates data
- lists incorrect or fictitious references.

To make sure every student gets a fair result for their own work, students who have engaged in academic misconduct will be given a result using evidence gathered by teachers prior to or on the due date that is verifiably the student's own work.

Junior: In the case of exams, students will not be rated on any exam segments potentially affected by the academic misconduct. Students may be asked to re-sit exams or complete alternative assessment.

Senior: In the case of exams, the senior school deputy principal will make a determination as to the potential impact of the academic misconduct on the student's response, and students will not be rated on any exam segments potentially affected by the academic misconduct. In cases where the impact is significant, the student's response may be awarded a Not Rated (NR) result.