

Senior Assessment Policy

Fortitude Valley State Secondary College

Master Phase (Year 11 & 12)

Scope

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 Queensland Certificate of Education (QCE) in the senior phase of learning. The framework for the policy is developed from the *QCE and QCIA policy and procedures handbook* available from www.qcaa.qld.edu.au/senior/certificates-and-qualifications/qce-qcia-handbook and applies to Applied, Applied (Essential), General, General (Extension) subjects, and Short Courses across all faculties. This policy aligns and extends from the FVSSC assessment policy for years 7 – 10.

Purpose

Fortitude Valley State Secondary College is committed to our 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 summative assessment completion for the QCE.

Principles

Fortitude Valley State Secondary College 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 and 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, learnt 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.

Promoting Academic Integrity

Fortitude Valley State Secondary College promotes academic integrity by developing students' skills and modelling appropriate academic practices. The following whole-school procedures support this endeavour.

<p>QCE and QCIA policy and procedures handbook</p>	<p>Policy and procedures</p>
<p>Location and communication of policy</p>	<p>The school assessment policy can be accessed <i>via school website</i> https://fortitudevalleyssc.eq.edu.au. All questions regarding this policy should be directed to your child's Head of House.</p> <p>To ensure the assessment policy is consistently applied, it will be revisited at the beginning of each semester. Relevant processes will be revisited:</p> <ul style="list-style-type: none"> • at enrolment interviews • during senior education and training (SET) planning • when the assessment schedule is published • when each task is handed to students
<p>Expectations about engaging in learning and assessment Section 1.2.4 Section 2 Section 8.2.1</p>	<p>Fortitude Valley State Secondary College has high expectations for academic integrity and student participation and engagement in learning and assessment. Students become eligible for a QCE when they have accrued the set amount of learning, at the set standard, in a set pattern, while meeting literacy and numeracy requirements. Students are required to complete all course and assessment requirements on or before the due date for their results to contribute credit to the QCE.</p> <p>Student responsibility Students are expected to:</p> <ul style="list-style-type: none"> • engage in the learning for the subject or course of study • produce evidence of achievement that is authenticated as their own work • submit responses to scheduled assessment on or before the due date. <p>To emphasise the importance of sound academic practices, staff and students will be encouraged to complete the QCAA academic integrity courses.</p>
<p>Due dates Section 8.2.1 Section 8.2.7</p>	<p>School responsibility Fortitude Valley State Secondary College is required to adhere to the QCAA's policies for gathering evidence of student achievement on or before the due date.</p> <p>Due dates for final responses, checkpoints and drafts will be published via Compass. All students will be provided with their assessment schedule by the end of Week 2, of each unit.</p> <p>The assessment schedule will:</p> <ul style="list-style-type: none"> • align with syllabus requirements • provide sufficient working time for students to complete the task • allow for internal quality assurance processes • enable timelines for QCAA quality assurance processes to be met • be clear to teachers, students and parents/carers • be consistently applied • be clearly communicated by the end of Week 2 of each unit • give consideration to allocation of workload.

QCE and QCIA policy and procedures handbook	Policy and procedures
	<p>Student responsibility</p> <p>Students are responsible for:</p> <ul style="list-style-type: none"> • recording due dates in their calendar • planning and managing their time to meet the due dates • informing the school as soon as possible if they have concerns about assessment load and meeting due dates. <p>In cases where students are unable to meet a due date, they will:</p> <ul style="list-style-type: none"> • parents/carers are to email Head of House and classroom teacher as soon as possible if complete and submit an extension application form if applicable. • provide the school with relevant documentation, e.g. medical certificate • adhere to alternative arrangements for submission of assessment, if applicable, as decided by the school. • For further details, click here to view the AARA Application Pack. • All final decisions are at the principal's discretion.
<p>Submitting, collecting and storing assessment information</p> <p>Section 9</p>	<p>Assessment instruments will provide information about Fortitude Valley State Secondary College's arrangements for submission of draft and final responses, including due dates, conditions and naming conventions.</p> <p>All assessment evidence, including draft responses, will be submitted by their due date and via the college's academic integrity software, <i>Turnitin</i>, before being uploaded to Compass.</p> <p>Draft and final responses for all internal assessment will be collected and stored via Compass. Live performance assessments will be recorded and stored as required for QCAA processes. All evidence used for making judgments is stored as per Fortitude Valley State Secondary College's policies.</p>
<p>Appropriate materials</p> <p>Section 8.2.2</p>	<p>Fortitude Valley State Secondary College is a supportive and inclusive school. Material and texts are chosen with care in this context by students and staff.</p>

Ensuring academic integrity

Fortitude Valley State Secondary College has procedures to ensure that there is consistent application of the assessment policy and that staff and students optimise opportunities to understand academic integrity. The following procedures are to be applied in this context.

Internal assessment administration

QCE and QCIA policy and procedures handbook	Policy and procedures
<p>Scaffolding</p> <p>Section 8.2.3</p>	<p>Scaffolding for assessment helps students understand the process for completing the task. Scaffolding will:</p> <ul style="list-style-type: none"> • maintain the integrity of the requirements of the task or assessment instrument • allow for unique student responses and not lead to a predetermined response.

QCE and QCIA policy and procedures handbook	Policy and procedures
	Across the phases of learning, students will gradually be given more responsibility for understanding the processes required to complete their tasks.
Checkpoints Section 8	<p>Checkpoints will:</p> <ul style="list-style-type: none"> • be detailed on student task sheets • monitor student progress • be used to establish student authorship. <p>Students will work on assessment during designated times and show evidence of progress at scheduled checkpoints.</p> <p>Teachers will use these checkpoints to identify and support students to complete their assessment.</p> <p>Parents/carers will be contacted if checkpoints are not met.</p>
Drafting Section 8.2.5	<p>Drafting is a key checkpoint. Types of drafts differ depending on subject, e.g. written draft, rehearsal of a performance piece or a product in development. Drafts might be used as evidence of student achievement in the case of illness, misadventure or non-submission for other reasons.</p> <p>Teachers provide feedback on one complete or near-complete draft, which must be in the mode required by the syllabus. Teachers may provide general feedback on the assessment item to the cohort.</p> <p>Feedback on a draft is:</p> <ul style="list-style-type: none"> • provided on a maximum of one draft of each student's response • a consultative process that indicates aspects of the response to be improved or further developed • delivered in a consistent manner and format for all students • provided within one week of submission of a draft. <p>Feedback on a draft must not:</p> <ul style="list-style-type: none"> • compromise the authenticity of a student response • introduce new ideas, language or research to improve the quality and integrity of the student work • edit or correct spelling, grammar, punctuation and calculations • allocate a mark. <p>A copy of the feedback will be accessible via Compass</p> <p>Parents and carers will be notified by email about non-submission of drafts.</p> <p>Should a student fail to submit a draft, the subject teacher will conduct a Fortitude Conversation with the student in the lesson following the submission date regarding the failure to submit a draft or insufficient evidence. The teacher will discuss the steps moving forward with the student.</p> <p>Teachers are not required to provide individual feedback on drafts submitted after the due date.</p>
Managing response length	Students must adhere to assessment response lengths as specified by syllabus documents. The procedures below support students to manage their response length.

<p>QCE and QCIA policy and procedures handbook</p>	<p>Policy and procedures</p>
<p>Section 8.2.6</p>	<ul style="list-style-type: none"> • 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. • Feedback about length is provided by teachers at checkpoints. <p>After all these strategies have been implemented, if the student's response exceeds the word length required by the syllabus, the school will either:</p> <ul style="list-style-type: none"> • mark only the work up to the required length, excluding evidence over the prescribed limit <p>or</p> <ul style="list-style-type: none"> • allow a student to redact their response to meet the required length, before a judgment is made on the student work <p>and</p> <ul style="list-style-type: none"> • annotate any such student work submitted for confirmation purposes to clearly indicate the evidence used to determine a mark.
<p>Authenticating student responses Section 8.2.8</p>	<p>Accurate judgments of student achievement can only be made on student assessment responses that are authenticated as their own work.</p> <p>Fortitude Valley State Secondary College uses the authentication strategies promoted by the QCAA. The authentication strategies will be specified on assessment instruments.</p> <p>In cases where a student response is not authenticated as their own work, procedures for managing alleged academic misconduct will be followed.</p>
<p>Access arrangements and reasonable adjustments, including illness and misadventure (AARA) Section 6</p>	<p>Applications for AARA</p> <p>Fortitude Valley State Secondary College is committed to reducing barriers to success for all students. AARA are actions taken by the school 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.</p> <p>The college follows the processes as outlined in the <i>QCE and QCIA policy and procedures handbook</i> available from www.qcaa.qld.edu.au/senior/certificates-and-qualifications/qce-qcia-handbook.</p> <p>The college principal manages all approval of AARA for students.</p> <p>All AARA applications must be accompanied by the relevant supporting documentation (outlined in Section 6.4.5) and made as far in advance as possible to meet the QCAA published timelines. All evidence used to make decisions is recorded in the student's file by the principal or their delegate.</p> <p>Students are not eligible for AARA on the following grounds:</p> <ul style="list-style-type: none"> • unfamiliarity with the English language • teacher absence or other teacher-related issues • matters that the student could have avoided • matters of the student's or parent's/carer's own choosing • matters that the school could have avoided. <p>Applications for extensions to due dates for unforeseen illness or misadventure</p>

QCE and QCIA policy and procedures handbook	Policy and procedures
	<p>Students and parents/carers must contact the Head of House as soon as possible and submit the extension form via email at least 48 hours prior to the due date, unless extenuating circumstances with relevant supporting documentation.</p> <p>Refer to the AARA Application Pack, available on FVSSC's website.</p>
<p>Managing non-submission of assessment by the due date Section 8.2.7 Section 11.1.4</p>	<p>Teachers will collect progressive evidence of student responses to assessment instruments at the prescribed checkpoints.</p> <p>The checkpoints on the instrument-specific task sheets provide details of the evidence that will be collected.</p> <p>In circumstances where students are enrolled in a subject but do not submit a final response to an assessment (other than unseen examinations):</p> <ul style="list-style-type: none"> • teachers make judgments based on checkpoints and drafts provided by the student during the assessment preparation period • if no evidence was provided by the student on or before the due date as specified by the school and no other evidence is available, 'Not-Rated' (NR) must be entered in the Student Management system. <p>In circumstances where a student response is judged as NR, the student will not meet the requirements for that subject.</p>
<p>Internal quality assurance processes Section 9</p>	<p>Fortitude Valley State Secondary College's quality management system ensures valid, accessible and reliable assessment of student achievement. This includes:</p> <ul style="list-style-type: none"> • quality assurance of all assessment instruments before they are administered to students using quality assurance tools provided by the QCAA • quality assurance of judgments about student achievement. <p>All marks for summative internal assessments for General subjects are provisional until they are confirmed by the QCAA.</p> <p>Results for Applied and Applied (Essential) subjects and Short Courses may be subject to advice from the QCAA.</p>
<p>Review Section 11.1</p>	<p>Fortitude Valley State Secondary College internal review processes for student results (including NR) for all General subjects (Units 1 and 2), Applied subjects, Short Courses and Certificates is equitable and appropriate for our context.</p>

External assessment administration

QCE and QCIA policy and procedures handbook	Policy and procedures
<p>External assessment is developed by the QCAA for all General and General (Extension) subjects Section 10</p>	<p>Fortitude Valley State Secondary College will follow and comply with the <i>QCE and QCIA policy and procedures handbook</i> (Section 10) and the <i>External assessment — administration guide</i> for processes, roles and responsibilities. The external exam timetable is determined by the QCAA.</p> <p>Students must arrive at the exam venue at least 15 minutes prior to the exam starting. This is to help facilitate equipment checking, roll marking and seating arrangement in accordance with the QCAA external assessment processes.</p>

QCE and QCIA policy and procedures handbook	Policy and procedures
See also: <i>External assessment — administration guide</i> (provided to schools each year)	<p>Student will wear full school uniform, refer to the dress code and personal presentation policy.</p> <p>During an examination the students are to follow the directions from teachers. It is expected that all students attempt all questions.</p>

Managing academic misconduct

Fortitude Valley State Secondary College is committed to supporting students to complete assessment and to submit work that is their own, and minimising opportunities for academic misconduct. Students may inappropriately and falsely demonstrate their learning. The following table includes some examples of academic misconduct along with procedures for managing them.

	Types of misconduct	Procedure
Cheating while under supervised conditions	<p>A student:</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 or materials • 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>For authorship issues</p> <p>When authorship of student work cannot be established or a response is not entirely a student's own work, the college will provide an opportunity for the student to demonstrate that the submitted response is their own work.</p> <p>For all instances of academic misconduct</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>
Collusion	<p>When:</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>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>
Contract cheating	<p>A student:</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>A student:</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. 	

	Types of misconduct	Procedure
Disclosing or receiving information about an assessment	<p>A student or other person:</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. 	See above.
Fabricating	<p>A student:</p> <ul style="list-style-type: none"> invents or exaggerates data lists incorrect or fictitious references. <p>This may include false or misleading information generated from the use of generative AI.</p>	
Impersonation	<p>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.</p> <p>A student completes a response to an assessment in place of another student.</p> <p>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.</p>	
Misconduct during an examination	<p>A student distracts and/or disrupts others in an assessment room.</p>	
Plagiarism or lack of referencing	<p>A student completely or partially copies or alters another person's work or created work using generative AI tools 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	<p>A student duplicates work, or part of work, already submitted as a response to an assessment instrument in the same or any other subject.</p>	
Significant contribution of help	<p>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.</p>	

Related school policy and procedures

Refer to other school policies as appropriate:

- ICT policy
- Learning and Assessment policy (7-10)
- AARA Application Pack

Determining length of a response

Response length requirements are expressed in syllabuses as a word length, time duration or page count, and vary according to the technique and response type, such as written, spoken/signed and multimodal or performance responses.

Table: determining the length of a written response

	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 rather 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 • Visual elements associated with the genre* • Raw or processed data in tables, figures and diagrams • Numbers, symbols, equations and calculations • Bibliography/reference list • Appendices** • Page numbers • In-text citations 	<ul style="list-style-type: none"> • Title pages • Contents pages • Abstract • Bibliography/reference list • Appendices** • Blank pages
<p>*For example, by-lines, banners, captions and call-outs used in genre-related written responses. ** Appendices should contain only supplementary material that will not be directly used as evidence when marking the response.</p>		

Table: determining the length of a non-written response

	Response Length - duration	Notes
Inclusions	<ul style="list-style-type: none"> Any items that form part of the response and chosen by the student for inclusion in the multimodal or presentation including introductory slides or excerpts such as video or music Any required referencing of texts or citations chosen for inclusion, e.g. as a note on a slide in multimodal presentation 	<ul style="list-style-type: none"> Marking only the evidence in the student response that meets the assessment conditions for response length
Exclusions	<ul style="list-style-type: none"> Extraneous recording prior to the beginning of the response, e.g. setting up microphones, waiting for an audience to settle, talking about setting up. 	<ul style="list-style-type: none"> The exclusions for written responses do not apply as they are not relevant to a timed response.

Submission information and file naming conventions

Each file is to be submitted to *Turnitin* and *Compass* by the due date and is required to be named in the following way:

Draft Submission:

Students are to upload a complete or near-complete draft to *Turnitin* and *Compass*. All drafts are to be submitted in the mode of the task. For example, English IA2 is a spoken/signed task therefore the draft will be a video of the prepare spoken/signed response.

Both digital uploads must be a .docx file or .pdf file, unless stated otherwise on the assessment task, using the naming structure below:

Subjectname_DRAFT_IAnumber_Surname_Initial

EG: GeneralMaths_DRAFT_IA1_Patel_G

Final Assessment Submission:

Students are to upload a complete or near-complete draft to *Turnitin* and *Compass*.

Both digital uploads must be a .docx file or .pdf file, unless stated otherwise on the assessment task, using the naming structure below:

Subjectname_FINAL_IAnumber_Surname_Initial

e.g. English_FINAL_IA2_Patel_G