



Junior Years Assessment Policy

Scope

This policy provides information for teachers, students and parent/carers about roles, responsibilities, processes and procedures to ensure the integrity of assessment that contributes to student reporting and applies to all courses across all faculties.







Purpose

Isis District State High School is committed to an educational philosophy that encourages all students to achieve to the best of their ability by developing their talents and abilities. This policy is designed to build capacity as students work towards the senior years.




Principles

Isis District State High School 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 as described by the Australian Curriculum. 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

Related School Policy and Procedures

Refer to other school policies as appropriate:

-  Student Code of Conduct
-  Use of Technology and Personal Devices Policy
-  Internal moderation policy
-  Faculty procedures



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Promoting Academic Integrity

Isis District State High School promotes academic integrity by developing students' skills and modelling appropriate academic practices. The following whole-school procedures support this endeavour.

Policy and procedures	
Location and communication of policy	<p>The school assessment policies are located on the school website at www.isisdistrictshs.eq.edu.au, in the Information Booklet, in the Student Portal and in the Student Planners. All questions regarding this policy should be directed to the Deputy Principal.</p> <p>To ensure the assessment policy is consistently applied, it will be referred to regularly, typically at the following junctures:</p> <ul style="list-style-type: none">at enrolment interviewswhen the assessment schedule is publishedwhen each task is handed to studentsby email in response to phases of the assessment cycle
Expectations about engaging in learning and assessment	<p>Isis District State High School has high expectations for academic integrity and student participation and engagement in learning and assessment. Students are required to complete all course and assessment requirements on or before the due date for their results to contribute to their Reports.</p> <p>Student responsibility</p> <p>Students are expected to:</p> <ul style="list-style-type: none">engage in the learning for the subjectproduce evidence of achievement that is authenticated as their own worksubmit responses to scheduled assessment on or before the due date
Due dates	<p>School responsibility</p> <p>Isis District State High School aims to develop student's organisational capacity across the junior years. Teachers will be gathering evidence of student achievement as students' progress through their task/s (except for exams), with students expected to submit their final submission on or before the due date.</p> <p>Due dates for final responses will be published in the assessment schedule distributed by end of Week 2 each Semester. Checkpoints and draft due dates are outlined on all assessment task sheets.</p> <p>The assessment schedule will:</p> <ul style="list-style-type: none">align with Australian Curriculum requirementsprovide sufficient working time for students to complete the taskallow for internal quality assurance processesbe clear to teachers, students and parents/carersbe consistently appliedbe clearly communicated by the end of Week 2 each semestergive consideration to allocation of workload <p>Student responsibility</p> <p>Students are responsible for:</p> <ul style="list-style-type: none">recording due dates in their plannersplanning and managing their time to meet the due datesinforming 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">inform the Head of Department and classroom teacher as soon as possibleprovide the school with relevant documentation, e.g. medical certificateadhere to alternative arrangements for submission of assessment, if applicable, as decided by the school (either the Deputy Principal or Head of Department) <p>All final decisions are at the Principal's discretion</p>
Submitting, collecting and storing assessment information	<p>Assessment instruments will provide information about Isis District State High School's arrangements for submission of draft and final responses, including due dates, conditions and file types.</p> <p>All assessment evidence, including draft responses, will be submitted by their due date and in the format requested on the task sheet e.g. emailed, printed, etc.</p> <p>Draft and final responses for all internal assessment will be collected and stored in each student's folio. All evidence used for making judgments is stored according to faculty protocols including the recording of live performances.</p>



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Appropriate materials

Isis District State High School is a supportive and inclusive school. Material and texts are chosen with care in this context by students and staff.

Ensuring Academic Integrity

Isis District State High School 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

	Policy and procedures
Scaffolding	<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 instrumentallow for unique student responses and not lead to a predetermined response <p>Across the phases of learning, students will gradually be given more responsibility for understanding the processes required to complete their tasks.</p>
Checkpoints	<p>Checkpoints will:</p> <ul style="list-style-type: none">be detailed on Semester assessment schedules and student task sheetsmonitor student progressbe used to establish student authorship <p>Students will work on assessment during designated times and show evidence of progress at scheduled checkpoints. Teachers will use these checkpoints to identify and support students to complete their assessment. Heads of Department and parents/carers will be contacted if checkpoints are not met.</p>
Drafting	<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 or misadventure, or non-submission for other reasons.</p> <p>Feedback on a draft is:</p> <ul style="list-style-type: none">provided on one draft of each student's response (unless indicated on task sheet)a consultative process that indicates aspects of the response to be improved or further developeddelivered in a consistent manner and format for all students within each subjectprovided within one week of a submission of a draft <p>Feedback on a draft must not:</p> <ul style="list-style-type: none">compromise the authenticity of a student responseintroduce new ideas, language or research to improve the quality and integrity of the student workcorrect spelling, grammar, punctuation and calculationsallocate a mark <p>A copy of the feedback will be stored with a copy of the draft in the student's folio.</p> <p>Parents/Carers will be notified by email, SMS or phone call about non-submission of drafts or if at risk of receiving an unsatisfactory result and the processes to be followed.</p>
Managing response length	<p>Students must adhere to assessment response lengths as specified on the task sheet. The procedures below support students to manage their response length.</p> <ul style="list-style-type: none">All assessment instruments indicate the required length of the responseTeaching and learning programs embed subject-specific strategies about responding purposefully within the prescribed conditions of the taskModel responses within the required length are availableFeedback about length is provided by teachers at checkpoints <p>After all these strategies have been implemented, if the student's response significantly 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>Any such student work submitted for confirmation purposes must be annotated to clearly indicate the evidence used to determine a mark.</p>



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Authenticating student responses	<p>Accurate judgments of student achievement can only be made on student assessment responses that are authenticated as their own work.</p> <p>In cases where a student response is not authenticated as a student's own work, procedures for managing alleged academic misconduct will be followed.</p>
Adjustments, Extensions and Late / non-submissions	<p>Isis District State High School is committed to reducing barriers to success for all students. Actions are 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>Heads of Department oversee the development of tasks for their curriculum areas including any adjustments needed to reduce barriers for specific students.</p> <p>Students are not eligible for adjustments on the following grounds:</p> <ul style="list-style-type: none">🚫 matters that the student could have avoided e.g. IT issues <p>Applications for extensions to due dates for unforeseen illness and misadventure</p> <p>Students and parents/carers must contact the Deputy Principal or Head of Department as soon as possible in order to negotiate new timelines.</p> <p>Extension applications are available from the school office or website and the Student Portal, it is recommended copies of the medical certificates be attached. Extensions for known conditions should be made prior to the due date.</p> <p>Unforeseen absence for examinations/practical assessment</p> <p>If absent on the day of an exam or practical assessment eg performance, parents/carers must contact the Deputy Principal or Head of Department on the day to inform them of the unforeseen absence. Students must see that person on the first day back at school to confirm the new arrangements for completing the examination.</p> <p>Unforeseen absence for other assessment</p> <p>If absent on the due date, parents/carers/students must make every effort to submit the task by the end of the school day. This could include emailing the response to the Head of Department (email addresses are in the front of the student planners); sending copy with sibling or trusted friend or dropping it off to the school office.</p> <p>Students must see their teacher on the first day back at school to confirm the receipt of their assessment and/or hand in their task sheet/physical copy.</p>
Managing non-submission of assessment by the due date	<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 a student does not submit a final response to an assessment and:</p> <ul style="list-style-type: none">🚫 Contact by parent/carer has been made on the due date, a new date for completion of assessment will be negotiated🚫 No contact from parent/carer has been made, student work has been seen during the assessment preparation period, and this work will be used by teachers to make judgments. However, completion of the task could still be required🚫 No contact from parent/carer has been made and no student work has been seen during the assessment preparation period, 'Not-Rated' (NR) can be given. This should be in consultation with the Deputy Principal
Internal quality assurance processes	<p>Isis District State High School's quality management system ensures valid, accessible and reliable assessment of student achievement. This includes quality assurance of all assessment instruments using a range of moderation processes before and after assessment is given.</p>



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Managing Academic Misconduct

Isis District State High School is committed to supporting students to complete assessment and to submit work that is their own, and minimising opportunities for academic misconduct. There may be a situation when a student inappropriately and falsely demonstrates their learning. The following are some examples of academic misconduct along with the procedures for managing them:

	Types of misconduct	Procedures for managing academic misconduct
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 the body, clothing or any object brought into an assessment room 👤 communicates 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. 	<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 school 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> <p>For instances of academic misconduct during examinations</p> <p>Students will be awarded a Not-Rated (NR). Where appropriate, the school's Responsible Behaviour Plan will be implemented.</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. 	
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 an exam 👤 copies another student's work during an exam. 	
Disclosing or receiving information about an assessment	<p>A student:</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, prior to completing a response to an assessment 👤 makes any attempt to give or receive access to secure assessment materials. 	
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:</p> <ul style="list-style-type: none"> 👤 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 👤 completes a response to an assessment in place of another student. <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 creates work using generative AI tools without attribution (this may include text, audio or audiovisual material, figures, tables, design, images, information, or ideas).</p>	



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	Types of misconduct	Procedures for managing academic misconduct
	A student sources previous assessment responses to gain an unfair advantage.	
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 arranges for, or allows a tutor, parent/carer or any person in a supporting role to complete or contribute significantly to the response.	

In all circumstances of dispute of these arrangements, the School Principal will be the final arbiter.