

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 meet due dates by:

- publishing an assessment calendar early in Terms 1 and 3
- publishing check points and due dates

It is the student responsibility to:

- access due dates via the published assessment schedule
- plan and manage your time to meet due dates
- follow school processes to apply for extensions, variations and adjustments (called AARA in Years 11-12).

Submitting

Your assessment should be submitted:

- as a paper-based copy, physical product or performance, directly to the teacher in class unless another time is specified on the task sheet
- For Year 11-12 written components and scripts, through Safe Assign where specified on the task sheet .

It is your responsibility to:

- submit completed assessment on or before the due date
- submit assessment in the correct format
- submit assessment that demonstrates a serious response to the task.

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: Learning, Respect, Cooperation. If there is a problem, your teacher might ask you to change your choice of topic or text.

Monitoring

Your assessment task sheet will have one or more draft or checkpoint 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 might also 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 completed draft (or whatever your teacher has asked for) by the monitoring date or checkpoints

If you do not meet deadlines, your parent/carer will be contacted about your progress, usually with a progress letter sent, and you will be required to produce a draft in the lesson.

Drafting and feedback

Preparing a draft (or similar if it is a performance or project) is a very important part of completing assessment, and most assessment tasks will require you to do a draft, unless it is an unseen exam. The draft is where your teacher will give you feedback and guidance on the progress of your assessment. In years 11 and 12, 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 completed draft on or before the monitoring/check point date
- address and implement the feedback provided by your teacher and seek clarification on anything you do not understand.

Response length

Every assessment task will have a maximum word length or time limit for you to follow. This tells you how long your response should be.

It is your responsibility to:

- adhere to length/timing requirements as penalties may apply
- act upon your teacher's feedback about length and timing
- put an accurate word count or performance time on the front of your assessment piece (Years 10 -12) unless you submit through Safe Assign.

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 (Harvard).

For Years 11-12, you must ensure that you comply with the authentication strategies listed on the task sheet.

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

- you will have an opportunity to demonstrate that the work you have submitted/prepared is yours
- your result will be based on parts of your submission that can be identified as your work.

Extensions and adjustments to assessment

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

Some of the reasons you might require 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 evidence such as a medical certificate.
- eligibility for EALD support.

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

- unfamiliarity with the English language (Year 11/12 units 3 and 4)
- matters that could have been 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)
- technology failure of any kind (students are responsible for maintaining backups of work).

Some of the possible adjustments (called AARA in Year 11/12) 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
- an extra draft/dictionary access.

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

Years 7-10: apply to the curriculum HOD of the subject directly. In emergencies affecting multiple subjects, contact the Principal or a Deputy Principal or the Guidance Officer.

Years 11-12:

Adjustments – apply for AARA with supporting documentation through the Guidance Officer, Inclusion Coordinator or Deputy Principal. HODs or subject teachers will be consulted before decisions are made.

Extensions – Units 1 and 2 – apply for AARA with supporting documentation through the Guidance Officer, Student Support Services or Deputy Principal. Submit draft and/or complete test in addition to applying for AARA. Medical certificate for illness must be provided. . HODs or subject teachers will be consulted before final decisions are made.

Extensions – Units 3 and 4 – apply for AARA with supporting documentation through the Guidance Officer, Student Support Services or Deputy Principal. Submit draft and/or complete test in addition to applying for AARA. Medical documentation must either be completed on the QCAA template OR a medical certificate must provide all of the information listed on the QCAA template. HODs or subject teachers will be consulted before decisions are made. Because of timelines for submission of results for Year 11/12, Units 3 and 4, extensions may be of very limited duration eg 1-2 days.

In emergencies affecting multiple subjects, contact the Principal or a Deputy Principal or the Guidance Officer.

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.

You are expected to complete every piece of assessment in every unit to a satisfactory standard to achieve a subject result, unless you have an approved variation. For example, 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.

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 may 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 what they have seen before the due date, usually at monitoring. For Years 7-10 your teacher may ask you to complete the task in the next lesson. If your teacher has not seen any of your progress, you may receive a 'Not Rated' result. If you are a senior student (11-12) this can affect your QCE points and you should make an appointment with the Senior Schooling HOD, Deputy Principal or 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 11 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 during an exam.

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 receives 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.

In the case of exams, students will not be rated on any exam segments potentially affected by the academic misconduct. In Years 7 – 10, students may be asked to re-sit exams or complete alternative assessment. In cases where the impact is significant, the student’s entire response may be awarded a Not Rated (NR) result.

Frequently asked questions

The school has produced a series of frequently asked questions that consider a number of scenarios.