

# Runcorn State High School

## 2023 – Assessment Policy

Updated – June 2023



### Rationale

At Runcorn State High School assessment is used to:

- Promote, assist and improve learning;
- Inform teaching and learning;
- Provide information to students, parents and teachers about the progress and achievements of individual students;
- Provide information for the issuing of certificates of achievement (including the Queensland Certificate of Education).

All students are expected to participate fully by:

- Maintaining an attendance rate of at least 95%.
- Completing a course of study including all assessment work and examinations.
- Following school policy and procedures in relation to attendance and submitting assessment.

This policy is to inform students, parents and teachers of the key principles around assessment and assessment requirements at Runcorn State High School. It is designed to ensure that there is consistency in assessment procedures in all subject areas across Years 7 to 12 and that all students are treated equitably. This document is aligned to Queensland Curriculum and Assessment Authority (QCAA) policies. For relevant Legislation and Policies, please refer Appendix A.

All assessment tasks are designed to meet the following principles:

1. Validity – the extent to which an assessment accurately measures what it is intended to measure.
2. Accessibility – the extent to which the assessment provides all students with a clear understanding of how to demonstrate their learning.
3. Reliability – the extent to which an assessment will produce the same consistent result.

<https://www.qcaa.qld.edu.au/k-12-policies/student-assessment/understanding-assessment/attributes-quality-assessment>

For definitions of Assessment Tasks, please refer Appendix B

### Course Planners

Runcorn State High School publishes course assessment planners for each subject at the commencement of each semester. These are available for students and their parents/carers to access via the student's OneSchool account at any time. Whilst every effort is made to ensure that these documents are accurate when published, minor changes to assessment due dates may be required due to unforeseen interruptions to learning time. Teachers will advise students of any changes to

assessment dates required and amendments will be published as necessary. Senior Students studying General subjects from 2020 can check the QCAA for their published external examination timetable.

### *Procedures for Examinations*

Students will be notified via classroom teachers and the published Assessment Planner of examinations for each of their subjects at the beginning of each Unit. Students and families should therefore avoid making appointments that clash with examination dates.

- Students will be informed of what items they are permitted to bring into an exam room.
- Talking is not permitted during examinations. Students wishing to speak to a supervisor are asked to raise their hand and wait for a supervisor to assist them.
- Students are not permitted to leave the exam room until the session is completed.
- More specific instructions will be given to students at the time of the exam.
- All mobile phones will be handed to the teacher at the beginning of the exam session.
- Smart watches are not permitted to be worn during exams.

#### 1. Missed Internal Examinations:

Students who are absent on the day of an exam must ensure that their absence is acceptable and the required documentation is provided to the teacher on return to school.

Acceptable Reasons for Absence	Evidence Required	Action Required
Illness	Medical certificate for the exam date (All year levels)	Parent / carer contacts school on the date of exam to advise of illness. Immediately upon return to school, student to provide a copy of the medical certificate or supporting documentation and negotiate alternative exam time with teacher/HOD. <b>HOD to complete Application for Variation to Assessment – alternative exam date.</b>
Funeral or Bereavement	Contact from parent / carer prior to exam date	Student to negotiate alternative exam time with teacher/HOD as close to exam date as possible. <b>HOD to complete Application for Variation to Assessment – alternative exam date.</b>
Undergoing Medical Procedure	Medical certificate for the exam date	Student to complete an <b>Application for Variation to Assessment</b> and submit for approval <i>at least one week</i> prior to exam date.
Selection in Regional / State / National Sporting Team	Written evidence of selection	Student to complete an <b>Application for Variation to Assessment</b> and submit for approval <i>at least one week</i> prior to exam date.
School-based Apprenticeship or Traineeship / TAFE	Nil	Student to complete an <b>Application for Variation to Assessment</b> and submit for approval <i>at least one week</i> prior to exam date.

## 2. Consequences for Unacceptable Non-attendance at Internal Examinations

Reasons that are considered unacceptable for missing an exam include:

- Unexplained absences;
- Unjustified/Truancing;
- Non-urgent appointments e.g. dental check-ups, sitting a driver's licence test;
- Family holiday (unless approved by the Principal, refer Table 1).

If students are absent from an exam for an **unacceptable reason or without required evidence**, this will be considered a refusal to participate in the program of instruction.

- a. Class teacher to record behaviour incident on OneSchool using *Refusal to participate in program of instruction* category. Curriculum HOD (and Case Manager if applicable) to be referred in on OneSchool incident. Class teacher to contact parent (phone call or email). OneSchool contact and referral to be completed within 24 hours of exam date.
- b. For examinations over two consecutive sessions, class teacher to contact home and behaviour referral to be made after each missed session.
- c. If student provides supporting evidence of approved absence on return to school, the HOD is to delete the behaviour record from OneSchool.

Student is to complete the Internal Examination on their first day of return from absence.

## 3. Advance Notice (refer Table A):

- For external family travel, submit information via email to the Principal [the.principal@runcornshs.eq.edu.au](mailto:the.principal@runcornshs.eq.edu.au)
- Students and/or Parents must inform the school of unavoidable impending absence as soon as they become aware of it.
- Complete an **Application for Variation to Assessment** and submit for approval. Documentary evidence may be required.
- If approved, the student will be allowed to complete the assessment. A comparable assessment piece may be required as outlined in the relevant subject Syllabi.
- For unapproved absences, students will not have an opportunity to reschedule examinations and, therefore may not be credited with completing course requirements.

## 4. Unforeseen Circumstances (refer Table A):

- Should a student be absent on the day of an examination, the school must be notified as soon as possible.
- For approved absences, the relevant Curriculum HOD may reschedule examinations in consultation with the classroom teacher.

**Table A – Absence for Internal Examination**

ADVANCED NOTICE	UNFORESEEN CIRCUMSTANCES
<p>1. Parent /Carer notifies the school in advance of known and unavoidable absence. For example, undergoing medical procedure, selection in regional/state/national sporting team. Provides documentary evidence for the student to support absence.</p> <p>2. Student advises their teacher as soon as they become aware of the absence.</p> <p style="text-align: center;"></p> <p style="text-align: center;">Complete Application for <b>Variation to Assessment form</b> at earliest opportunity and attach documentary evidence.</p> <p style="text-align: center;">Submit the completed form to Administration or email to <a href="mailto:assessment@runcornshs.eq.edu.au">assessment@runcornshs.eq.edu.au</a></p> <p style="text-align: center;"></p> <p style="text-align: center;">Faculty HOD advises student of alternate arrangements as soon as possible.</p> <p style="text-align: center;"></p> <p style="text-align: center;">Student will complete exam under supervised conditions (Time &amp; date to be set by Faculty HOD /Teacher)</p> <p style="text-align: center;">External Examinations - QCAA will advise result of AARA application.</p>	<p>Sickness on the day, major family emergency, eg serious ill health of close relative, bereavement, other extenuating circumstances (misadventure).</p> <p>Parent/carer advises Administration of absence on 3323 1603</p> <p style="text-align: center;"></p> <p style="text-align: center;"><b>ON SAME DAY OF EXAM</b> Notify Faculty HOD via email at <a href="mailto:assessment@runcornshs.eq.edu.au">assessment@runcornshs.eq.edu.au</a></p> <p style="text-align: center;">Include in email: Student name, grade, teacher name and subject.</p> <p style="text-align: center;"></p> <p style="text-align: center;"><b>ON SAME DAY OF EXAM</b> Students/Carers MUST complete the Variation to Assessment Form and submit to administration.</p> <p style="text-align: center;"></p> <p style="text-align: center;">Student will complete exam under supervised conditions <b>immediately on return to school.</b></p> <p style="text-align: center;">External Examinations - QCAA will advise result of AARA application</p>
Entered onto One School in Contacts.	Entered onto One School in Contacts.
EXTENDED FAMILY TRAVEL	Submit email to Principal - <a href="mailto:the.principal@runcornshs.edu.au">the.principal@runcornshs.edu.au</a>
<b>Non Compliance with Assessment Policy Procedures – Referred to Faculty HOD</b>	

**5. Students on External Suspension:**

- Students on suspension, at the discretion of the appropriate Year Level Deputy Principal and in consultation with the relevant HOD/s, will be provided the opportunity to complete any examination as scheduled during their suspension period. The Year Level Deputy Principal will liaise with parents/caregivers to arrange a suitable time. Students must do their assessment under supervision in a location approved by the Deputy Principal, eg Administration Building.

## *Procedures for Other Assessment Tasks*

Assessment Tasks are to be submitted on the due date as stated on the Assessment Task Sheet provided by the class teacher, unless Access Arrangements and Reasonable Adjustments (AARA) have been put in place. All assessment due dates are final. Any extensions or requests for changes to a due date of an assessment task must be made through the relevant Head of Department, Deputy Principal or Guidance Officer. Once the AARA extension is approved, classroom teachers and Heads of Department will negotiate a new due date with the student.

Assessment can be written, spoken or may take other forms (eg. video, artwork, performance or furnishing product). All drafts are due for submission in the lesson for that subject on the due date. Students are to submit drafts to their teachers by the end of the lesson in either hardcopy or electronic format as specified on the Assessment Task Sheet provided by the teacher. It is compulsory for students to submit drafts for feedback as this allows teachers to track the development of student work and authenticate the validity of the work submitted. Students will have a minimum of 3 days between receiving their drafts back and final submission, providing drafting deadlines have been met.

Final submissions for written assessment are due to teachers by 3pm on the due date as stated on the Assessment Task Sheet provided by the teacher. Students must submit a hard copy of the assessment with the task sheet attached AND submit an electronic copy as per the instructions on the Assessment Task Sheet. Electronic written assessment must be submitted in a word .doc file format. Electronic copies will be scanned through academic integrity software to check for plagiarism, academic misconduct and/or word count. Non-written components (besides in class spoken/performance) must be directly given to the class teacher by 3pm on the due date as well. Spoken and performance tasks will be due in class time, as directed by the class teacher.

If a student wishes to apply for an extension, it must be submitted where possible, 3 days prior to the assessment task due date. To apply for extension, complete an ***Application for Variation to Assessment*** Form and submit to the school. Documentation of circumstances must be provided. Extensions for extended family travel must be applied for through the Principal: [the.principal@runcornshs.edu.au](mailto:the.principal@runcornshs.edu.au)

### **Table B – Extensions before Due Date**

ALL OTHER CIRCUMSTANCES
Complete <b><i>Application for Variation to Assessment form</i></b> and attach documentary evidence. Submit to the Administration or email to <a href="mailto:assessment@runcornshs.eq.edu.au">assessment@runcornshs.eq.edu.au</a>

Guidance Officer / Deputy/ Faculty HOD advises classroom teacher and student of alternate arrangements.

Extension is recorded in One School under Contacts.
Submit email to Principal <a href="mailto:the.principal@runcornshs.edu.au">the.principal@runcornshs.edu.au</a>

## Table C - Absence on the Due Date of an Assessment Task/Draft

If a student is absent on the due date because of illness or special circumstances.

Parent/carer advises Administration of absence on 3323 1603 <b>AND</b> Student emails the assessment task to <a href="mailto:assessment@runcornshs.eq.edu.au">assessment@runcornshs.eq.edu.au</a> Email to be sent by 3pm for final submission or by the end of the lesson it is due for drafts. Include in email: Student name, grade, teacher name and subject.	
<p>Assessment task <b>submitted on due date.</b></p> <p style="text-align: center;"></p> <p>All task sheets and drafts to be handed in on first day back to school to classroom teacher.</p>	<p><b>Unable to submit</b> assessment task via email on due date.</p> <p>Call school on 3323 1603 to record acknowledgement of assessment due and provide reason. Preferably speak with the Deputy Principal.</p> <p style="text-align: center;"></p> <p>Student submits the assessment task to teacher on <b>first day back at school or via the negotiated outcome.</b></p> <p>Attach evidence – medical certificate as well as completing the <b><i>Application for Variation to Assessment Form.</i></b></p>

## Consequences for Unacceptable Non-Submission of Other Assessment Tasks

Student achievement will be assessed based on:

- The most recent draft or work sample submitted by the student prior to the due date.
- If no draft or work sample available, student to complete work during lunch break/after school under HOD or teacher supervision.
- Teacher judgement of observations prior to the due date for performances and practical observations.

The classroom teacher will notify parents/carers of non-submission of assessment and a behaviour incident will be recorded on OneSchool.

For Year 11 and 12 students, Year Level Deputy Principal may issue a Stage One Cancellation letter to a student and begin the Cancellation of Enrolment process if deemed appropriate.

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## *Access Arrangements and Reasonable Adjustments (AARA)*

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Runcorn State High School and the QCAA recognise that some students have disability and/or medical conditions that may make them eligible for AARA 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. AARA 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.

Schools make decisions about AARA for students in Year 11 completing Units 1 and 2. They ensure that for Applied (Essential) and General subjects the AARA implemented for an eligible student for assessment in Units 1 and 2 are aligned to those that are available for summative assessment in Units 3 and 4. The provision of AARA for assessment in Units 1 and 2 by a school is not a guarantee that students will be provided with the same access or the same adjustments for assessment in Unit 3 and 4.

### **Years 7 – 10**

AARA may apply to any student with specific educational needs. Assessment criteria and standards are not modified, the intent and rigour of the Australian Curriculum is maintained.

In making a decision about access arrangements and reasonable adjustments, the school will consider what adjustments to assessment conditions are reasonable in the circumstance. Often students require adjustment to the form of presentation of an assessment instrument and their response to it. The method of transmission of information about the assessment and the way the student presents evidence of their knowledge and skills may be adapted.

### **Years 11 & 12**

#### **1. Long-term conditions that are unlikely to improve over time:**

- Except in exceptional circumstances and with the prior written agreement of the QCAA, for long-term conditions when the student is not covered by current Education Adjustment Program (EAP) verification or equivalent, medical documentation must be dated no earlier than 1 January of the year of the student's Year 10 enrolment. This means that from the perspective of their Year 12 external assessment schedule, the maximum age of supporting medical documentation allowable is two years and 10 months.

#### **2. Short-term conditions or temporary injuries**

- Short-term conditions may improve or deteriorate over time depending on a range of influences and factors. Except in exceptional circumstances and with the prior written agreement of the QCAA, supporting medical documentation for short-term conditions or temporary injuries, including mental health conditions such as anxiety and depression, must be dated:
  - for internal assessment, no earlier than six months prior to the relevant Units 3 or 4 assessment event for General and Applied subjects
  - for external assessment, no earlier than 1 April of the assessment year.

*Refer to Table on page 2*

### 3. Variation to Examination Date

Students can apply for a variation to an examination date if they are aware in advance of an unavoidable absence on an examination day. The variation of exam date must be arranged through the appropriate Head of Department (HOD), prior to the due date via the ***Application for Variation to Assessment*** form.

A variation to an examination date can only be granted and approved by the Curriculum HOD with a valid reason.

A variation to an examination date will only be granted in cases of advance notice for approved absences including but not limited to:

- a. Funeral or Bereavement
- b. Undergoing Medical Procedure
- c. Selection in Regional / State / National Sporting Team
- d. School-based Apprenticeship or Traineeship / TAFE

Each case will be considered on its merit and a decision made in consultation with Administration (if required).

### 4. Extensions

Consideration for extensions must be arranged through the appropriate Curriculum Head of Department (HOD), Deputy Principal, or Guidance Officer via the ***Application for Variation to Assessment*** form.

An extension can only be granted and approved with a valid reason. An extension of time to complete an assessment task will be granted under the following conditions:

- a. In cases of genuine prolonged illness or exceptional circumstances.
- b. Parents/caregivers who believe that their student has a case for an extension of time and who apply to the school prior to the due date to discuss relevant circumstances.
- c. Each case will be considered on its merit and a decision made in consultation with Administration (if required).

It is not school policy to allow extensions beyond the due date; however, extensions may be given in some circumstances to students who:

- Are suffering from a chronic illness with medical certificates as evidence.
- Have an extenuating family situation that has been discussed with a Deputy Principal or Guidance Officer.
- Enrolled in the school / subject late and missed some of the drafting time.

Extensions may not be granted to students who have not met deadlines for check-ins or drafts for the assessment item. This will be a consideration when determining whether a student will be granted an extension due to a lost or corrupted USB or other technology difficulty.

**Note:** It is the student's responsibility to ensure they have multiple backups of assessment items e.g. USB, stored on school computer or a cloud and emailed to themselves.

## 5. Exemptions

In rare situations, students may be exempted from completing an assessment task. An exemption may be appropriate where a student has missed an assessment instrument due to illness or because of some other legitimate absence, and completing the assessment would place an unreasonable burden on the student. Exemption is not an option where reasonable adjustment is appropriate i.e. removing barriers to a student's access to learning and assessment opportunities.

An exemption can only be allowed when there is sufficient alternative evidence on which to make a judgment about an exit level of achievement without the student having to complete a particular assessment instrument.

Consideration for exemptions must be arranged through the appropriate Deputy Principal using the ***Application for Variation to Assessment*** form.

## 6. Illness and Misadventure

Illness and misadventure provides for students whose ability to attend, or performance in, summative internal or external assessment was adversely affected by an unexpected event. Illness and misadventure can affect a single student or a group of students.

The following guidelines apply for illness and misadventure:

- A student who has been approved for AARAs in years 11 and 12 is not eligible to apply for illness and misadventure consideration for the same condition, unless it can be demonstrated through evidence that a significant deterioration or complication of the condition occurred which diminished the student's performance in assessment.
- The condition or situation must be unforeseen and beyond the student's control. An adverse effect must be demonstrated.
- The condition or situation cannot be of the student's own choosing or that of their parents/carers, such as a family holiday.
- Misreading an external assessment timetable is not adequate grounds to submit an application for AARA or illness and misadventure.

## 7. Supporting documentation for illness and misadventure — internal and external assessment

To make an informed decision about an illness and misadventure application, the QCAA require a report that includes the following details:

- Diagnosed illness, condition or event;

- Date of diagnosis, onset or occurrence;
- Symptoms, treatment or course of action related to the condition or event;
- Explanation of the probable effect of the illness, condition or event on the student participating in the assessment;
- For non-medical claims, written evidence from a relevant independent professional or other independent third party.

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## *Academic Integrity & Academic Misconduct*

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Runcorn State High School and the QCAA promote academic integrity. Academic integrity is how a person approaches their academic responsibilities in an honest, moral and ethical way. Teachers, parents/carers and others who support students in their learning must adhere to the guidelines for academic integrity.

Plagiarism and cheating involves the copying of another person’s ideas, text, or other creative work and presenting it as one’s own, and will not be tolerated. Examples of plagiarism include:

- Copying or closely paraphrasing sentences or paragraphs.
- Copying ideas, concepts, designs, sounds, images, music, scripts, research data mathematical workings etc.
- Copying or adapting another student’s work.
- “Cutting and pasting” statements gathered from a variety of sources.
- Submitting work produced by someone else on the student’s behalf.

### 1. Types of Academic Misconduct defined by the QCAA

Academic misconduct incorporates a broad range of behaviours in which students inappropriately and falsely demonstrate their learning. Academic misconduct may be considered along a continuum of breaches that range in the significance of misconduct and intent.

Type of Misconduct	Examples
<b>Cheating while under supervised conditions</b>	<ul style="list-style-type: none"> <li>▪ beginning to write during perusal time or continuing to write after the instruction to stop work is given</li> <li>▪ using unauthorised equipment or materials</li> <li>▪ having any notation written on the body, clothing or any object brought into an assessment room</li> <li>▪ 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</li> </ul>
<b>Collusion</b>	<ul style="list-style-type: none"> <li>▪ 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)</li> <li>▪ assisting another student to commit an act of academic misconduct</li> </ul>

<b>Contract cheating / significant contribution of help</b>	<ul style="list-style-type: none"> <li>▪ asking for help on an assessment item from a tutor or a person in a similar supporting role that results in the tutor/other person completing or significantly contributing to the response</li> <li>▪ paying for someone or a service to complete a response to an assessment.</li> </ul>
<b>Copying work</b>	<ul style="list-style-type: none"> <li>▪ deliberately or knowingly making it possible for another student to copy responses</li> <li>▪ looking at another student's work</li> </ul>
<b>Disclosing or receiving information about an assessment</b>	<ul style="list-style-type: none"> <li>▪ giving or accessing unauthorised information such as the answers to an examination prior to completing a response to an assessment</li> <li>▪ making any attempt to give or receive access to secure assessment materials</li> </ul>
<b>Fabricating</b>	<ul style="list-style-type: none"> <li>▪ inventing or exaggerating data</li> <li>▪ listing incorrect or fictitious references</li> </ul>
<b>Impersonation</b>	<ul style="list-style-type: none"> <li>▪ allowing another person to complete a response to an assessment in place of the student</li> </ul>
<b>Misconduct during an examination</b>	<ul style="list-style-type: none"> <li>▪ distracting and disrupting others in an assessment room</li> </ul>
<b>Plagiarism or lack of referencing</b>	<ul style="list-style-type: none"> <li>▪ completely or partially copying or altering another person's work without attribution (another person's work may include text, audio visual material, figures, tables, images or information)</li> </ul>
<b>Self-plagiarism</b>	<ul style="list-style-type: none"> <li>▪ duplicating work or part of work already submitted as a response to an assessment</li> </ul>

## 2. Consequences for Plagiarism and/or Cheating

**Academic consequences for students caught plagiarising include:** Students will be given credit only on their own work or student may be required to re-do the assessment piece (conditions and setting at school's discretion).

**Behavioural consequences for academic cheating and plagiarism** are described in the Code of Conduct for Students, which state students caught cheating or plagiarising can expect to be given detention(s) or suspension for their behaviour.

- a. Teacher to record behaviour incident on OneSchool and refer to Curriculum HOD for action.
- b. HOD to follow up incident and make contact home to inform parent/guardian. This is to be recorded on OneSchool.
- c. Consequences as outlined above are issued.

## 3. Patterns of Non-submission

Classroom teachers and Curriculum HODs will identify non-submission in their subject by recording instances of non-submission as a behaviour incident on OneSchool.

Students identified by either the Junior (7 - 8), Transition (9-10) or Senior (10 – 12) Head of Department as having a pattern of non-submission will be referred for case management.

- a. The Year Level HOD/OWL/Deputy Principal will request an interview with the student and/or parent to develop a plan of support.
- b. Student progress will be monitored by the relevant Sub-School HOD
- c. Senior Schooling Deputy Principal may issue a Stage One Warning of Cancellation to a student if deemed appropriate. This is the first step in the Cancellation of Enrolment process.

- d. The student may not be permitted to represent the school in a range of activities as per the Representation Policy.

#### 4. Artificial Intelligence (AI)

It is imperative that any use of AI is acknowledged by the student at the checkpoint/drafting stage by clearly outlining how it has been used to assist learning. Its output (including paraphrasing) must not be used directly in the student response to ensure the preservation of academic integrity and avoidance of instances of plagiarism.

Satisfactory uses for AI by students include:

- Research
- Task comprehension

Students are provided with checkpoints and/or drafts to demonstrate the development of their response and its authenticity over time. Student work that contains suspected evidence of using AI to demonstrate learning on their behalf (at the final submission stage) will be provided with a further opportunity to authenticate their response. These opportunities include:

- Student-teacher conferencing
- Questions about the task or the student response
- Further stimulus for the student to demonstrate understanding
- The use of version history from the Office 365 Applications

The onus is on the student to be able to demonstrate authentic development of their response over time. In cases where students are unable to provide sufficient evidence of the authenticity of their response, suspected sections of their work will be removed from the assessment with the remaining portions contributing to their summative result for the task.

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### *Response Length*

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In developing a response to an assessment instrument, students are required to meet the conditions outlined in the syllabus. One of these conditions is the response length.

Syllabuses describe assessment techniques and conditions for each assessment technique. All assessment instruments indicate the required length of a response as a word length, duration of time, or page count to match syllabus requirements. This information is provided to:

- Indicate the scope and scale of the response required
- Ensure equity of conditions for all students
- Support students to develop skills in managing the length, scope and scale of their responses appropriately
- Ensure that internal assessments developed for General, General (Extension) and Applied (Essential) subjects meet the requirements for endorsement
- Ensure that internal assessments developed for Applied subjects allow students to demonstrate the syllabus objectives across the range of standards and match the conditions described in the syllabus.

#### **Strategies for managing response length**

##### **Before the assessment is submitted**

Teachers proactively support students to meet the syllabus requirements for the response length indicated in the assessment conditions when they:

- Develop valid assessment instruments of suitable scope and scale

- Implement teaching and learning strategies so students can learn effective skills to use when responding to assessment instruments e.g.
- Provide examples of assessment responses within the required response length (word length, duration of time or page count)
- Explicitly model how to create a draft and edit a response to an assessment in the required mode
- Provide students with feedback at checkpoints and on the draft if the response does not match the required length
- Give advice to students about how to develop ideas and synthesise information relevant to the task and objectives being assessed to meet the assessment conditions.

### After assessment is submitted

#### Exams:

- Teachers will mark only the evidence in the student response that meets the assessment conditions for response length, excluding evidence outside the required length. They will do this by redacting the section of the response which immediately follows the response length being reached.

#### Assignments:

- Teachers will allow a student to redact a response to meet the required length before a judgment is made on the evidence in the student response.
- This must be done within 48 hours of the assessment being submitted.
- Students will not know this will occur until the teacher informs them – they will then be given 15 minutes to redact sections of their choosing until the word limit is no longer exceeded.
- Teachers annotate the student response to indicate the evidence used to determine the result.

### Determining word length of a response

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

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

Determining word length and page count of a written response		
	Word Length	Page Count
<b>Inclusions</b>	<ul style="list-style-type: none"> <li>• all words in the text of the response</li> <li>• title, headings and subheadings</li> <li>• tables, figures, maps and diagrams containing information other than raw or processed data</li> <li>• quotations</li> <li>• footnotes and endnotes (unless used for bibliographical purposes)</li> </ul>	<ul style="list-style-type: none"> <li>• all pages that are used as evidence when marking a response</li> </ul>

<b>Exclusions</b>	<ul style="list-style-type: none"> <li>• title pages</li> <li>• contents pages</li> <li>• abstract</li> <li>• visual elements associated with the genre*</li> <li>• numbers, symbols, equations and calculations</li> <li>• raw or processed data in tables, figures and diagrams</li> <li>• bibliography</li> <li>• reference list</li> <li>• appendixes**</li> <li>• page numbers</li> <li>• in-text citations</li> </ul>	<ul style="list-style-type: none"> <li>• title pages</li> <li>• contents pages</li> <li>• abstract</li> <li>• bibliography/reference list</li> <li>• reference list</li> <li>• appendixes**</li> <li>• blank pages</li> </ul>
<p>*For example, by-lines, banners, captions and call-outs used in genre-related written responses.  ** Appendixes should contain only supplementary material that will not be directly used as evidence when marking the response.</p>		

#### Students:

- Develop a response that meets the conditions of the assessment
- Respond to feedback about the length of their response
- Document the length of their response in the measurement indicated in the syllabus: either a word length, duration of time, or page count.
- Submit their assessment digitally (excluding written exams).

#### Teachers:

- Determine word length of student responses using available information. This includes:
  - Student's stated word count.
  - Using word count for digital submissions.
  - Using average words per line and multiplying by number of lines for written submissions.
- Following above policy for after assessment is submitted if required response length is exceeded.

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## *Appendices*

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### Appendix A – Legislation and Policies

#### Relevance to related Legislation and DoE Policy Legislation

- Education (General Provisions) Act 2006
- Education (General Provisions) Regulation 2006
- Education (Queensland Curriculum and Assessment Authority) Act 2014
- Education (Queensland Curriculum and Assessment Authority) Regulation 2014
- Disability Discrimination Act 1992

- Anti-Discrimination Act 1991
- Disability Standards for Education 2005

**Relevant policy**

- QCE & QCIA Policy and Procedures Handbook 2019 v1.1
- Every student succeeding: State Schools Strategy 2018–2022
- P-12 curriculum, assessment and reporting framework, revised September 2018

## Appendix B – Types of Assessment Tasks

Assessment Techniques	Purpose
<b>Examination</b>	An examination is a supervised test that assesses the application of a range of cognitions to one or more provided items such as questions, scenarios, and/or problems. Student responses must be completed individually, under supervised conditions, and in a set timeframe.
<b>Extended response</b>	An extended response is an open-ended assessment technique that focuses on the interpretation, analysis, examination and/or evaluation of ideas and information in response to a particular situation or stimulus. While students may undertake some research when writing the extended response, it is not the focus of this technique. An extended response occurs over an extended and defined period of time.
<b>Investigation</b>	An investigation requires students to research a specific problem, question, issue, design challenge or hypothesis through the collection, analysis and synthesis of primary and/or secondary data. An investigation uses research or investigative practices to assess a range of cognitions in a particular context. An investigation occurs over an extended and defined period of time.
<b>Performance</b>	A performance is an assessment technique that requires students to demonstrate a range of cognitive, technical, creative and/or expressive skills, and to apply theoretical and conceptual understandings through the psychomotor domain. It involves student application of identified skills when responding to a task that involves solving a problem, providing a solution or conveying meaning or intent. A performance is developed over an extended and defined period of time.
<b>Product</b>	A product is an assessment technique that focuses on the output or result of a process requiring the application of a range of cognitive, physical, technical, creative and/or expressive skills, and theoretical and conceptual understandings. A product is developed over an extended and defined period of time.
<b>Project</b>	A project is an assessment technique that focuses on a problem-solving process requiring the application of a range of cognitive, technical and creative skills and theoretical understandings. The response is a coherent work that documents the iterative process undertaken to develop a solution to a problem and includes written paragraphs and annotations, diagrams, sketches, drawings, photographs, video, spoken presentations, physical prototypes and/or models. A project is developed over an extended and defined period of time.