

ASSESSMENT POLICY

KEEBRA PARK
STATE HIGH SCHOOL

Updated as at August 2020



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Rationale

An assessment policy ensures that the conditions under which assessment items are completed (e.g. the due date, the word/time limit, submission requirements etc.) allow all students to demonstrate their skills and knowledge under fair and equitable conditions.

Purpose of the Assessment Policy

Keebra Park State High School's policy:

- Informs students, parents and teachers of the key principles around assessment requirements at Keebra Park State High School
- Ensures consistency of practice in the application of assessment conditions and treatment of assessment issues.

What is Assessment?

Assessment is the purposeful and systematic collection of information about students' achievements. It is:

Either

- Formative (the use of day-to-day, often informal, assessments to explore students' understanding)

OR

- Summative which evaluates student learning, skill acquisition, and academic achievement at the conclusion of a defined instructional period—typically at the end of a project, unit, course, semester, program, or school year.

And either

- Internal (designed and administered at the school site)

OR

- External (designed by QCAA and administered at the school site – Year 12).



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Purposes of Assessment

Assessment information has multiple purposes, including:

Feedback to teachers, such as:

- diagnostic evidence of students' strengths, ways of learning, areas of development, the depth of their knowledge, and their conceptual understandings, which informs the teacher, so they know what students can do, and what subsequent teaching is required to progress student learning.
- identification of students' learning needs across a range and balance of assessments that enhances teachers' ability to establish where students are in their learning and to help them attain higher levels of performance.

Feedback to students and parents/carers that gives:

- clear, specific, meaningful and timely feedback, allowing reflection on the learning process and collaboration to support future learning and development;
- evidence of student learning and advice for further progress, underpinning the provision of meaningful reports/statements to parents/carers and others;
- development of lifelong learners by enabling students to identify and reflect on the progress they are making, which is crucial to building self-evaluation, self-efficacy and self-responsibility for in-depth and long-term learning;
- refinement of quality teaching, by supporting teacher reflection and professional learning;
- provision of information for certification (Year 11 and 12);
- measurement and evaluation of policies, programs, interventions and teaching strategies to provide better understanding of student achievement and growth.

Assessment Principles

Keebra Park State High School aims to implement assessment, which is:

- aligned
- equitable
- evidence based
- ongoing
- transparent
- informative



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Assessment Types

SENIOR SCHOOL (Internal/Common Internal and External)	
Year 11 Internal Assessment – Unit 1&2	Year 12 Common Internal Assessment – Unit 3
<p>Internal Assessment may include:</p> <ul style="list-style-type: none"> • examinations; • extended responses; • investigations; • performances; • products; • projects. <p>Internal assessment (Formative Internal Assessment - F.I.A) is developed, administered and marked by the school for Units 1 & 2. This assessment is endorsed by Queensland Curriculum and Assessment Authority (QCAA) for Applied and Essential Courses. <u>Submission of Assignments (Extended Responses, Investigations, Products, Projects, Collections of Work):</u></p>	<p>There is a common internal assessment (CIA) for Essential English and Essential Mathematics. The CIA is summative internal assessment 2, which is outlined in both syllabuses in Unit 3. The CIA is developed by QCAA and administered and marked internally by the school.</p>
	Year 12 External Assessment – Unit 3&4 pair
	<p>External assessment is developed by QCAA for all General subjects. All external assessment for General subjects is summative and may contribute to a Queensland Certificate of Education (QCE) and Australian Tertiary Admission Rank (ATAR) calculation. Applied subjects do not include external assessment.</p> <p><u>External Assessment is:</u></p> <ul style="list-style-type: none"> • an examination held at the end of the course of study; • common to all schools; • administered by schools under the same conditions at the same time and on the same day; • marked by QCAA according to a commonly applied marking scheme. <p>The subject matter and conditions for external assessment are determined by the QCAA and based on the relevant General syllabus.</p> <p>External assessment contributes 25% of the overall subject result in most senior subjects and generally assesses Unit 4 of the syllabus. In Mathematics and Science subjects, external assessment contributes 50% of the overall subject result and assesses Units 3 and 4.</p>
Year 12 Internal Assessment – Unit 3&4	
<p>Students complete three pieces of summative assessment that can contribute towards a ATAR. These must all be submitted for students to receive a result for the subject.</p>	





JUNIOR and MIDDLE SCHOOL

Years 7-10

Internal Assessment may include:

- examinations;
- extended responses;
- investigations;
- performances;
- products;
- projects.

General Responsibilities Year 7 – 12

Students:

- Use a diary planner to record notified checkpoints, draft and final due dates of assessment and plan for this within personal study schedule;
- Communicate in a timely manner if difficulties arise that require negotiated personal deadlines or extensions;
- Students with a disability access their Case Manager and engage with Teacher Aide for assessment support when provided and required;
- Ensure correct academic conduct for classwork and assessment;
- Meets all specific assessment requirements for 'Exams and Assignments as outlined in the sections below'.

Teachers:

- Take reasonable steps to ensure that each student's work is their own across a range of conditions, particularly when students have access to electronic resources, when they are preparing responses to collaborative tasks, and when they have access to others' ideas and work;
- Collect evidence of the authenticity of student responses;
- Ensure assessment decisions are fair and equitable for all students;
- Implement strategies to ensure authentication of student work.

Parents:

- Support the efforts of teachers and students to authenticate student responses;
- Encourage student to approach their academic responsibilities in an honest, moral and ethical way.

Gathering evidence of student achievement

Schools are responsible for gathering evidence of student achievement on or before the due date for internal assessment instruments in all subjects for all units. The following guidelines do not apply to situations when a student is eligible for AARA (Year 11 and 12) , see school AARA policy - [Access arrangements and reasonable adjustments \(AARA\)](#). Teachers provide points of monitoring, support and intervention to prevent the non-submission of a response to assessment.



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Ways to gather evidence about student achievement on or before the assessment is due may include:

- class work;
- formative assessment;
- drafts;
- rehearsal notes;
- photographs of work;
- documented teacher observations.

Non-submission of a student response

When a student does not submit a response to an assessment instrument on or before the due date set by the school, a result should be awarded using any evidence from the preparation of the response that is available on or before the due date, e.g. class work, a draft, rehearsal notes, photographs of student work, teacher observations. If a student is eligible for AARA (Year 11 and 12) and an extension of time is granted, this becomes the new due date for this student. It is not appropriate to award a lower result, mark or standard as a penalty for late or non-submission, as evidence is to be matched to the relevant syllabus marking guides or standards.

Year 11 and 12

- For Applied subjects, an E cannot be awarded when there is no evidence for that standard.
- For General and General (Extension) subjects, a mark of zero for the internal assessment instrument cannot be allocated if there is no evidence.
- For Short Courses, an E cannot be awarded when there is no evidence for that grade.
- In all these cases, the only result that can be awarded is Not-Rated (NR).

Year 7 – 10

- The only result that can be awarded for late or non-submission (when there is no draft or evidence) is Not-Rated (NR).

Assignments

DRAFTS

Definition:

A draft is a preliminary version of a student's response to an assessment. A quality draft is a response that is nearing completion. Drafts can also be used to authenticate student work. They are an essential part of the feedback cycle and allows both the student and the teacher to gauge the progress of learning that has occurred prior to final assessment. Drafts will be used as evidence of student achievement and awarded a grade, if the final version is not submitted on, or before, the due date.

RESPONSIBILITIES

Students:

- Complete and submit drafts and final assessment tasks on or before the due date and to a satisfactory standard according to assessment instructions (electronic or hard copy as per task sheet and/or teacher instruction). If submitting in hard copy, the task sheet should be securely attached.



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- Submit only one draft per assessment task to ensure that quality feedback on quality evidence occurs.
- Submit the assignment to the teacher in class (if you have a class on the due date). If you wish to continue working on the assignment that day, you must submit an updated copy by 3pm (see next point for procedure).
- Where the subject/class is not scheduled on the due date, assignments will be due by 3pm and must be a) handed directly to the teacher b) submitted to the Administration Office where a receipt will be issued or c) emailed to the teacher.
- Absent from school on the day of their assessment are still expected to contact their teacher and submit their work either by email or drop off by a friend or relative and this must be done before the Administration Office closes at 3pm.
- Unavoidably absent from school on the day of their exam, practical or oral assessment, due to illness, misadventure or other unforeseen circumstances are required to contact their teacher as soon as practical and to submit appropriate supporting documentation to the relevant curriculum Head of Department.
- Absent on the day of assessment with Principal approval (i.e. approved to play representative sport or other Principal approved reason) must submit the assessment on or before the due date. In the case of an exam the student will be required to sit a comparable exam.
- Ensure all assessment tasks submitted are the original work of the student and cited work is referenced using the APA/Harvard system (provide a bibliography as per task requirements).
- Draft assignments and keep copies of their drafts (e.g. saving drafts as "Version 1", "Version 2" etc. Students may be required to provide documentation of the drafting progress (e.g. planning, research notes, drafts).
- Save all electronic assessment work on at least two different storage devices. Keep a hard/electronic copy of the draft and retain these until Semester report is received.
- Absent from class due to traineeship, excursion or other activity must organise to submit their assessment prior to the due date or email the assessment to the teacher on the due date by 3pm. A hardcopy should be given to the teacher at the beginning of the next lesson.
- May be required to submit their final response using plagiarism-detection software.
- May be required to complete an approved course about academic integrity (Year 11 and 12).

Teachers:

- Notify parents if a student fails to submit a draft. Record this contact in One School.
- Provide feedback within a reasonable time
- Give advice about how well the draft meets the task requirements
- Year 11 and 12 (Units 1 – 4) - feedback on a draft must not:
 - 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.

Refer to QCAA 'Feedback Information for Teachers' for more information July 2019 (QCAA Portal).

Assessment Response Length (word length; duration of time; page count):

- Students are expected to adhere strictly to the conditions of assessment including word, page and time limits.
- Exceeding the word limit may adversely affect the student's achievement level on one or more criteria descriptors, lowering their overall result. Guidance to students about adhering to the conditions of the assessment should occur at the drafting stage of the assessment.

The procedures below support students to manage their response length as specified by syllabus documents:



Teachers:

- Indicate the required length of the response on all assessment instruments (as specified by the syllabus).
- Embed subject-specific strategies about responding purposefully within the prescribed conditions of the task in assessment lessons.
- May provide model responses within the required length.
- Explicitly model how to edit a response in the required mode.
- Provide students with feedback about length at checkpoints prior to the final due date to allow students time to adjust their response length.
- Emphasise the conditions of the task including the task length.
- Encourage students to respond to assessment instruments within the required length.
- Provide students with the knowledge and skills to respond within the required length.
- Use checkpoints including draft due dates to provide each student with feedback about their response.
- Discuss strategies with students when a response exceeds the required length.

Students:

- Develop a response that meets the conditions of the assessment including word, page and time limits.
- Respond to teacher feedback about the length of their response.
- Document the length of their response as per the assessment conditions i.e. word length, duration of time or page count.

Determining word length and page count of a written response (as per QCE/QCIA Policy and Procedures Handbook v2.0):

	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 other 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 • raw or processed data in tables, figures and diagrams • bibliography • reference list • appendixes* • page numbers • in-text citations 	<ul style="list-style-type: none"> • title pages • contents pages • abstract • bibliography • reference list • appendixes*
<p>* Appendixes should contain only supplementary material that will not be directly used as evidence when marking the response.</p>		



Students must:

- Submit a hard copy or electronic copy of the draft on or before the due date;
- Keep a hard/electronic copy of the draft.

FINAL SUBMISSION / LATE and NON-SUBMISSION

Students:

- Submit assessment on or before the due date.
- Discuss reasons for late submission with teacher and/or Head of Department (HOD). An AARA may be required (Year 11 and 12 - Unit 3 and 4).
- When the assessment is not submitted by the due date, teachers may use other evidence such as drafts, to award a result.
- Late submissions are still expected to be submitted but will not be used for awarding a grade. The result will be based on evidence available before or on the due date. Student to discuss with the relevant curriculum Head of Department (HOD).
- When there is no evidence on or before the due date, a result cannot be awarded (QCE/QCIA Policy Handbook, Section 8.5.1). Refer to Page 7.
- Provide supporting documentation i.e. medical certificate or medical report for **QCAA-Approved AARA (Senior - Unit 3 and 4 only)**.

Senior School:

- For senior students, all marks for summative internal assessment for General and General (Extension) subjects are provisional until they are confirmed by the QCAA.
- Any such work submitted for confirmation purposes (Year 12) needs to be annotated to clearly indicate the evidence used to determine a mark or submit only the evidence in the student response used to determine the provisional mark per criterion.

EXTENSIONS TO DUE DATES

Prior to the due date, see the relevant curriculum Head of Department (HOD) or Guidance Officer (GO) if confidential or desired by student/parent. **Head of Department (HOD) to report any approved extension to AARA submitter for principal reported AARA (Senior – Unit 3 and 4 only).**

Parents:

- Contact the teacher or curriculum Head of Department (HOD) if the student is not able to submit the assessment task on time. It is essential that as much notice as possible is provided particularly for any application that requires QCAA-Approved AARA (Senior – Unit 3 and 4 only).

Teachers:

- Record that tasks have been submitted.
- Contact parent/guardian if an assessment task has not been submitted and record as a contact in One School. Refer to relevant Head of Department.
- Award a grade using class work/evidence completed on or before the due date. *E.g.* draft, rehearsed notes, photographs of student work, teacher observations. A **grade cannot be allocated** when there is no evidence demonstrated. In this instance, the only result that can be awarded is a Not-Rated (NR).





Unit 3 - 4 Pair

If a student cannot complete summative internal assessment and require an Access Arrangement or Reasonable Adjustment (AARA), refer to Principal Reported AARA's and QCAA Approved AARA's sections for more detail.

Examinations (Internal and External)

Responsibilities (all exam types):

Students:

- Attend all tests, exams and presentations on the scheduled date and time. These may be undertaken in normal class time or during block exams (Year 11 or 12 only) at the end of term/semester.
- Be on time for all examination sessions and follow exam procedures.
- Adhere to all examination conditions relating to examination materials, perusal and all stated assessment conditions outlined on the examination task.
- Students who do not sit the exam may be required to sit the test or exam, subsequently.

Exam Procedures:

- Behaviour during exams is to be of the highest standard so as not to impact on the work of others and to ensure authenticity of student responses.
- Students should arrive at the exam room promptly and if during an exam block, at least 10 minutes prior to the exam.
- It is the student's responsibility to bring all required materials and equipment but they must not bring in to the exam room any specifically-prohibited items such as mobile phones, smart watches, computers/ipads etc. Teachers will advise students on the specific exam conditions and the best place to put bags, phones etc.
- Students may not communicate with anyone other than the exam supervisor during the exam.
- Students are not permitted to leave the exam room if they have finished early. They must stay until the exam session has finished or until instructed to leave by the exam supervisor.
- To support students with time management, exam supervisors will clearly communicate time junctures such as 30 and 10 minutes before the finish time.
- Students who are unavoidably absent from school on the day of their exam, are required to contact their teacher as soon as practical and provide approved supporting documentation to the relevant Head of Department (HOD). This is in addition to the parent contacting the school to notify of the absence.
- Students who have principal approval to be absent on the day of the exam (i.e. approved to play representative sport or other Principal approved reason) will be required to sit a comparable exam.

YEAR 12 - EXTERNAL ASSESSMENT:

- If a student arrives late for an external assessment, they must report to the assessment supervisor and designated assessment venue as soon as possible. Students who arrive within 40 minutes of the scheduled starting time for the external assessment are permitted entry into the assessment venue to complete the assessment. No extra time to complete the external assessment is granted if a student arrives late.





- A student who cannot attend an exam must notify the Principal's delegate or the School External Assessment coordinator as soon as practical.
- If a student becomes ill during an examination they must notify the exam supervisor. This may be before, during or immediately after the exam session.

The QCAA determines the timing of external assessments. External assessment occurs in Term 4, during October and November. The specific dates for external assessment are made available on the QCAA website at the beginning of each year. Students must complete external assessment on the date published on the QCAA website. Applied subjects do not include external assessment. At the beginning of each school year, the QCAA communicates rules for students completing external assessment. Schools are responsible for communicating the *External assessment student rules* to students.

Illness and Misadventure (All assessment types – Unit 3-4 Pair – Year 12 Only)

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

This section provides for students whose attendance or performance in assessment was adversely affected by an **unexpected** event.

The following guidelines apply for illness and misadventure:

- A student who has been approved for AARA 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.
- Typically, students are responsible for initiating an application for illness and misadventure if they believe they have been adversely affected by illness or other emergent circumstances.



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For Internal assessment	External assessment
<p>A student who is ill and unable to attend summative internal assessment should inform the Principal’s delegate or assessment supervisor of their condition as soon as practical. This may be before, during or immediately after the assessment session.</p> <p>Where required (i.e. Unit 3-4 pair) Principal-reported AARA should be implemented to provide, when possible, opportunities for the student to complete assessment. Example arrangements such as comparable assessment and extensions may be considered when illness or misadventure is established.</p> <p>Principal-reported AARA are implemented by the school until the closing date for AARA applications, as published in the Senior Education Profile (SEP) calendar. All efforts should be made to complete internal assessment.</p> <p>When summative internal assessment cannot be completed using Principal-reported AARA by the closing date, schools should complete an application for illness and misadventure via the QCAA Portal. Applications for illness and misadventure close seven days after the closing date for Principal-reported AARA.</p>	<p>A student who is ill and unable to attend the external assessment should inform the external assessment supervisor of their illness as soon as practical. This may be before, during or immediately after the external assessment session.</p> <p>A student who cannot attend an external assessment must notify the Principal’s delegate or the SEA coordinator as soon as practical. The student is responsible for completing the relevant sections of the Illness and misadventure form and obtaining the independent documentation to support the application.</p> <p>A separate application is required for each external assessment for which consideration is being sought. Schools will be asked to supply supplementary information to verify the student’s application.</p> <p>For external assessment, applications for illness and misadventure are accessed:</p> <ul style="list-style-type: none"> • for students, via school website; • for schools, via the QCAA Portal. <p>Applications for illness and misadventure for external assessment:</p> <ul style="list-style-type: none"> • open 14 days before the start of the external assessment schedule; • close seven days after every relevant external assessment.

Academic Integrity & Academic Misconduct

Academic integrity is completing academic responsibilities in an honest, moral and ethical way.

Keebra Park State High School supports **academic integrity** by:

- Developing curriculum and assessment that allows for the identification of individual work;
- Fostering a learning environment that encourages mutual trust and respect for developing individual work by appropriately acknowledging the ideas, work or interpretation of others;
- Giving students access to resources that enable students to self-assess their compliance with academic integrity guidelines before submitting responses;
- Using QCAA-developed online courses and school-developed programs to help students and teachers understand the importance of academic integrity;
- Developing processes to manage, resolve and appeal cases of academic misconduct.

Authenticating student responses



Accurate judgments of student achievement can only be made on student assessment responses that are authenticated as their own work.

Keebra Park State High School uses the authentication strategies promoted by the QCAA. The authentication strategies will be discussed with students as required.

In cases where a student response is not authenticated as a student's own work, procedures for managing alleged academic misconduct will be followed.

Plagiarism

- (1) Plagiarism involves students submitting the work of others as their own, without appropriate acknowledgment or referencing of the original work. Examples of plagiarism include failing to acknowledge and/or appropriately reference:

- Sentences or paragraphs copied or closely paraphrased
- Other's ideas, work or research data
- Work produced by someone else on the student's behalf and/or in conjunction with other people but purported to be entirely their own.

Strategies include:

- Authenticating student responses to assessment tasks by:
 - spending significant classroom time on the task ensuring that teachers can monitor, discuss and are familiar with each student's response in progress;
 - students documenting specific stages in the development of a response, such as topic choice, listing resources and conducting preliminary research;
 - copies of each student's response are retained at key points in the assessment process;
 - varying assessment tasks from year to year so that students are unable to use other student responses from previous years;
 - Internal moderation processes such as cross-marking.
- Monitoring student text production by:
 - formal acknowledgement and declaration of information about all resources used and assistance provided;
 - written, in-class annotations, summaries or discussions which explore further aspects of the subject matter or of the process of text production;
 - interviews, spoken discussions or presentations after the submission of a task to explore further or clarify some aspects;
 - submission with the final response of the original planning and all drafts.
- minimising opportunities for plagiarism by ensuring that the body of evidence about which judgments are made includes tasks that are completed under varying conditions, ranging from most controlled to open access to human and material resources.
- authenticating the contribution of the student for tasks with open access to human resources outside of class by planning for many of the tasks undertaken at home and in class to be used for guiding or enhancing activities during the course culminating or synthesising activities with some level of teacher supervision in the classroom.
- teachers must implement strategies to ensure authentication of student work. Responses that are not the student's own work cannot be used to make a judgment. When a response is not entirely a student's work, judgments about achievement can be made by:
 - providing an additional task/items to gather sufficient evidence of the student's knowledge and skills;





- making a judgment about the student's knowledge and skills using the parts of the response that can be identified as the student's own work.

A standard can only be awarded where evidence has been demonstrated. In cases of non-submission of student responses, an 'E' standard cannot be awarded.

Academic Misconduct

Academic misconduct incorporates a broad range of behaviours, in which students inappropriately and falsely demonstrate their learning. Academic misconduct occurs on a continuum of breaches that range in the significance of misconduct and intent.

Consequences for Plagiarism include but are not limited to:

Students cannot be graded on work that is not their own. If plagiarism is apparent, the sections of work in question will not contribute to a judgment about student achievement.

- Only the elements of task that is the student's own original work will be graded;
- Head of Department (HOD) notified;
- Parents/Caregivers notified;
- The student may be required to complete an alternative assessment at the earliest opportunity.

When a student is suspected of or observed participating in an act of academic misconduct students are permitted to complete the assessment despite the alleged incident of misconduct and are notified at the end of the session that a report may be made to the Curriculum Head of Department, Deputy Principal (Senior School) and QCAA (Year 12 for summative and external assessment).





Type of misconduct	Examples
Cheating while under supervised conditions	<ul style="list-style-type: none"> beginning to write during perusal time or continuing to write after the instruction to stop work is given; using unauthorised equipment or materials; having any notation written on the body, clothing or any object brought into an assessment room; 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.
Collusion	<ul style="list-style-type: none"> 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); assisting another student to commit an act of academic misconduct.
Contract cheating/ significant contribution of help	<ul style="list-style-type: none"> 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; paying for someone or a service to complete a response to an assessment.
Copying work	<ul style="list-style-type: none"> deliberately or knowingly making it possible for another student to copy responses; looking at another student's work.
Disclosing or receiving information about an assessment	<ul style="list-style-type: none"> giving or accessing unauthorised information such as the answers to an examination prior to completing a response to an assessment; making any attempt to give or receive access to secure assessment materials.
Fabricating	<ul style="list-style-type: none"> inventing or exaggerating data; listing incorrect or fictitious references.
Impersonation	<ul style="list-style-type: none"> allowing another person to complete a response to an assessment in place of the student.
Misconduct during an examination	<ul style="list-style-type: none"> distracting and disrupting others in an assessment room.
Plagiarism or lack of referencing	<ul style="list-style-type: none"> 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).
Self-plagiarism	<ul style="list-style-type: none"> duplicating work or part of work already submitted as a response to an assessment.





Relevance to School, Related Legislation and DoE Policy

RELATED SCHOOL POLICY AND PROCEDURES

Refer to other school policies and procedures as appropriate:

- Keebra Park State High School's Responsible Behaviour Plan for Students (based on The Code of School Behaviour)
- School procedures for exams
- School procedures for endorsement and confirmation
- QCAA Feedback information for teachers (available on the QCAA Portal)
- QCAA Strategies for quality assuring judgments (available on the QCAA Portal)

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 (DDA)
- Anti-Discrimination Act 1991
- Disability Standards for Education 2005 (DSE)

RELEVANT POLICY

- QCAA April 2020 - QCE & QCIA Policy and Procedures, Version 2.0
- P-12 Curriculum, Assessment and Reporting Framework – Department of Education (DoE).



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