

	POLICY LOCATION: SharePoint
	POLICY NUMBER: TL001
	POLICY AREA: Teaching and Learning
POLICY TITLE: Teaching and Learning Excellence Framework – Assessment Policy P-9	

1. PURPOSE

Riverside Christian College is committed to an educational philosophy that encourages all students to achieve personal excellence by developing their talents and abilities. This policy is designed to outline the rules and expectations for delivering high quality assessment at Riverside Christian College.

This policy provides information for teachers, students and parents/carers about roles, responsibilities, and processes that ensure the integrity of assessment that contributes to a student’s learning outcome. The framework for the policy is developed from the QCAA website *Understanding K-12 Assessment* and applies to all subjects from P-9.

2. SCOPE

This policy applies to all P-9 students currently enrolled at Riverside Christian College. It details rules, expectations and processes to be followed in applying for an extension of time to complete an assessment task, late submission and non-submission of student responses to assessment instruments. It also details expectations and processes relating to examination requirements. This policy aims to ensure fairness to all students and requires that students meet their obligations regarding completion of a course of study as they relate to assessment.

1. 3. POLICY STATEMENT

Riverside Christian College’s expectations for teaching, learning and assessment are grounded in the principles of academic integrity and excellence.

Assessment includes any technique, format and conditions that allow students to demonstrate the achievement standards as described by the syllabus. Assessment is:

- 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.

1. Promoting Academic Integrity

Riverside Christian College promotes academic integrity by developing students' skills and modelling appropriate academic practices.

The following whole-school processes and practices support this endeavour.

2. Location and Communication of policy:

The Assessment Policy: P-9, is located on the school website. All questions regarding this policy should be directed to the relevant Head of College.

To ensure the assessment policy is consistently applied, teachers will communicate to students and parents specific assessment rules at the beginning of each semester.

The Assessment Policy will be communicated by teachers and College Leaders to students and parents:

- At enrolment interviews.
- Prior to selections of elective subjects.
- When the assessment schedule is published.
- When each task is handed to students.
- In response to phases of the assessment cycle.

3. Expectations about engaging in learning and assessment:

Riverside Christian College has high expectations for academic integrity and student participation and engagement in learning and assessment.

Students will demonstrate success in their learning when they engage effectively in all learning tasks assigned by the teacher, at the set standard, including literacy and numeracy requirements.

Students are required to complete all assessment requirements on or before the due date for their results to be included in their Student Report.

3.1 Student responsibility

Students are expected to:

- engage in the learning for the subject completing all assigned tasks
- have an attendance rate of 85% or greater or an engagement rate of 85% or greater with the course materials for online, Distance students
- produce evidence of achievement that is authenticated as their own work

- submit responses to scheduled assessment to their teacher on or before the due date.

3.2 Teacher responsibility

Teachers are expected to:

- Provide access to the assessment outline, due dates and specified assessment tasks sheets at the appropriate time specified on the approved assessment task sheet.
- Ensure that all assessments are approved through the College Quality Assurance process.
- Provide regular and timely feedback on classwork and assessments prior to final submission (refer to Drafting section).
- Provide quality teaching and learning that adheres to the subject specific requirements in the Australian Curriculum and QCAA recommendations.
- Clearly outline assessment requirements and timelines. Establish and enforce clear checkpoints required for successful task completion.
- Engage in an internal moderation process for all assessments.
- Provide all assessments (not examinations) via the learning management system within the specified timeframe of the assessment as per the approved master copy unit and assessment. A hard copy will also be provided to students and families.
- Ensure examinations, are not be provided to students via the Learning Management System (LMS) or published prior to the examination date. If a student requires an alternative date for examinations, it must be approved by the Head of College (using the *Request for Alternate Assessment Date* form) and a comparable examination will need to be provided to the student. (please see appendix)
- Provide a copy of the *Request for Alternative Assessment Date* form to all students and parents who request or require a change to the specified assessment deadline. This must be signed by the approving teacher and then provided to the Head of College for approval. (please see appendix).

4. Due dates

Riverside Christian College requires students to provide evidence of their learning on or before the due date.

Specific dates, including the date the assignment was given and dates for checkpoints, presentation of drafts and final copy will always be provided by the teacher and stated on the task sheet.

Timely submission of assessment is on the due date to the required subject teacher, or through the learning management system (if specified by the teacher).

Due dates for final responses, and drafts will be published in the assessment schedule. All students will have access to their assessment schedule by the third week of each term.

The assessment schedule will:

- Align with syllabus requirements.
- Provide sufficient working time for students to complete the task.

- Allow for internal quality assurance processes.
- Enable time for moderation processes to be completed.
- Ensure that sufficient time is given for students to apply feedback provided on draft work.
- Be clear to teachers, students and parents/carers.
- Be consistently applied.
- Be clearly communicated by the end of Week 3 each term.
- Consider allocation of workload.

4.1 Student responsibility

Students are responsible for:

- Recording and adhering to all due dates.
- Planning and managing their time to meet the due dates for checkpoints, drafts and final submissions.
- Informing the school at least 3 days prior to the due date if they have concerns about assessment load and meeting due dates. (please see appendix for the *Request for Alternate Assessment Due Date*)

In cases where students are unable to meet a due date, they will:

- Inform the head of department and classroom teacher as soon as possible
- Provide the school with relevant documentation, e.g. medical certificate
- Adhere to alternative arrangements for submission of assessment, if applicable, as decided by the school.
- If a student does not submit a response to an assessment item by the due date (or an approved extension date) teacher judgement will be made using evidence available on or before the due date. Contact with the parents/carers from the classroom teacher will be made.

All final decisions are at the Assistant Principal's discretion.

5. Submitting, collecting and Storing Assessment Information

Assessment instruments will provide information about Riverside Christian College's arrangements for submission of draft and final responses, including due dates, conditions and file types.

All assessment evidence will be submitted on the due date to the teacher as specified on the assessment coversheet. Draft responses will be submitted on the due date at a time and location stated, on the task sheet, by the subject teacher.

Draft responses from all students will be collected and stored until after the reporting period and parent teacher interviews.

Final responses for all internal assessment will be collected and stored in each student's folio until the end of the year.

Samples of student work will be collected by teachers throughout the year and will be used as part of the quality assurance and moderation processes at Riverside Christian College.

Live performance assessments will be recorded and stored until the end of the year. Teachers may request to keep recordings for quality assurance and moderation purposes with parental permission (all student names will be removed).

All assignments will have a task sheet which provides information on:

- technique, format, conditions (mode, length and duration)
- the relevant context and the assessments relevance to the learning occurring in the subject
- the description of the task that is simple and easy to follow
- the step by step instructions on how to complete the task using simple language
- the achievement standards being addressed
- checkpoints with specified time frames for completion of each part of the task
- a range of authentication strategies that student will follow to ensure the task is their own (Year 6-9)
- scaffolding that assists students to structure the task appropriately (without leading to a predetermined response)
- the relevant standards elaboration with either a 5 point or 15 point grade scale.

6. Appropriate materials

Riverside Christian College is a supportive and inclusive school. Material and texts are chosen with care in this context by students and staff.

7. Ensuring Academic Integrity

Riverside Christian College has an *Assessment Procedure* that ensures that there is consistent application of the *Assessment Policy* and that staff and students optimise opportunities to understand academic integrity.

The following whole-school processes, support this endeavour.

8. Scaffolding

Scaffolding for assessment helps students understand the process for completing the task. Scaffolding will:

- Maintain the integrity of the requirements of the task or assessment.
- Allow for unique student responses and not lead to a pre-determined response. Across the year of learning, students will gradually be given more responsibility for interpreting and understanding what is required to complete their tasks.

9. Checkpoints

Checkpoints will:

- Be detailed on student task sheets.
- Monitor student progress.
- Be used to establish student authorship.

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.

Students learning onsite who do not meet a checkpoint, will be directed to attend Catch-up Class until the checkpoint is met and evidence is able to be collected by the teacher. Heads of Department and parents/carers will be contacted via email.

Students learning offsite (distance or online learners), will have their support teacher or parent contacted via email.

10. Drafting

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.

Feedback on a draft is:

- Provided on a maximum of one draft for each student response.
- A consultative process that indicates aspects of the response to be improved or further developed.
- Delivered in a consistent manner and format for all students.
- Provided within one week of a submission of a draft.

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 for students their spelling, grammar, punctuation and calculations (identification of errors is permitted).
- Allocate a mark.

A copy of the feedback will be stored with the draft for quality assurance purposes.

Students learning onsite who do not submit a complete draft to the required standard, will attend Catch-up Class until the submission date. Evidence of progress is to be sent on a daily basis to the subject teacher able to be collected by the teacher. Students will not receive feedback on late or incomplete drafts. Parents and caregivers will be notified by email about non-submission of drafts and the processes to be followed. The Head of College will also be notified.

Students learning offsite (distance or online learners), will have their support teacher or parent contacted via email. Students will not receive feedback on late or incomplete drafts.

11. Managing Response Length

Students must adhere to assessment response lengths as specified by syllabus documents. The procedures below support students to manage their response length:

- All assessment instruments indicate the required length of the response.
- Teaching and learning programs embed subject-specific strategies about responding purposefully within the prescribed conditions of the task.
- Model responses within the required length are available.
- Feedback about length is provided by teachers at checkpoints.

12. Authenticating Student Responses

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

For students in Year 6-9, Riverside Christian College uses the authentication strategies promoted by the QCAA. The authentication strategies will be specified on assessment instruments. In cases where a student response is not authenticated as a student's own work, procedures for managing alleged academic misconduct will be followed.

13. Managing academic misconduct

Academic misconduct includes a range of behaviours where students inappropriately demonstrate their learning.

The types of misconduct below are not exhaustive.

- **Cheating while under supervised conditions** – A student:
 - writes during perusal time or continues to write after the instruction to stop writing is given.
 - uses unauthorised equipment or materials.
 - has any notation written on their body, clothing or any object brought into an assessment room.
 - communicates with any person other than a supervisor during an examination, e.g. through speaking, signing, electronic device or other means, such as passing notes, or making gestures.
- **Collusion** – When:
 - students work together to produce a response and that response is submitted as an individual's work by either one or more students.
 - a student submits another student's past work.
 - a student provides a response to an assessment for another student to use or receives another student's work and claims it as their own.
- **Contract cheating** – A student:
 - pays another person or service to complete an assessment.
 - sells or trades an assessment.
- **Copying work** – A student:
 - deliberately makes it possible for another student to copy responses.
 - looks at another student's work during a supervised assessment.
 - copies another student's assessment.
- **Disclosing or receiving information about an assessment** – A student or another person:
 - accesses unauthorised information, such as stimulus or suggested answers/responses, before an assessment is due.
 - makes an attempt to access assessment materials prior to the assessment due date.
- **Fabricating** – A student:
 - invents or exaggerates data.
 - lists incorrect or fictitious references.
- **Impersonation** - A student arranges for another person to complete a response to an assessment in their place.
- **Misconduct during a supervised assessment** - A student distracts and/or disrupts others in an assessment room or recording of an assessment.

- **Plagiarism or lack of referencing** - A student copies or changes another person's work without references (another person's work may include text, audio or audio-visual material, figures, tables, design, images, information or ideas).
- **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 another person** - A student or other person allows, a tutor, parent/carer or any person in a supporting role to complete or contribute to an assessment.

Students who are found to have demonstrated academic misconduct will be referred to the relevant Head of College or Head of Distance Education for further disciplinary action.

Students will also be subject to receiving a mark of 0 for the assessment with the identified and proven breach. Other action may also be taken based on the severity of the academic misconduct.

14 Access Arrangements and Reasonable Adjustments

Riverside Christian College is committed to reducing barriers to success for all students. Teachers may adjust using inclusive strategies by focusing on:

- timing – extending the period of time allocated for completion.
- scheduling – using an appropriate time of day or time that suits the learning needs of the individual. Eg: morning exams if the afternoons are when energy or attention is low.
- setting – consider where the assessment takes place and how to reduce anxiety or stress by changing the setting eg: sitting the exam separately, doing a spoken task at lunchtime for the teacher or choose pre-recording from home.
- presentation – the assessment must be communicated to the student in a clear and appropriate manner. Consider the most appropriate format and structure for the learning needs of the individual.
- response – a student may respond to a task in a range of ways. Consider if the chosen format and mode (spoken, written or multimodal) is the most appropriate for the individual needs of the student. The exception to the rule is English and areas of the Arts and HPE.

The Head of Learning Support manages approval of all adjustments for students.

All adjustments must be accompanied by the relevant supporting documentation. All evidence used to make decisions is recorded in the student's file by the teacher or learning support teacher.

15. Applications for extensions to due dates for unforeseen illness and misadventure

Students and parents/carers must contact the teacher as soon as possible and submit the relevant supporting documentation. Copies of the extension application and other supporting documentation are available from the school website.

16. Managing non-submission of assessment by the due date:

Teachers will collect progressive evidence of student responses to assessment instruments at the prescribed checkpoints. The checkpoints on the task sheets provide details of the evidence that will be collected.

In circumstances where students are enrolled in a subject but do not submit a final response to an assessment (other than unseen examinations):

- teachers will make judgements based on the work provided by the student for the purposes of authentication during the assessment preparation period.
- teachers will record 'Not-Rated' (NR) if work was not provided by the student on or before the due date as specified by the school and no other evidence is available.

Students learning onsite who do not submit a complete final submission, will have Parents and Caregivers notified by email about non- submission and the processes to be followed. The Head of College will also be notified.

Students learning offsite (distance or online learners), will have their support teacher or parent contacted via email.

17. Internal quality assurance processes:

Riverside Christian College's quality assurance practices ensures valid, accessible and reliable assessment of student achievement. All teachers will adhere to Riverside Christian College *Assessment Procedure*. This includes:

- Quality assurance of all assessments before they are administered to students using the College's *Quality Assurance Tool (QAT)*.
- Quality assurance of judgments about student achievement are followed via Riverside Christian College *Moderation Procedure*.

18. Review:

Riverside Christian College internal review processes for student results (including NR) for all subjects is equitable and appropriate. All teachers follow the College's *Moderation Procedures* that ensure accuracy, reliability and fairness.

If a parent or student has a concern about an allocated grade then they may at any time contact the relevant Head of College or Assistant Principal to request a review of an assessment. When this occurs, the College allocates a blind marker who will review the work. All work will have student identification, class and teacher details removed prior to being allocated to a blind marker. The mark allocated by the blind marker will be final.

1. DEFINITIONS

Accessible: each student is given opportunities to demonstrate what they know and can do.

Blind marking – all student identifiers are removed so no student can be identified prior to marking.

Evidence - Learning includes a range of activities that focus on the collection and reflection of evidence.

Moderation - is the practice of teachers sharing and developing their understanding of what learning looks like by examining examples of different types and quality of students' work and comparing these with formal standards and success criteria.

Reliable: assessment results are consistent, dependable or repeatable.

Valid: alignment with what is taught, learnt and assessed.

2. RESPONSIBILITIES

Areas of Responsibility	Person Responsible
Delivery and creation of quality assessment	Teacher
Moderation of assessment	Teacher / Head of Faculty or Head of Junior or Head of Distance Education
Implementation, monitoring, adjustments and authenticity of assessment	Teacher
Reported breaches in conduct, conditions or concerns over assessment results	Head of College / Head of Distance Education
Adjustments, differentiation and/or special needs	Teacher / Head of College / Head of Distance Education / Head of Learning Support

3. REFERENCES

Queensland Curriculum and Assessment Authority (2020). *Understanding K-12 Assessment*. Retrieved from: [https://www.qcaa.qld.edu.au/about/k-12-policies/student-assessment/understanding-assessment#:~:text=High%2Dquality%20assessment%20\(QCAA%2C,are%20consistent%2C%20dependable%20or%20repeatable.](https://www.qcaa.qld.edu.au/about/k-12-policies/student-assessment/understanding-assessment#:~:text=High%2Dquality%20assessment%20(QCAA%2C,are%20consistent%2C%20dependable%20or%20repeatable.)

Queensland Curriculum and Assessment Authority (2019). Quality assurance: Attributes and principles in assessment design - Prep–Year 10. Retrieved from: https://www.qcaa.qld.edu.au/downloads/aciq/general-resources/assessment/ac_ga_attributes_principles_assess_design.pdf

Queensland Curriculum and Assessment Authority (2019). *Quality assuring assessment P-10*. Retrieved from: https://www.qcaa.qld.edu.au/downloads/aciq/general-resources/assessment/ac_ga_reflect_tool.pdf

Queensland Curriculum and Assessment Authority (2019). *Techniques and Conditions*. Retrieved from: <https://www.qcaa.qld.edu.au/p-10/aciq/frequently-used-resources/techniques-and-conditions>

Queensland Curriculum and Assessment Authority (2019). *Standards elaborations*. Retrieved from: <https://www.qcaa.qld.edu.au/p-10/aciq/frequently-used-resources/standards-elaborations>

4. RELATED DOCUMENTS

The following documents are referenced in this policy:

- QCAA
- Assessment Procedure
- Moderation Procedure

- QAT

POLICY APPROVAL		
Name	Position	Date
Michelle Gouge	Principal	January 2022

Version No:	Document Revision Date	Description of Change	Document Owner	Position Title	Next Review Date
2	Jan 2022	Minor Amendments	Pauline Watson	Director of Teaching and Learning	2025



REQUEST FOR ALTERNATE ASSESSMENT DATE

The request for an alternate assessment date must be applied for at least 3 days prior to the due date of the assessment task. Outside this timeframe, please contact relevant Head of College.

Year 11 and 12 students must adhere to the relevant AARA specifications.

You are to:

1. Complete Section 1 and submit it to your Subject Teacher who will complete Section 2, and then
2. Take it to the Head of College who will complete Section 3.

Section 1A: TO BE COMPLETED BY ALL STUDENTS

Name: _____ Year Level: _____ Subject: _____ Teacher: _____

Assessment Item (technique & format): _____ Date issued: _____ Due Date: _____

Reason for seeking an alternate date: _____

Describe the evidence supplied/attached (e.g. Dr's Certificate or other documentation):

New date requested for submission of completed work: _____

Student signature: _____ Date: _____

Parent/Guardian Name: _____ Parent/Guardian signature: _____ Date: _____

Section 1B: TO BE COMPLETED BY FLA (Flexible Learning Arrangement) STUDENTS ONLY

Base School: _____ Base School Delegate: _____

Extension Request supported by Base School : Yes (New Date) No

Base School Delegate's Signature: _____ Date: _____

Section 1C: TO BE COMPLETED BY YEAR 11 and 12 STUDENTS ONLY

Please select the relevant AARA being used and attach the documentation:

Confidential Student Statement

Confidential Medical Report

Section 2: TO BE COMPLETED BY SUBJECT TEACHER

Comment: _____

Teacher signature: _____

Section 3: TO BE COMPLETED BY THE HEAD OF COLLEGE

Extension: Yes (New Date) No

Comment: _____

Name: _____ Signature: _____ Date: _____

Please email the relevant teacher and student the approval status including alternate date for submission if approved.
Please ensure that details are submitted via TASS.



Address: 23 Royle Street, Maryborough West QLD 4650
Phone: 07 4123 5599
Website: www.distanceeducation.school
Distance Education Email: distance-ed@riverside.qld.edu.au
ABN: 39 069 844 211