



## BRACKEN RIDGE STATE HIGH SCHOOL

# Assessment Procedures

## Preamble

This procedural document has been developed in order to inform students, parents and teachers of requirements relating to assessment undertaken at Bracken Ridge State High School (BRSHS). Consistency, equity, and opportunities for success have been the core objectives of its design, in terms of student responses to assessment tasks.

## Assessment

Our assessment programs are developed in keeping with a number of key principles in mind. These are that:

- a range of assessment types are used which reflect a variety of learning experiences;
- assessment is awarded a standard based on Queensland Curriculum and Assessment Authority (QCAA) devised standards descriptors;
- the quality of the student work is the determinant of a student's result;
- assessment adheres to the plan outlined in approved work programs; and
- clear information and appropriate scaffolding are provided to ensure optimal student results whilst maintaining the integrity of the assessment item.

## Responsibilities

The maintenance of an effective assessment program is reliant on the responsibility of stakeholders.

### *School Responsibilities are to:*

- Publish all assessment dates on the assessment calendar at the commencement of each school year;
- Provide students with assessment instruments within appropriate time frames;
- Provide appropriate class time for assessment, where conditions stipulate this;
- Provide appropriate and timely feedback on drafting and marking of final assessment instruments; and
- Engage in intra-faculty moderation of final assessment instruments to maintain consistency of standards.

### *Student Responsibilities are to:*

- To perform at the highest capability on all tasks;
- Ensure all assessment tasks submitted are the original work of the student;
- Adhere to the school's selected Referencing System (Harvard);
- Present a complete draft to teachers for all assessment or meet progress checks for practical folios;
- Demonstrate mandated requirements of the course;
- Submit all assessment tasks by the due date; and
- Complete an **Application for Extension – Assessment (non-examination)** (refer to page 6) or **Missed Examination** form (refer to page 8) at least 48 hours prior to the due date and submit to the relevant Head of Department with appropriate supporting evidence to validate the extension;

### *Parents/Carers Responsibilities*

- Support students to complete and submit all drafts and assessment instruments by the due date; and
- Inform the appropriate school staff of any difficulties relating to the completion of assessment items and provide supporting documentation such as medical certificates when necessary.

## Academic Honesty

---

At Bracken Ridge SHS we believe that academic honesty promotes the development of a set of values around personal integrity in relation to teaching, learning and assessment.

### Malpractice

Malpractice in the area of academic honesty is defined as behaviour that may result in a student gaining an unfair advantage that breaches the department's ethical standards. The areas of malpractice are:

- Plagiarism – the representation of another's work as one's own without appropriate acknowledgements of the original work;
- Duplication – submitting the same work for different assessment instruments, except for credit transfer;
- Cheating – breaching the conditions of an examination, gaining or distributing exam questions or answers;
- Collusion – allowing your work to be copied by another, sharing details of questions on exams with other students; and
- Fabricating – citing fake data or research for an assignment or practical assessment.

Students are responsible for ensuring work submitted as their own is authentic and aligns to the advice provided by teachers within each subject area concerning what malpractice looks like in that subject.

As a preventative to intentional or unintentional plagiarism, it is crucial that students are familiar with the **Harvard Referencing System** and adhere to these guidelines for the correct acknowledgement of sources of information both in-text and within a reference lists and bibliographies.

As a general rule students will need to reference:

- The ideas, opinions and theories of authors, either paraphrased or directly quoted;
- Direct quotes of spoken or written words;
- Factual information that is not considered common knowledge, such as statistics and data; and
- Visual information including graphs, artworks, and photographs.

If in doubt, it is always best to acknowledge the source of information.

Instances of academic malpractice are considered serious breaches of the school values and rules and may attract the following consequences:

- Where the teacher can identify the source of plagiarised work, that portion will not be marked and a standard will be awarded based on the work which is considered to have been written by the student;
- The teacher, in consultation with the Head of Department, may require the student to resubmit a response to the task which is free from copying or plagiarism within 24 hours;
- If a student is suspected of cheating or colluding during a formal examination the assessment will be replaced with new exam paper;
- In all instances, a formal record of the academic malpractice will be recorded within OneSchool and the student's parents/carers will be contacted by the Head of Department.

## Submission of Assessment

---

For every subject in which they are enrolled, students are required to complete and submit responses to all assessment instruments (both formative and summative) on or before the due date. Assessment due dates are published for students and parents at the commencement of each semester. Deviations from published due dates are appropriate where alternate arrangements have been approved in accordance with QCAA policy on Special Provisions and the school's extension procedures.

It is an expectation of students at BRSHS that the quality and quantity of work submitted is indicative of a commitment by the student to satisfy the instrument specific criteria, and by extension, the course requirements. Judgements of student responses can only be made where sufficient evidence of student work is submitted by the due date to match QCAA standards descriptors for that task.

A standard can only be awarded for an assessment instrument where evidence has been provided by a student's response to the assessment instrument. An 'E' standard cannot be awarded for an assessment task where no evidence has been provided by the student. Similarly, a spoken/signed presentation (or performance/practical task) cannot be awarded a standard based on support materials – evidence must be presented in its appropriate mode in order to be matched to standards descriptors.

### Formal Assessment and Provision of Feedback

Formal assessment at Bracken Ridge State High School include any activity or task which contributes to an end-of-semester level of achievement for a student. Activities or tasks considered formal assessment include examinations, spoken/signed presentations, project work, performances, practical products, research tasks, and assignments. Formal assessment is provided to students as a task sheet that follows a consistent format. These task sheets are developed by the subject teachers and are approved for use by the relevant Head of Department at least two weeks prior to the distribution date.

All formal assessment tasks will appear on the assessment calendars published at the commencement of each semester on the school's website and distributed to students in hard copy. Any variations to these dates are required to be approved by the Head of Department and will be communicated to students and parents/carers in a timely manner.

Feedback on formal assessment instruments is considered a crucial element of the teaching and learning process and will be provided to students according to the following guidelines:

- Written feedback on all components of a complete written draft;
- Verbal feedback on a performance, product, or folio of work throughout the development of that task. Assessment tasks sheets will clearly indicate the type of feedback that will be provided for each specific task; and
- Written feedback accompanying the provision of a standard on formal submitted assessment will be provided within two weeks of the submission date. This feedback will not be provided prior to the internal moderation of a sample of this task with other subject teachers. When reading feedback students are encouraged to match written comments with the attribution of standards descriptors on the criteria sheet as an indication of areas requiring improvement.

## Process for Submitting Formal Assessment (non-examination)

The conditions for the completion of assessment are outlined on each assessment task sheet. Students, upon receipt of this paperwork, must adhere to these conditions and to the required elements for submission.

All formal assessment must be completed and submitted to the relevant teacher on or before the due date during class time. If circumstances do not permit this (i.e. illness on the day) students must submit according to the following guidelines:

1. Emailed to the teacher using EQ email by 4:00pm (student to then submit the hard copy with task sheet etc. the next school day) ; or
2. Paper-based to the school office by 4:00pm. Office submissions will receive an ID Attend slip with a time-stamp and be placed in the teacher's pigeon hole for their collection the next morning.

Where formal assessment is predominantly non-written, e.g. spoken/signed presentations, performances, practical, the due date for the written support material will be the first day of presentations. This guideline is in place to ensure equity of preparation time and to maintain the integrity of the assessment instrument conditions.

Assessment cannot be left on a teacher's desk nor given to another staff member to submit on the student's behalf. This procedure is in place to avoid misplacement of assessment and to ensure submission guidelines are followed.

## Assessment Extensions (non-examination)

An extension of time to complete an assessment response will only be granted in genuine cases for valid reasons such as those outlined below:

VALID REASONS	INVALID REASONS
<ul style="list-style-type: none"><li>• On-going illness with supporting documentation, i.e. a medical certificate</li><li>• Extenuating family circumstances of which the school has been made aware, e.g. bereavement</li><li>• Surgery/medical procedure.</li></ul>	<ul style="list-style-type: none"><li>• External suspension</li><li>• Work or sporting commitments</li><li>• Assistance with everyday household responsibilities</li><li>• Lost/faulty USB</li><li>• Computer/printer faults</li><li>• Family holiday</li><li>• Teacher absence (administration's discretion)</li></ul>

Application for an extension must be received by the relevant faculty Head of Department at least 48 hours prior to the final due date. Required supporting documentation (medical certificate or written letter) must be presented in the first instance with the completed **Application for Extension – Assessment (non-examination)** form (page 6).

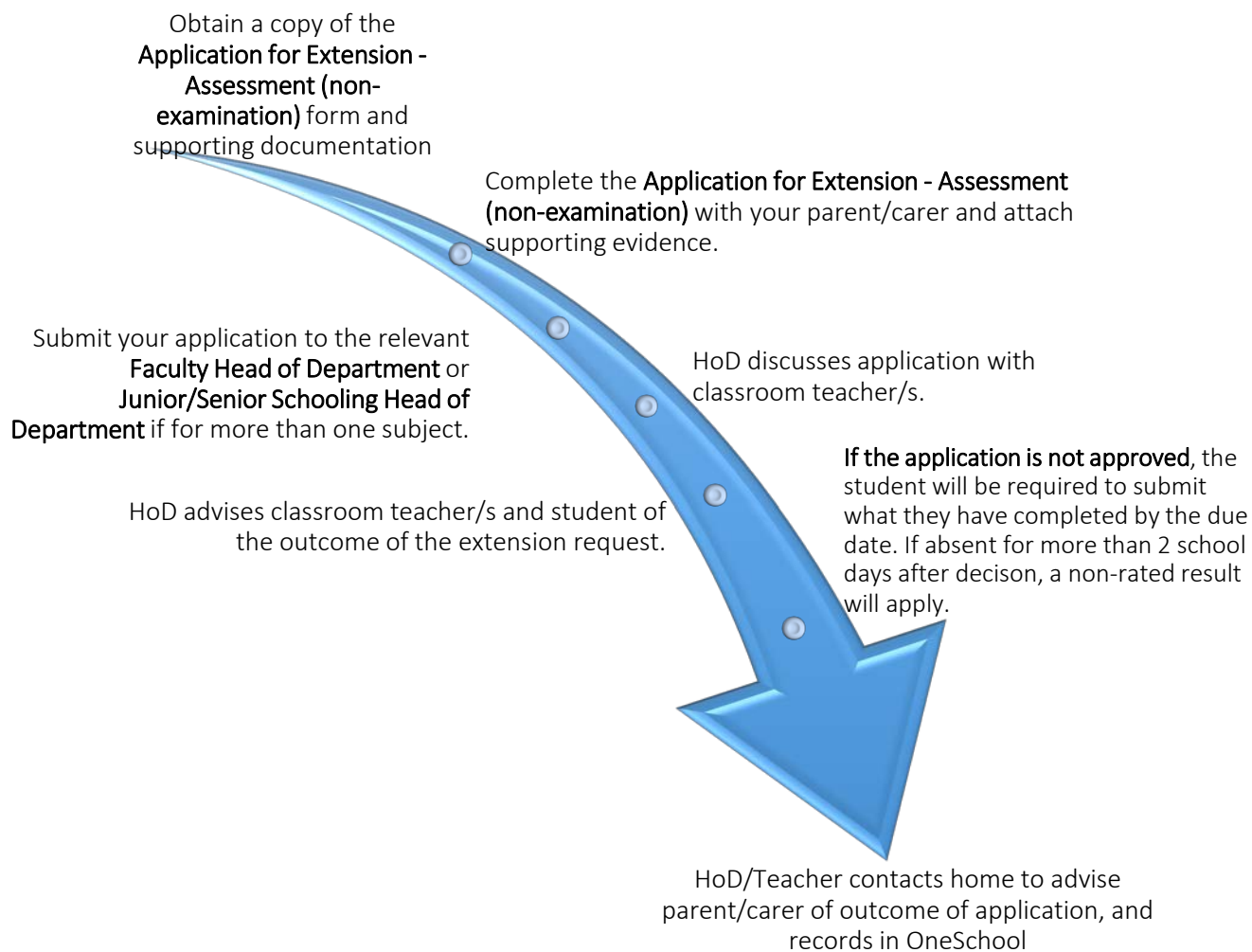
Each case will be considered on its merit and students need to continue to work on the assessment task according to the original due date until advised of the outcome by the Head of Department. The Heads of Department (Faculty or Junior/Senior Schooling) are the only staff authorised to decide whether an extension of time will be permitted. Students should not assume that an application for extension will automatically be approved.

If a student is absent on the due date without an extension the following guidelines are to be followed for the submission of assessment non-examination:

**Assessment non-performance/product** – Notify office of absence by 10:00am and submit task according to submission guidelines above.

**Assessment performance/product** – Notify office of absence by 10:00am and submit supporting documentation according to submission guidelines above.

## Procedure for requesting an extension for assessment (non-examination)



All applications must follow this procedure and utilise the appropriate forms. The **Application for Extension – Assessment (non-examination)** form can be found on the school's website and on the following page (*page 6*).

All paperwork submitted to the school will be retained by the approving Head of Department and stored with the student's relevant subject files. Students will be provided with a photocopy of the approved/non-approved application form for their records.

**For students who do not comply with the school's decision** on an application for extension:

- **Junior Secondary students** – will be required to submit what they have, either a draft or work from their book during class on the due date; this will be marked and awarded a standard. If the student is **absent for more than 2 school days** without following the above guidelines, **a non-rated will apply** and the classroom teacher will then treat this as a behaviour incident and follow-up with the Head of Department.
- **Senior Secondary students** – will be required to submit what they have, either a draft or evidence from their book during class on the due date or write and submit something if there is no evidence. This evidence will be marked and awarded a standard. If the student is **absent for more than 2 school days** without following the above guidelines, **a non-rated will apply** and the classroom teacher will then treat this as a behaviour incident and follow-up with the Head of Department.

**Please note: assessment that is part of a certificate course (VET) is eligible for students to re-sit and cannot be awarded a non-rated (N).**



**BRACKEN RIDGE**  
STATE HIGH SCHOOL

## APPLICATION FOR EXTENSION – (NON-EXAMINATION)

<b>STEP ONE</b>	<b>STUDENT TO COMPLETE</b>	
	<b>Name:</b>	<b>Date request submitted:</b>
	<b>Subject:</b>	<b>Due Date of Assessment:</b>
	<b>Type of Assessment Task:</b>	
	<b>Reason for extension:</b>	
	<b>Documentary Evidence Attached:</b> YES / NO	
	<b>Student Signature:</b>	<b>Parent/Carer Signature:</b>
<b>STEP TWO</b>	<b>TEACHER TO COMPLETE WITH HoD</b>	
	<b>Industry during assessment preparation to date:</b>	
	<b>Number of lessons missed:</b>	
	<b>General comment:</b>	
<b>Teacher Signature:</b>		
<b>STEP THREE</b>	<b>HoD TO COMPLETE</b>	
	<b>Approved / Not Approved</b>	<b>New due date:</b>
	<b>Comments</b>	
	<b>HoD Signature:</b>	

Note:

- **Applications for extensions – (non-examination)** must be submitted at least 48 hours prior to the assessment due date to the Faculty Head of Department or Junior/Senior Schooling Head of Department
- Evidence of relevant work previously completed may be requested as a part of the approval process
- Separate forms must be submitted for each piece of assessment for which extensions are sought.

## Process for Completing Formal Assessment Examinations

Students are notified of examinations for each of their subjects at the commencement of each semester on the assessment calendar. Students are expected to avoid scheduling appointments that coincide with examination dates.

Students in Years 11 and 12 will receive a formally constructed examination timetable prior to the commencement of their exam block. All other examinations outside of this should be considered to occur within the scope of normal lessons.

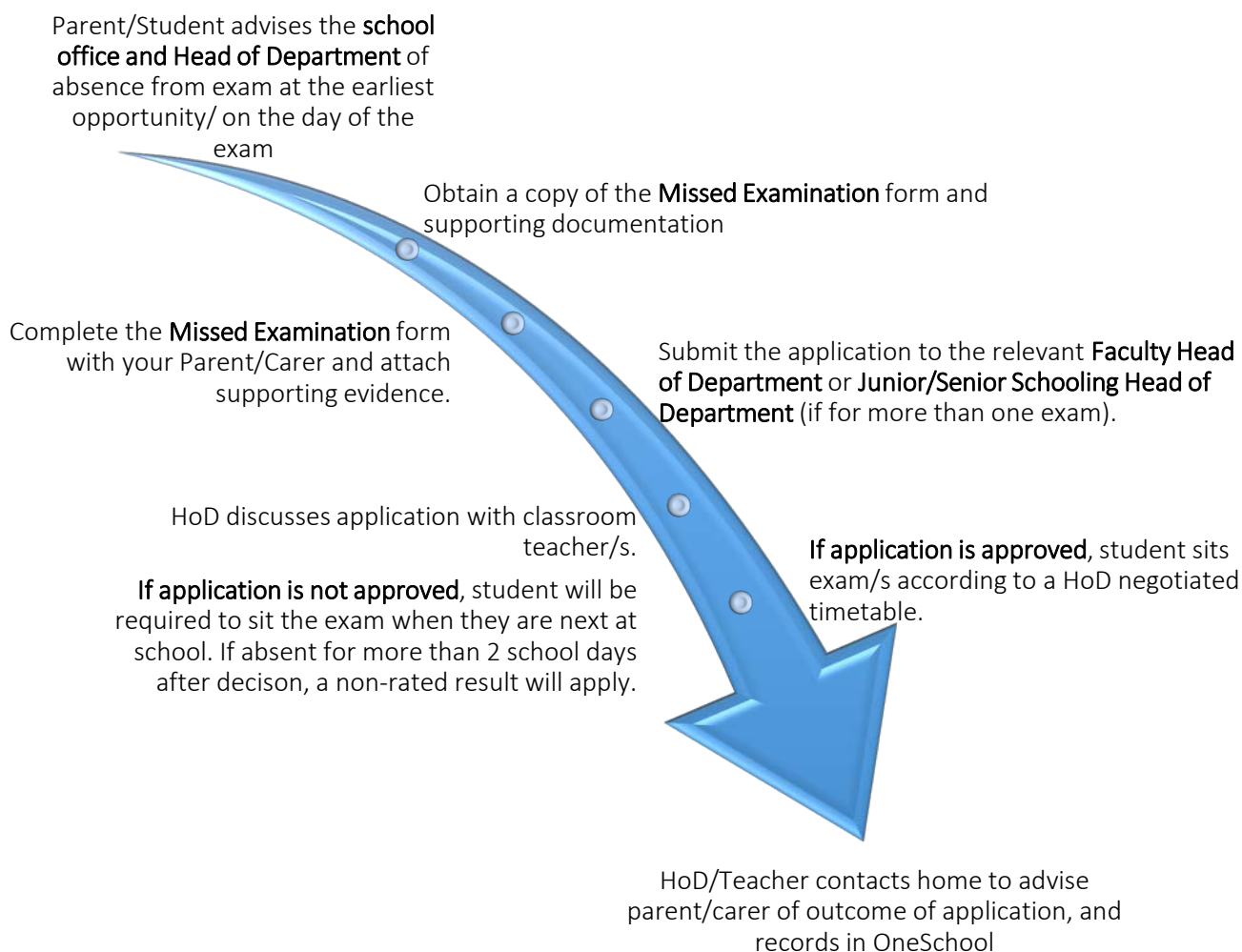
### Missed Examinations

**Prior Notice** – Students must complete a **Missed Examination** form (*page 8*) to advise the school of an unavoidable impending absence as soon as possible. Documentary evidence must be supplied.

**Unforeseen Circumstances** – Should a student be absent on the day of an examination, the school office must be contacted by the student's parent/carer prior to 10:00am. This information will be forwarded to the relevant Head of Department and the student must present them with a completed **Missed Examination** form immediately upon their return to school.

**External Suspension** – Students on suspension will have an alternate examination timetable negotiated and arranged by the Junior/Senior Schooling Deputy Principal.

### *Procedure for Missed Examination – non-external suspension students only*





**BRACKEN RIDGE**  
STATE HIGH SCHOOL

**MISSED EXAMINATION**

STUDENT TO COMPLETE		
<b>STEP ONE</b> Student and Parent/Carer	<b>Name:</b>	<b>Date request submitted:</b>
	<b>Subject:</b>	
	<b>Date of scheduled examination:</b>	
	<b>Reason for missed examination:</b>	
	<b>Documentary Evidence Attached:</b> YES / NO	
	<b>Student Signature:</b>	<b>Parent/Carer Signature:</b>
	HoD TO COMPLETE	
<b>Exam to be rescheduled:</b> YES / NO		
<b>Date of rescheduled examination:</b>		
<b>Time of rescheduled examination:</b>		
<b>Supervisor of rescheduled examination:</b>		
<b>Number of lessons missed:</b>		
<b>HoD Signature:</b>	<b>Teacher Signature:</b>	
MULTIPLE EXAMS ONLY - HoD TO COMPLETE		
<b>Exams to be rescheduled:</b> YES / NO		
<b>Details of rescheduled examinations:</b>		
<b>Date of Exam</b>	<b>Time of Exam</b>	<b>Exam Supervisor</b>
<b>HoD Signature:</b>		



## Recommendations for Special Provision

'Special provisions' means making reasonable adjustments to conditions of assessment to ensure equitable opportunities for all students. Formal applications for special provision are only required for students studying within our Senior Schooling phase and **must occur via the school's Guidance Officer** on the **Application for Special Provision** form (*page 11*). The Guidance officer will then consult with the Head of Department Educational Support Services and/or the Head of Department Senior Schooling regarding recommendations for Special Provision.

**Please note - Recommendations for Special Provision is separate to Access and Instructional adjustments made by staff at the Assessment Instrument design stage for students.**

The QCAA outlines that special provisions involve the application of relevant syllabus criteria and standards against which achievement is judged. Assessment criteria and standards are not modified to suit particular students. The school is required to maintain intent and rigour of the syllabus or study area specifications and any other requirements or components that are inherent or essential to the course of study. Special provisions do not involve compensating for what the student does not know or cannot do. Recommendations for special provision apply to both school-based assessment that is quality assured by the QCAA for Authority and Authority-Registered subjects and Vocational subjects as assessed by AQTF. The school will ensure that the steps taken to identify and implement special provisions maintain respect for the dignity, privacy and confidentiality of the student, their Parent/Carers and associates.

The QCAA's Equity Statement underpins all curriculum development and assessment in Queensland; it states that "all young people in Queensland have a right to gain an education that meets their needs and prepares them for active participation in the creation of a socially just, equitable and democratic global society."

At Bracken Ridge State High School, we are committed to providing services and materials that contribute to Queensland students receiving a socially just education that neutralises inequities.

### When does Special Provision Apply?

Special provisions are considered on a case by case basis and decisions are reached through a consultation.

Situations for which recommendations for special provision may apply include:

1. Students living with a disability that has a physiological basis, such as those of a sensory, motor or neurological nature;
2. Students whose educational support needs arise primarily from socio-economic, cultural and/or linguistic factors where there may be a form of educational disadvantage such as students:
  - a. of Aboriginal and/or Torres Strait Islander backgrounds
  - b. with language backgrounds other than English
  - c. who are migrants or refugees
  - d. from rural or remote locations
  - e. in low socio-economic circumstances;
3. Students who are living with short-term impairments such as glandular fever, fractured limbs, etc.
4. Students with identifiably different patterns of educational development and orientation, influenced by factors such as:
  - a. gender, for example, the inclusion of learning resources relevant to both males and females;
  - b. Special talents (including giftedness), with opportunities for extension programs to be experienced; and
  - c. Life circumstances that may impact on a student's opportunity to engage in learning and be assessed fairly.

Recommendations for Special Provision may take one of two forms:

1. Reasonable educational adjustments; and
2. Exemption (allowing for non-completion of a particular piece of assessment where there is sufficient evidence within the student's folio of work to meet course requirements and exit standards).

*Procedure for requesting the application of Special Provision*

Obtain a copy of the **Recommendation of Special Provision** form and supporting documentation

Schedule an appointment and complete the **Recommendation of Special Provision** form with the school's Guidance Officer and your Parent/Carer/s.

Guidance Officer consults with HoD ESS and HoD Senior Secondary and recommends the application of special provision in line with QCAA guidelines and equity principles.

Guidance Officer discusses recommendations with classroom teacher/s and provides them with a copy of the **Recommendation of Special Provision** form.

Classroom teachers apply **Recommendations for Special Provision** to relevant assessment programs.

Guidance Officer records in OneSchool and contacts home to advise Parent/Carer of outcome of application.

Students applying for special provisions will have options for reasonable education adjustments and exemption outlined to them by the school's Guidance Officer as a part of the application process.



**BRACKEN RIDGE**  
STATE HIGH SCHOOL

## RECOMMENDATION FOR SPECIAL PROVISION

<b>STEP ONE</b> Student and Parent/Carer	<b>STUDENT and PARENT/CARER TO COMPLETE</b>		
	<b>Name:</b>		<b>Date request submitted:</b>
	<b>Grounds for Application – Please tick</b>		<b>Details of Impact on Student’s Academic Performance</b>
	Medical	<input type="checkbox"/>	
	Mental Illness	<input type="checkbox"/>	
	Family	<input type="checkbox"/>	
	Compassionate – personal trauma	<input type="checkbox"/>	
	Elite Sports person	<input type="checkbox"/>	
	Physical Factors	<input type="checkbox"/>	
	Academic Factors	<input type="checkbox"/>	
	Other (specify in details)	<input type="checkbox"/>	
	<b>Period of impact on student:</b>		
	<b>Documentary Evidence Attached:</b> YES / NO		
	For approval to proceed, appropriate documentary evidence must be attached.		
<b>Student Signature:</b>		<b>Parent/Carer Signature:</b>	
<b>STEP TWO</b> Guidance Officer with HoD Senior Schooling or HoD Education Support Services	<b>GUIDANCE OFFICER TO COMPLETE</b>		
	<b>Period for which Special Provision is recommended:</b>		
	<b>Person managing application of Special Provision:</b> GO / HoD ESS / HoD SS		
	<b>Subject impacted</b>	<b>Provision Recommended</b>	<b>Person Actioning Provision</b>
<b>Guidance Officer Signature:</b>			
<b>Principal’s Signature:</b>			

## Appendix

The following QCAA documents were accessed to inform the writing of this procedural document:

- The A – Z of Senior Moderation
- QCAA Equity Statement

These documents can be accessed by visiting the QCAA website at the following two addresses:

<https://www.qcaa.qld.edu.au/k-12-policies>

<https://www.qcaa.qld.edu.au/senior/moderation-hub/handbooks>