



# **HILLS INTERNATIONAL COLLEGE SENIOR ASSESSMENT POLICY**

## SCOPE

Hills International College Assessment policy provides information for teachers, students and parents/carers about roles, responsibilities, processes and procedures to ensure the integrity of assessment that contributes to the Queensland Certificate of Education (QCE). The framework for this policy is developed from the *QCE and QCIA policy and procedures handbook* available from [www.qcaa.qld.edu.au/senior/certificates-and-qualifications/qce-qcia-handbook-2019](http://www.qcaa.qld.edu.au/senior/certificates-and-qualifications/qce-qcia-handbook-2019) and applies to Applied, Applied (Essential), General, General (Extension) subjects and Short Courses across all faculties.

## PURPOSE

Both Hills International College and the Queensland College of learners 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 build capacity as all Hills International College students work towards summative assessment completion for the QCE. It is an expectation that all students develop to become lifelong learners and that they learn 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.

## PRINCIPLES

Hills International College expectations for teaching, learning and assessment are grounded in the principles of academic integrity and excellence. Hills College therefore will ensure that the implementation of any assessment is aligned with both the curriculum constraints required and that on-going development of pedagogical practise is relevant to ensure all cognitive verbs presented in any one assessment are understood.

Assessment includes any examination, practical demonstration, performance or product that allows students to demonstrate the objectives as described by the syllabus. Assessment therefore should be:

- 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 main 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

## PROMOTING ACADEMIC INTEGRITY

### *Policies and Procedures*

A) Location and Communication of Policy:

The school assessment policy is located on the school website at <http://www.hills.qld.edu.au/secondary-school/>.

All questions regarding this policy should be directed to the Head of Secondary.

To ensure the assessment policy is consistently applied, it will be revisited at the beginning of each semester in form classes. Relevant processes will be revisited:

- at enrolment interviews
- during both Parent Information Evenings and SET planning meetings
- when the assessment schedule is published
- when each task is handed to students
- in the newsletter and by email in response to phases of the assessment

B) Expectations about Engaging in Learning and Assessment:

Hills International College has high expectations for academic integrity and student participation and engagement in learning and assessment. Students become eligible for a QCE when they have accrued the set amount of learning, at the set standard, in a set pattern, while meeting literacy and numeracy requirements. Students are required to complete all course and assessment requirements on or before the due date for their results to contribute credit to the QCE.

Student responsibility

Students are expected to:

- engage in the learning for the subject or course of study
- produce evidence of achievement that is authenticated as their own work
- submit responses to scheduled assessment on or before the due date.

To emphasise the importance of sound academic practices, staff and students will complete the QCAA academic integrity courses.

C) Due Dates:

School responsibility:

Hills International College is required to adhere to QCAA policies for gathering evidence of student achievement on or before the due date.

Due dates for final responses, checkpoints and drafts will be published in the assessment schedule which will be online in the TASS system. All students will be provided with their assessment schedule by the end of Week 2. Further to this, assessment dates will be published to parents for their notification.

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 timelines for QCAA quality assurance processes to be met
- be clear to teachers, students and parents/carers
- be consistently applied
- be clearly communicated by the end of Week 2 each semester



- give consideration to allocation of workload.

Students will also be asked to submit their learning outcomes to the respective teacher before 3.20 p.m. on the due date. If this is not undertaken, the teacher will inform the HOF who will ask administration for a text to be sent home to the parent / carer.

Student responsibility:

Students are responsible for:

- recording due dates in their diaries
- planning and managing their time to meet the due dates
- informing the school as soon as possible if they have concerns about assessment load and meeting due dates.

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.

All final decisions are at the principal's discretion.

D) Submitting, Collecting and Storing Assessment Information:

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

All assessment evidence, including draft responses, will be submitted by their due date and where appropriate, via the College's academic integrity software.

Draft and final responses for all internal assessment will be collected and stored in each student's electronic folio on one drive. These documents will be stored for two years. Live performance assessments will be recorded and stored as required for QCAA processes. Teachers will ensure that all quality assurances process are followed using the QCAA scaffolded documentation.

E) Appropriate Materials:

Hills International College is a supportive and inclusive school of learnings. Material and texts are chosen with care in this context by students and staff. Therefore, all material chosen in accordance with the suggested guidelines from the QCAA Handbook and with specific reference to the students currently enrolled at Hills College and who are undertaking the ATAR. This is particularly important as Hills International College needs to ensure that all students are developing insights into an international framework for learning for which they have chosen to be a part of.

## ENSURING ACADEMIC INTERITY

At Hills International College, consistency with the implementation and application of all assessments will reflect upon the statements made for students, teachers and parents in the Assessment Policy. As this policy is made available to all personnel during Parent Meetings, Student Meetings and its location on the College Website, there could be no confusion with the



details presented. Focus on how the school ensures consistency in applying the assessment policy and provides opportunities for students to engage with the policy.

The Heads of Faculty and the Head of Secondary are all responsible for facilitation of all persons to engage with the Assessment Policy.

### *Internal Assessment Administration*

A) 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 instrument
- allow for unique student responses and not lead to a predetermined response.

Across the phases of learning, students will gradually be given more responsibility for understanding the processes required to complete their tasks.

Checkpoints will:

- be detailed on student task sheets and will clarify assessment expectations, task requirements and how judgements will be made in conjunction with the attached criteria
- monitor student progress where discussions will / can take place to help students further develop strategies towards the completion of the task itself as well as ensuring the actual assessment is submitted by the due date.
- be used to establish student authentication and to ensure that students sign off on their assessment acknowledging they are indeed the author.

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.

Heads of departments and parents/carers will be contacted if checkpoints are not met and if any other relevant details need to be presented

B) Drafting is a key checkpoint. Types of drafts differ depending on subject for which written drafts, rehearsal of a performance pieces or a product in development is required by the syllabus. Drafts might be used as evidence of student achievement in the case of illness or misadventure, or non-submission for other reasons. (refer to AARA for specific details)

Feedback on a draft is:

- provided on a maximum of one (1) draft of each student's 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 spelling, grammar, punctuation and calculations
- allocate a mark.

A copy of the feedback will be stored with a hard copy of the draft in the student's folio.



Parents and caregivers will be notified by email about non-submission of drafts and the processes to be followed.

C) 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.

After all these strategies have been implemented, if the student's response exceeds the word length required by the syllabus, the Hills College will either:

- mark only the work up to the required length, excluding evidence over the prescribed limit
- or
- allow a student to redact their response to meet the required length, before a judgment is made on the student work.

Any student assessment outcome to be submitted for confirmation purposes, will be clearly annotated to indicate the evidence used to determine a mark.

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

Hills College will require students to acknowledge their final assessment responses as their own by signing the declaration upon submission. All assessments will be up uploaded to Turnitin and a report of their response noting a twenty five percent (25%) or less similarity as being acceptable for each submission.

Hills International 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.

E) Applications for AARA:

Hills International College is committed to reducing barriers to success for all students. AARA are actions taken by the school to minimise as much as possible, barriers for a student whose disability, impairment, medical condition or other circumstances may affect their ability to read, respond to or participate in assessment.

Hills College follows the processes as outlined in the *QCE and QCIA policy and procedures handbook* available from [www.qcaa.qld.edu.au/senior/certificates-and-qualifications/qce-qcia-handbook-2019](http://www.qcaa.qld.edu.au/senior/certificates-and-qualifications/qce-qcia-handbook-2019).

Hills International College Principal manages all approval of AARA for students and all AARA applications must be accompanied by the relevant supporting documentation (outlined in [Section 6.5.1](#)) and made as far in advance as possible to meet the QCAA published timelines. All evidence used to make decisions is recorded in the student's file by the principal or their delegate.

Students are not eligible for AARA on the following grounds:

- unfamiliarity with the English language



- teacher absence or other teacher-related issues
- matters that the student could have avoided
- matters of the student's or parent's/carer's own choosing
- matters that the school could have avoided such as on-going Golf Tournaments undertaken without the approval of Heads of Faculty and Head of Secondary.

Applications for extensions to due dates for unforeseen illness and misadventure need to be applied for as soon as possible and must come with a medical certificate to support the request for an extension. All Heads of Faculty will need to be informed.

Students and parents/carers must contact the Principal's Delegate as soon as possible and submit the relevant supporting documentation.

Copies of the medical report template, extension application and other supporting documentation are available on the Hills College Website.

F) Teachers will monitor and collect progressive evidence of student responses to assessment instruments at the prescribed checkpoints. These checkpoints on the instrument-specific task sheets will 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) and where evidence of student work provided by the student for the purposes of authentication during the assessment preparation period is available, teachers make judgments based on this outcome

Where outcomes were not provided by the student on or before the due date as specified by the Hills International College and where no other evidence is available, a 'Not-Rated' (NR) will be entered in the Student Management system by the date published in the SEP calendar. Further to this, all parents / carers will be notified by the individual teacher responsible via a phone conversation then followed by a confirmation email. All details will then be uploaded to TASS as a record of student learning.

In circumstances where a student response is judged as NR, the student will not meet the requirements for that subject.

G) Hills International College's quality management system ensures valid, accessible and reliable assessment of student achievement. All assessment instruments before being submitted for endorsement and or being administered to the students will need to be ratified by both the Heads of Faculty and the Head of Secondary. Further to this, the following is also required;

- quality assurance of all assessment instruments before they are administered to students using quality assurance tools provided by the QCAA need to be signed off by the Head of Secondary
- quality assurance of judgments about student achievement is relative to each individual teacher but can be discussed with the Head of Secondary.

All assessments need to be cross-marked where possible and the Hills International College Procedures for Moderating will be enforced.

All marks for summative internal assessment for General and General (Extension) subjects are provisional until they are confirmed by the QCAA.

Results for Applied and Applied (Essential) subjects and Short Courses may be subject to advice from the QCAA.



Hills International College internal review processes for student results (including NR) for all General subjects

(Units 1 and 2), Applied subjects and Short Courses is equitable and appropriate for the local context

## MANAGING ACADEMIC MISCONDUCT

Hills International College is committed to supporting students to complete assessment and to submit work that is their own, and minimising opportunities for academic misconduct. There may be a situation when a student inappropriately and falsely demonstrates their learning. Hills International College Laws reflect integrity and being principled and the and while the following are examples of misconduct, none of the conditions listed below will be tolerated, therefore, an NR will be awarded.





|  | <u>Types of Misconduct</u>   | <u>Procedures for Managing Academic Misconduct</u>  |
|--|--|---|
| <u>Cheating while under supervised conditions</u>              | <p>A student:</p> <ul style="list-style-type: none"> <li>• begins to write during perusal time or continues to write after the instruction to stop writing is given</li> <li>• uses unauthorised equipment or materials</li> <li>• has any notation written on the body, clothing or any object brought into an assessment learning environment</li> <li>• communicates with any person other than a supervisor during an examination such as through speaking, signing, electronic device or other means such as passing notes, making gestures or sharing equipment with another student.</li> </ul> | <p><b><u>For authorship issues:</u></b></p> <p>When authorship of student work cannot be established or a response is not entirely a student's own work, Hills College will provide an opportunity for the student to demonstrate that the submitted response is their own work.</p> <p><b><u>For all instances of academic misconduct:</u></b></p> <p>Results will be awarded using any evidence from the preparation of the response that is available that is verifiably the student's own work and that was gathered in the conditions specified by the syllabus, on or before the due date.</p> <p>For instances of academic misconduct during examinations, Hills International College students will be awarded a Not-Rated (NR)</p> |
| <u>Collusion</u>   | <p>When:</p> <ul style="list-style-type: none"> <li>• more than one student works to produce a response and that response is submitted as individual work by one or multiple students</li> <li>• a student assists another student to commit an act of academic misconduct a student gives or receives a response to an assessment.</li> </ul>   |   |
| <u>Contract Cheating</u>                                       | <p>A student:</p> <ul style="list-style-type: none"> <li>• pays for a person or a service to complete a response to an assessment</li> <li>• sells or trades a response to an assessment.</li> </ul>   |   |
| <u>Copying Work</u>  | <p>A student:</p> <ul style="list-style-type: none"> <li>• deliberately or knowingly makes it possible for another student to copy responses</li> <li>• looks at another student's work during an examination</li> <li>• copies another student's work during an examination.</li> </ul>   |   |
| <u>Disclosing or receiving information about an assessment</u> | <p>A student:</p> <ul style="list-style-type: none"> <li>• gives or accesses unauthorised information that compromises the integrity of the assessment, such as stimulus or suggested answers /responses, prior to completing a response to an assessment</li> <li>• makes any attempt to give or receive access to secure assessment materials</li> </ul>   |   |
| <u>Fabricating</u>   | <p>A student:</p> <ul style="list-style-type: none"> <li>• invents or exaggerates data</li> <li>• lists incorrect or fictitious references.</li> </ul>   |   |

|  |   |  |
|--|---|--|
| <u>Impersonation</u>                     | <p>A student:</p> <ul style="list-style-type: none"> <li>• arranges for another person to complete a response to an assessment in their place, e.g. impersonating the student in a performance or supervised assessment.</li> <li>• completes a response to an assessment in place of another student.</li> </ul> |  |
| <u>Misconduct during an examination</u>  | <p>A student:</p> <ul style="list-style-type: none"> <li>• distracts and/or disrupts others in an assessment room.</li> </ul>   |  |
| <u>Plagiarism or lack of referencing</u> | <p>A student:</p> <ul style="list-style-type: none"> <li>• completely or partially copies or alters another person's work without attribution</li> <li>• another person's work may include text, audio or audio-visual material, figures, tables, design, images, information or ideas).</li> </ul>               |  |
| <u>Self-Plagiarism</u>                   | <p>A student duplicates work, or part of work already submitted as a response to an assessment instrument in the same or any other subject.</p>   |  |
| <u>Significant contribution of help</u>  | <p>A student arranges for, or allows, a tutor, parent/carer or any person in a supporting role to complete or contribute significantly to the response.</p>   |  |

## EXTERNAL ASSESSMENT ADMINISTRATION

External assessment is:

- common to all schools
- administered by schools under the same conditions at the same time and on the same day
- summative, and contributes to the overall subject result
- developed and marked by the QCAA according to a commonly applied marking scheme, except for General (SEE) subjects with syllabuses borrowed from another jurisdiction, for which the external assessment is set and marked by that jurisdiction
- not used in Applied subjects.

At Hills International College, information will be disseminated to parents/ carers and students at an appropriate time prior to the external examination. Students will have practise with final examination material and processes prior to the administration of the final examination commencing in October. This will provide adequate opportunities for all students, teachers and College personnel to be a part of and to have knowledge of the process.

Furthermore, the subject matter and conditions for external assessment are determined by the QCAA using the relevant syllabus. Hills College acknowledges the work the QCAA has done to facilitate the ATAR system and will seek advice if required from the Authority itself.

Syllabuses are accessible via the QCAA Portal and website. External assessment for General and General (Extension) subjects from the learning areas of English and Languages, Humanities and Business, Technologies and Health and Physical Education, and The Arts contributes 25% of the overall subject result in senior subjects and assesses Unit 4 of the syllabus, except for The Arts, which assesses Units 3 and 4. In the mathematics and science subjects learning areas, external assessment contributes 50% of the overall subject result and assesses Units 3 and 4.

The external assessment for the General (SEE) subjects contributes 100% of the result. External assessment is not privileged over summative internal assessment. It is a mechanism for adding equally valuable but different evidence to determine student achievement. Hills College will follow the processes for external assessment outlined in the Handbook and in the annual Directions for administration (DFA)

External Assessment Roles and Responsibilities:

The specifications for each external assessment are identified in syllabuses, the current versions of which are accessed via the QCAA Portal. Schools and teachers use syllabuses to plan teaching and learning that provides students with opportunities to acquire the necessary knowledge and skills to respond to external assessment instruments. Students use syllabuses to ensure their understanding of the required subject matter for an external assessment.

Hills International College staff, students and parents/carers, as well as the QCAA, have specific responsibilities for external assessment processes

| <u>Table 1: External Assessment Roles and Responsibilities</u>   |   |
|--|---|
| <u>Hills College</u>   | <u>QCAA</u>   |
| <p><u>Principals:</u></p> <ul style="list-style-type: none"> <li>• manage the school's overall responsibilities for external assessment processes</li> <li>• ensure students are receiving adequate hours of learning/tuition for the SEE subject</li> <li>• may delegate external assessment responsibilities to an external assessment (EA) coordinator</li> <li>• must appoint an additional substitute EA coordinator</li> <li>• manage the security, storage and movement of assessment materials.</li> </ul>   | <ul style="list-style-type: none"> <li>• manage the school's overall responsibilities for external assessment processes</li> <li>• ensure students are receiving adequate hours of learning/tuition for the SEE subject</li> <li>• may delegate external assessment responsibilities to an external assessment (EA) coordinator</li> <li>• must appoint an additional substitute EA coordinator</li> <li>• manage the security, storage and movement of assessment materials.</li> <li>• develops external assessments and marks student responses to the external assessments</li> <li>• provides timelines, guidance, support and resources to help schools prepare for and conduct external assessment</li> <li>• communicates timelines for external assessment in the SEP calendar</li> <li>• creates, publishes and communicates the external assessment timetable at the beginning of each year</li> <li>• publishes and communicates the DFA and external assessment student rules each year</li> <li>• communicates with schools about procedures for the delivery and collection of external assessment materials</li> <li>• reschedules external assessments for students with a timetable clash</li> <li>• provides training for external assessment writers and external assessment markers</li> <li>• appoints external assessment invigilators and external assessment observers.</li> </ul> |
| <p><u>External Assessment (EA) Coordinators:</u></p> <ul style="list-style-type: none"> <li>• ensure the substitute EA coordinator is able to assume the role if necessary</li> <li>• adhere to and manage external assessment processes outlined in the External assessment administration guide</li> <li>• register and collect fees for students wishing to take the SEE</li> <li>• communicate to school staff, students and parents/carers the external assessment timetable – External assessment student rules – Approved equipment list</li> <li>• implement QCAA arrangements for rescheduled assessments if there is a timetable clash</li> <li>• allocate suitable staff to supervise external assessment (teachers are ineligible to supervise an external assessment for subjects that they teach in a given year)</li> <li>• manage incidents when a student is suspected of, or observed participating in, an act of academic misconduct</li> <li>• complete the EA coordinators' report.</li> </ul> <p><u>QCAA Invigilators:</u></p> <ul style="list-style-type: none"> <li>• attend their nominated school for each of the external assessment sessions</li> <li>• observe the school's administration of external assessment, and adherence to processes in the DFA</li> </ul> |   |

|   |   |
|---|---|
| <p><u>Hills International College Staff:</u></p> <ul style="list-style-type: none"> <li>• adhere to external assessment processes in the External assessment administration guide</li> <li>• supervise external assessment (teachers are ineligible to supervise an external assessment for subjects that they teach in a given year)</li> <li>• report incidents when they suspect or observe an act of academic misconduct by a student.</li> </ul> | <p><u>QCAA Invigilators:</u></p> <ul style="list-style-type: none"> <li>• attend their nominated school for each of the external assessment sessions</li> <li>• observe the school's administration of external assessment, and adherence to processes in the DFA</li> <li>• complete the External assessment invigilator report</li> </ul> |
| <p><u>Students:</u></p> <ul style="list-style-type: none"> <li>• read and adhere to the information provided by schools, including the external assessment timetable, student rules and the approved equipment list</li> <li>• attend external assessment in which they are enrolled</li> <li>• attend the oral component for SEE language subjects (administered at an external venue).</li> </ul>   | <p><u>QCAA observers:</u></p> <ul style="list-style-type: none"> <li>• attend their nominated school and external assessment session</li> <li>• quality assure processes and procedures for external assessment</li> <li>• provide an independent quality assurance report to the QCAA</li> </ul>   |
| <p><u>Parents/carers:</u></p> <ul style="list-style-type: none"> <li>• read the external assessment timetable and external assessment student rules on the QCAA website</li> <li>• support students to participate in the external assessment in which they are enrolled.</li> </ul>  |   |



# REQUEST FOR ASSESSMENT EXTENSION APPLICATION

Complete the details outlined on this form.  
Submit this form on the due date to teacher in place of the assessment piece.

## Section One – Student Details To be completed by student

First name: \_\_\_\_\_ Surname: \_\_\_\_\_

Year Level:             8             9             10             11             12

## Section Two – Course and Assignment Details To be completed by student

Subject: \_\_\_\_\_ Teacher: \_\_\_\_\_

Assignment Number/Name: \_\_\_\_\_

Assignment Due Date: \_\_\_\_\_ Extension Request Date: \_\_\_\_\_

Reason for Extension Request: \_\_\_\_\_

\_\_\_\_\_

Please attach documentary evidence in the form of a medical certificate or note from parent/caregiver if applicable.

Signature of Student: \_\_\_\_\_ Date: \_\_\_\_\_

Parent/Caregiver Signature: \_\_\_\_\_ Date: \_\_\_\_\_

## Section 3 – Response to Request of Assignment Extension To be completed by subject teacher

Has the student already had an extension for his assignment?             Yes             No

Has the student applied four days prior to the due date?             Yes             No

Has a medical certificate or documentation been supplied?             Yes             No

Is the student seeking more than one week?             Yes             No

If so, approval must be granted after speaking with Head of Faculty and/or Deputy.

Not approved\*             Approved to Date: \_\_\_\_\_

Comments by subject teacher: \_\_\_\_\_

\_\_\_\_\_

Signature of Teacher: \_\_\_\_\_ Date: \_\_\_\_\_

\*If assessment extension is not approved by subject teacher, the student may appeal the decision to the Head of Faculty and/or Head of Secondary. They will make their decision after speaking with the subject teacher. See Section 4.





This section is only needed if the extension is rejected by the learning environment teacher

### Section 4 – Appeal to HOF/Head of Secondary

To be completed by the Head of Faculty/Head of Secondary

Has the Head of Faculty/HOS met with student?  Yes  No

Has the Head of Faculty/HOS met with the subject teacher?  Yes  No

Not approved  Approved to Date: \_\_\_\_\_

Reason given for granting approval:

Compassionate grounds  Illness

Problem with materials  Other

Comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Signature of HOF/Head of Secondary: \_\_\_\_\_ Date: \_\_\_\_\_

#### Office use only

- One copy to student's file
- One copy to subject teacher

