

MONTO STATE HIGH SCHOOL

ASSESSMENT POLICY



Scope

This 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) at Monto State High School. The framework for the policy is developed from the *P-12 Curriculum, assessment and reporting framework (2022)* and *QCE and QCIA policy and procedures handbook* available from <https://education.qld.gov.au/curriculum/stages-of-schooling/p-12> and www.qcaa.qld.edu.au/senior/certificates-and-qualifications/qce-qcia-handbook and applies to all subjects and courses offered at Monto State High School.

Purpose

Monto State High School 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 students work towards relevant achievement standards for their year level and in Year 11 and 12 the formative and summative assessment completion for the QCE.

Principles

Monto State High School expectations for teaching, learning and assessment are grounded in the principles of academic integrity and excellence.

Assessment includes any examination, extended written, research/investigation, practical demonstration, performance or product that allows students to demonstrate the objectives described by the syllabus. Assessment should be:

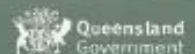
- Aligned with curriculum and pedagogy
- Equitable for all students
- Evidence-based, using established standards and continua to make defensible and comparable judgments about students' learning
- Ongoing, with a range and balance of evidence compiled over time to reflect the depth and breadth of students' 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 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

MONTO STATE HIGH SCHOOL

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Adopt the Positive - Strive for Excellence - Seek Improvement - Be a Success

Promoting academic integrity

Monto State High School promotes academic integrity by developing students' skills and modelling appropriate academic practices. The following whole-school procedures support this endeavour.

QCE and QCIA policy and procedures handbook	Policy and procedures
<p>Location and communication of policy</p> <p><i>K-12 Curriculum, assessment and reporting framework</i></p>	<p>The school assessment policy is located on the school website at and in the school's SharePoint. All questions regarding this policy should be directed to the relevant year level HOD or Principal.</p> <p>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:</p> <ul style="list-style-type: none"> • At enrolment interviews • During senior education and training (SET) planning • 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 cycle.
<p>Expectations about engaging in learning and assessment</p> <p>Section 1.2.4 Section 2 Section 8.2.1</p> <p><i>Assessment in Prep to Year 10 pg. 2.</i></p>	<p>Monto State High School 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 to the overall level of achievement in each learning area and/or subject at the end of each reporting period and in year 11/12 to contribute to credit to the QCE.</p> <p>Student responsibility Students are expected to:</p> <ul style="list-style-type: none"> • 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 <p>To emphasise the importance of sound academic practices, staff and students will complete the QCAA academic integrity courses.</p>
<p>Due dates</p> <p>Section 8.2.1 Section 8.2.7</p> <p><i>Requirements for Queensland state school in Prep-Year 10</i></p>	<p>School responsibility Monto State High School is required to adhere to the Department of Education P-12 Curriculum, assessment and reporting framework (QCARF) and the QCAA's policies for gathering evidence of student achievement on or before the due date.</p> <p>Due dates for final responses and drafts will be published in the assessment schedule and on each piece of assessment. All students will be provided with their assessment schedule by the end of Week 2 each term.</p> <p>All assessment will:</p> <ul style="list-style-type: none"> • align with Australian Curriculum (7-10) or QCAA syllabus requirements (11,12) • 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 parent/carers • be consistently applied • be clearly communicated at the start of each assessment task • give consideration where possible to allocation of workload <p>Student responsibility Students are responsible for:</p> <ul style="list-style-type: none"> • recording due dates in their diaries

QCE and QCIA policy and procedures handbook	Policy and procedures
	<ul style="list-style-type: none"> planning and managing their time to meet due dates informing the school as soon as possible if they have concerns about assessment load and meeting due dates <p>In cases where students are unable to meet a due date, they will:</p> <ul style="list-style-type: none"> inform the relevant head of department and classroom teacher as soon as possible complete an AARA (extension) form in consultation with relevant HOD provide the school with relevant documentation, e.g. medical certificate where required adhere to alternative arrangements for submission of assessment, if applicable, as decided by the school. <p>All final decisions are at the principal's discretion. Refer to AARA information below.</p>
<p>Submitting, collecting and storing assessment information Section 9</p> <p><i>Minimum Requirements for Queensland state school in Prep-Year 10</i></p>	<p>Assessment instruments will provide information about Monto State High School's arrangements for submission of draft and final responses, including due dates, conditions and file types accepted.</p> <p>All assessment evidence, including draft responses, will be submitted by their due date and, where appropriate, via Q Learn using the academic integrity software provided.</p> <p>Draft and final responses for all internal assessment will be collected and stored in each student's folio (electronically or hard copy). Live performance assessments will be recorded and stored as required for QCAA processes. All evidence used for making judgments is stored in individual student folios either electronically or in hard copy and is retained in accordance with section 13 of the <i>Public Records Act 2002</i> and the <i>Education and Training Sector retention and disposal schedule</i>.</p>
<p>Appropriate materials Section 8.2.2 Section 7</p> <p><i>A whole school approach to pedagogy</i></p>	<p>Monto State High School is a supportive and inclusive school. Material and texts are chosen with care in this context by staff and aligns with recommendations of subject syllabus and Australian Curriculum.</p> <p>Material and texts are reviewed by staff during the drafting process and consultation with students will occur.</p>

Ensuring academic integrity

Monto State High School has procedures to ensure that there is consistent application of the assessment policy, and that staff and students optimise opportunities to understand academic integrity. The following procedures are to be applied in this context.

Assessment administration – Year 7-10, Formative & Summative Internal Year 11/12

QCE and QCIA policy and procedures handbook	Policy and procedures
<p>Scaffolding Section 8.2.3</p>	<p>Scaffolding for assessment helps students understand the process for completing the task. Scaffolding will:</p> <ul style="list-style-type: none"> maintain the integrity of the requirements of the task or assessment instrument allow for unique student responses and not lead to a predetermined response. <p>Across the phases of learning, students will gradually be given more responsibility for understanding the processes required to complete their tasks.</p>

<p>QCE and QCIA policy and procedures handbook</p>	<p>Policy and procedures</p>
<p>Checkpoints Section 8</p>	<p>Checkpoints will:</p> <ul style="list-style-type: none"> • be detailed on student task sheets and include a due date for each checkpoint, for example, T1 Week 3. • monitor student progress • gather evidence of student progress • be used to establish student authorship. <p>Students will work on assessment during designated times and show evidence of progress at scheduled checkpoints. This evidence will be used if the student does not submit a final response by the due date.</p> <p>Teachers will use these checkpoints to identify and support student to complete their assessment. Teachers are encouraged to contact parents/carers if checkpoints are not met.</p> <p>Parents/carers and Heads of Department will be contacted if final draft checkpoint is not met. <i>Contact will be recorded in One School.</i></p>
<p>Drafting Section 8.2.5</p>	<p>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, misadventure or non-submission for other reasons. Drafts allow teachers to monitor student work in development. Drafting may include peer reviews, discussions or teacher reviews, as appropriate.</p> <p>Feedback of a draft is:</p> <ul style="list-style-type: none"> • provided on a maximum of one draft of each student's response in year 11 and 12 and a maximum of two drafts in years 7 – 10 • 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 • delivered in a variety of ways: in writing or orally; to an individual or to the whole class; and/or through questioning • provided within one week of submission of a draft <p>The feedback may vary depending on the nature of the task and may include suggestions such as:</p> <ul style="list-style-type: none"> • Consider other aspects of the text, report, performance or activity. • Develop the response to show more awareness of the intended audience or purpose • Rearrange the sequence and structure of the response to prioritise the most important points. • Investigate further to expand the response. • Synthesise the response by editing or removing excess information. • Adhere to the required response length by editing and refining the response, checking for relevance or repetition etc. • Adhere more closely to the referencing style required by the task. <p>Feedback on a draft must not:</p> <ul style="list-style-type: none"> • Compromise the authenticity of a student response • Introduce new ideas, language or research to improve the quality and integrity of the student work • In year 11 and 12, edit or correct all spelling, grammar, punctuation and calculations. In years 7-10 gradual responsibility will be allocated to the student. • Allocate a mark or grade <p>Parents and carers will be notified about non-submission of drafts (record of contact in One School), and the processes that the student will need to follow. Teachers will provide strategies to students to support submission.</p>

**Managing
response length**
Section 8.2.6

Students must adhere to assessment response lengths as specified by syllabus documents and the Australian Curriculum Assessment Techniques and Conditions (QCAA). The procedure below supports 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.
- Teachers support students to develop skills in managing length, scope and scale of their responses.
- 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 school will either:

- Mark only the work up to the required length, excluding evidence over the prescribed limit.
- Allow a student to redact their response to meet the required length, before a judgment is made on the student work.
- Annotate any such student work submitted for confirmation purposes to clearly indicate the evidence used to determine a mark.

Responsibilities for managing response length.

Teachers:

- Take reasonable steps to ensure that students can respond to assessment within the required length.
- Work with students at checkpoints throughout the process, emphasising the conditions of the task including response length.
- Use proactive strategies to support students.
- Annotate any student responses submitted that exceed the required length.

Students:

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

Determining word length and page count of a written response.

	Word length	Page count
Inclusions	<ul style="list-style-type: none"> • All words in the text of the response • Title, headings and sub-headings • 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; Content 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 • Content pages • Abstract • Bibliography • Reference list • Appendixes

<p>QCE and QCIA policy and procedures handbook</p>	<p>Policy and procedures</p>
<p>Authenticating student responses Section 8.2.8</p>	<p>Accurate judgments of student achievement can only be made on student assessment responses that are authenticated as their own work.</p> <p>Monto State High School uses the authentication strategies promoted by the QCAA. The authentication strategies will be specified on assessment instruments. Refer to section 8.2.8 of QCE and QCIA Handbook.</p> <p>Students will be encouraged to submit assessment in Q Learn to access the plagiarism checker provided prior to final submission.</p> <p>Students will be required to sign the Declaration of Authenticity attached to each assessment task sheet and submit with their assessment.</p> <p>In cases where a student response is not authenticated as their own work, procedures for managing alleged academic misconduct will be followed. In years 7 – 10 gradual responsibilities will be allocated to the student, and the student will be supported to learn from this experience. Refer section Managing academic misconduct.</p>
<p>Access arrangements and reasonable adjustments, including illness and misadventure (AARA) Section 6</p>	<p>Applications for AARA</p> <p>Monto State High School 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.</p> <p>For year 11 and 12 students, the school follows the processes as outlined in the <i>QCE and QCIA policy and procedures handbook</i>. The Principal and Senior School Head of Department manages all approval of AARAs for Year 11 and 12 students. For years 7-10, the Principal and Junior School Head of Department manages the AARA applications including adjustments to assessments when necessary.</p> <p>Year 11 and 12, all AARA applications must be accompanied by the relevant supporting documentation (outlined in Section 6.4.5) 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 and saved in g drive AARA folder.</p> <p>Year 7 to 10, all AARA applications must be in consultation with parents/care givers. All documentation is recorded in the student’s file and saved in g drive AARA folder. Relevant HOD will email confirmation of AARA to parents, student and teacher upon decision.</p> <p>Applications for extensions to due dates for unforeseen illness or misadventure.</p> <p>Students and parents/carers must contact relevant HOD as soon as possible and submit the relevant supporting documentation.</p> <p>Copies of the documentary evidence template, AARA application and other supporting documentation are available from the school website and Monto SHS SharePoint.</p>
<p>Managing non-submission of assessment by the due date Section 8.2.7 Section 11.1.4</p>	<p>Teachers will collect progressive evidence of student responses to assessment instruments at prescribed checkpoints. This evidence will be used for marking if the student does not submit a final response to an assessment.</p> <p>The checkpoints on the instrument-specific task sheets provide details of the evidence that will be collected.</p> <p>Please Note: 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:</p> <ul style="list-style-type: none"> provided by the student for the purposes of authentication during the assessment preparation period is available, teachers make judgments based on this. For year 11 and 12 students only. Where assessment was not provided by the student on or before the due date as specified by the school and no other evidence is available, ‘Not-Rated

<p>QCE and QCIA policy and procedures handbook</p>	<p>Policy and procedures</p>
	<p>(NR) must be entered in the Student Management systems by the date published in the SEP calendar.</p> <p>Please note: In circumstances where a student response is judged as NR, the student will not meet the requirements for that subject.</p> <p>Due Date times</p> <ul style="list-style-type: none"> • For Year 7–10 students, assessments are to be submitted by 11:59 pm on the due date. • For Year 11 and 12 students, assessments must also be submitted by 11:59 pm on the due date. <p>Assessments can be submitted either physically to the teacher or electronically, as negotiated with the teacher. If submitting electronically, students must include a delivery receipt and retain it as evidence of submission. Students may also submit assessments via QLearn, as outlined and communicated in the assessment task sheet.</p> <p>Parents will be contacted if a student does not submit their final response by the due date. This contact must be recorded in OneSchool. Teachers are also required to notify the relevant Head of Department (HOD) via email regarding the non-submission.</p> <p>Examinations</p> <p>Year 7 – 11 students – if prior knowledge of absence, then student is to complete exam prior to due date. If unforeseen absence from exam, student is to complete the exam upon return to school (as per negotiation with teacher and HOD).</p> <p>Year 12 students – a comparable assessment instrument may be used to maintain integrity of the assessment instrument. This can be used for prior knowledge of absence or unforeseen absence. An AARA must be school-approved. Students are to complete exam prior to any planned absences or upon return to school (as negotiated with teacher and HOD and AARA documentation)</p>
<p>Internal quality assurance processes including moderation in Years 7-10 Section 9</p>	<p>Monto State High School's quality management system ensures valid, accessible and reliable assessment of student achievement. This includes:</p> <ul style="list-style-type: none"> • quality assurance of all assessment instruments before they are administered to students. • quality assurance of judgments about student achievement. <p>Junior Secondary Moderation of Assessment</p> <p>Subject areas will moderate the unit and assessment prior to implementation. Junior School HOD will manage this process. Refer <i>Moderation processes in Prep to Year 10</i> document.</p> <p>Junior Secondary Moderation of Student Work</p> <p>Each written assessment task, teachers will provide three marked samples (top, middle, bottom standard), a fourth sample may be provided if required, to team teacher or teacher of same subject or HOD. Moderating teacher to complete the moderation slip and return. This process is expected to take one (1) week. Grades and feedback will be given to students once moderation has been completed. Jnr Secondary Moderation policy 2026</p> <p>Year 11</p> <p>For units 1 and 2 quality assurance of all assessment instruments is recommended using the quality assurance tools provided by the QCAA. QA Tools. Applied subjects require a QCAA-approved study plan before implementation. Units 1 and 2 should be reviewed annually by subject teacher after QCAA provides feedback on subjects.</p> <p>Year 12</p> <p>Endorsement is an annual quality assurance of assessment in Units 3 and 4 for General and Applied Essential subjects. Summative assessment instruments must be endorsed by QCAA before administering. Teacher are encouraged to use the relevant IA quality assurance tool found in the</p>

QCE and QCIA policy and procedures handbook	Policy and procedures
	<p>resources file on QCAA Portal/Syllabus as well as in Core data/Curriculum/Senior School Quality assurance folder in each subject area.</p> <p>All marks for summative internal assessment for General subjects are provisional until they are confirmed by the QCAA at the relevant dates as per the SEP calendar. Refer to Confirmation P & P for procedures.</p> <p>Results for Applied and Applied Essential subjects and Short courses may be subject to advice from the QCAA upon completion of the annual review process. QCAA will notify schools of subjects involved in process each year.</p>

External assessment administration – Year 12 only

QCE and QCIA policy and procedures handbook	Policy and procedures
<p>External assessment is developed by the QCAA for all General and General (Extension) subjects Section 10</p> <p>See also: <i>External assessment — administration guide</i> (provided to schools each year)</p>	<p>Monto State High School adheres to the QCE and QCIA policy and procedures handbook and the Directions for Administration (DFA): External Assessment. The Principal and the Senior School HOD (Principal’s delegate and EA coordinator) oversee the processes and manage security, storage and movement of assessment materials and the integrity of administration of the assessment.</p> <p>The EA Coordinator will communicate with staff, students and parents/carers around their roles and responsibilities including:</p> <ul style="list-style-type: none"> – External assessment timetable – External assessment student rules – Approved equipment list

Managing academic misconduct

	Types of misconduct	Procedure
Cheating while under supervised conditions	<p>A student:</p> <ul style="list-style-type: none"> • begins to write 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, making gestures or sharing equipment with another student. 	<ol style="list-style-type: none"> 1. Teacher record specifics of incident including details of the type of misconduct 2. Teacher records behaviour on One School. 3. Head of Department notified as soon as possible. 4. Investigation conducted where required. 5. Parents/carers notified. 6. Consequence applied on a case-by-case basis as per the Student Code of Conduct policy.
Collusion	<p>When:</p> <ul style="list-style-type: none"> • more than one student works to produce a response and that response is submitted as individual work by one or multiple students. • a student assists another student to commit an act of academic misconduct. • a student gives or receives a response to an assessment. 	<p>For authorship issues</p> <p>When authorship of student work cannot be established or a response is not entirely a student’s own work, Monto State High School will provide an opportunity for the student to demonstrate that the submitted response is their own work.</p>

	Types of misconduct	Procedure
Contract cheating	A student: <ul style="list-style-type: none"> • pays for a person or a service to complete a response to an assessment • sells or trades a response to an assessment. 	If this cannot be validated the plagiarised work will be crossed out and not considered evidence for their overall results.
Copying work	A student: <ul style="list-style-type: none"> • deliberately or knowingly makes it possible for another student to copy responses • looks at another student's work during a supervised assessment • copies another student's work during a supervised assessment. 	
Disclosing or receiving information about an assessment	A student or other person: <ul style="list-style-type: none"> • gives or accesses unauthorised information that compromises the integrity of the assessment, such as stimulus or suggested answers/responses, before a response to an assessment is completed • makes any attempt to give or receive access to secure assessment materials. 	
Fabricating	A student: <ul style="list-style-type: none"> • 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, e.g. impersonating the student in a performance or supervised assessment. A student completes a response to an assessment in place of another student.	
Misconduct during an examination	A student distracts and/or disrupts others in an assessment room.	
Plagiarism or lack of referencing	A student completely or partially copies or alters another person's work without attribution (another person's work may include text, audio or audiovisual material, figures, tables, design, images, information or ideas). Plagiarism also includes the use of a translator, including an online translator, as the work produced is not the work of the student.	
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 help	A student or other person arranges for, or allows a tutor, parent/carer or any person in a supporting role to complete or contribute significantly to the response.	
Consequences of AI Misuse	Senior Students Draft Submissions If plagiarism or the misuse of AI is suspected, the responsibility to prove ownership and authenticity of the work lies with the student. This must be done within one school day (24 hours) of notification.	

Types of misconduct	Procedure
	<p>Students can prove ownership through the following:</p> <ul style="list-style-type: none"> • Research notes relevant to the topic that align with the submitted evidence • Referenced sources used in the submitted evidence • Formative classwork relevant to the topic, demonstrating a consistent writing style and language features such as grammar, punctuation, and spelling • Clear evidence of responding to teacher feedback during the drafting stage, or evidence of drafting from OneDrive or reaching checkpoints • A verbal explanation of the research process used to create the submitted evidence <p>Students are required to resubmit a draft that is entirely their own work and authenticated by their teacher within 24 hours.</p> <p>Final Submission Final assessments will be managed in accordance with QCAA guidelines. Only the sections of the assessment that can be authenticated as the student’s own work will be marked, and this will determine the final result.</p> <p>Instances of academic misconduct will be recorded in OneSchool. The OneSchool entry will be referred to the Head of Department (HOD) of Senior School. The HOD of Senior School will monitor for patterns of behaviour and discuss the academic misconduct with the student’s parent or guardian.</p> <hr/> <p>Junior Students</p> <p>Draft and Final Submissions If plagiarism or the misuse of AI is suspected, students must resubmit a draft that is entirely their own work and authenticated by their teacher within 24 hours.</p> <p>Instances of academic misconduct will be recorded in OneSchool. The OneSchool entry will be referred to the Head of Department (HOD) of Junior School. The HOD will monitor for patterns of behaviour and discuss the academic misconduct with the student’s parent or guardian.</p>

Related school policy and procedures

[Confirmation Policy and Procedure](#)

[Endorsement User Guide](#)

[Junior Secondary Moderation Guide](#)

[Illness and Misadventure AARA](#)