DUE DATE OF ASSESSMENT / Test or Assignment is complete?
Assignment submitted at scheduled lesson session with cover sheet. Record kept of receipt on class roll

FAILURE TO SUBMIT ASSESSMENT ON DUE DATE No without approval

TEACHER TO:
* gain approval from Deputy Principal Curriculum
* 5 school days written notice to students
* Master assessment calendar on network changed

DUE DATE OF ASSESSMENT / Test or Assignment is complete?
Assignment submitted at scheduled lesson session with cover sheet. Record kept of receipt on class roll

FINAL MONITORING/ FINAL DRAFT CHECK DATE Work Satisfactory?

APPROVAL GRANTED BY Administration Feedback from Parents/Guardians in response to letter

Actions with student to have progress on the assignment to a satisfactory standard

Assessment Date Changed?

Assessment Date Set on QACical or OneSchool assessment calendar

No (blue form) Yes

Approval form attached to item

Student awarded result without penalty

* Teacher ensures student completes missing sections through appropriate strategy

Assessment item accepted. Results awarded on student profile

Feedback from Parents/Guardian in response to letter

Item completed after teacher intervention

Yes No

Student submits work at New approved date with blue form

Yes No

Test or Assignment is complete?

Failure to complete/incomplete/late
* Assessment letter sent to Parent/Guardian by classroom teacher
Appropriate strategy e.g. series of detentions until complete
* Teacher to ensure student completes or submits assessment item through

APPROVAL GRANTED BY Administration Feedback from Parents/Guardians in response to letter

Yes No

Item completed after teacher intervention

Yes No

Students still fails to complete item Students referred to DEPUTY PRINCIPAL
Appropriate strategy issued

Result that is awarded is based on * Work submitted on due date
Or
* A non-submit result if nothing was available on due date
A note will be made on student profile, Completed work as a result of intervention filed on profile.

* Letter to parent to inform was incomplete

Yes No

Student awarded result without penalty

Approval form attached to item

Feedback from Parents/Guardian in response to letter

Item completed after teacher intervention

Yes No

Students still fails to complete item Students referred to DEPUTY PRINCIPAL
Appropriate strategy issued

* Teacher ensures student completes missing sections through appropriate strategy

Assessment item accepted. Results awarded on student profile

Yes No

Student submits work at New approved date with blue form

Yes No

Student submits work at New approved date with blue form

Yes No

Test or Assignment is complete?

Failure to complete/incomplete/late
* Assessment letter sent to Parent/Guardian by classroom teacher
Appropriate strategy e.g. series of detentions until complete
* Teacher to ensure student completes or submits assessment item through

APPROVAL GRANTED BY Administration Feedback from Parents/Guardians in response to letter

Yes No

Item completed after teacher intervention

Yes No

Students still fails to complete item Students referred to DEPUTY PRINCIPAL
Appropriate strategy issued

Result that is awarded is based on * Work submitted on due date
Or
* A non-submit result if nothing was available on due date
A note will be made on student profile, Completed work as a result of intervention filed on profile.
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Assessment Policy Principles

Rationale
An assessment policy:

• Clearly sets out expectations and practices which are common across all areas of the curriculum (transparency)

• Communicates to all students, care givers and teachers (expectations)

• Guides all teaching staff in ensuring that the assessment process is consistent and just for all (fairness).

Assessment for Learning
The primary role of assessment (other than formal summative IB Assessment) is to coach and guide learning. It is a diagnostic and development tool. Assessment must reflect and complement the learning that has occurred in the period being assessed.

Principles of Assessment
All assessment:

• Aligns with specific assessment criteria as stated by ACARA for pre IB in Year 10 and the International Baccalaureate Organisation’s *Handbook of Procedures for the Diploma Programme* (Book of Rules).

• Prepares students for summative assessment that contributes to the IB Diploma:
  o scaffolded and monitored over a period of time
  o criteria based feedback provided
  o independence of the learner is developed
  o backward map skills development for summative assessment.

• Is supported with adequate resources for students in the Academy or which are easily accessible to all students outside the Academy. Students must be advised of pathways for accessing resources both within the Academy, in external libraries and via online sources for every assessment.

• The nature and conditions of the assessment will also serve to build assessment wisdom and technique. To this end, the nature of assessment should reflect the stage the student is at in their learning, relevant to the final summative IB assessment.

Academic Honesty
• In all situations associated with assessment, the Academy Academic Honesty Policy will apply.

• All assessment tasks should contain an element of class time when a student’s progress can be monitored and authorship verified.

Elements of Academic Honesty
An authentic piece of work is based on the candidate’s individual assessment items and original ideas with the ideas and work of others fully acknowledged. Therefore, all assessment completed by a candidate, whether written or oral, must wholly and authentically use that candidate’s own language and expression. Where sources are used or referred to, whether in the form of direct quotation or paraphrase, such sources must be fully and appropriately acknowledged.
Candidates must acknowledge:

- All ideas and work of other persons
- Rendition of another person's words presented in a new style and integrated grammatically into the writing
- CD ROM, email messages, websites
- Electronic media
- Sources of all photographs, maps, illustrations, computer programs, data, graphs, audio-visual
- Verbatim (word for word) quotes
- Works of art including music, film, dance, theatre arts, and visual arts.

**Malpractice**

Candidates are required to act in a responsible and ethical manner throughout their participation in the Diploma Program and assessment. In particular, candidates must avoid any form of malpractice. The IBO defines malpractice as ‘behaviour that results in, or may result in, the candidate or any other candidate gaining an unfair advantage in one or more assessment components.’ Malpractice most commonly involves collusion or plagiarism.
Assessment Notification and Communication

The Academy conducts two formal submission and examination blocks at the end of each semester outside final IB Diploma examinations. Any assessment outside this time should be completed in normal lesson times.

Assessment of student work mid-semester is based on in-class monitoring of progress and does not need to necessarily contain formal examinations.

Deadlines
There will always be a minimum of two (2) key dates for submissions of assignments:
1. Final draft/final monitoring date
2. Final submission date.

When an item is summative this is clearly labelled in all calendars as IB Summative.

Monitoring dates will be set so work in progress or drafts can be submitted for feedback and guidance. The number of monitoring dates will vary depending on the duration and development of the learner.

Calendars
Information and coordination of assessment will be communicated to students and the school community by three (3) means.

1. QACI Cal Academy Calendar (coordinated by Principal). This will include:
   • All summative IB assessment dates
   • All final draft or final monitoring dates for formal IB summative work
   • Academy assessment submission and examination block periods.

2. OneSchool Assessment Planner. This individualised planner will include:
   • All assessment that will contribute to end of semester reporting
   • All class-based assignment submissions and tests
   • All submissions and tests to be held in the assessment block – date indicated as first day of the corresponding block. The schedule will be released a minimum of two weeks prior to the assessment block
   • All summative IB assessment – Internal and External
   • Final draft dates (only) for summative IB assessment
   • All summative dates in the OneSchool Planner must match the QACI CAL Academy calendar.

3. Assessment Block Schedule (coordinated by Deputy Principal)
   • The Academy has an assessment block for assignment submissions, orals and examinations at the end of Semester 1 & 2
   • All submissions and examinations in the assessment block will be programmed, coordinated and published in advance by the Deputy Principal
   • A submission block is convened for Year 12 only at the end of Term 3.

As calendars will be reprinted and reissued to students each term (after OneSchool class roll over) there may be a limited opportunity to alter dates. However, this will be with the approval of the Deputy Principal and will occur within a set number of dates on the school calendar.

In addition, any new enrolment will receive a calendar printed directly from the network on the day of enrolment. This will also be the case if a student requests another printout of their calendar.
Variation to Assessment Approvals

Variations to published assessment dates must be well considered and kept to a minimum.

- All variations must be approved by the Deputy Principal. This includes final draft dates for summative IB assessment.
- Variations must be provided to students in writing via the Change of Date Advice Form, a minimum of five (5) full school days prior to the new date if the assessment date is brought forward, whichever gives the students more notice.
- Any changes, additions or deletions from the original must also be made on the OneSchool electronic network at the same time students receive the written notification.

Absence from an Examination, Oral or Presentation

If a student is absent for a formal summative IB Assessment (examination, assignment or oral) the IB procedures will apply and be strictly complied with. Absence will require a medical certificate.

In-Class Assessment

If students are ill on the date of a formative assessment commitment or deadline:

1. Parents/carers should speak with the Principal or Deputy Principal to discuss relevant circumstances on or before the date of the assessment item, obtain a blue form and supply a medical certificate on the first day of return to school explaining the absence.
2. It is then the student's responsibility to contact the relevant teacher to make arrangements to complete the assessment item on the first day back at school or as soon as possible.
3. If the teacher receives a blue form, stating that the absence is legitimate and a valid result can be obtained from the late test, the student’s result should be recorded as part of the overall semester’s assessment and a note made on the profile explaining the circumstances.
4. If NO legitimate reason exists or the student as failed to follow the appropriate procedures a non-submit result or lowest mark should be recorded and included in the overall level of achievement. In this case, the completed assessment item should be viewed as a diagnostic tool for feedback purposes. A proforma letter counter-signed by the relevant member of the Administration should be sent to the parent within 48 hours. This letter is available on the staff network.

In Assessment Block

The Academy has two designated assessment blocks per year

At the end of Semester 1
At the end of Semester 2

In as assessment block, the normal timetable is suspended an students are centrally programmed for assessment (exams, submission or orals) under conditions which seek to replicate final IB examination conditions, this developing procedural and exam wisdom.

For students who miss an exam during formal exam block, there will be NO provisions to sit that test under the same exam block conditions within that block (The only exception will be for students attending school approved commitments e.g. Young Scholars Program).
Upon reviewing the Semester 1 Mock exam block, we have updated the Assessment Policy. This concerns students’ absences from an Exam, Oral or Presentation in a formal centrally coordinated assessment block reflecting the requirements of Summative IB exams.

Even though assessment is still formative, we believe it is important for students to develop examination wisdom as they progress towards the IB summative assessment. By enforcing the updated assessment policy during formal exam periods, students will develop the skills and understanding required for their IB exams.

For students who miss an exam during formal exam block, there will be NO provisions to sit that test under the same exam block conditions within that block (The only exception will be for students attending school approved commitments e.g. Young Scholars Program).

If a student misses an exam during an exam block, there are two likely scenarios.

1. **Legitimate Reason**
   - Collect blue “Alternative Assessment Arrangements form” from client services
   - Complete form and attach documentation eg Medical certificate
   - Meet with House Administrator for approval
   - Student will receive a “N” (no penalty, legitimate absence) for this piece of assessment
   - Teacher will provide student with exam/assessment which is to be completed in student’s own time so that feedback for future learning can be attained. *(ie. NO alternative arrangements will be made for student to complete the exam under exam conditions in the exam block)*
   - Teacher will provide written feedback on student’s work but this will only be used for the purpose of learning and not for assessment or reporting. ie. the missed piece of assessment will not be counted for Semester reporting
   - End of semester level of achievement will be based on other evidence submitted / completed throughout the semester.
   - A comment will be made on the student’s report reflecting that situation.

2. **Non-Legitimate Reason** (if there is no valid reason, fails to follow process OR produce documentation)
   - Student / parent will receive a letter from teacher indicating that assessment has not been completed.
   - The student MUST then make arrangements to obtain and complete the assessment item.
   - The student will then complete the assessment in his or her own time. *(ie. NO alternative arrangements will be made for student to complete the exam under exam conditions in the exam block)*
   - Teacher will provide written feedback on student’s work but this will only be used for the purpose of learning and not for assessment or reporting.
   - The student will receive the lowest possible result for that item of assessment (E or 0%) which will count towards their semester result because their absence was not legitimate.
   - End of semester level of achievement will be based on all evidence submitted / completed throughout the semester including this result (E or 0%) for this piece of assessment.
   - A comment will be made on the student’s report reflecting that situation.

All variations are to be filed in a student’s official profile of work for that student.
Formal Summative IB Examinations or Orals

If a student is ill
If students are unable to attend a **summative IB exam or oral due to illness**, it is imperative they:

1. Contact the Academy immediately to brief them on their situation. If out of hours, they must call the Deputy Principal directly.
2. See a doctor immediately and get appropriate medical certification. This needs to be forwarded to the Deputy Principal without delay.

If a student falls ill during the exam and believes it has affected their performance, they should speak with the Deputy Principal immediately after the examination and then supply medical documentation to the Deputy Principal as soon as possible (within 24 hours). A D2 form will be forwarded to IB by the IB Coordinator / Deputy Principal.

Format of Assessment Items
- For consistency of communication, all Year 10 submission items in 2013 must be issued and outlined on the Academy task sheet template (QACI Central – Assessment Teachers - Academy). In 2014, it is expected that the Academy task sheet template will be used for all submissions that are not summative.
- For consistency in Years 10, 11 and 12, the Academy mock IB Exam Cover sheet must be used for all exams.
- Where students and teachers are involved in formal summative IB Assessment (examinations, assignments or orals and presentations) the IB documentation, rules and regulations will apply and override any Academy procedures. All IB conditions must be strictly complied with and relevant IB forms and documents used.

Assessment Documentation

<table>
<thead>
<tr>
<th>Document &amp; Purpose</th>
<th>Link</th>
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<tbody>
<tr>
<td>QACI Cal</td>
<td>QACI Intranet</td>
</tr>
<tr>
<td>Web-based calendar containing all summative assessment dates and final draft/monitoring dates</td>
<td></td>
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<tr>
<td>Exam Cover Sheet</td>
<td>QACI Central – Assessment Teachers G drive</td>
</tr>
<tr>
<td>All exams should use mock IB exam format to prepare students for final IB exam processes</td>
<td></td>
</tr>
<tr>
<td>Assignment Task Sheet</td>
<td>QACI Central – Assessment Teachers G drive</td>
</tr>
<tr>
<td>All assignment task sheets should provide consistent task information and academic honesty documentation</td>
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<tr>
<td>Advice of Assessment Date Change</td>
<td>QACI Central – Assessment Teachers G drive</td>
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<tr>
<td>Assessment Monitoring Letter</td>
<td>QACI Central – Assessment Teachers G drive</td>
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<tr>
<td>Assessment Non-Submit Letter</td>
<td>QACI Central – Assessment Teachers G drive</td>
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</tbody>
</table>
Examination Protocols and Procedures
QUEENSLAND ACADEMY FOR CREATIVE INDUSTRIES

EXAM COVER SHEET

SUBJECT: 

LEVEL: 

DATE: 

EXAM LENGTH: 

NAME: 

Instruction to candidates:

- Check the details in the box above. If any detail is incorrect, inform the invigilator of the examination.
- Complete the candidate box below with the section(s)/option(s) and question(s) answered. If all questions have been answered, state ALL.
- Write down your NAME on the front of each answer sheet (and on any graph paper) used.
- In the designated box below, write down the number of answer sheets (including any graph paper) attached to this cover sheet.
- Attach this cover sheet to the answer sheets (and any graph paper).

<table>
<thead>
<tr>
<th>CANDIDATE</th>
<th>Examiner</th>
<th>Moderator</th>
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<tbody>
<tr>
<td>Section or Option</td>
<td>Question</td>
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Number of sheets attached (excluding cover sheet): 0 Example 4

TOTAL

TOTAL
Examinations/Presentations

Written Examination Conditions (in class tests or examinations)
Every effort **MUST** be made by the supervisor to ensure the integrity of the test. The supervisor should:

- Arrange seating to minimise the opportunity for academic dishonesty
- Actively supervise the test candidates (marking or lesson preparation during a test is not considered active supervision)
- Ensure students do not have access to books and materials which may give an unfair advantage
- Ensure all students complete the assessment under the same conditions (excluding students with approved special conditions)
- Ensure special consideration is administered as per conditions approved by QACI policy or IB.

**Teachers must ensure that:**

- Students have a very clear understanding of test conditions which enforce:
  - no communication, verbal or otherwise
  - correct procedure if students require assistance or have a question
  - approved equipment for use during examinations – no borrowing of equipment
  - students are to remain in their seats until dismissed by supervisor.

- Examination papers are distributed so that all students begin work at the same time
- Examination papers are not collected from students until the end of the test session i.e. papers may not be handed in early
- **No communication** is allowed until indicated by the supervisor.

In-school Examination Block Protocols and Procedures
Examinations within the assessment block will reflect the formal IB examination requirements and conditions to develop exam wisdom and resilience in students.

**Summative IB Examinations**
For formal summative IB Examinations IB procedures and conditions will strictly apply and override any Academy based procedures.

**IB Exam Protocols and Procedures**
As IB exam protocols are very rigid, intensive time is dedicated to exam preparation at QACI. Information sessions, mock examinations and strict observance of IB protocols are essential in getting students mentally ready for their final November examination block.

The following stipulations must be stressed to students ahead of the exam block, in writing via the Exam Preparation Handbook and in a public assembly:

- All personal belongings must be left on a different level to the exam level. Once students enter the exam room, they are subject to IBO’s regulations governing the conduct of examinations.
- Students are permitted to bring in an IBO approved calculator for some sessions.
- Candidates must write their answers in either black or blue pen. Soft 2B pencil can be used for graphs and diagrams.
- Candidates do not enter the exam with any form of container or pencil case. They may take pens, pencils, eraser, and ruler in clear plastic snap lock bag. No correcting fluid or pens are permitted. Students must cross out mistakes. All answers and rough notes are written on IB paper.
- All personal belongings, including communication devices, will be left outside.
- Under no circumstances can students share any materials with another candidate.
- Drinking water is permitted in an unmarked clear container. Food, refreshments, and drinks other than water, are only permitted for those candidates with a medical condition.
Conduct

• Students must enter in a quiet and orderly manner and there must be no talking once they have entered.
• Students will not be admitted for late arrival 30 minutes after the start of the examination. If students arrive within 30 minutes of the start of the examination they are not given any extra time. Misreading the exam schedule, sleeping in, etc. are unacceptable excuses. Arriving late will more than likely rule a student ineligible for the award of a grade.
• Any act of misconduct will be reported to the IB without delay. Misconduct constitutes malpractice that, if confirmed by the final award committee, will result in no grade being awarded in the subject. The following actions are examples of misconduct:
  1. Stealing examination papers
  2. Failing to obey the instructions of a supervisor
  3. Communicating with another candidate, including those from other schools
  4. Helping or receiving help from another candidate
  5. Impersonating another candidate
  6. Referring to unauthorized material
  7. Consulting material outside the examination room during a period of absence
  8. Attempting to influence the invigilator
  9. Behaving in a way that may disrupt the examination or distract other candidates
  10. Removing or attempting to remove examination material from the room
  11. Leaving the examination room without permission
  12. Continuing to answer an examination paper when told to stop by an invigilator
  13. Disclosing or discussing the content of an examination paper with any person outside the immediate school community within 24 hours after an examination.

The Deputy Principal, as official invigilator, has the right to expel from the examination room any candidate whose behaviour interferes with the proper conduct of the examinations.

Administration of IB Mock Exams

• Candidates will be allocated seating using their IB Candidate Session Number. Desks will be set so that candidates are 1.5 metres apart.
• The invigilator/supervisor will read examination instructions as per G2 in IB Handbook.
• Supervisors will not communicate with candidates or provide any clarification or interpretation about exam questions.
• Students will be admitted to the examination room 10 minutes prior to the exam’s commencement. Students are required to arrive at the exam room 15 minutes prior to the examination to sign in on the roll.
• Students will have 5 minutes perusal time if applicable before the start of the exam. These 5 minutes are not counted as part of the time allowed for the examination. Students cannot use a calculator during this time.
• At QACI, students will not be permitted to leave the exam early.
• All candidates will have a clock in sight. A personal clock, other than a wristwatch, is not permitted.
• Start and finish times will be displayed prominently for all candidates.
• If a candidate has difficulty understanding the information on the examination paper, suspects there is an error in the paper or has any subject-specific queries, they will be advised to attempt the paper according to the instructions. Teachers cannot explain things, suggest alternative interpretations or tell a candidate to ignore an instruction.

Other important information

• “Candidates who are registered for an examination session, but are suspended from school, normally forfeit their right to be examined by the IBO in the school at which they have registered.”
• Handwriting must be legible. Poor handwriting will not be penalised, but if an examiner cannot read a script, then he or she cannot mark it.
## Unfair Means during an Examination
(Please also see Appendix 1 – Academic Honesty Policy)

For formal summative IB examinations, official IB procedures will apply and will be strictly complied with.

- All teacher action in response to suspected unfair means should be unobtrusive and not disturb the exam. It must be minimalist in its disturbance of the student implicated, no matter how obvious the degree or proof of cheating.
- On the student's paper, where they are currently working at the time of suspected cheating, the supervising teacher will indicate the time and initial this.
- The teacher will remove any sources of cheating.
- The student **must** be allowed to complete the test/task.
- The teacher will complete a ‘detailed’ written record of the incident on OneSchool.
- Immediately after the test the incident must be discussed with the Deputy Principal with all relevant material being passed on.
- **The Deputy Principal will complete the investigation and determine the consequences in line with the Academy Academic Honesty Policy.**

### Orals and Group Presentations

For formal summative IB orals or presentations, official IB procedures will apply and will be strictly complied with. Absence will require a medical certificate.

- All students must be prepared to present their oral/group presentation on the specified due date as listed in the calendar.
- Where oral/group presentations may take several lessons, the order in which students will present will be determined by a draw or nomination.
- The teacher will publish a formal schedule to all students and issue this in hard copy to all students.
Submission
Protocols
and
Procedures

Variations to published dates – see page 7
Submission Conditions

If a student or teacher is participating in formal and summative International Baccalaureate set tasks then IB procedures which apply to that task must be strictly adhered to and override any Academy based conditions or procedures. **Students must supply a medical certificate if absent on the due date of a summative IB task.**

All submissions should follow assessment policy principles as stated on page 3.

Formative Submission Tasks
The approved Academy task sheet must be used for all formative submissions for Year 10 in 2013 and Years 11 & 12 from 2014. See following pages for copies of new and old task sheets. These are available on QACI Central. Teacher Assessment A sample version is also available.

This task sheet includes:
- detailed description of the task requirements
- parameters of the task
- monitoring and final submission details
- declaration of the Ethical Practices Code agreement
- teacher inserts that may assist the student.

Summative Submission Tasks
For formal summative International Baccalaureate submissions, the relevant IB task sheets and documentation must be used.

Formative and Summative Assessment Conditions
Please ensure:
- Sufficient in-class time under teacher supervision is allocated to enable teachers the opportunity to verify authorship of student work and provide diagnostic feedback and guidance.
- Monitoring dates are set for submissions in which progress on work will be checked and annotated on task cover sheet. A task may have more than one monitoring date; however all must have at least one Final Monitoring or Final Draft Date, which students must comply with.
- If the student is considered at risk of not submitting work indicative of their ability at this time, or work is not made available, a letter will be generated via the proforma provided and forwarded to parents. G:\Coredata\Teachers\stationery and proformas\Assessment proformas\Assessment Letters\Master Proformas\Monitoring Letter
- Sufficient time is allowed for planning, research, writing and submitting monitored work.
- Adequate resources for the completion of submissions are readily accessible either within the Academy, externally or via online sources and students are advised of access methods.
- The processes required to complete the assignment should be taught prior to the assignment being commenced.
- Students with identified learning difficulties are given the opportunity to access appropriate support / assistance to complete the assignment – see Special Consideration booklet.

Issue of Formative Submission Tasks
- The standard Academy task sheet must be used along with the Ethical Practices Code.
- Hard copies of the assessment task and coversheet must be provided to the student on the day indicated as “Date Issued” on the Task sheet. A record of distribution must be kept by the teacher.
- In the event the student is absent on the issue date, it is the teacher's responsibility to ensure a hard copy of the assignment is provided to the student at the next lesson.
### SUBJECT DETAILS
- **Subject:**
- **Teacher:**
- **Semester:**
- **Unit:**

### CONDITIONS
Students must act in accordance with the Academy Assessment Policy. This cover sheet must be attached to the assignment.

<table>
<thead>
<tr>
<th>Date Issued</th>
<th>Monitoring / Final Draft Due Date</th>
<th>Final Submission Due Date</th>
</tr>
</thead>
</table>

### ASSESSMENT DETAILS

#### TASK SUMMARY (Complete outline attached):

**STUDENT SELF MONITORING OF RESEARCH PROCESS**

Students are to complete the following form during the course of the assessment writing/creation process.

- **Research Process Stages** - Tick to indicate completion of each stage of process
  - **Defining task** – e.g., Concept maps, keywords, questions, and setting timelines.
  - **Locating information** – Identifying where to look, using search tools, and choosing variety of sources.
  - **Selecting and adapting** - sorting information into categories, writing in your own words, note taking, ensuring notes are relevant to the topic, quoting accurately, recording bibliographic details.
  - **Presenting** - checking if information is relevant to original question, considering sense of purpose and audience, displaying clearly and accurately, writing concisely.
  - **Evaluating** - final product and the writing/production process, critically assessing work, responding to advice.

#### DOCUMENTATION OF TEXT PRODUCTION PROCESS

<table>
<thead>
<tr>
<th>Source</th>
<th>Monitoring – Indicate Sources used (Tick)</th>
<th>Final Submission – Indicate Sources used (Tick)</th>
<th>Referencing (Harvard) Completed</th>
<th>Tick</th>
</tr>
</thead>
<tbody>
<tr>
<td>Library Catalogues</td>
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<tr>
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<td>Magazines / Newspapers</td>
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<td>Databases</td>
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<td>Internet Search</td>
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<tr>
<td>Music source</td>
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<tr>
<td>Interview / Human Resource</td>
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<tr>
<td>Original ideas</td>
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<tr>
<td>Other:</td>
<td></td>
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</tbody>
</table>

#### TEACHER MONITORING OF PROGRESS

<table>
<thead>
<tr>
<th>Date</th>
<th>Work Sighted</th>
<th>Teacher Signature</th>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Yes / No</td>
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<td>Yes / No</td>
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<td>Yes / No</td>
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</tbody>
</table>

### DECLARATION OF ORIGINALITY

I, ____________________________, declare the work presented in this assessment is, to the best of my knowledge and belief, original and my own work, except as I have acknowledged within the text above.

Signature: ____________________________ Date: ____________________________
<table>
<thead>
<tr>
<th>DUE DATES</th>
<th>Monitoring dates –</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Final draft date –</td>
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<th>UNIT</th>
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<th>TASK</th>
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<th>TASK WEIGHT</th>
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<th>TASK BRIEF</th>
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<th>FORMAT</th>
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<p>| CRITICAL CONTENT| What must the examiner see to award the highest marks? |</p>
<table>
<thead>
<tr>
<th>CONDITIONS</th>
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<th>CONDITIONS</th>
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<tbody>
<tr>
<td>□ Number of drafts –</td>
<td>□ Time allowed –</td>
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<td>□ Word length –</td>
<td>□ Format –</td>
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<td>□ Preperation time –</td>
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<td>□ Teacher input –</td>
<td>□ Other –</td>
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<tr>
<th>SUBMISSION REQUIREMENTS</th>
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<th>SUBMISSION REQUIREMENTS</th>
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<tbody>
<tr>
<td>□ Academy Assessment Task Sheet</td>
<td></td>
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<tr>
<td>□ Academic Honesty Statement</td>
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<tr>
<td>□ Title Page (name, candidate no., school name, subject/level, IB component, title of work, word count/length, date submitted)</td>
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<tr>
<td>□ In-text referencing</td>
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<td>□ Bibliography</td>
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<td>□ Page Numbering</td>
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<td>□ Footer –</td>
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<td>□ Word processed and fully edited</td>
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<td>□ Drafts included with final submission</td>
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<td>□ Other</td>
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</tbody>
</table>

| IB CRITERIA ELABORATIONS (attached for student self evaluation) | Specific Criteria to be assessed: |
ACCESSING RESOURCES CHECKLIST
A STARTING POINT FOR INFORMATION SOURCES

LIBRARY CATALOGUES
Books, Magazines, Databases, Newspapers, Internet sources
- Academy catalogue ‘Oliver’
- Brisbane City Council online catalogue
- QUT online catalogue and subject guides
- State Library online catalogue

DATABASES
Academic/scholarly journals, for articles written by scholars and reviewed by experts in the field.
(May be password protected)
- Academy Databases – accessed via Learning Place IL courses
- QUT publicly available databases
- QUT in Library databases
- State Library and BCC databases

WEB 2.0 TECHNOLOGIES
- Blogs
- Wikis
- Media Sharing
- Data mash ups
- Podcasts
- Social networks
- Search engines

HUMAN RESOURCES
- Interview
- Email discussion
- Peers
- Family
- Teacher
- Expert in field
- Artist
- Performer

CREATIVE INDUSTRIES RESOURCES
- Gallery visit
- Artwork
- Design product
- Live performance
- Music resource
- Film resource.

ACADEMY BLACKBOARD COURSES
Accessed via the Learning place
- Teacher developed resources specific to the unit and assignment.

THIS CHECKLIST MUST BE SUBMITTED WITH THE DRAFT COPY OF YOUR ASSESSMENT
Assessment Ethical Practices Code Agreement

By signing this Ethical Practices statement, I certify that:

- I have read the Academy Academic Honesty Policy and the Assessment Policy Procedures as per QACI website www.qaci.eq.edu.au
- I have neither given nor received unauthorised assistance in the completion of this assessment.
- I have accurately cited ALL sources of information consulted in the completion of this assessment.
- I have properly acknowledged and cited all data, terms, phrases, sentences, and passages that I have paraphrased.
- Unless generally accepted as common knowledge, all uncited text, information, statements, and data in this assignment are my own original work.

I understand that any violation of this code will result in investigation into malpractice which may result in:

- A “no result” grade for the assignment
- Referral to Administration
- Failure of assessment marking period or semester
- Consequences for the completion of the IB Diploma

Student Name ___________________________________ Date __________________________
Student Signature ________________________________________________________________
Title of Assignment ______________________________________________________________
Teacher ________________________________________________________________

Parent/Guardian Acknowledgement of the Ethical Practices Code

To the best of my knowledge, my student has upheld all standards of the Ethical Practices Code. I am aware of the consequences of a violation of the Code.

Parent/Guardian Name ___________________________ Date ________________
Parent/Guardian Signature ______________________________________________________
Monitoring and Drafts

Definition – Final Draft/ Final Monitoring: the last opportunity for a student to receive formal written feedback on a task before it is submitted for final grading.

Aims

• Provide information to parents as to the progress of their student on assessment
• To assist students in their organisation for completion of assessment by the due date and avoid last minute rushes and/or subsequent failure to submit
• To achieve an outcome which is indicative of the student’s ability
• There may be more than one monitoring date but the Final Monitoring or Final Draft Date is critical in its importance to the assessment process.

How

All task sheets should indicate at least two major junctures:

1. **Final Monitoring / Final Draft** (as applicable to task):
   - If a Final Draft is applicable, this is the last chance for formal, documented feedback from a teacher prior to submission for a final grade. This draft should demonstrate understanding of the expectations of the task, therefore be very close to the intended final outcome to maximise the opportunity for improvement.
   - **The Final Monitoring / Final Draft date must be no less than two (2) weeks before the due submission date.**
     - This reasonable time between the final monitoring date and the final submission date, is to allow for teachers to alert parents if a student is “at risk” of not completing the task by the final submission date.

2. **Final Submission deadline**: The student cannot submit a task after this date and the assessment process is concluded.

<table>
<thead>
<tr>
<th>TEACHER MONITORING OF PROGRESS</th>
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<tr>
<td>Date</td>
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<tr>
<td></td>
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<tr>
<td>Final Monitoring / Final Draft</td>
</tr>
</tbody>
</table>

**DECLARATION OF ORIGINALITY**

I, __________________________________________, declare the work presented in this assessment is, to the best of my knowledge and belief, original and my own work, except as I have acknowledged within the text above.

**Action Required if Student Fails to Meet Monitoring or Draft Deadline**

Teachers must make contact with parents on the day of the Final Monitoring / Final Draft if a student does not submit sufficient evidence that the task expectations will be met by the final submission deadline. This contact will involve two forms of communication and recording of the process:

1. Phone call or email within 24 hours of the date stated as “Monitoring/Final Draft” on Task sheet. Document this action as contact in OneSchool.

2. Create Letter within 48 hours to be signed by Admin House manager—Proforma available in CoredataTeachersStationery and proformasAssessment proformasAssessment LettersMaster Proformas
   - Save the edited letter in the Assessment Letters folder under the appropriate year level within – Saved document should state Subject, Date and Student Name. Record contact in OneSchool.
Consequences for a student not submitting a Final Draft
Notwithstanding documented illness or an extension to the Final Draft date, a student who fails to submit a final draft on the specified date will only receive formal written draft feedback based on material immediately available on the Final draft due date. A further opportunity to receive formal written feedback will not be available.

Submission Final

Extensions
If a task is recorded on the OneSchool calendar issued to students and an extension is required, it must be obtained officially through administration (this includes final draft dates for summative IB assessment which will be recorded on the calendar). All other dates associated with an assessment item can be negotiated through the class teacher.

The above procedures also apply if the student is significantly late to school on the due date and misses the contact period with the teacher.

An extension may only be granted by the Principal or Deputy Principal following the completion of the appropriate application form and will only be granted in justified circumstances under the Guidelines of the IBO. Applications must be made before the due date. Students should be prepared to show evidence of preparatory work.

Final Submission Expectation

| If a student and or teacher are participating in a formal summative IB assigned task then IB procedures will override any procedures and must be strictly adhered to. Students must supply a medical certificate if absent on the due date of a summative IB task. |

Submission Items

- A submission will not be accepted without the cover sheet and the Ethical Practices Code agreement.
- Submissions must be given in the specified session or lesson directly to the teacher in that classroom.
- Submissions will not be accepted by another teacher at a staffroom or be left for a teacher.
- IF a submission is unable to be made directly to the specified teacher in person then the assignment is to be submitted at Client Services where a receipt will be issued.

Emailing Submissions

- If a student is required to submit electronically via email the responsibility is with the student to keep a record of transmission for proof of submission. The onus to ensure receipt lies with the student not the teacher or recipient.
- If students submit electronically, the assessment cover sheet, including the ethical practices agreement must also be submitted electronically.
- Students should print a hard copy of this transmission record.
- Students should not use programs (Hotmail), which will not provide such a record.

Absence on the due date if not a summative IB task

(a) The student should send the submission to school with a friend or relative OR
(b) The parent/guardian should speak to the Deputy Principal or Principal on the day to explain the circumstances and make arrangements for submission if the request is approved OR
(c) Supply a medical certificate to accompany the submission on the first day of return to school.
Failure to Submit / Late Submissions / Incomplete Submissions

(a)  **No submission / late submission**
Unless covered by written approvals from the Deputy Principal or Principal, late or non-submitted work will be awarded the lowest possible grade/mark.

(b)  **Incomplete Assignments**
Note: A submission shall be deemed incomplete if:
- It is not completed to the specifications as per criteria sheet
- Evidence does not exist to indicate that all sections have been attempted.
*(The quality of work will be recorded in the marking process and should not be reason for deeming a submission incomplete. The monitoring process is the avenue for this feedback.)*

Unless covered by written approval by the Deputy Principal /Principal the student should be given a result based on the incomplete work submitted on the due date. **The student will be expected to complete the task in full but will not be given credit for this additional work.**

In any of the cases outlined in (a) and (b), a proforma letter counter-signed by the relevant member of the Administration should be sent to the parent within 48 hours. This letter is available on the staff network.

The letter has an appeal proforma attached, which allows parents and students the right of reply and natural justice. A determination of the final result outcome will be made by administration following return of this appeal. If an appeal is not returned within a reasonable timeframe or before reporting, the result will stand.
## Teacher Assessment Accountabilities

<table>
<thead>
<tr>
<th>Responsibilities</th>
<th>Resources</th>
<th>Sites</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Calendars</strong></td>
<td>QACI Cal: Ensure all summative IB assessment deadlines are entered on QACI Cal, implement as advertised. OneSchool: Complete annual assessment planner template. Course Outline: Issued with assessment deadlines by week 2 of each term. Success Role: Distribute assessment calendars to students in Success.</td>
<td>• QACI &amp; OneSchool Calendar Planning templates as issued by DP Curriculum. • ACARA syllabi &amp; support materials. • IB Guides and support materials - OCC.</td>
</tr>
<tr>
<td><strong>Planning</strong></td>
<td>Backward Map: Plan assessment tasks that support summative IB. ACARA: Ensure assessment requirements are met as applicable.</td>
<td>• Backward mapping template. • IB Guides. • ACARA syllabi as available.</td>
</tr>
<tr>
<td><strong>Protocols and Procedures</strong></td>
<td>Documentation: New QACI task sheet to be used with Year 10 in 2013 and whole school in 2014 for formative submissions. Collection: Collect Submissions during class on specific date and keep record of receipt on class roll. Change of assessment arrangements: Seek approval, issue proformas and update calendars on OneSchool/QACI Cal (if applicable). Late and Non-Submissions: Follow procedures on previous page. Academic Honesty: Emphasize importance of referencing, acceptable collaboration, use of Turn it In and consequences of malpractice. Examinations: Adhere to IB arrangements as per page 9-13 this handbook.</td>
<td>• Task sheet template. • Proformas varying assessment dates.</td>
</tr>
<tr>
<td><strong>Study Skill Development</strong></td>
<td>Model revision strategies such as chunking, summaries, quizzes, online sites. Monitor organisational skills: Success Coaches assist students with placemats and weekly planners. Facilitate GROWTH conversations, ensure students upload to OneSchool. Organise group tutorials and one-on-one assistance as required.</td>
<td>• ASoT resources. • Graphic organisers. • Topic maps. • Placemats. • Study planners.</td>
</tr>
<tr>
<td><strong>Monitoring Progress</strong></td>
<td>Task parameters: Emphasise expectations. IA assessment criteria: Model and discuss task exemplars, analyse subject reports. Feedback: Provide criteria specific feedback. IB Exams: Model Command terms, provide past papers and mark schemes.</td>
<td>• IB Guide. • OCC support materials. • IB Subject Reports from OCC.</td>
</tr>
<tr>
<td>Student Assessment Accountabilities</td>
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<tr>
<td><strong>Responsibilities</strong></td>
<td><strong>Resources</strong></td>
<td><strong>Sites</strong></td>
</tr>
<tr>
<td><strong>Calendars</strong></td>
<td></td>
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</tbody>
</table>
| Create Personal Calendar: Record dates for all assessment dates (drafts, final submissions and exams) | QACI Cal on QACI website which contains:  
- Summative IB deadlines and exams  
- Final Draft Dates for Summative IB Assessment  
- Assessment Block dates  
OneSchool Assessment Planner – issued through Success Group  
Assessment Block Schedule – released 3 weeks prior to Assessment Block | QACI Cal on website  
iCal or diary or program of preference  
OneSchool – Academic  
QACI Central – Success Tips |
| **Planning**                       |                                                                              |                                   |
| Plan to meet deadlines             | Subject course overviews and term planners  
Time Budget Calculator  
Priority Placemat  
Weekly Planner | Blackboard subject sites  
Course Overviews  
QACI Central – Success Tips  
- Time Budget Calculator  
- Priority Placemat  
- Weekly Planner templates |
| **Protocols and Procedures**       | QACI Student Handbook  
QACI Academic Honesty Policy  
IB Academic Honesty Policy | QACI Student Handbook Sections:  
Assessment Notification / Submission Protocols and Procedures  
Blackboard |
| Submit work on time using correct protocols for all assessment types (orals, presentations, exams)  
**Familiarise self with what constitutes individual and group malpractice and academic honesty/dishonesty** | Graphic organiser template  
Topic summary folder  
Exam revision – practice revision questions/IB questions/papers as advised by teachers  
Subject checklists  
Feedback from teachers | QACI Central – Success Tips  
Graphic Organiser  
Blackboard subject sites  
- Topic Notes  
- Practice questions  
- Subject Checklists |
| Revise work learnt consistently  
**Use subject specific strategies** suggested by teacher – topic summaries, quizzes, chunking, online sites, etc.  
**Familiarise self with assessment criteria**  
Refer to IB exemplar assessment and check against criteria  
**Attend tutorials** and ask for assistance as required  
**Catch up** on missed work | Topic Maps or Prep Plans or Subject Checklists  
After each reporting juncture, reflect on results and strategies for improving  
Complete GROWTH reflections on OneSchool | Blackboard subject sites  
OneSchool - Personal |
| **Study Skill Development**        | **Progress Analysis and Reflection** Maintain traffic light topic maps to map level of confidence with each topic | **Problem Resolution**  
**Know the processes** to follow for absence, application to sit out-of-session exams and late submission | **Alternative Assessment Arrangements form** ("blue form")  
Assessment Receipt at Client Services | QACI Student Handbook Section:  
Assessment Communication – Absence from an Examination, Oral or Presentation  
Blackboard |
Submissions involving business or other outside agencies

Consider:

- Real time/real world activities are a valid and valuable educational tool.
- Maintaining positive ongoing relationships with the community, including government agencies and businesses is important to the school.
- Responding to requests for information from students involves the time of employees and therefore costs money.

In planning activities which involve students communicating and/or interacting with outside groups, these principles should apply:

- The details of the planned activity must be discussed with the Deputy Principal.
- The Administration must be informed that the activity is taking place (phone calls seeking clarification etc. are usually made to the Principal). A copy of the task sheet will usually be sufficient.
- In most cases, initial contact with the targeted outside agencies should be made by the teacher, either by letter or by telephone, explaining the project and seeking their support.
- Be clear about the learning objectives of the project and avoid having students make unnecessary approaches to business. For example, if the major objective is to organise/process / present information, then it would not be appropriate to have individuals or groups of students all collecting the information initially.

If the learning objectives do require approaches to business by students, the teacher must ensure that the students are well prepared (and usually rehearsed) before the approach is made.

- At the conclusion of the activity, all outside Agencies must be formally thanked, and if appropriate provided with any results/findings/outputs of the activity.
Proformas for Changing Assessment Arrangements

For formal summative International Baccalaureate Organisation assessment IB procedures will apply in addition to Academy based procedures.
**ALTERNATIVE ASSESSMENT ARRANGEMENTS**

('blue form')

Student Name: _____________________ Year Level: _____ Success Group: ______

Subject: ______________ Class Code: _______ Assessment Date (Deadline): __________

Teacher: ________________ Type of Assessment: _____________________________

☐ Absent on the due date of an assignment

☐ Absent on the due date of exam/test/oral presentation

**REASON FOR REQUEST FOR ALTERNATIVE ARRANGEMENTS:** _________________

Expected return date: ___________ ☐ Medical Certificate supplied

☐ Letter from parent/carer supplied to verify absence

**ARRANGEMENTS:**

☐ Student to arrange alternative dates for exams (if missing **entire** exam block) with subject teacher and with approval by House Leader.

☐ Student to nominate an alternative free exam session in which to sit out-of-session exam (if missing **part** of exam block) with approval from House Leader.

☐ Assignment / oral / presentation to be submitted or rescheduled for another date as agreed with subject teacher with approval by House Leader.

Approved ☐

Not approved ☐ ____________________________

Entered on database ☐ House Leader / Deputy Principal / Principal Signature Date

______________________________

**Teacher Section:**

Date assessment was submitted / completed: ___________ Comments: ________________

________________________________________

Signature: ________________ Date: ____________

**Exam Scheduler Section:**

<table>
<thead>
<tr>
<th>Subject Code</th>
<th>Name of Paper</th>
<th>New Date of Exam</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</table>

Student emailed rescheduled exam details with CC to subject teacher / House Leader: ☐
APPLICATION FOR EXTENSION

Section 1: To be completed in full by student

Student Name: _____________________ Year Level: ______ Success Group: ________
Subject: _________________________ Class Code: _______ Assessment Date (Deadline): ________
Teacher: _________________________ Type of Assessment: ________________________

REASON FOR REQUEST FOR EXTENSION: ____________________________________________
Extra Time Requested: _____________________________________________________________

Section 2: To be completed by parent/carer (may include an attached letter / medical certificate)

Please provide details in support of request for extension: __________________________________
________________________________________________________________________________
________________________________________________________________________________

Signature: _______________________________ Date: ______________________________

Section 3: To be completed by subject teacher

Distribution Date: _________________ Monitoring Dates: __________________________________
Approximate class time provided for assessment task to date: _____________________________
Student effort on assessment task to date: _____________________________________________
Comments / recommendations: _______________________________________________________
________________________________________________________________________________

Signature: _______________________________ Date: ______________________________

Section 4: To be completed by Deputy Principal / Principal

Approved ☐ Extended Date: _________________________
Not approved ☐ Entered on database ☐
Comments: _________________________________________________________________

House Leader / Deputy Principal / Principal Signature Date

Attach this form to student’s assessment task work upon receipt of submission:

Receipt Date: _________________ Time: _______________ Teacher Signature: _____________________
Queensland Academy for Creative Industries

Notification of Change to Assessment Date

Subject:                                                Original date (as shown on calendar): 
Class Code:                                              New date: 
Task:  
Please note that the formal assessment date for the class and task listed above has been changed. 
Please make this change on your hard copy of the assessment calendar and in your iCal. 

Class teacher                   Date 
Principal/Deputy Principal

TEACHERS PLEASE NOTE:  Our policy states that changes must be provided 
to students in writing, a minimum of five (5) full school days prior to the 
original date or five full school days prior to the new date if the assessment 
date is brought forward, whichever gives the students the more notice.
Summative International Baccalaureate Assessment affected. (To be completed by student)

<table>
<thead>
<tr>
<th>Assessment Task</th>
<th>Issue Date</th>
<th>Due Date</th>
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</table>

Medical Certificate

To be used in the event of illness which may result in:
- a student’s preparation for summative International Baccalaureate assessment being adversely affected
- their absence from a summative assessment exam or submission

The following is to be completed by a medical practitioner (please print)

- [ ] Registered medical practitioner
- [ ] Other (e.g. optometrist)

State occupation: __________________

I certify that I saw and examined

(given names) (surname)

on

(if on more than one occasion, state dates of all relevant consultations)

and am of the opinion that the person is suffering from

(name of medical condition)

- [ ] I certify that this person’s medical condition will prevent / or has prevented them from completing the task listed above.

AND / OR

- [ ] I certify that this person’s ability would be adversely affected in the following ways by the medical condition when completing the task or preparing for the task.

Please list prescribed medications and any likely side effects, as well as any other relevant matters.

Attach further documentation, if necessary.

Signature: _____________________________ Date: ___________________
Assessment Receipt at Client Services

Student Name: ____________________________

Subject: ____________________________

Teacher (assessment is to go to): ____________________________

Date received: ____________________________

Time received: ____________________________

Student’s Signature ____________________________  Client Services Officer’s Signature ____________________________

☐ Copy of this form to student

☐ Original attached to assessment and placed in teacher’s pigeon hole

Teacher Actions

Is there a legitimate reason why this student would need to submit this assessment task through Client Services and not in the scheduled lesson/session on the published date.

☐ Yes  Why? ______________________________________________

________________________________________________________

________________________________________________________

________________________________________________________

☐ No  Discuss with the relevant House Administrator as the submission may fall outside the assessment policy.
Appendix 1

Academy

Academic Honesty Policy
Queensland Academy for Creative Industries

ACADEMIC HONESTY POLICY

Rationale:
The QLD Academy for Creative Industries supports and promotes the principles of properly conducted academic research and respect for integrity in all forms of assessment. As an International Baccalaureate school, the Academy acknowledges the International Baccalaureate Organisation’s advocacy of ethical behaviour as an essential part of the IB Diploma Program in conducting academic research and submission of authentic work. We value the concept of intellectual property and the need to hold students accountable for the ethical use of the ideas and words of others.

Purpose:
The creation of an Academy culture of honesty and integrity is integral to our purpose of developing ‘ethical future path makers’ and is underpinned by the Academy character ideals of honesty, trustworthiness, respect and responsibility. The presentation of authentic work is essential to good scholarship and practice. This policy explains the Academy’s expectations for honest academic practice on the part of students. It sets out the responsibilities of Academy staff in developing and promoting academic honesty, and penalising plagiarism and other forms of dishonesty.

Principles:

Elements of Academic Honesty

An authentic piece of work is based on the candidate’s individual and original ideas with the ideas and work of others fully acknowledged. Therefore, all submissions, whether written or oral, completed by a candidate for assessment must wholly and authentically use that candidate’s own language and expression. Where sources are used or referred to, whether in the form of direct quotation or paraphrase, such sources must be fully and appropriately acknowledged.

Candidates must acknowledge:
- All ideas and work of other persons
- Rendition of another person’s words presented in a new style and integrated grammatically into the writing
- CD ROM, email messages, websites
- Electronic media
- Sources of all photographs, maps, illustrations, computer programs, data, graphs, audio-visual.
- Verbatim (word for word) quotes
- Works of art including music, film, dance, theatre arts, and visual arts.

Definitions:

Malpractice
Candidates are required to act in a responsible and ethical manner throughout their participation in the Diploma Program and examinations. In particular, candidates must avoid any form of malpractice. The IBO defines malpractice as ‘behaviour that results in, or may result in, the candidate or any other candidate gaining an unfair advantage in one or more assessment components.’ Malpractice most commonly involves collusion or plagiarism.

Examples of malpractice include but are not confined to:
- Intentional plagiarism: Representing the ideas or work of another person as one’s own.
- Unintentional plagiarism: Careless paraphrasing and citing of source material such that improper or misleading credit is given.
- Collusion: Supporting malpractice by another student – allowing work to be copied, or submitted for assessment by someone else.
- Duplication of work: Presenting the same work for different assessment components in the IB.
- Other Misconduct: Any other behaviour that gains an unfair advantage e.g. cheating in an exam, falsifying a CAS record.
Teachers and Coordinators must not engage in the following actions:

- The unauthorised rescheduling of an examination
- Failing to keep exam papers secure prior to an examination
- Providing undue assistance in the production of any work that contributes to the assessment requirements of the IB Diploma
- Leaving candidates unsupervised during an examination
- Allowing additional time in examinations without administration or IBO approval
- Releasing an IB examination paper, or disclosing information about the paper, within 24 hours after the examination.

Further elaboration is provided regarding collaboration and collusion to provide clarity regarding commonly confused concepts:

**Collaboration:**
Collaboration includes working in groups to achieve a shared goal and is a common form of assessment in which all members of the group are expected to participate equally. Group work may be face to face, in discussion boards, blogs and wikis, for example. The protocols of acknowledging sources still apply.

**Permissible collaboration** includes the following:
- Discussion with other students regarding issues raised by the assessment item
- Discussion with other students regarding means by which to address the issues raised by the assessment item
- Collaborate in the location of, and sharing, sources of information relevant to the item of assessment.

**Impermissible collaboration** includes the following:
- Collaborate with other students or persons in the writing of all or part of any student’s submission for the assessment item
- Provide a copy of one’s own work with respect to any item of assessment to another student.

**Collusion:**
- Is a form of plagiarism that can occur as a result of inappropriate collaboration during group work
- Occurs when two or more people work secretly for the purpose of deliberately misleading others
- Could involve working with someone else to produce work which is presented as your own when, in fact, it was the result of secretly working with someone else
- Can be avoided by taking own personal notes of what is happening during group work sessions
- Is allowing another student to copy an assessment even if that student changes the words to make it look like his/her own before submission.

For further examples of malpractice refer to the [IB Guidelines for Academic Honesty 2.7](#).

**Conventions for citing and acknowledging original authorship:**
- The Queensland Academy for Creative Industries has adopted the Harvard author-date system for acknowledging sources as the Academy standard. This is based on recommendations of the School Library Association of Queensland.
- Where subject areas have specific guidelines for acknowledging sources in addition to those outlined in the Academy text, ‘A guide to referencing and bibliographies;’ (King, 2006) these guidelines must be clearly outlined and published to students. For example, Art may have particular requirements for paintings, pictures and drawings.
- All students and teachers will be issued with a copy of guidelines for acknowledging sources.

**Roles and Responsibilities:**

**Deputy Principal / IB Coordinator**
- Understands what constitutes academic honesty and an authentic piece of work
- Knows the consequences of being found guilty of malpractice
- Establishes a school culture that actively encourages academic honesty
- Supports the IBO fully in the prevention, detection and investigation of malpractice
- Understands additional responsibilities in the event of a candidate being investigated for malpractice.

**Teachers**
- Provide instruction and scaffolding necessary for students to use ethical research practices including opportunities for feedback via the drafting process
- Provide students with consistent advice on good academic practice whenever necessary
- Support the Academy’s Academic Honesty Policy and comply with the Academy Standard for acknowledging sources
- Confirm, to the best of his or her knowledge, that all students’ work submitted for assessment is the authentic work of the student
- Provide students clear guidelines on academic writing and referencing styles required in each subject
- Provide clear information on assessment requirements in each Unit Outline, especially concerning aspects involving individual and/or collective assessment
- Provide clear guidelines on group work, especially concerning assessment and division of tasks among group members and monitoring of group work to ensure fair assessment.

Students
- Have ultimate responsibility for ensuring that all work submitted for assessment is authentic, with the work or ideas of others fully and correctly acknowledged using the Harvard referencing system available in the set referencing text
- Are responsible for complying with the Queensland Academy for Creative Industries Assessment Policy regarding meeting deadlines and absences
- Should seek clarity from Teachers and Teacher Librarian during the submission process and regarding any aspect of Academic Honesty guidelines.

Academy Processes and Procedures:
- The Academic Honesty Policy has been developed in accordance with the IB Diploma Program general regulations
- All students and teachers will receive a copy and explanation of the policy at the beginning of the course
- All teachers will receive training on implementation and monitoring of the policy
- Students will receive formal training and a copy of the text ‘A guide to referencing and bibliographies’, (King, 2006)
- Students and parents will sign the Ethical Practice Code attached to each submission
- Teachers will provide further advice and guidance to students on implementation of the Academic Honesty Policy and the development of good academic research practices.

The Academy believes that through proactive teaching and learning and consistent and persistent practices any behaviour which may lead to malpractice will be identified early and rectified before an incident occurs.

Investigation of Intentional Malpractice:
The Deputy Principal/IB Coordinator will investigate any suspected malpractice. The situation must be resolved within the Academy.

1. The teacher will notify the Deputy Principal with supporting documentation if malpractice is suspected. The teacher will not make an open allegation to the student and any suspicion of malpractice will be kept confidential to the process.
2. The Deputy Principal will determine whether malpractice has taken place based on information gathered through the investigation. The investigation will include interviewing the student and allowing the student to provide explanation.
3. The Deputy Principal will inform the parents of the process irrespective of the outcome.
4. If evidence of malpractice is confirmed, the student and parents will be notified in writing and informed of the consequences. Appeal provisions will accompany this correspondence.
5. An appeal must be submitted within 7 school days of the date of the letter. The Principal will consider the appeal. The Principal’s decision will be final and will be communicated to the student and parents in writing.
6. Copies of all records of investigation, correspondence and the assessment item will be kept on the student’s subject file.

Consequences of malpractice:

A. Summative externally assessed submissions
If any part or whole of the student’s work is suspected of not being authentic, that work must not be submitted to the IBO. One of the following courses of action may be followed:

1. If malpractice is identified prior to the formal submission date to the Academy but prior to IB submission, then the work will be required to be revised and resubmitted in time to meet the formal assessment due date. If the student fails to resubmit by the formal date, an F will be recorded.
2. If malpractice is detected, once the assessment has been formally submitted on the due date and confirmed following investigation, an F will be recorded on the appropriate mark sheet and no grade will be awarded for the subject concerned. This may seriously impact on the student’s eligibility for the Diploma under IB rules.

3. If teachers detect malpractice after work has been formally submitted and accepted for assessment to the IB, the IBDP must be informed. The IB Diploma or a Certificate may be withdrawn from a candidate at any time if malpractice is subsequently established.

B. Academy formative submissions
Following investigation of an allegation of malpractice, if, on the balance of probabilities a student has committed malpractice, then the following consequences will be applied:

Intentional malpractice

1. If malpractice is identified prior to the formal submission date, then the work will be required to be revised and resubmitted in time to meet the formal assessment due date. If the student fails to resubmit by the formal date, an F will be recorded.

2. If malpractice is detected, once the assessment has been formally submitted on the due date and confirmed following investigation, an F will be recorded on the appropriate mark sheet and no grade will be awarded for the subject concerned. The end of term/semester report will reflect the student has failed to fulfil the course requirements for the period.

3. The student will be required to resubmit the assignment which will be marked for diagnostic purposes and in order for the student to complete IB course fulfilment requirements.

Unintentional malpractice

The item will be marked with the result taking into account the malpractice. This result will be used in the term/semester report.

Evaluation:
This policy will be reviewed as part of the school’s three-year review cycle or earlier as required.

Ratification:
Ratified by the Management Team on

Bibliography


King, J 2006, A guide to referencing and bibliographies: for secondary school students, School Library Association of Queensland, Mt Gravatt, QLD.
