



**QUEENSLAND
ACADEMIES**
Creative Industries Campus



Assessment Policy

Inquirers
Knowledgeable
Thinkers
Communicators
Principled
Open-minded
Caring
Risk-takers
Balanced
Reflective

1. Scope

This policy provides information for Year 10, 11 and 12 students, parents/caregivers and staff about their roles, responsibilities, and procedures regarding assessment. This policy aligns to the minimum requirements outlined in the K-12 curriculum, assessment and reporting framework, together with the principles adopted by the International Baccalaureate (IB) and the Queensland Curriculum and Assessment Authority (QCAA), and applies to both our Year 10 program and the Diploma Programme (DP) in Year 11 and 12.

2. Purpose

This policy aims to:

1. Set out expectations and practices which are consistent across all areas of the curriculum (transparency)
2. Communicate to all students, caregivers and teachers (expectations)
3. Guide all staff in ensuring that the assessment process is consistent and inclusive for all (fairness).

3. Responsibilities

3.1 School / Staff Responsibilities

- Publish all formative and summative task dates on the OneSchool Assessment Planners made available to students and parent/care givers each semester
- Provide students with assessment task sheets for all assessment, excluding exams/tests, for completion in an appropriate timeframe with draft and due dates clearly stated and associated marking guide/criterion attached
- Provide time during class for preparation of assessment tasks, excluding exams/tests, so that a student's progress can be monitored and authorship verified
- Adequate resources for the completion of submissions are readily accessible either within the school, externally or via online sources and students are advised of access methods
- The processes required to complete the assessment should be explicitly taught prior to the assessment being commenced
- Provide feedback to students on draft and final submissions in a timely manner
- Enact moderation procedures to ensure consistency of standards is maintained in the marking of assessment tasks
- Notify parents/care givers if checkpoints, draft dates and final submission dates are not met
- Keep to published assessment dates unless changes are approved by the Head of Department
- Notify Deputy Principal if changes to due dates are approved to ensure Assessment Planners are updated
- Action extension requests within the time frame
- Enact IAA procedures where relevant.

3.2 Student Responsibilities

- Know and understand the requirements of the assessment policy
- Ensure all work submitted is their own by completing authentication processes
- Submit all required work on due dates, including checkpoints and draft dates
- If needed, submit an extension request form via the student Sharepoint in a timely manner
- Notify the teacher if they have an IAA.

3.3 Parent / Caregiver Responsibilities

- Be aware of the requirements of the assessment policy
- Ensure they have access to QParents to assist students to monitor their assessment due dates
- Communicate, as early as possible, with QACI Central any absence from school which may impact on assessment
- Avoid booking appointments or holidays during assessment periods
- If required, apply for an IAA.

4. Purpose of Assessment

Assessment is the ongoing process of gathering, analysing and reflecting on evidence to make informed judgments about the achievement or capabilities of individuals and cohorts. Assessment includes any assignment, exam, practical, oral, performance, individual or group presentation, that is a measure of student performance.

There two main forms of assessment: formative and summative.

Formative assessment, often referred to as ‘assessment for learning’ represents the process of gathering, analysing, interpreting and using the evidence to improve student learning and to help students to achieve their potential.

In Year 10, formative tasks may or may not contribute to a student’s reporting result depending on the purpose of the task. Formative tasks may include: in class quizzes, homework tasks, or tasks not aligned to the Australian Curriculum (these may be given from time to time to provide Year 10 students with assessment experiences aligned to the IB).

In Year 11 and 12 in the DP, formative tasks are those that do not directly contribute to the Diploma but form an integral part in assessment for learning. Formative tasks in Year 11 and 12 will contribute to a student's academic report issued through OneSchool.

Summative assessment, often referred to as ‘assessment for learning’, is concerned with measuring student performance.

In Year 10, summative assessment is aligned to the Australian Curriculum achievement standard and contributes to a student’s reporting result.

In Year 11 and 12 in the DP, summative assessment directly contributes to the final IB Diploma Qualification and includes both Internal Assessment tasks and the Summative IB Exams in May and/or November.

5. Principles of Assessment

The following principles strengthen assessment practices. Assessment at QACI is:

- aligned with curriculum and pedagogy
- equitable for all students
- evidence-based, using established standards 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
- information of where students are in their learning.

6. Attributes of quality assessment

Quality assessment is characterised by validity, accessibility and reliability.

Validity: the extent to which an assessment accurately measures what it is intended to measure.

Accessibility: the extent to which the assessment provides all students with a clear understanding of how to demonstrate their learning.

Reliability: the extent to which an assessment will produce the same consistent result.

7. Grading/marking

Year 11 and 12 – International Baccalaureate (IB) Diploma Programme (DP)

There is a difference between marking candidates' work and grading their work. In marking, candidates are given credit for the work they have produced against a markscheme or similar framework. It represents the degree of the assessment task they got right. The mark itself has no other meaning. In deciding a grade, a judgment is made on the quality of the candidate's work against a defined standard, taking into account the difficulty of the task as well as the proportion of the task that was completed. The grade, therefore, has meaning and relevance and is intended to be comparable with performances on other assessments.

DP students are graded on a scale of 1-7 for each subject in line with the IB requirements, with the exception of the DP Inner Core subjects.

Year 10

Students are provided with A-E results.

8. Recording

At QACI, Managebac is the database used to record all assessment data and OneSchool is the database used to record reporting data.

9. Reporting (updated requirements from 2025)

QACI communicates to parents/caregivers and students twice yearly about achievement and progress in the curriculum provided using OneSchool. Academic reports provide point in time information about achievement at end of each reporting period. Academic reports reflect:

- on balance judgments about the quality of student learning, based on evidence collected during the reporting period
- the student's most consistent achievement with consideration to more recent evidence
- the achievement awarded using the appropriate reporting scale.

Reporting Scales

In Year 10, students are reported on the Australian Curriculum Achievement Standard and will be awarded a A-E result for achievement.

In the DP Programme in Year 11 and 12, students are reported on using the International Baccalaureate scale and will be awarded a 1-7 result for achievement and a Satisfactory/Unsatisfactory for IB Core.

10. Student-led Conferences

In addition to providing academic reports, QACI offers parents/caregivers opportunities to discuss their child's achievement and progress with their teacher. At QACI, we provide face-to-face and virtual student-led conferences twice yearly.

The purpose of a student-led conference is to empower students to take an active role in their learning. It is an opportunity for students to build personal agency and communicate their experience, academic progress and goals to their parent/caregiver and teacher. Student-led conferences place students at the helm of teacher-supported discussions with parents and caregivers about their learning, progress and goals.

11. Homework

Homework tasks will be set by individual teachers based on the individual requirements of the subject. Students are encouraged to regularly study throughout the week as part of their homework.

12. Inclusive Assessment Arrangements (IAAs)

In line with *QACI Inclusion Policy*, all young people should have opportunities to demonstrate their abilities in learning and assessment conditions that are as fair as possible. Arrangements are provided to any young person who requires support and where the need can be justified based on the eligibility criteria articulated in the *IB Access and Inclusion Policy*, and *Learning Diversity and Inclusion in IB Programmes*.

13. Academic Integrity

QACI supports and promotes the principles of properly conducted academic research and respect for integrity in all forms of assessment. As an International Baccalaureate World School, QACI acknowledges the International Baccalaureate's advocacy of ethical behaviour as an essential part of the IB Diploma Programme when conducting academic research and submitting authentic work. We value the concept of intellectual property and the requirement to hold students accountable for the ethical use of the ideas and words of others.

In all situations associated with assessment, the school's *Academic Integrity Policy* will apply.

14. Academic Misconduct

Students are expected to act in a responsible and ethical manner throughout their participation in the year 10 program and the year 11 and 12 International Baccalaureate Diploma Program. In particular, students must avoid any form of misconduct. The IB defines academic misconduct as 'deliberate or inadvertent behaviour that has the potential to result in the student, or anyone else, gaining an unfair advantage in one or more components of assessment. Behaviour that may disadvantage another student is also regarded as academic misconduct. It is also an act that potentially threatens the integrity of IB examinations and assessments that can happen before, during or after the completion of the assessment or writing time of the examination, both paper based and on-screen.'

In all situations associated with assessment, the school's *Academic Integrity Policy* will apply.

15. Final Submission Expectations

All draft and final assessment submissions will be due by 11:50pm on the due date specified on the task sheet.

All submissions should be uploaded through Turnitin via Managebac. In the event that Managebac is not functioning, students must email their response to their teacher by 11:50pm.

15.1 IB Formatting Guidance

The purpose of these guidelines is to make the script as easy as possible to read and mark for the examiner.

Below is a general guide only. Students should consult subject specific requirements as detailed on task sheets or as directed by their teachers.

- Arial or Times New Roman font size 12 (where language / script support it)
- Chinese / Mandarin – SimSun
- Korean - batang
- Line spacing - double
- Numbered pages
- Portrait orientation (rather than landscape) – except where necessary to accommodate a specific item such as a graph or illustration

15.2 Saving and naming files

- **Students are NOT to include** their names, candidate numbers or schools in their document, including headers, footers, title pages
- **ALL** assessment items should be saved in the following format

<Surname> <Firstname> <Subject> <Task> <Year>

E.g. Carozza John Film Independent Study 2024

15.3 Technical specifications: File sizes and file types

The following table indicates maximum permissible file sizes and file types.

	Films / video / screencast	Audio	Images	Documents	Zipped file
Maximum files size	500MB	60MB or 60mins	5MB	50MB	750MB
Acceptable file types	.mp4 .mov (codec H264) .mpv	.mp3 .m4a	.jpg .jpeg .png .tif	.doc .docx .pdf (non-editable) .rtf	.7z .rar .tar .zip

16.4 IB Summative Electronic Submissions

When students submit tasks electronically, they must upload the Declaration of Originality as a separate file via ManageBac.

16.5 IB Summative IBIS Uploads - Submitting Summative IB Tasks

Summative internal assessment items and all external assessment items will be submitted to the IB electronically. Each student will be provided with their IB personal code and password in readiness for the upload process.

Teachers authenticate the assessment item prior to the task is submitted to the IB.

17. Absences and Non-Submissions

17.1 Absence from the May/November IB Examination session

As this is a global qualification, examinations are set in specific conditions and not able to be rescheduled in that exam session. It is important for students and parent/caregivers to be aware that students unable to sit the scheduled exams may not be awarded the Diploma in that academic year.

If students are unable to attend the IB formal summative exams (November or May Session), they must immediately contact QACI Central so the IB Coordinator can be notified as soon as possible.

A meeting with student, parent/caregiver and the IB Coordinator will be scheduled to discuss next steps.

Students should make every effort to attend school on the day of a due assessment task and/or for a scheduled examination, oral presentation or practical assessment, such as a performance. However, there may be times when a student is unable to attend due to illness or other legitimate extenuating circumstance (as outlined below).

17.1 Communication from home

When a student is absent on a due date, the following process should be followed:

1. The parent/carer should contact QACI Central and notify the school of the student's absence
2. The student should apply for an extension via the QACI Extension Request Microsoft Forms on the Student Intranet site and follow the extension process as outlined on the form.

When a student is absent for a scheduled exam (Year 10) or a scheduled formative exam (Year 11/12), or an oral presentation, or other in class assessment such as a practical or performance task, the following process should be followed:

1. Parent/Carer notifies QACI Central of the student absence
2. Student or parent/caregiver completes QACI Missed Exam Oral/Practical Assessment Microsoft Form via the Student Intranet site.
3. The class teacher or Head of Department will contact the student and parent/caregiver to reschedule. Students should be prepared to complete the assessment at their next attended lesson.

Where legitimate extenuating circumstances apply, the student/parent may seek an extension. Some examples of legitimate extenuating circumstances might include:

1. Illness;
2. Family emergencies;
3. Natural disasters;
4. Traffic accidents.

Some non-examples might include:

1. Employment or prior commitments;
2. Forgetting to upload;
3. Wishing for more time to complete the work to a better standard.

17.2 Communication from QACI

If a student fails to submit a task, inclusive of a final draft, or missed a scheduled exam, or oral presentation, the teacher or Head of Department will contact home to notify the parent/caregiver.

This contact will be documented as a OneSchool Contact.

17.3 Documentation required for absences from scheduled assessment

A medical certificate, or evidence from a relevant independent professional, is required if a student is absent on a due date and is unable to submit, or is absent from a scheduled examination, or scheduled oral presentation.

Non-submission of a final draft

Students failing to submit a draft on the due or scheduled date, without an extension granted, will forfeit the right to receive feedback.

Non-submission of a final task

If a non-submission is determined, at the discretion of the Head of Department, previously submitted or completed work such as a draft, may be assessed. Unless covered by written approvals from the Deputy Principal or Principal, or an extension is approved, late or non-submitted assessments will be awarded 0 grade for Year 11 and 12, or an N for Year 10.

See flowchart for further details (Appendix 1).

18. Application for Extension

For all assessment items requiring an extension request, inclusive of final drafts, it must be obtained through the faculty Head of Department (HOD) via the Application for Extension Microsoft Forms available on the [Student Sharepoint site](#).

In applying for an extension, students should:

1. Have a conversation with their teacher to indicate they may need to request an extension
2. Submit an extension request at least 3 days prior to the due date to ensure sufficient time is given for the process

3. Continue to work on the task and upload the task at its current rate of completion to Managebac on the due date.
4. Await the outcome of the request via an email from the Head of Department.

All other checkpoint dates associated with an assessment item can be negotiated through the class teacher.

19. IB Supporting Documents

IB Standards and Practices

IB Academic Integrity Policy

IB Assessment Principles and Practices – Quality Assessments in a Digital Age

QACI Inclusion Policy

QACI Academic Integrity Policy

ASSESSMENT DUE

Appendix (1)

