Late submission and non-submission of student responses to assessment instruments in Authority and Authority-registered subjects

Introduction

This policy defines the responsibilities and principles for managing the late submission and non-submission of student responses to assessment instruments in Authority and Authority-registered subjects. It does not apply to situations where students' reasons for late submission or non-submission relate to specific educational needs. In such cases, schools should refer to the *Policy on Special Provisions for School-based Assessments in Authority and Authority-registered Subject*s (QSA, 2009).

In Queensland's system of externally moderated school-based assessment, schools need to have policies and practices that encourage the participation and engagement of students in their assessment programs. In all cases, schools are responsible for developing and managing these policies and practices.

To ensure the integrity of the levels of achievement reported for senior certification, students must meet the mandatory requirements of a syllabus for Authority and Authority-registered subjects. The mandatory requirements are stated in all syllabuses.

Late submission of student responses to an assessment instrument

This relates to students not submitting a response to an assessment instrument by the due date. The practice of awarding a lower standard as a penalty for lateness is not valid in a standards-based system of externally moderated school-based assessment. Judgments of student achievement in Authority and Authority-registered subjects are made by matching a body of evidence provided by students' responses to assessment instruments to the standards associated with exit criteria outlined in the relevant syllabus. In cases where students do not submit a response to an assessment instrument by the due date, judgments should be made using evidence available on or before the due date.

Non-submission of student responses to an assessment instrument

This relates to the non-submission of student responses to an assessment instrument. A standard can only be awarded where evidence has been demonstrated. In cases of non-submission of student responses, an 'E' standard cannot be awarded where there is no evidence

for it. Judgments of student achievement in Authority and Authority-registered subjects are made by matching a body of evidence provided by students' responses to assessment instruments to the standards descriptors outlined in the relevant syllabus.

Principles for establishing school policies on late and non-submission of student responses to assessment instruments

A school policy should incorporate the following principles:

- Judgments of student responses to assessment instruments are made using standards associated with exit criteria.

- Procedures are enacted consistently across subjects within the school.

- In cases of late submission of student responses to assessment instruments, judgments are based on evidence available on or before the due date.

- In cases of non-submission of student responses to assessment instruments, standards are not awarded when there is no evidence.

Related documents

The following documents are available from the QCAA website.

- QSA 2009, *Policy on Special Provisions for School-based Assessments in Authority and Authority-Registered Subjects.*

- QSA 2009, *Strategies for a School-based Policy for Late and Non-Submission of Student Responses to Assessment Instruments.*

- QSA 2008, *Sufficiency of Coverage and Adequacy of Assessment for Students to Receive Results on a Senior Statement,* QSA Memo no 091/08, 12 November 2008.

- Relevant QCAA syllabus documents.

More information

If you would like more information, please visit the QCAA website www.qcaa.qld.edu.au or contact:

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