



# Strategies for a School-based Policy for Late and Non-submission of Student Responses to Assessment Instruments

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## Introduction

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 learning and assessment.

Teaching needs to be supportive of the assessment process. Learning experiences in the general objectives of the subject should enable students to complete the assessment instruments and should involve students in meaningful ways. Students should be monitored as they undertake the requirements of the assessment instrument, as part of a developmental process.

There are cases, however, where students do not submit the task on or before the due date or in a complete form, or do not complete the task at all. In such instances, schools must follow the principles of the Queensland Studies Authority (QSA) policy: *Late Submission and Non-submission of Student Responses to Assessment Instruments in Authority and Authority-registered Subjects*. In order to do this, schools need to develop and implement a whole-of-school policy and approach, using the principles of the QSA policy.

## Purpose

This document provides schools with strategies for developing a school-based policy for the late and non-submission of student responses to assessment instruments in Authority and Authority-registered subjects.

This document should be read in conjunction with the QSA policy: *Late and Non-submission of Student Responses to Assessment Instruments in Authority and Authority-registered Subjects* (January 2009).

## Principles

The following principles should inform school policy on late and non-submission of student responses:

- Evidence about student achievement should be gathered in a continuous process throughout the course of the teaching, learning and assessment program.
- Expectations of assessment instruments and due dates should be made clear to teachers, students and their parents/carers.
- Procedures are enacted consistently across subjects within the school in a fair and equitable manner.
- Opportunities should be provided for appropriate members of the school staff to intervene in order to avoid cases of late and non-submission.

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- Judgments of student responses can only be made:
  - where there is student work to match with syllabus standards descriptors
  - using syllabus standards associated with exit criteria
  - based on evidence available on or before the due date.

## Strategies

When developing and implementing a policy for late and non-submission of student responses, schools should:

- be proactive in developing strategies to collect and gather evidence about student achievement throughout the two-year course in the teaching, learning and assessment process
- establish effective mechanisms for gathering evidence prior to student submission or completion of assessment tasks (e.g. class work, collected drafts, rehearsal notes, photographs of work, teacher observations)
- establish whole-of-school approaches to assessment practices (e.g. declared due dates for assessment tasks, measures to ensure evidence is gathered on or before the due date)
- ensure that the policy is made known to staff, students and their parents/carers, and that the procedures and processes are consistently applied across all senior Authority and Authority-registered subjects
- provide points of intervention so that teachers, parents/carers, heads of department and administration and counselling staff can prevent issues of lateness or non-submission of responses to assessment instruments.

## Judgments

In cases of late and non-submission of student responses, schools should consider the following when making judgments about student achievement:

- Judgments in Authority and Authority-registered subjects are made by matching student responses to assessment instruments with the standards descriptors outlined in the relevant syllabus.
- Evidence proactively collected as part of the teaching, learning and assessment process may be used to make judgments when, for example, a student:
  - partially completes an assessment instrument
  - does not submit the assessment instrument by the due date
  - does not complete a scheduled assessment instrument
  - refuses to do an assessment instrument.
- 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.
- A standard can only be awarded where evidence has been demonstrated. Therefore an “E” standard for a non-response for a particular assessment instrument cannot be awarded if there is no evidence for it.
- In incomplete student folios, the level of achievement decisions should match the evidence in the student folio.

## Sufficiency of coverage

When proactive measures outlined in the school's policy for late and non-submission have been exhausted, and a student has not demonstrated coverage of the course:

- The student may still receive a level of achievement based on available evidence matched against stated syllabus exit standard descriptors.
- Consideration should focus on the number of semesters of credit granted for a level of achievement in the subject.
- The number of semesters of credit recorded on a Senior Statement should reflect the relative coverage of the course of study.

In cases where coverage of the full range of general objectives has not been achieved, school principals should refer to the procedures outlined in the QSA memo: *Sufficiency of Coverage and Adequacy of Assessment for Students to Receive Results on a Senior Statement*.

## Related documents

School policies should be consistent with the following documents (all available from the QSA website):

- Australasian Curriculum, Assessment and Certification Authorities (ACACA), *Guidelines for Assessment Quality and Equity*.
- QSA 2009, *Policy on Special Provisions for School-based Assessments in Authority and Authority-Registered Subjects*.
- 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 QSA syllabus documents.