

Evidence of Learning

Inspiring Great Minds



Queensland Academy
for Science Mathematics
and Technology





QASMT EVIDENCE OF LEARNING POLICY

1.0 Rationale

The Queensland Academy for Science, Mathematics and Technology has high standards for the work that students produce. Well-presented Evidence of Learning is a valuable aspect of the teaching - learning process. It reflects a student's willingness to strive for excellence and a high level of participation in their own learning. A policy which seeks to define expected standards throughout the school is essential if high standards are to be achieved and maintained.

A student's written Evidence of Learning provides a record of the daily learning activities/class work and a reference for ongoing study and review. Well-presented and organised notes and diagrams allow for effective review of material and personal study. The intention of structured Evidence of Learning is to support students to reach their potential by encouraging students to take pride in their work, develop the skills for effective presentation of learning tasks and by obtaining the skills to organise and present information in a usable and efficient manner that allows reflection and personal study as required.

The school provides a planner for students in Years 7-9 to record home learning and assessment. This planner is to be used for organising a study plan and it also provides a myriad of helpful information about school policies and procedures as well as ideas about how to be a successful learner.

This Policy applies to subject workbooks, handouts, booklets, school planners and digital documents.

2.0 School community beliefs about the importance of showing clear Evidence of Learning

It is important that students, staff, parents and caregivers have a shared understanding of the importance of a clear Evidence of Learning policy at QASMT. The Academy believes demonstrating clear Evidence of Learning is important for:

- Recording and consolidating studies conducted in class
- Providing examples and scaffolding to support the completion of assessment
- Recording research for use in the completion of assessment
- Practising and extending learning through completion of activities and examples
- Developing and strengthening links between home and school
- Providing a resource to support students in personal study and reflection.

3.0 Responsibilities

3.1 Students

- Be aware of and follow the school's Evidence of Learning Policy
- Take care and pride in the presentation of their learning
- Follow the guidelines with respect to presentation of their book (see Section 4.0 of this Policy)
- Be prepared to present their books to their classroom teacher or Head of House for review at any time.
- Ensure all due dates, class tasks and home learning are recorded (in the student planner for Years 7-9 only)



3.2 Parents (or guardians)

- Be aware of the school's expectations regarding student presentation of their learning
- Review students books regularly to see the work completed, and that the evidence of their learning is kept in an acceptable manner

3.3 School

- Teachers will explicitly show students how to use student planners, and how to set up their Evidence of Learning correctly as per the school's Policy
- Teachers will check students' Evidence of Learning regularly to ensure student work is acceptable, and will communicate with parents if it is unsatisfactory

4.0 Evidence of Learning Procedures

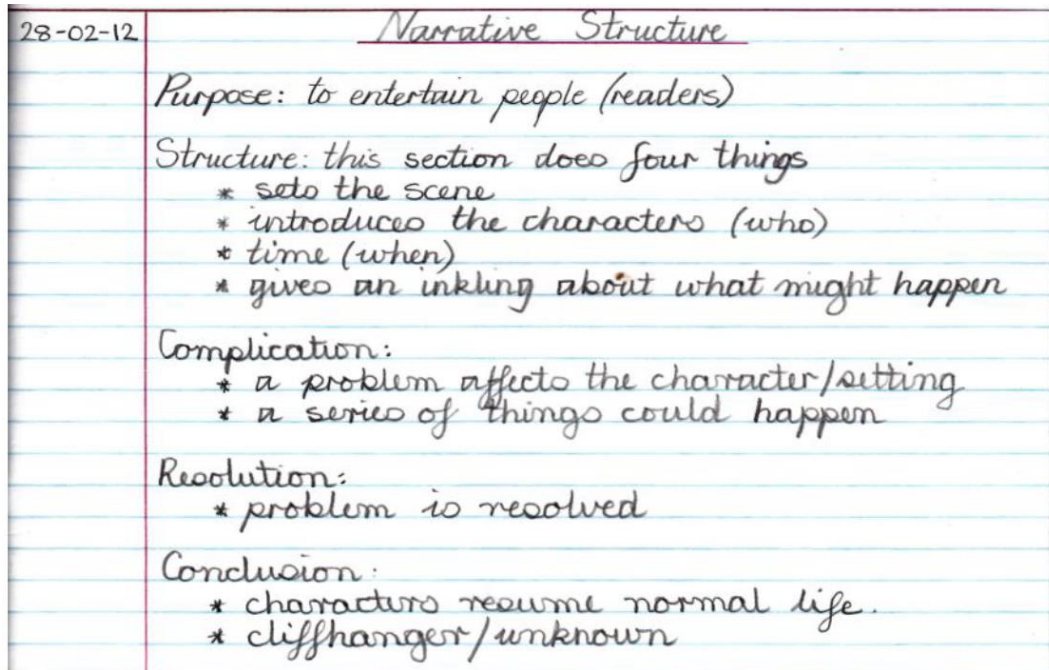
At QASMT, we place a high value on the clear presentation of students' Evidence of Learning. While requirements will vary between teachers and subject areas, it is expected that all work is neat, legibly presented and free from anything unrelated to a student's classwork. It is an expectation that all written work is dated.

Some additional guidelines **may** include:

- All written work should have a heading, and be ruled off at the end of the task
- Written work should have a margin, with mathematical work recorded in columns
- Blue or black pen should be used for writing
- Red pen is to be used for underlining headings, ruling margins and key points (Highlighters may be used)
- Diagrams, tables and illustrations should be clearly labelled and titled
- Information sheets should be glued in or filed in display folders as required
- Individual books are to be used per subject or as required by the teacher
- Any Home Learning should have the heading 'Home Learning'

These guidelines are optional, and students will be informed of the requirements for their class/subject by their subject teacher.

4.1 Evidence of Learning Example



5.0 Digital Evidence of Learning

5.1 File Management

One Drive

OneDrive for Business is an integral part of Microsoft Office 365 and provides a place in the cloud for students to store, share and sync your school files. At QASMT, OneDrive will be installed on student computers to ensure all work is safe and backed up. Please note that Y7 and Y10 students, the installation of OneDrive will occur during the Technology Orientation when you begin at the Academy.

Organisation of folders on devices

The organisation of folders must reflect the file organisation of Student Depot, located on QASMT's Learning Management System (LMS) Daymap. Assistance in setting up folders will occur during Technology Orientation. Further support will occur within Instep.

OneNote Organisation

OneNote is an essential tool used in learning for collaboration and note taking. Teachers will assist in setting up class OneNote folders.

Saving Files

In each subject, teachers will provide guidance as to the naming conventions of saving files.

In order to maintain the authenticity of work, each iteration of a draft should be saved in sequential version order. For example, Physics IA Draft 1, Physics IA Draft 2.



5.2 Style Guide for Assessment Work

The aim of a style guide is to help students maintain consistency and accuracy in the presentation and layout of their paper. Each referencing style tends to have its own editorial style. This means that when choosing to reference a paper in a particular style editorial conventions of that style should be observed:

- punctuation and abbreviations
- construction of tables
- labelling of tables, graphs, illustrations
- headings
- citation of references
- presentation of statistics
- as well as many other elements that are a part of every manuscript

QASMT uses the APA referencing style for all assessment work. Information on this referencing style can be found at the following link:

<https://www.citewrite.qut.edu.au/cite/qutcite.jsp>

Teachers will go through this referencing guide with students as they complete coursework.

Manuscript Formatting

A manuscript formatted in APA style should:

- be typed on standard white A4 paper
- single or greater spacing throughout
- also be double-spaced between the body text and titles, headings and block quotations i.e. no extra spacing between paragraphs
- minimum font size 11, where the language or script supports it. Font style such as Arial or Callibri are suitable font styles. Formatting for the language Japanese should use the font MS Mincho.
- have all subsequent text aligned to the left-hand margin with a “ragged” right-hand margin
- portrait orientation rather than landscape, except where it is necessary or appropriate.

It should also:

- include a page header and a page number
- include the following details of your paper in the header: QAMST [SUBJECT NAME] – YOUR NAME – YOUR CLASS – TEACHER’S NAME – SHORT FORM OF TASK TITLE
- have a title page that includes (a) name; (b) teacher’s name; (c) your class / course e.g. Year 11D IB A1 English; (d) title / question of essay/ word count
Please note that IA assessment for the Diploma program follows a different guide for title pages. Diploma students will be given guidance on this process.
have no header or page number on the title page
- have the title page text formatted as follows:
 - centred
 - typed in same size and style as the manuscript



5.3 Submission of Work

Please follow the procedure as per the assessment policy. Students should submit both a paper and electronic copy of their assessment unless otherwise directed.

IB Middle Years Programme: please use '**Last name, First name,**' as a naming convention.

IB Diploma Programme: please use '**Last name, First name, personal code**' as naming convention for easy sorting and identification. For example, submission from candidate Samuel Lee, personal code: fgh123, should have a file name 'Lee, Samuel, fgh123'