

School assessment policy

St Eugene College

Scope

The scope of this policy includes Australian Curriculum P-10 learning areas, Applied, Applied (Essential), General and General (Extension) subjects and Short Courses. The processes, procedures, roles and responsibilities are designed to build capacity as student work towards summative assessment completion.

The framework for the procedures, as they apply to years 11 and 12 is developed from the QCE and QCIA policies and procedures handbook.

The framework for the procedures, as they apply to years 7, 8, 9 and 10 is developed from school-based policies and procedures and the P-12 Curriculum, Assessment and Reporting Framework and associated documents.

Purpose

This document details the policies and procedures at St Eugene College that encourage the participation and engagement of students in their learning and assessment.

The assessment policy utilises the P-12 Curriculum, Assessment and Reporting Framework, QCAA guidelines, the [QCE and QCIA policy and procedures handbook](#) and QCAA syllabuses to inform school-based assessment policies for P-10 learning areas, Applied, Applied (Essential), General and General (Extension) subjects and Short Courses. Vocational education and training certificate courses (VET) are covered by the standardised policies and procedures located on the QCAA website.

This assessment policy:

- provides information to students about expectations for assessment and their responsibilities
- includes guidelines for teachers and information to all staff about expectations and their roles and responsibilities
- is:
 - communicated clearly to teachers, students and parents/carers
 - enacted consistently across all subjects within the school
 - based on information in the P-12 Curriculum, Assessment and Reporting Framework, Australian Curriculum p-10 syllabuses and QCAA guidelines and syllabuses.

Principles

Purposes of assessment: The purposes of assessment at St Eugene College is to:

- promote, assist and improve learning
- inform programs of teaching and learning
- provide information to students, parents, and teachers, who need to know about the progress and achievements of students to help them achieve to the best of their abilities
- provide information for school reporting and the issuing of certificates of achievement

The following principles form the foundation of beliefs about St Eugene College assessment practices.

Assessment should be:

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

High-quality assessment is characterised by three attributes:

- **validity**, through alignment with what is taught, learned and assessed
- **accessibility**, so that each student is given opportunities to demonstrate what they know and can do
- **reliability**, so that assessment results are consistent, dependable or repeatable.

Promoting academic integrity

Schools, teachers, parents/carers and others who support students in their learning have responsibility for promoting and maintaining academic integrity. St Eugene College utilises the following procedures to develop students' skills and model appropriate academic practices.

QCE and QCIA policy and procedures handbook	Policy and procedures
Location and communication of policy	<p>In order that all stakeholders in our school community are aware of the school assessment policy, it is located on the staff, student and parent portals.</p>
Expectations about engaging in learning and assessment Section 1.2.4 Section 2 Section 8.5.1	<p>St Eugene College requires academic responsibilities to be approached in an honest, moral and ethical way. Schools, teachers, parents/carers and others who support students in their learning have responsibility for promoting and maintaining academic integrity.</p> <p>Staff are required to complete the academic integrity courses and accreditation courses provided by the QCAA.</p> <p>Senior students are required to complete the academic integrity courses provided by the QCAA, in year 10 or after enrolment if not completed at a previous school.</p> <p>St Eugene College will actively engage students with this policy at the following junctures:</p> <ul style="list-style-type: none"> • enrolment interviews • SET planning • when assessment is handed to students <p>The whole school community: staff, students, and parents and caregivers, have roles and responsibilities in ensuring that all students have a strong understanding of:</p> <ul style="list-style-type: none"> • Cognitions required by syllabus objectives • Forward planning – planning to understand and meet the task requirements in the designated timeframe • Time management – planning for individual circumstances and adjusting plans in response to unexpected events such as issues with technology • Note-taking and summarising – synthesising information into new ideas or summaries • Referencing – appropriately acknowledging ideas and work of others, and selecting appropriate quotes and examples • Arguing and communicating meaning • Editing • Self-assessing compliance with academic integrity guidelines
Due dates Section 8.5.2 Section 8.5.3	<p>St Eugene College is responsible for gathering evidence of student achievement on or before the due date for internal assessment.</p> <p>Assessment due dates will:</p> <ul style="list-style-type: none"> • align with syllabus requirements • provide sufficient working time for students to complete the task • allow for internal quality assurance processes • enable timelines for QCAA quality assurance processes to be met • be published to teachers, students and parents/carers • be consistently applied • refer to 3:00pm of the due date <p>Students are responsible for:</p>

	<ul style="list-style-type: none"> • accessing due dates via the assessment schedule, task sheets and/or Microsoft Teams • planning and managing their time to meet due dates • following school processes to apply for extensions
Submitting, collecting and storing assessment information Section 9	<p>Assessment instruments may be submitted via the following modes as directed by the teacher:</p> <ul style="list-style-type: none"> • paper-based copy and/or physical product directly to the teacher • paper-based copy and/or physical product to Student Services, where a receipt will be issued • electronically via email to the subject teacher • electronically via Microsoft Teams <p>For Australian Curriculum P-10 learning areas: assessment instruments, student work and records of results will be securely stored until the end of term one of the following year.</p> <p>For Applied, Applied (Essential), General and General (Extension) subjects and Short Courses: assessment instruments, student work and records of results will be securely stored in accordance with the QCAA retention and disposal requirements.</p> <p>For VET courses: assessment instruments, student work and records of results will be securely stored in accordance with the standardised policies and procedures located on the QCAA website.</p> <p>Students are responsible for:</p> <ul style="list-style-type: none"> • Submitting assessment within due date requirements • Submitting assessment in required formats, lengths, transmission modes and locations
Appropriate materials Section 7.1 Section 8.5.3	<p>St Eugene College staff select materials in accordance with syllabus requirements, curriculum priorities and Department of Education principles of inclusivity.</p> <p>Students are responsible for considering the appropriateness of any materials accessed or produced and ensuring they are aligned with the school values.</p>

Ensuring academic integrity

St Eugene College has procedures to ensure that there is consistent application of the assessment policy and that staff and students optimise opportunities to understand academic integrity. The following procedures are to be applied in this context.

Internal assessment administration

QCE and QCIA policy and procedures handbook	Policy and procedures
Scaffolding Section 7.2.1	<p>St Eugene College Curriculum Leaders manage a pre-moderation process to ensure all assessment aligns with the principles of accessibility, validity and reliability. Across the phases of learning, there will be a gradual release of responsibility to students.</p>

	<p>During the teaching and learning phase, scaffolding may include:</p> <ul style="list-style-type: none"> • breaking a complex task, learning experience, concept or skill into discrete parts • modelling thought processes required to complete parts of an assessment instrument • pre-teaching vocabulary specific to the subject and assessment instrument • questioning to develop students' conceptions, describe interpretations or challenge opinions that inform a response • showing examples of responses and demonstrating the match to performance descriptors • using visual frameworks or graphic organisers to plan responses. <p>Scaffolding for assessment instruments When scaffolding in an assessment context, it is important that the integrity of the requirements of the task or assessment instrument are maintained so a student's response is their own. Scaffolding or task instructions should not lead to a predetermined response or interfere with students' ability to demonstrate their knowledge and understanding of the relevant criteria.</p> <p>In years 11 and 12 for Applied, Applied (Essential), General and General (Extension) subjects: scaffolding for assessment instruments in Units 3 and 4 should refer to processes or presentation of the response. It should avoid repeating cognitions or the task description.</p> <p>Scaffolding assessment in years 11 and 12 may include:</p> <ul style="list-style-type: none"> • providing a timeline or checkpoints that students can use to manage completion of components of the assessment instrument • guiding students to make predictions and/or reflect on their learning to complete the requirements of the assessment instrument • providing prompts and cues for students about the requirements for their response. <p>St Eugene College uses quality assurance processes, including pre-moderation of assessment, and the use of QCAA quality assurance tools and Endorsement processes to ensure that student work is not restricted to a predetermined response, and allows students to demonstrate the objectives being assessed.</p>
<p>Checkpoints Section 8.5.3</p>	<p>St Eugene College uses monitoring processes to check student progress towards successful completion of assessment tasks. Checkpoints are clearly indicated on task sheets. Communication with Curriculum Leaders and parents will occur where teachers identify risks to successful completion of assessment.</p> <p>Students are responsible for meeting the requirements of checkpoint monitoring by adhering to the checkpoints outlined on task sheets.</p>
<p>Drafting Section 7.2.2 Section 8.3</p>	<p>Drafting is used as a part of the teaching and learning process as an opportunity for a teacher to provide feedback and gather evidence of achievement in case of illness, misadventure, or non-submission for other reasons.</p> <p>A draft may take a variety of forms (written piece, rehearsal of a performance, product in development).</p> <p>Feedback on drafts may be:</p> <ul style="list-style-type: none"> • written • verbal • provided through questioning • a summary of feedback and advice to the whole class <p>Feedback on a draft is:</p> <ul style="list-style-type: none"> • a consultative process that indicates aspects of the response to be improved or further developed • delivered in a consistent manner and format for all students

	<ul style="list-style-type: none"> provided within one week of a submission of a draft. <p>Feedback on a draft must not:</p> <ul style="list-style-type: none"> compromise the authenticity of a student response introduce new ideas, language or research to improve the quality and integrity of the student work edit or correct spelling, grammar, punctuation and calculations allocate a mark. <p>For Australian Curriculum P-10 learning areas, and Applied, Applied (Essential), General and General (Extension) subjects and Short Courses (units 1 & 2): teachers provide feedback on one or more drafts, with consideration for the phase of learning.</p> <p>For Applied, Applied (Essential), General and General (Extension) subjects (units 3 & 4) and Short Courses: teachers provide feedback on a maximum of one draft. Feedback on a draft must not compromise the authenticity of student work. Teachers may not introduce new ideas, language or research to improve the quality of student responses. Similarly, teachers may indicate some key errors in spelling, grammar, punctuation and calculations, and remind students that the draft requires more editing, but should not edit or correct all errors in a draft.</p> <p>Parents and caregivers will be notified of non-submission or incompleteness of drafts and students in years 10-12 will be required to attend an AMSA (Academic Mandatory Support Afternoon) in order to assist them in completing the drafting requirements.</p> <p>Students are responsible for:</p> <ul style="list-style-type: none"> submitting drafts on or before the checkpoint date making use of teacher-provided feedback
<p>Managing response length Section 7.2.3</p>	<p>Response lengths as specified by syllabuses and curriculum guidelines must be adhered to and will be listed as a condition on the assessment instrument task sheet.</p> <p>Support for students includes:</p> <ul style="list-style-type: none"> a pre-moderation process to ensure all assessment aligns with the principles of accessibility, validity and reliability availability of model responses feedback at monitoring checkpoints and on drafts specific length requirements stated on task sheets. <p>Students are responsible for:</p> <ul style="list-style-type: none"> adhering to prescribed word lengths applying feedback about word length editing responses to meet requirements providing an accurate word count or performance time. <p>Where length requirements are not met in an assignment task students will be required to redact sections of their response to meet length requirements.</p> <p>Where length requirements are not met in an exam students will be required to redact sections of their response to meet length requirements.</p>
<p>Authenticating student responses Section 7.3.1</p>	<p>To ensure all assessment aligns with the principles of accessibility, validity and reliability, St Eugene College uses a range of authentication strategies, which include:</p> <ul style="list-style-type: none"> Changing assessment tasks from year to year Providing class time to observe task completion

	<ul style="list-style-type: none"> • Requiring reference lists and acknowledgement of sources • Collection of evidence of student response development via classwork, outlines, photographs, plans and drafts • Post-moderation processes such as cross-marking for subjects with multiple cohorts • Individual monitoring, feedback and results for students working in groups • A student declaration of authenticity • The use of plagiarism detection software (Turnitin) <p>Where authorship of student work cannot be established, the school will:</p> <ul style="list-style-type: none"> • provide an opportunity for the student to demonstrate that the submitted response is their own work • make a judgment about the student’s knowledge and skills using the parts of the response that can be identified as the student’s own work.
<p>Access arrangements and reasonable adjustments, including illness and misadventure (AARA) Section 6</p>	<p>Applications for AARA</p> <p>St Eugene College is committed to reducing barriers to success for all students. AARA are actions taken by the school to minimise, as much as possible, barriers for a student whose disability, impairment, medical condition or other circumstances may affect their ability to read, respond to or participate in assessment.</p> <p>The college follows the processes as outlined in the <i>QCE and QCIA policy and procedures handbook</i> available from www.qcaa.qld.edu.au/senior/certificates-and-qualifications/qce-qcia-handbook-2019.</p> <p>The college principal manages all approval of AARA for students.</p> <p>All AARA applications must be accompanied by the relevant supporting documentation (outlined in Section 6.5.1) and made as far in advance as possible to meet the QCAA published timelines. All evidence used to make decisions is recorded in the student’s file by the principal or their delegate.</p> <p>Students are not eligible for AARA on the following grounds:</p> <ul style="list-style-type: none"> • unfamiliarity with the English language • teacher absence or other teacher-related issues • matters that the student could have avoided • matters of the student’s or parent’s/carer’s own choosing • matters that the school could have avoided. <p>Applications for extensions to due dates for unforeseen illness and misadventure</p> <p>Students and parents/carers must contact the principal’s delegate as soon as possible and submit the relevant supporting documentation.</p> <p>Copies of the medical report template, extension application and other supporting documentation are available from the parent portal.</p>

<p>Completion of course requirements for senior subjects Section 8.5</p>	<p>When enrolled in a General, General (Extension), Applied, Applied (Essential) subjects or Short Courses, students are expected to complete all course and assessment requirements. For summative units, a student must produce evidence of responses to each of the summative assessments in order to receive an overall subject result. Schools are responsible for ensuring that students have opportunities to access assessment.</p> <p>Schools are responsible for ensuring that school communities are aware of assessment requirements. The school will inform students and parents/carers in a timely manner when incomplete assessment will mean that the student will not meet requirements for a subject or course result.</p> <p>Where a student is a late entry into units 1 or 2 due to a change of subject, change of school, or AARA-eligible illness or misadventure, a satisfactory result may be based on a single piece of assessment, provided that all syllabus objectives are assessed by the conclusion of units 1 and 2.</p> <p>As students must produce evidence of responses to each of the summative assessments in order to receive an overall subject result, no subject changes will be processed after the commencement of Unit 3.</p>
<p>Managing non-submission of assessment by the due date Section 8.5</p>	<p>Teachers will collect progressive evidence of student responses to assessment instruments at the prescribed checkpoints.</p> <p>The checkpoints on the instrument-specific task sheets provide details of the evidence that will be collected.</p> <p>Evidence may include but is not limited to:</p> <ul style="list-style-type: none"> • drafts • class work • rehearsal notes • photographs of student work • teacher observations • teacher conference and consultation <p>In circumstances where students are enrolled in a subject but do not submit a final response to an assessment (other than unseen examinations) and where evidence of student work:</p> <ul style="list-style-type: none"> • provided by the student for the purposes of authentication during the assessment preparation period is available, teachers make judgments based on this • was not provided by the student on or before the due date as specified by the school and no other evidence is available, 'Not-Rated' (NR) must be entered in the Student Management system by the date published in the SEP calendar. <p>In circumstances where a student response is judged as NR, the student will not meet the requirements for that subject The student may be required to complete the assessment task after receiving a Not-Rated result, if the task is necessary for the provision of formative feedback, and/or ascertaining pre-requisite knowledge in order to plan future learning.</p>
<p>Internal quality assurance processes Section 8.5.3</p>	<p>St Eugene College's quality management system ensures valid, accessible and reliable assessment of student achievement. This includes:</p> <ul style="list-style-type: none"> • quality assurance of all assessment instruments before they are administered to students using quality assurance tools provided by the QCAA • quality assurance of judgments about student achievement. <p>All marks for summative internal assessment for General and General (Extension) subjects are provisional until they are confirmed by the QCAA.</p>

	Results for Applied and Applied (Essential) subjects and Short Courses may be subject to advice from the QCAA.
Review Section 9.1 Section 9.2 Section 9.5	Student results (including NR) for all General subjects (Units 1 and 2), Applied subjects, and Short Courses may be subject to review by the relevant Curriculum Leader or the Assistant Principal Senior Years.

External assessment administration

QCE and QCIA policy and procedures handbook	Policy and procedures
External assessment is developed by the QCAA for all General and General (Extension) subjects Section 7.3.2 Section 10.3 Section 10.4 See also: <i>External assessment — administration guide</i> (provided to schools each year)	See the QCE and QCIA policy and procedures handbook (Section 7.3.2) and follow the External assessment — administration guide for processes, roles and responsibilities of the school external assessment (SEA) coordinator, teachers and students.

Managing academic misconduct

St Eugene College positively and proactively assists students to avoid academic misconduct, and ensures fairness for all students, using the following methods:

- Requiring students in senior years to complete the academic integrity course
- Actively engaging students in learning about research, referencing, note-taking and summarising skills
- Actively engaging students in learning about types of academic misconduct and how they can be avoided
- Including student guidelines on the student portal.

Academic misconduct includes:

	Types of misconduct
Cheating while under supervised conditions	<p>A student:</p> <ul style="list-style-type: none"> • begins to write during perusal time or continues to write after the instruction to stop writing is given • uses unauthorised equipment or materials • has any notation written on the body, clothing or any object brought into an assessment room • communicates with any person other than a supervisor during an examination, e.g. through speaking, signing, electronic device or other means such as passing notes, making gestures or sharing equipment with another student.
Collusion	<p>When:</p> <ul style="list-style-type: none"> • more than one student works to produce a response and that response is submitted as individual work by one or multiple students • a student assists another student to commit an act of academic misconduct • a student gives or receives a response to an assessment.
Contract cheating	<p>A student:</p> <ul style="list-style-type: none"> • pays for a person or a service to complete a response to an assessment • sells or trades a response to an assessment.
Copying work	<p>A student:</p> <ul style="list-style-type: none"> • deliberately or knowingly makes it possible for another student to copy responses • looks at another student's work during an exam • copies another student's work during an exam.
Disclosing or receiving information about an assessment	<p>A student:</p> <ul style="list-style-type: none"> • gives or accesses unauthorised information that compromises the integrity of the assessment, such as stimulus or suggested answers/responses, prior to completing a response to an assessment • makes any attempt to give or receive access to secure assessment materials.
Fabricating	<p>A student:</p> <ul style="list-style-type: none"> • invents or exaggerates data • lists incorrect or fictitious references.

	Types of misconduct
Impersonation	A student: <ul style="list-style-type: none"> • arranges for another person to complete a response to an assessment in their place, e.g. impersonating the student in a performance or supervised assessment • completes a response to an assessment in place of another student.
Misconduct during an examination	A student distracts and/or disrupts others in an assessment room.
Plagiarism or lack of referencing	A student completely or partially copies or alters another person's work without attribution (another person's work may include text, audio or audiovisual material, figures, tables, design, images, information or ideas).
Self-plagiarism	A student duplicates work, or part of work already submitted as a response to an assessment instrument in the same or any other subject.
Significant contribution of help	A student arranges for, or allows, a tutor, parent/carer or any person in a supporting role to complete or contribute significantly to the response.
QCE and QCIA policy and procedures handbook (Section 7: Academic Integrity and Section 7.1.2: Understanding academic misconduct) .	

In cases where students have engaged in academic misconduct, results will be awarded using evidence gathered by teachers prior to or on the due date that is verifiably the student's own work.

In years 7-10: In the case of exams, students will not be rated on any exam segments potentially affected by the academic misconduct. Students may be asked to re-sit exams or complete alternative assessment.

In years 11-12: In the case of exams, the Assistant Principal Senior Years will make a determination as to the potential impact of the academic misconduct on the student's response, and students will not be rated on any exam segments potentially affected by the academic misconduct. In cases where the impact is significant, the student's response may be awarded a Not Rated (NR) result.

Related school policy and procedures

- College Handbook
- St Eugene Community Code of Conduct
- Appropriate use of Electronic Devices and Resources Policy
- Staff Handbook