School assessment policy

St Eugene College

Scope

This policy provides information for teachers, students and parents/carers about roles, responsibilities, processes and procedures to ensure the integrity of summative assessment.

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

St Eugene College is committed to an educational philosophy that encourages all students to achieve personal excellence by developing their talents and abilities. This policy is designed to build capacity as students work towards the completion of summative assessment.

Principles

St Eugene College expectations for teaching, learning and assessment are grounded in the principles of academic integrity and excellence.

Assessment includes examinations and a range of assessment techniques, including extended responses, investigations, performances, projects, practical demonstrations and products, that allow students to demonstrate the objectives described by the syllabus.

Assessment should be:
- aligned with curriculum and pedagogy
- equitable for all students
- evidence-based, using established standards and 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, learnt 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	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. To ensure the assessment policy is consistently applied, relevant processes will be revisited: • at enrolment interviews • during senior education and training (SET) planning • when each task is handed to students • by email in response to phases of the assessment cycle.
Expectations about engaging in learning and assessment Section 1.2.4 Section 2 Section 8.2.1	St Eugene College has high expectations for academic integrity and student participation and engagement in learning and assessment. Students become eligible for a QCE when they have accrued the set amount of learning, at the set standard, in a set pattern, while meeting literacy and numeracy requirements. Students are required to complete all course and assessment requirements on or before the due date for their results to contribute credit to the QCE or to their reportable results. Students are expected to: - engage in the learning for the subject or course of study - produce evidence of achievement that is authenticated as their own work - submit responses to scheduled assessment on or before the due date. To emphasise the importance of sound academic practices, staff and students will engage with the QCAA academic integrity courses and materials.
Due dates Section 8.2.1 Section 8.2.7	St Eugene College is responsible for gathering evidence of student achievement on or before the due date for internal assessment. Assessment due dates will: - align with syllabus requirements - provide sufficient working time for students to complete the task - allow for internal quality assurance processes to occur - enable timelines for QCAA quality assurance processes to be met - be published to teachers, students and parents/carers through the assessment calendar function on the portal by the end of Week 2 for the term ahead - be consistently applied

QCE and QCIA policy and procedures handbook	Policy and procedures
	- refer to the time of the timetabled lesson on the due date. **Student responsibility** Students are responsible for: • accessing due dates via the assessment calendar, task sheets and/or Microsoft Teams • planning and managing their time to meet the due dates • informing the school as soon as possible if they have concerns about assessment load and meeting due dates. In cases where students are unable to meet a due date, they will: • inform the Curriculum Leader and classroom teacher as soon as possible • complete an application for extension (available from Student Services and on the Parent Portal) and provide the school with relevant documentation, e.g. medical certificate at least two days prior to the assignment due date • adhere to alternative arrangements for submission of assessment, if applicable, as decided by the school. All final decisions are at the principal's discretion. Refer to AARA information below.
Submitting, collecting and storing assessment information Section 9	Assessment instruments may be submitted via the following modes as directed by the teacher: - 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 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. 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. Students are responsible for: - Submitting assessment within due date requirements - Submitting assessment in required formats, lengths, transmission modes and locations
Appropriate materials Section 8.2.2	St Eugene College staff select materials in accordance with syllabus requirements, curriculum priorities and principles of inclusivity. Students are responsible for considering the appropriateness of any materials accessed or produced and ensuring they are aligned with the College values.

> **Commented [BW1]:** @Sara Wasson Should we add in the acceptable timeline for the extension to be submitted i.e. 2 days before due date at the latest?

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 8.2.3	Scaffolding for assessment helps students understand the process for completing the task. Scaffolding will: • maintain the integrity of the requirements of the task or assessment instrument • allow for unique student responses and not lead to a predetermined response. Across the phases of learning, students will gradually be given more responsibility for understanding the processes required to complete their tasks.
Checkpoints Section 8	Checkpoints will: • be detailed on student task sheets • monitor student progress • be used to establish student authorship. Students will work on assessment during designated times and show evidence of progress at scheduled checkpoints. Teachers will use these checkpoints to identify and support students to complete their assessment. Curriculum Leaders and parents/carers will be contacted if checkpoints are not met.
Drafting Section 8.2.5	Drafting is a key checkpoint. Types of drafts differ depending on subject, e.g. written draft, rehearsal of a performance piece or a product in development. Drafts might be used as evidence of student achievement in the case of illness, misadventure or non-submission for other reasons. Feedback on a draft is: • provided on a maximum of one draft of each student's response • 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 within the subject cohort • provided within one week of submission of a draft. Feedback on a draft must not: • 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. A copy of the feedback will be stored with a copy of the draft by the classroom teacher. Parents and caregivers will be notified of non-submission or incompletion of drafts and students will be required to attend an AMSS (Academic Mandatory Support Session) to assist them in completing the drafting requirements. Students are responsible for: • submitting drafts on or before the checkpoint date • making use of teacher-provided feedback

Commented [SB2]: @Sara Wasson Were we going to change this to AMSS?

Commented [SW2R2]: Yep - good pick up

QCE and QCIA policy and procedures handbook	Policy and procedures
Managing response length Section 8.2.6	Students must adhere to assessment response lengths as specified by syllabus documents. The procedures below support students to manage their response length: • All assessment instruments indicate the required length of the response. • Teaching and learning programs embed subject-specific strategies about responding purposefully within the prescribed conditions of the task. • Model responses within the required length are available. • Feedback about length is provided by teachers at checkpoints. After all these strategies have been implemented, if the student's response exceeds the word length required by the syllabus, the school will allow a student to redact their response to meet the required length, before a judgment is made on the student work.
Authenticating student responses Section 8.2.8	Accurate judgments of student achievement can only be made on student assessment responses that are authenticated as their own work. St Eugene College uses the authentication strategies promoted by the QCAA. The authentication strategies will be specified on assessment instruments. In cases where a student response is not authenticated as their own work, procedures for managing alleged academic misconduct will be followed.
Access arrangements and reasonable adjustments, including illness and misadventure (AARA) Section 6	**Applications for AARA** 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. The college follows the processes as outlined in the QCE and QCIA policy and procedures handbook available from www.qcaa.qld.edu.au/senior/certificates-and-qualifications/qce-qcia-handbook. The college principal manages all final approval of AARA for students. All AARA applications must be accompanied by the relevant supporting documentation (outlined in Section 6.4.5) 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. Students are not eligible for AARA on the following grounds: • 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. Applications for extensions to due dates for unforeseen illness or misadventure Students and parents/carers must contact the principal's delegate as soon as possible and submit the relevant supporting documentation.

QCE and QCIA policy and procedures handbook	Policy and procedures
	Copies of the documentary evidence template, extension application and other supporting documentation are available from the parent portal.
Managing non-submission of assessment by the due date Section 8.2.7 Section 11.1.4	Teachers will collect progressive evidence of student responses to assessment instruments at the prescribed checkpoints. The checkpoints on the instrument-specific task sheets provide details of the evidence that will be collected. 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: • 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. In circumstances where a student response is judged as NR, the student will not meet the requirements for that subject
Internal quality assurance processes Section 9	St Eugene College's quality management system ensures valid, accessible and reliable assessment of student achievement. This includes: • quality assurance of all assessment instruments before they are administered to students • quality assurance of judgments about student achievement before results are returned to students. All marks for summative internal assessments for General and General (Extension) subjects are provisional until they are confirmed by the QCAA. Results for Applied and Applied (Essential) subjects and Short Courses may be subject to advice from the QCAA.
Review Section 11.1	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 Teaching and Learning.

External assessment administration

QCE and QCIA policy and procedures handbook	Policy and procedures
External assessment is developed by the QCAA for	See the QCE and QCIA policy and procedures handbook (Section 10) and follow the External assessment — administration guide for processes, roles and responsibilities of the EA coordinator, teachers and students.

QCE and QCIA policy and procedures handbook	Policy and procedures
all General and General (Extension) subjects Section 10 See also: *External assessment — administration guide* (provided to schools each year)	

Managing academic misconduct

St Eugene College is committed to supporting students to complete assessment and to submit work that is their own, and minimising opportunities for academic misconduct. Students may inappropriately and falsely demonstrate their learning. The following table includes some examples of academic misconduct along with procedures for managing them.

	Types of misconduct	Procedure
Cheating while under supervised conditions	A student: • 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 their 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.	**For authorship issues:** When authorship of student work cannot be established or a response is not entirely a student's own work, the college will provide an opportunity for the student to demonstrate that the submitted response is their own work. **For all instances of academic misconduct:** Results will be awarded using any evidence from the preparation of the response that is available that is verifiably the student's own work and that was gathered in the conditions and mode specified by the syllabus, on or before the due date. **For instances of academic misconduct during examinations:** Students will be awarded a Not-Rated (NR). See the QCE and QCIA policy and procedures handbook (Section 8.1.2 and Section 8.2.1). Where appropriate, the school's behaviour
Collusion	When: • 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	A student: • pays for a person or a service to complete a response to an assessment • sells or trades a response to an assessment.	

Types of misconduct		Procedure
Copying work	A student: • deliberately or knowingly makes it possible for another student to copy responses • looks at another student's work during a supervised assessment • copies another student's work during a supervised assessment.	management policy will be implemented.
Disclosing or receiving information about an assessment	A student or other person: • gives or accesses unauthorised information that compromises the integrity of the assessment, such as stimulus or suggested answers/responses, before a response to an assessment is completed • makes any attempt to give or receive access to secure assessment materials.	
Fabricating	A student: • invents or exaggerates data • lists incorrect or fictitious references.	
Impersonation	A student 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. A student 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). Plagiarism also includes the use of a translator, including an online translator, and AI generation programs as the work produced is not the work of the student.	
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 or other person arranges for, or allows, a tutor, parent/carer or any person in a supporting role to complete or contribute significantly to the response.	

Related school policy and procedures

Refer to other school policies as appropriate:
• student behaviour support plan
• homework policy
• 1:1 device policy
• staff handbook