

Senior School assessment policy

Good Counsel College – Student Version

Scope

This policy provides information for teachers, students and parents/carers about roles, responsibilities, processes and procedures to ensure the integrity of assessment that contributes to the Queensland Certificate of Education (QCE). The framework for the policy is developed from the *QCE and QCIA policy and procedures handbook* available from www.qcaa.qld.edu.au/senior/certificates-and-qualifications/qce-qcia-handbook-2019 and applies to Applied, Applied (Essential), General, General (Extension) subjects, and Short Courses across all learning areas (Units 1, 2, 3 & 4).

Purpose

Good Counsel 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 summative assessment completion for the QCE.

Principles

Good Counsel College's expectations for teaching, learning and assessment are grounded in the principles of academic integrity and excellence.

Assessment includes any examination, practical demonstration, performance or product that allows students to demonstrate the objectives as 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

	Policy and procedures
Expectations about engaging in learning and assessment	<p>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.</p> <p>Students are expected to:</p> <ul style="list-style-type: none"> 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. <p>To emphasise the importance of sound academic practices, students will complete the QCAA academic integrity courses. These courses are found at the following link: https://myqce.qcaa.qld.edu.au/</p>
Due dates	<p>Good Counsel College is required to adhere to QCAA policies for gathering evidence of student achievement on or before the due date.</p> <p>Due dates for final responses, checkpoints and drafts will be published in the assessment calendar and clearly identified on assessment tasks. All students and parents have access to the assessment calendar via the student and parent portals.</p> <p>Students are responsible for:</p> <ul style="list-style-type: none"> recording due dates in their diaries or calendars 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. <p>In cases where students are unable to meet a due date, they will:</p> <ul style="list-style-type: none"> inform the Curriculum Middle Leader and classroom teacher as soon as possible provide the school with relevant documentation, e.g. medical certificate negotiate with the Deputy Principal – Teaching & Learning to make alternative arrangements for submission of assessment, if applicable, as decided by the school. <p>All final decisions are at the principal's discretion. Refer to AARA information below.</p>
Submitting, collecting and storing assessment information	<p>Individual assessment instruments will provide information about Good Counsel College's arrangements for submission of draft and final responses, including due dates, conditions and file types. These may vary for different subjects.</p> <p>All assessment evidence, including draft responses, will be submitted by their due date and where appropriate, via the College's academic integrity software, Turnitin. These will be stored by the college in student folios.</p> <p>Students are responsible for keeping an electronic copy of all assessment submitted for judgements, including drafts.</p>

Internal assessment administration

	Policy and procedures
Checkpoints	<p>Checkpoints will:</p> <ul style="list-style-type: none"> • be detailed on student task sheets • monitor student progress • be used to establish student authorship. <p>Students will work on assessment during designated times and show evidence of progress at scheduled checkpoints.</p> <p>Teachers will use these checkpoints to identify and support students to complete their assessment.</p> <p>Curriculum Middle Leaders and parents/carers will be contacted by the classroom teacher if checkpoints are not met.</p>
Drafting	<p>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 or misadventure, or non-submission for other reasons.</p> <p>Feedback on a draft is:</p> <ul style="list-style-type: none"> • 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 • 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>A copy of the feedback will be stored with a hard copy of the draft in the student's folio.</p> <p>Parents and caregivers will be notified by email about non-submission of drafts and the processes to be followed. These processes will be determined in consultation with the relevant Curriculum Middle Leader and the Deputy Principal – Teaching & Learning.</p>
Managing response length	<p>Students must adhere to assessment response lengths as specified by syllabus documents. The procedures below support students to manage their response length.</p> <ul style="list-style-type: none"> • 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. <p>After all these strategies have been implemented, if the student's response exceeds the word length required by the syllabus, the school will either:</p>

	<ul style="list-style-type: none"> • mark only the work up to the required length, excluding evidence over the prescribed limit <p>or</p> <ul style="list-style-type: none"> • allow a student to redact their response to meet the required length, before a judgment is made on the student work. If this option is taken, the student must do this in the presence of the teacher, Curriculum Middle Leader or Deputy Principal – Teaching & Learning and must be done within 10 minutes of submission. <p>The classroom teacher will annotate any such student work submitted for confirmation purposes to clearly indicate the evidence used to determine a mark.</p>
<p>Authenticating student responses</p>	<p>Accurate judgments of student achievement can only be made on student assessment responses that are authenticated as their own work.</p> <p>Good Counsel College uses the authentication strategies promoted by the QCAA. The authentication strategies will be specified on assessment instruments.</p> <p>In cases where a student response is not authenticated as a student’s own work, the college 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)</p>	<p>Applications for AARA</p> <p>Good Counsel 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.</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 Deputy Principal – Teaching & Learning 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 on the Parent Portal or from the Deputy Principal – Teaching & Learning. These must be completed and returned to the Deputy Principal – Teaching & Learning, so an application can be made with QCAA.</p>

<p>Managing non-submission of assessment by the due date</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>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) will be entered in the Student Management system. <p>When students are absent for an unseen exam, appropriate evidence for the absence must be provided (medical certificate indicating inability to complete assessment on that day). If this evidence is provided, the student will be given a comparable task to complete. Failure to provide appropriate evidence for the absence will result in NR being awarded for that Internal Assessment piece.</p> <p>In circumstances where a student response is judged as NR, the student will not meet the requirements for that subject.</p>
<p>Results</p>	<p>All marks for summative internal assessment for General and General (Extension) subjects are provisional until they are confirmed by the QCAA.</p> <p>Results for Applied and Applied (Essential) subjects and Short Courses may be subject to advice from the QCAA.</p>

External assessment administration

	Policy and procedures
<p>External assessment is developed by the QCAA for all General and General (Extension) subjects</p>	<p>The External Assessment Process is developed by the QCAA and overseen at a college level by the Deputy Principal – Teaching & Learning.</p> <p>Students will:</p> <ul style="list-style-type: none"> • read and comply with the external assessment student rules and information provided by the school • understand the importance of academic integrity when completing external assessment and what constitutes academic misconduct • be aware that if unauthorised material is taken into an assessment room, regardless of whether an attempt is made to use that material, they are in breach of the regulations.

Managing academic misconduct

Good Counsel College is committed to supporting students to complete assessment and to submit work that is their own, minimising opportunities for academic misconduct. There may be a situation when a student inappropriately and falsely demonstrates their learning. The following are some examples of academic misconduct along with the procedures for managing them at Good Counsel College:

	Types of misconduct	Procedure
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. 	<ul style="list-style-type: none"> • Student will be awarded a Not-Rated (NR) • Parent/carer will be notified of the academic misconduct
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. 	<ul style="list-style-type: none"> • Checkpoints showing evidence of work completed may be used to make judgment about student results. • Students may be interviewed to determine ownership of work • Students involved may be awarded a Not-Rated (NR) • Parents/carers will be notified of the academic misconduct
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. 	<ul style="list-style-type: none"> • Student will be awarded a Not-Rated (NR) • Parent/carer will be notified of the academic misconduct
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. 	<ul style="list-style-type: none"> • Student will be awarded a Not-Rated (NR) • Parent/carer will be notified of the academic misconduct
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. 	<ul style="list-style-type: none"> • Student may be awarded a Not-Rated (NR) • A comparable assessment task may be used • Parent/carer will be notified of the academic misconduct

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Fabricating	<p>A student:</p> <ul style="list-style-type: none"> • invents or exaggerates data • lists incorrect or fictitious references. 	<ul style="list-style-type: none"> • Student will be interviewed to verify claims made • Only work that can be verified as reliable will be used as evidence for judgment • Student response will be annotated for confirmation purposes to show what evidence was used in making judgments • Parent/carer will be notified of the academic misconduct
Impersonation	<p>A student:</p> <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. 	<ul style="list-style-type: none"> • Student will be awarded a Not-Rated (NR) • Parent/carer will be notified of the academic misconduct
Misconduct during an examination	<p>A student distracts and/or disrupts others in an assessment room.</p>	<ul style="list-style-type: none"> • Disruptive student moved to another area to complete assessment • Parent/carer will be notified of the academic misconduct
Plagiarism or lack of referencing	<p>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).</p>	<ul style="list-style-type: none"> • Only work that can be verified as the student's own work will be marked. • Drafts and/or checkpoint material may be used to provide evidence for making a judgment • Student response will be annotated for confirmation purposes to show what evidence was used in making judgments • Parent/carer will be notified of the academic misconduct
Self-plagiarism	<p>A student duplicates work, or part of work already submitted as a response to an assessment instrument in the same or any other subject.</p>	<ul style="list-style-type: none"> • Work that is identified as previously submitted will not be considered as evidence for making judgments • Student response will be annotated for confirmation purposes to show what evidence was used in making judgments • Parent/carer will be notified of the academic misconduct
Significant contribution of help	<p>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.</p>	<ul style="list-style-type: none"> • Only work that can be verified as the student's own work will be considered as evidence for judgment • Student response will be annotated for confirmation purposes to show what evidence was used in making judgments • Parent/carer will be notified of the academic misconduct