



# Assessment & Reporting Policy

Middle School  
Years 7 – 10



**Ignatius Park College**

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# 1. Assessment Policy – Scope, Purpose and Principles

This purpose of this Policy is to communicate Middle School (Years 7-10) assessment and reporting requirements to parents, students, staff and the wider College community of Ignatius Park College (IPC). It aims to ensure College assessment and reporting practices are transparent, consistent and proactive.

The College is guided by the principle that all our assessment must be *aligned (to the Australian Curriculum), equitable, evidence-based, ongoing, transparent and informative*. Through these principles, the College aims to ensure all assessment practices are valid, accessible and reliable.

## 2. Assessment at Ignatius Park College

### 2.1 Role of Assessment

Assessment is utilised at the College for a range of teaching and learning purposes.

*Assessment for learning* occurs when teachers and students use evidence of individual progress to inform future learning and teaching. Our teachers and students use this information about learning to advance and broaden individual progress through the design of future learning possibilities, which build on each student's prior learning. This occurs through a range of *formative*, non-reportable assessment tasks.

*Assessment as learning* occurs when students reflect and are their own assessors. Students monitor their own learning, ask questions and use a range of strategies to decide what they know and can do and how to use assessment for new learning. This is done through student self-assessment.

*Assessment of learning* is when teachers use evidence of learning to make judgements about student performance. This is done through *summative assessment* tasks. These summative tasks are reportable and inform students final result for each subject.

### 2.2 Summative Assessment

Summative assessment is undertaken at defined key points of the teaching and learning process. It provides evidence of learning to make defensible judgments about the quality of student responses against achievement standards (eg. ACARA Achievement Standards/QCAA Standards Elaborations).

Students receive task sheets and are issued due dates for all summative assessment. These include checkpoints and draft dates. They are also issued a result and formal feedback on their responses to all summative tasks. Results and feedback are generally released via Student Café/Parent Lounge two (2) weeks after the due date.

Students also receive a formal report at the end of each Semester summarising their performance in summative assessment.

### 2.3 Types of Summative Assessment

In the middle school, summative assessment generally falls under one of two categories:

- Assignments – formal assessments that can take various forms and allow for more flexibility in terms of time and format. They may include research tasks, essays, presentations, collections of work, folios, experiments, artistic creations and practical demonstrations.
- Exams/Supervised Assessment – formal assessments conducted under supervised conditions at designated times.

By engaging in a combination of exams and assignments, students have the opportunity to showcase their abilities and demonstrate a comprehensive grasp of the curriculum.

The College provides an undertaking to ensure all summative assessment is aligned to the principles of assessment outlined in [section 1](#) of this policy.

## 2.4 Student Engagement in Summative Assessment

Students are required to participate in all summative assessment. These assessments serve as crucial evaluations of students' understanding and mastery of subject coursework and are *the* major points of evidence to inform reporting.

If a student is unable to submit or undertake a summative assessment by the due date, they are required to discuss the circumstances with their class teacher as soon as possible. Appropriate arrangements may be negotiated on a case-by-case basis. Unless there are extenuating circumstances, academic penalties may apply if students do not communicate with their teacher or follow the agreed process.

## 3. Student Submission of Assessment

### 3.1 Assignments Procedures

Students are required to submit a *draft copy* and *final copy* of all written assignments. Practical tasks and performances will also generally have draft checkpoints.

#### 3.1.1 Draft Copies of Assignments

##### Purpose of Drafting

A draft submission is a preliminary version of a student's response to a task. A draft serves multiple purposes:

- It allows teachers to provide feedback on a student's response
- It is used to authenticate student work and identify academic misconduct
- It provides evidence of student work in the case that a final copy is not submitted by the due date.

##### Submission of Drafts

Students are to submit a digital copy of (written) draft assessment via Student Café on the due date unless explicitly directed otherwise by the subject teacher or an approved adjustment to assessment has been obtained.

The draft due date is clearly communicated to students on the assignment task sheets and on Student Café.

It is expected students regularly backup digital copies (i.e. usb, external hard drive or cloud) of their draft assessment to account for technical issues. As a general rule, no allowance will be provided for personal computing or technical malfunctions with draft submissions.

##### Drafting Feedback

Providing draft feedback is a consultative process, not a marking process. In the drafting process, our teachers:

- provide feedback on a maximum of one (1) draft for each student
- indicate areas for improvement or highlight errors in:
  - addressing the salient features of the assessment task
  - spelling, grammar, punctuation and calculations
  - formatting of the task.

In the drafting process, our teachers do not:

- allocate a final result for the draft submission
- edit or correct all errors in a draft
- compromise the authenticity of student work by providing excessive guidance.

Teachers may use a range of suitable strategies to provide feedback on the draft response. Possible strategies include:

- written feedback via Student Café
- verbal feedback
- feedback provided through questioning
- a summary of feedback and advice to the whole class

### **Non-submission of Drafts**

If a student has not submitted an adequate draft by the draft date:

- The teacher will contact a parent/guardian concerning their son's non-submission and breach of the College Assessment and Reporting Policy.
- The student will complete a supervised detention(s) to work through the issues of non-submission and complete the draft. If the draft work is not completed satisfactorily at the first detention, then the student will continue to attend supervised detentions until the draft is adequate.
- If the student does not attend the supervised detention, the matter will be escalated to the Faculty Leader, and further consequences will apply.

NB. Teachers are still to collect a late draft from each student who has not met the draft due date. However, they are NOT mandated to provide feedback on late drafts.

### **3.1.2 Final Copies of Assignments**

#### **Submission of Final Copies**

The final copy of an assignment is the version that will be marked and reported on by College teachers.

Students are required to submit a digital copy of their final assignments via Student Café by the due date unless explicitly directed otherwise by the subject teacher.

Should a student have technical issues submitting via Student Café, they are to email their draft submission to their subject teacher with a short summary of the technical problems (screenshots of the technical issue may assist in the subject teacher and Faculty Leader in making a decision).

A digital back up of the final assignment (i.e. usb, external hard drive or cloud) should be created prior to submission and kept until results for the assessment piece are released. As a general rule, no allowance will be provided for personal computing or technical malfunctions on the student's end.

#### **Non-submission of Final Copies of Assignments**

In the event that Assessment Adjustment has not been approved and the final copy has not been submitted by the due date, the teacher will:

- contact the parent/carer to inform them of the non-submission
- determine a result for the assessment based on evidence submitted prior to the due date (eg. drafts)
- in the assessment feedback comments to students and parents, the teacher will indicate that a result for the assessment was based on evidence submitted prior to the due date (e.g. drafts) in lieu of the final copy

### **3.1.3 Response Length of Assignments**

The cover sheet of all assignment tasks at Ignatius Park College indicates the required length of a response as a word length, duration of time, or page count. This information is provided to:

- ensure equity of conditions for all students
- indicate the scope and scale of the response required
- support students to develop skills in managing the length, scope and scale of their responses appropriately

Elements of assignments to be included and excluded from the response length are provided in the following table:

|                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Inclusions</b>                                                                                                                                                                                                                                 | <ul style="list-style-type: none"> <li>• all words in the text of the response</li> <li>• title, headings and subheadings</li> <li>• tables, figures, maps and diagrams containing information other than raw or processed data</li> <li>• quotations</li> <li>• footnotes and endnotes (unless used for bibliographical purposes)</li> </ul>                                                                          | <ul style="list-style-type: none"> <li>• all pages that are used as evidence when marking a response</li> </ul>                                                                                                |
| <b>Exclusions</b>                                                                                                                                                                                                                                 | <ul style="list-style-type: none"> <li>• title pages</li> <li>• contents pages</li> <li>• abstract</li> <li>• visual elements associated with the genre*</li> <li>• raw or processed data in tables, figures, and diagrams</li> <li>• numbers, symbols, equations, and calculations</li> <li>• bibliography / reference list **</li> <li>• appendixes*</li> <li>• page numbers</li> <li>• in-text citations</li> </ul> | <ul style="list-style-type: none"> <li>• title pages</li> <li>• contents pages</li> <li>• abstract</li> <li>• bibliography</li> <li>• reference list</li> <li>• appendixes**</li> <li>• blank pages</li> </ul> |
| <p>* For example, by-lines, banners, captions and call-outs used in the genre-related written responses</p> <p>** Appendixes should contain only supplementary material that will not be directly used as evidence when marking the response.</p> |                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                |

Teachers are not required to assess sections of the assessment over the mandated response length. In these instances, the final result will be based on evidence submitted that is within the required response length.

Depending on the assessment conditions and associated timelines, teachers may ask the student to redact a final submission that exceeds the mandated response length. In this instance, the redacted sections of the assessment will not contribute to the final result.

### 3.2 Examinations/Supervised Assessment Procedures

Attendance at exams is compulsory at Ignatius Park College. Absence from an exam without an approved assessment adjustment will result in academic consequences.

#### 3.2.1 Student Responsibilities - preparation

- Students are responsible for keeping track of their exam dates, times and locations. These are advertised each term via formal Exam Schedules on the College website, through Student Café (Daily Notices), College information monitors, and outside the Edmund Rice Office.
- Students are responsible for confirming the required exam equipment for the subject. This will be communicated by the subject teacher in the lead up to the exam and is listed on the Exam Schedule.
- Students are encouraged to take advantage of tutoring and study opportunities offered by the College in the lead up to exams (eg: Homework program, *Help A Brother Out* program and tutoring sessions).

#### 3.2.2 Student Responsibilities – on the day of the examination

- Students are to wait quietly in the area immediately outside the exam room with all required equipment.
- Students are to follow supervisor's instructions including presenting their equipment for checking and entering the exam room silently.
- Students are expected to attempt all tasks to the best of their ability during the exam. Non-attempts will be referred to the Faculty Leader and consequences may apply.
- Refer to section [4.1](#) for any missed assessment

### 3.2.3 Student Responsibilities – electronic devices

- Students are not permitted to use mobile phones, tablets, wearable technology and other electronic devices during exams and supervised assessment. Exam supervisors will ask students to hand in any of these devices prior to the exam, where they will be kept in a secure spot in the exam room and returned at the conclusion of the exam.

## 4. Assessment Adjustments and Alternative Arrangements

Students who are unable to submit an assignment by the due date or attend a scheduled supervised assessment (e.g. an examination) must discuss their circumstances with their class teacher as soon as possible.

### 4.1 Circumstances for Assessment Adjustments

Assessment adjustments or alternative arrangements may be considered in circumstances including:

- Illness or injury
- Misadventure or unforeseen circumstances
- Long-term disability or chronic medical conditions
- School-approved absences (e.g. representative sport, arts or curriculum activities)
- Other exceptional circumstances deemed appropriate by the College

Students with long-term disabilities and chronic conditions, will have a Learner Profile. This Learner Profile is agreed upon by the College and parents/carers and will proactively guide teachers to implement any required adjustments, modifications or variations to the student's assessment.

### 4.2 Process for Requesting an Assessment Adjustment

The procedure for requesting an assessment adjustment applications shall be:

1. The student must communicate with the class teacher as soon as possible regarding their circumstances.
2. The student may be required to provide supporting documentation, such as a medical certificate, appointment confirmation, or other relevant evidence.
3. The class teacher will determine an appropriate course of action, which may include:
  - an extension of time
  - an alternative assessment time
  - an alternative assessment condition
  - another reasonable adjustment.
4. Where required, the class teacher may consult with the Faculty Leader or Director of Curriculum before determining the adjustment.
5. The agreed arrangement will be communicated to the student and, where appropriate, recorded by the teacher.

### 4.3 Ineligibility for an Assessment Adjustment

Assessment adjustments will generally not be approved for:

- unfamiliarity with the English language
- teacher absence or other teacher-related difficulties
- matters that the student could reasonably have avoided (e.g. misreading an examination timetable or assessment instructions)
- matters of personal choice (e.g. family holidays, non-school-approved sporting commitments or social events)

Unless there are extenuating circumstances, students who fail to communicate with their teacher or comply with agreed arrangements may be subject to academic penalties in accordance with this policy.

## 5. Academic Misconduct

Academic Misconduct refers to the use of unfair methods by students to improve results or impact the results of other students. The College will promote proactive methods to minimise the opportunity for academic misconduct through strategies such as: forward planning, time management, note-taking and summarising, referencing, choosing appropriate examples, drafting, editing and checking (QCAA

2023). The College also endeavours to 'block' exams involving multiple classes on a common date and at a common time to reduce the risk of students disclosing information to other students about assessment in advance.

### **5.1 Academic Misconduct in Exams and Supervised Assessment**

In the instance of disruptive behaviour during an exam, the student will be removed from the examination. Only completed sections of the exam that can be verified as the student's own work will be marked.

If academic misconduct other than disruptive behaviour is suspected during a scheduled exam (e.g. cheating, collusion, copying, use of prohibited technology) the student will be asked to complete the exam to the best of his ability. The supervising teacher will then liaise with the Faculty Leader and/or Director of Curriculum regarding the academic misconduct. In the instance that academic misconduct is proven in exams and supervised assessment, teachers will only mark sections of the assessment that can be verified as the student's own work.

### **5.2 Authenticity of Assessment**

Assessment submitted by students must be verified as their own work. Some aspects of certain assessments (e.g. Risk Assessments/equipment lists/raw data in group science experiments) may be completed as a group, if it has been clearly specified on the task sheet.

Authentication concerns may arise as a result of:

- input of parents/carers and/or tutors
- use of artificial intelligence generative tools or other online services (see [section 5.3](#))
- plagiarism of work from other sources without appropriate acknowledgement or referencing
- copying of work from other students including external education institutions and schools

Teachers at the College implement a range of strategies to ensure authenticity as outlined in the *IPC Assessment Authentication* procedure document. IPC also employs the use of plagiarism/AI detection software to scan draft and final copies of student assessment.

### **5.3 Generative Artificial Intelligence**

The growing accessibility and sophistication of generative AI tools (e.g. ChatGPT) provides opportunities to develop human-like generated text and rich multimedia content in a way that has not previously been possible. To harness the potential of high quality and safe generative AI, Ignatius Park College will seek on an ongoing basis to appropriately manage a range of interconnected privacy, security, and ethical risks. This includes the use of generative AI for inappropriate purposes, such as undermining the integrity of student assessments. Ignatius Park College will engage in consultation with educational authorities and frameworks as the technology evolves, to exercise appropriate methods of establishing authorship in student work. All draft and final copies of assessment are scanned by detection software for evidence of AI.

### **5.4 Assessment Authentication Concerns**

In the event that assessment submitted by a student needs further verification as being their own work, teachers will consult with the Faculty Leader to exercise appropriate strategies to establish authorship. This may include interviewing the student to determine their understanding of, and familiarity with, their responses. Only sections of the submission that can be verified as the student's own work will be marked and reported upon.

## **6. Reporting**

### **6.1 Progressive Reporting**

Ignatius Park College is a Progressive Reporting school. This means students and parents can view results and feedback via Student Café/Parent Lounge after each summative assessment item. Essentially, students and parents do not have to wait for formal reports or Parent-Teacher-Student Conferences to obtain feedback on academic progress.



Results and feedback for each summative assessment item will generally appear in Student Café/Parent Lounge two (2) weeks after the due date unless there are unforeseen circumstances.

## 6.2 Formal Reporting

The number of formal reports issued by Ignatius Park College is determined by sector policy (National Education Agreement – Aust Gov, 2015, Schedule E3). Students in Year 7-10 at Ignatius Park College will receive three (3) formal academic reports per calendar year. This includes one (1) interim and two (2) academic reports during each academic year:

|                   |                        |                                                                                                      |
|-------------------|------------------------|------------------------------------------------------------------------------------------------------|
| End of Term 1     | Learning Habits Report | outlining academic progress, work ethic and behaviour to date (no results are assigned to subjects). |
| End of Semester 1 | Academic Report        | outlining academic results (graded A to E), work ethic and behaviour to date                         |
| End of Semester 2 | Academic Report        | outlining academic results (graded A to E), work ethic and behaviour to date                         |

In Middle school, teachers use the ACARA Australian Curriculum Achievement Standards /QCAA Standards Elaborations to determine the academic results of students.

To compliment formal reporting, the College conducts two (2) Parent-Teacher-Student Conferences each year. These are scheduled in Term 2 and Term 3.

## 7. Grievance or Appeal Guidelines

In the event that students or families disagree with a graded assessment result or a reported grade for a subject, they are asked to appeal through the following process if they are dissatisfied with their result:



Single instruments generally cannot be repeated. Students must be able to present evidence or reasoning for their appeal. Subject teachers will consult with other teachers within their Subject Area/Faculty wherever possible to moderate or cross-mark when a student has appealed and the grievance has not been resolved after Step 1.

## 8. Related Policies and Procedures

- IPC Assessment Authentication Strategies/Authentication Flowchart
- Managing Response Length