School Assessment Policy

St Margaret Mary's College

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) or the Queensland Certificate of Individual Achievement (QCIA). The framework for the policy is developed from the *QCE and QCIA policy and procedures handbook* available from https://www.qcaa.qld.edu.au/senior/certificates-and-qualifications/qce-qcia-handbook. It applies to all students from Year 7 to Year 12.

Purpose

Assessment at St. Margaret Mary's College is an important part of the learning and teaching process. It assists both teachers and students to improve the quality of learning outcomes for the student, allowing them to achieve their full potential. This policy is designed to build capacity as students work from Year 7 through until the summative completion of assessment for the QCE or QCIA.

Principles

St Margaret Mary's College 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

St Margaret Mary's College promotes academic integrity by developing students' skills and modelling appropriate academic practices. The following whole-school procedures support this endeavour.

QCE and QCIA policy and procedures handbook	Policy and procedures
Location and communication of policy	The school assessment policy is located on the school website at https://www.smmc.catholic.edu.au/ and in the learning journal. All questions regarding this policy should be directed to the Deputy Principal – Learning and Teaching. To ensure the assessment policy is consistently applied, it will be revisited at the beginning of each year in Pastoral Care Group. Relevant processes will be revisited: ● at enrolment interviews ● during SET planning ● when the assessment schedule is published ● when each task is handed to students ● in the newsletter and 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 Margaret Mary's 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. **Student responsibility** 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 complete the QCAA academic integrity courses.
Due dates Section 8.2.1 Section 8.2.7	**School responsibility** St Margaret Mary's College is required to adhere to QCAA policies for gathering evidence of student achievement on or before the due date. Due dates for final responses, checkpoints and drafts will be published in the assessment schedule. All students will be provided with their assessment each semester via Google Calendars. The assessment schedule will: ● 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 clear to teachers, students and parents/carers ● be consistently applied ● be clearly communicated by the end of Week 3 each semester ● give consideration to allocation of workload. **Student responsibility**

	Students are responsible for: ● recording due dates in their diaries ● 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, students will**: ● inform the Curriculum Leader (Year 7-10) or the Deputy Principal Learning and Teaching (Year 11 & 12) and classroom teacher as soon as possible ● provide the school with relevant documentation with the Application for Special Provision form, e.g. medical certificate ● adhere to alternative arrangements for submission of assessment, if applicable, as decided by the school. ● **Requesting an extension or variation to an exam date** | **Situation**	**Process**
Planned Absence from school (eg. Representative sport; funeral) *Note: exams will not be adjusted for family holiday*	-Student is to submit an <u>assignment</u> on or before the due date -Student can <u>apply</u> to sit an exam after the due date (collect an application for extension form from the office. Supporting documentation must be attached)
Absence due to illness/misadventure	-Student submits assignment upon return to school (Medical Certificate required for students in Years 10, 11 & 12). Student completes the application for extension form and attaches supporting document to the form. -In the case of an exam, student will sit this on the first day back or on a date specified by the College. Extension application and medical certificate (Year 10-12) to be returned on first day back.
Non-submission by the due date	-The student's work prior to the due date may be used for marking purposes. If this is not available, the student will be asked to write something in that lesson or they are awarded with a NR (not rated). This will result in the loss of a QCE credit in the senior school. | All final decisions are at the Curriculum Leader/ Deputy Principal's discretion.
Submitting, collecting and storing assessment information Section 9	Assessment instruments will provide information about St Margaret Mary's College's arrangements for submission of draft and final responses, including due dates, conditions and file types. All assessment evidence, including draft responses, will be submitted by their due date and where appropriate, via the College's academic integrity software. Draft and final responses for all internal assessment will be collected and stored in each student's folio. For senior students, live performance assessments will be recorded and stored as required for QCAA processes. All evidence used for making judgments is stored.
Appropriate materials Section 8.2.2	St Margaret Mary's College is a supportive and inclusive school. Material and texts are chosen with care in this context by students and staff.

Ensuring academic integrity

St Margaret Mary's 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 or 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 ● provided within one week of a 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 hard copy of the draft in the student's folio. Parents and caregivers will be notified by email about non-submission of drafts and the processes to be followed.

Managing response length Section 7.2.3	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: ● mark only the work up to the required length, excluding evidence over the prescribed limit. ● annotate any such student work submitted for confirmation purposes to clearly indicate the evidence used to determine a mark.
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 Margaret Mary's 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 a student's 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 Margaret Mary's 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-2019. The Principal (through the Deputy Principal – Learning and Teaching and the Inclusive Education Middle Leader) manages all 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 and misadventure** Students and parents/carers must contact the Deputy Principal – Learning and teaching (Year 11 & 12) or the Curriculum Leader (Year 7-10) as soon as possible and submit the relevant supporting documentation. Copies of the medical report template, extension application and other supporting documentation are available from the school website.

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.	Queensland 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 using quality assurance tools provided by the QCAA ● quality assurance of judgments about student achievement. For students in the senior school, all marks for summative internal assessment 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	St Margaret Mary's internal review processes for student results (including NR) for all General subjects (Units 1 and 2), Applied subjects, and Short Courses is equitable and appropriate for the local context.

External assessment administration

QCE and QCIA policy and procedures handbook	Policy and procedures
External assessment Section 10	**External assessment is developed by the QCAA for all General and General (Extension) subjects** 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 school external assessment (SEA) coordinator, teachers and students.

Managing academic misconduct

Queensland College is committed to supporting students to complete assessment and to submit work that is their own, and 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:

Types of misconduct		Procedures for managing academic misconduct
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 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.	**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 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). Where appropriate, the school's behaviour management policy will be implemented.
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.	
Copying work	A student: ● 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	A student: ● 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	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. ● 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 non- human contributions such as Artificial Intelligence and translators, including an online translator, as the work produced is not the work of the student.	
	It is not plagiarism if the ideas or words are commonly known, the idea or concept was the result of a student's own analysis or they have combined the work of others to reach their own conclusion and have acknowledged these sources in the work (using correct referencing).	
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.	