TOWNSVILLE GRAMMAR SCHOOL

ASSESSMENT POLICY YEARS 7-10

PURPOSE	Townsville Grammar School 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 in Years 11 and 12.
SCOPE	This policy provides information for teachers, students and parents/carers about roles, responsibilities, processes, and procedures to ensure the integrity of assessment in Years 7 to 10.
REFERENCES	- Academic Honesty and Integrity Policy - School Diary

REVIEWED	Annually	NEXT REVIEW DATE	January 2027
POLICY OWNER	Director of Curriculum		

Policy

PRINCIPLES

Townsville Grammar School'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 relevant 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 what they can do.
- Reliability, so that assessment results are consistent, dependable, or repeatable.

PROMOTING ACADEMIC INTEGRITY

Townsville Grammar School (TGS) promotes academic integrity by developing students' skills and modelling appropriate academic practices. The following whole-school procedures support this endeavour.

Policy and procedures	
Location and communication of policy	The School Assessment policy is located on the [School website](#). All questions regarding this policy should be referred to the Director of Curriculum. **School responsibility** To ensure the assessment policy is consistently followed by students, it will be revisited at the beginning of each semester. Relevant processes will be clarified: • at enrolment interviews • when each task is handed to students • when the assessment schedule is published • in the newsletter and by email in response to phases of the assessment cycle
Expectations about engaging in learning & assessment	TGS has high expectations for academic integrity and student participation and engagement in learning and assessment. Students are required to complete all course and assessment requirements on or before set due dates. 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, students in Year 10 must complete the QCAA academic integrity courses.
Due Dates	**School responsibility** TGS is required to adhere to the QCAA's policies for gathering evidence of student achievement on or before the due date. Due dates for final responses will be published in the assessment schedule. All students will be provided with their assessment calendar by the end of Week 3. The assessment calendar will: • align with syllabus requirements • provide sufficient working time for students to complete the task • allow for internal quality assurance processes • 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.

Policy and procedures	
	In cases where students are unable to meet a due date, they will: • inform the Head of Faculty/Curriculum Leader or classroom teacher as soon as possible • provide the School with relevant documentation, e.g. medical certificate • adhere to alternative arrangements for submission of assessment, if applicable, as decided by the School All final decisions are at the Director of Curriculum's discretion.
Submitting, collecting, and storing assessment information	Assessment instruments will provide information about 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 School's academic integrity software (Turnitin). This is usually submitted through Moodle.
Appropriate materials	Townsville Grammar School is a supportive and inclusive school. Material and texts are chosen with care in this context by students and staff.

ENSURING ACADEMIC INTEGRITY

Townsville Grammar School 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

Policy and procedures	
Scaffolding	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	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. Heads of Faculty/Curriculum Leaders will be contacted if checkpoints are not met and if appropriate, parents/carers will be contacted. Arrangements will be made to meet checkpoints. This may require a lunchtime or after school commitment at the discretion

	of the Head of Faculty/Curriculum Leader.
Drafting	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.
	Individual Faculties will clarify draft expectations. 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
Managing response length	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.
	• 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, parts of the submission will not be considered. In some cases, a student may be required to **redact their response** immediately upon request from the teacher to meet the required length before a judgment is made on the student work.
Authenticating student responses	Accurate judgments of student achievement can only be made on student assessment responses that are authenticated as their own work.
	Townsville Grammar School 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.
Special Consideration	In the situation where the assessment task dates require an alteration:
	• If known in advance, the student needs to complete the TGS Assessment Extension Request found on the School website, Parent Lounge or Moodle and submit to the relevant Head of Faculty/Curriculum Leader prior to the due date.
	• In the case of an illness or last-minute extenuating circumstance, special consideration needs to be sought from the Director of Curriculum. If granted, this consideration may allow an extension of time, or a modified submission.
	• In the case of missed examinations, students will generally be required to sit a catch-up examination at a time specified by the respective Head of Faculty/Curriculum Leader. Under certain circumstances, the Director of Curriculum may exempt a student from sitting a catch-up examination. Catch up examinations are sat under atypical conditions and in some cases, this may have ramifications for subject prizes and academic awards.

Policy and procedures	
Managing non-submission of assessment by the due date	The checkpoints on the instrument-specific task sheets provide details of the evidence that will be collected. For students who do not submit a final assessment response at the due date, a detention will be issued, and the student will be expected to submit at the conclusion of this detention if not beforehand. An Academic penalty will be determined on a case by case basis. In some cases, this may be a nil result. Late submissions will also be noted and may exempt a student from any Academic Awards.

MANAGING ACADEMIC MISCONDUCT

Townsville Grammar School 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	Examples	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 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.	• Students will receive a penalty determined by the degree of misconduct. • The maximum penalty is a nil result. • A detention will be issued.
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.	• Students will receive a penalty determined by the degree of misconduct. • The maximum penalty is a nil result. • A detention will be issued.
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.	• Students will receive a penalty determined by the degree of misconduct. • The maximum penalty is a nil result. • A detention will be issued to any student involved.

Types of misconduct	Examples	Procedure
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. • Deliberately uses an AI generated response as their own work.	• Students will receive a penalty determined by the degree of misconduct. • The maximum penalty is a nil result. • A detention will be issued to any student involved.
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, before a response to an assessment is completed. • Makes any attempt to give or receive access to secure assessment materials.	• Any student involved will receive a detention. A student will receive no result for the parts of the assessment that have been compromised. • In some cases, this may result in a nil result. • A detention will be issued to any student involved.
Fabricating	A student: • Invents or exaggerates data. • Lists incorrect or fictitious references.	• Students will receive a penalty determined by the degree of misconduct. • The maximum penalty is a nil result. • A detention will be issued.
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.	• Students will receive a penalty determined by the degree of misconduct. • The maximum penalty is a nil result. • A detention will be issued.
Misconduct during an examination	• A student distracts and/or disrupts others in an assessment room.	• The student will be immediately removed from the room and will need to report to the Director of Curriculum's Office. The assessment will be collected and marked on what has been completed up until that point. • In addition, a detention will be issued.
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 audio-visual material, figures, tables, design, images, information or ideas, any material generated by AI software such as	• Students will be graded on original work only. In some cases, this may result in a nil result. • Students will also be issued a detention.

Types of misconduct	Examples	Procedure
	ChatGPT). • Plagiarism also includes the use of a translator, including an online translator, 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.	• Students will be graded on work not previously submitted only. In some cases, this may result in a nil result. • Students will also be issued a detention.
Significant contribution of help	• A student arranges for, or allows, a tutor, parent/carer, or any person in a supporting role (including that of an AI generator) to complete or contribute significantly to the response.	• Students will be graded on original work only. In some cases, this may result in nil result. Students will also be issued a detention.