

# School assessment policy

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## 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) for Years 11 and 12 students and results for students in Years 7 – 10. The framework for the policy is developed from the *QCE and QCIA policy and procedures handbook* available from [QCE and QCIA policy and procedures handbook v5.0 | Queensland Curriculum and Assessment Authority](#) and applies to Applied, Applied (Essential), General, General (Extension) subjects, Short Courses and all Years 7 – 10 subjects.

## Purpose

St Mary's College is committed to providing a quality educational experience which promotes learning, personal growth, wisdom and success. This includes the way we conduct any assessments. The assessment policy is concerned with providing a common framework for assessment practices across the College while also addressing academic integrity in educational practice.

## Principles

Assessment is the ongoing process of gathering, analysing and reflecting on evidence to make informed judgements about the achievement or capabilities of individuals and cohorts. It plays an integral role in informing teaching and improving learning. Its fundamental purpose is to establish where learners are in an aspect of their learning at the time of assessment.

Assessment can include any examination, practical demonstration, performance or product.

St Mary's College expectations are grounded in the principles of academic integrity and excellence. Assessment should be:

- accessible and equitable for all students
- aligned with curriculum and pedagogy
- valid through relevant context and genuine purpose
- evidence-based using established standards to make comparable judgements
- informative of where students are in their learning
- transparent, to enhance professional and public confidence in the processes used, the information obtained, and the decisions made
- reliable, so that assessment results are consistent, dependable or repeatable

The Queensland Curriculum and Assessment Authority (QCAA) syllabuses and Australian Curriculum, Assessment and Reporting Authority (ACARA) curriculum prescribe the standard of learning and assessment in Queensland schools.

The St Mary’s College Assessment Policy and its practices and procedures are in accordance with the QCAA policies as included in the QCAA QCE and QCIA Handbook.

## Promoting academic integrity

Roles, responsibilities practices and procedures for assessment at St Mary’s College provide staff, students and families with guidelines for the conduct of assessment to ensure they are responsive to the diverse needs of students and are underpinned by the principles outlined above.

The following guidelines for the practices and procedures of the following topics highlight the highest academic integrity.

- Location and communication of policy
- Submission of Assessment – Final Due Dates, Drafts Due Dates, Return of Student Work
- Submitting, Collecting, and Storing of student work
- Scaffolding, Checkpoints and Drafting
- Managing Response Length
- Authentication of Student Work
- Access arrangements and Reasonable Adjustments (AARA) including illness and misadventure
- Managing non-submission of assessment by the due date
- Internal quality assurance processes and Review
- External assessment administration
- Managing academic misconduct

	Practices and procedures
<b>Location and communication of policy</b>	<p>The school assessment policy is located on the school website at <a href="http://www.smcm.qld.edu.au/Policies-&amp;-Procedures/Pages/default.aspx">http://www.smcm.qld.edu.au/Policies-&amp;-Procedures/Pages/default.aspx</a> and in the Parent Handbook. All questions regarding this policy should be directed to the Assistant Principal Curriculum.</p> <p>All students and teachers will revisit the policy at the beginning of each school year through relevant year level classes and staff meetings respectively. Processes will be revisited at information evenings, enrolment interviews, during publication of assessment calendars, when assessment is distributed and through communication channels such as parent portal, email, newsletters etc.</p>
<b>Submission of Assessment</b>	<p>St Mary’s College is required to adhere to QCAA policies and syllabus requirements for gathering evidence of student achievement on or before the due date. Students are given enough notification and planning time for assessment items and it is important for them to develop their own time management skills to meet the requirements of all their subjects. Assessment calendars are published by the end of Week 3 at the beginning of each semester for Years 10 – 12 and the beginning of each term for Years 7 – 9.</p>

	<p><b>Final Submission Due Dates</b></p> <p>All students are required to submit assessment tasks (including drafts where applicable) by the due date (and time) and in the form specified by the teacher on the assessment task sheet. This may be an electronic submission through Turnitin, Microsoft Teams, OneNote or email, or a physical copy/practical/performance. The assessment task sheet includes the task, conditions for the assessment and submission, student authentication statement and criteria marking schemas.</p> <p><b>Draft Due Dates</b></p> <p>Draft due dates are to assist students with the completion of tasks and are utilised as a mechanism for the authentication of student work. Teachers will be encouraged to incorporate scaffolding and a few checkpoints at the appropriate level. By the draft due date, the assessment item should be as close to a full version of the final assignment to allow for optimum feedback. Drafts might be used as evidence of student achievement in the case of illness or misadventure, or non-submission for other reasons.</p> <p><b>Return of Student Work</b></p> <p>Teachers will return marked student work within two weeks of the due date for one teacher subjects and three weeks for subjects with more than one teacher. This allows enough time for internal moderation to ensure consistency of teaching judgements.</p> <p>For Senior subjects (Unit 3 and 4), all grades are provisional until confirmed by the QCAA.</p>
<p><b>Submitting, collecting and storing assessment information</b></p>	<p>Draft and final responses for all internal assessments will be collected and stored in each student's folios via the submission process detailed on the assessment task sheet. Live performance assessment will be recorded and stored as required for QCAA processes. Years 11 and 12 work will be maintained until 6 months after the completion of Year 12. Year 7 – 10 work will be stored until 1 month after the beginning of the next semester, at such time work will be destroyed or returned to students (if allowed due to academic integrity and security).</p>

# Ensuring academic integrity

St 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

	Policy and procedures
<b>Scaffolding</b>	<p>Scaffolding for assessment helps students understand the process for completing the task. Scaffolding will:</p> <ul style="list-style-type: none"> <li>• Maintain the integrity of the requirements of the task or assessment instrument</li> <li>• Allow for unique student responses and not lead to a predetermined response.</li> </ul> <p>Across the phases of learning, students will gradually be given more responsibility for understanding the processes required to complete their tasks.</p>
<b>Checkpoints</b>	<p>Checkpoints will be detailed on student task sheets.</p> <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 through the following methods:</p> <ul style="list-style-type: none"> <li>• Clarify assessment expectations for students</li> <li>• Discuss progress towards the task completion</li> <li>• Help students develop strategies to submit assessment by the due date</li> <li>• Gather evidence on or before the due date</li> <li>• Provide points of intervention, if needed</li> <li>• Embed authentication strategies.</li> </ul> <p>Parents/carers may be contacted if checkpoints are not met, either through email or phone.</p>
<b>Drafting</b>	<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 or year level. 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"> <li>• Provided on a maximum of one draft of each student's response</li> <li>• A consultative process that indicates aspects of the response to be improved or further developed</li> </ul>

	<ul style="list-style-type: none"> <li>• Delivered in a consistent manner and format for all students</li> <li>• Provided within one week of a submission of a draft.</li> </ul> <p>Feedback on a draft must not:</p> <ul style="list-style-type: none"> <li>• Compromise the authenticity of a student response</li> <li>• Introduce new ideas, language or research to improve the quality and integrity of the student work</li> <li>• Edit or correct spelling, grammar, punctuation and calculations</li> <li>• Allocate a mark.</li> </ul> <p>Teachers will store feedback with the student work. This may be on a hardcopy or through electronic submission.</p> <p>Parents/carers may be contacted if drafts are not completed, either through email or phone.</p>
<p><b>Managing response length</b></p>	<p>Students must adhere to assessment response lengths as specified by syllabus documents (Senior) or task sheet instructions (Years 7 – 10). The procedures below support students to manage their response length.</p> <ul style="list-style-type: none"> <li>• All assessment instruments indicate the required length of the response.</li> <li>• Teaching and learning programs embed subject-specific strategies about responding purposefully within the prescribed conditions of the task.</li> <li>• Model responses within the required length are available.</li> <li>• Feedback about length is provided by teachers at checkpoints.</li> </ul> <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"> <li>• Mark only the work up to the required length, excluding evidence over the prescribed limit</li> </ul> <p>or</p> <ul style="list-style-type: none"> <li>• Allow a student to redact their response to meet the required length, before a judgment is made on the student work.</li> </ul> <p>And, annotate any such student work submitted for confirmation purposes to clearly indicate the evidence used to determine a mark (Senior – Unit 3 and Unit 4)</p>
<p><b>Authenticating student responses</b></p>	<p>Academic integrity requires academic responsibilities to be approached in an honest, moral and ethical way. The authentication of student work is a requirement of all assessments across all year levels to minimise opportunities for academic misconduct. Teachers will ensure authenticity of student work through the following ways:</p>

	<p>Multiple checkpoints</p> <ul style="list-style-type: none"> <li>• Referencing and source software utilised for submissions</li> <li>• Teaching of correct referencing, acknowledgements and citations</li> <li>• Enough time given in class and due dates given for the completion of task</li> <li>• Collection and feedback of draft recorded</li> <li>• Rotation of assessments from year to year</li> <li>• Internal moderation and cross-marking</li> <li>• Group tasks are equitable</li> <li>• Students are reminded of their responsibilities for academic integrity</li> <li>• Student authentication statement of assessment task sheets</li> <li>• Adequate supervision in exams</li> <li>• Promote academic integrity and understanding</li> </ul> <p>Students are expected to:</p> <ul style="list-style-type: none"> <li>• Ensure that all work submitted is their own work</li> <li>• Sign authentication statement on task sheet. If electronic submission is required, the use of email and software submission is a signature.</li> <li>• Use consistent, accepted conventions of in-text citations and referencing where appropriate</li> <li>• Keep documentation of the development of responses including plans and draft</li> <li>• Manage their time</li> </ul> <p>In the case of tasks unable to be authenticated students may be asked to do the following:</p> <ul style="list-style-type: none"> <li>• Supply further evidence for referencing and citations</li> <li>• Complete additional work under teacher supervision</li> <li>• Highlight student authored work</li> </ul>
<p><b>Access arrangements and reasonable adjustments, including illness and misadventure (AARA)</b></p>	<p>Students may have a disability, impairment and/or medical condition or other circumstances that may be a barrier to their performance in assessment. AARA minimise barriers for eligible students.</p> <p>The Disability Discrimination Act 1992 (DDA) and the Disability Standards for Education 2005 (DSE) seek to eliminate, where possible, discrimination against people with disabilities.</p> <p>The College follows the processes as outlined in the QCE and QCIA policy and procedures handbook available from <a href="#">QCE and QCIA policy and procedures handbook v5.0   Queensland Curriculum and Assessment Authority</a>.</p> <p>The College will action arrangements for students to be able to access assessment, ensure reasonable adjustments can also be undertaken so there are no barriers to the completion of assessment, and can be assessed to the relevant standards.</p>

For long-term and chronic conditions, the College will consult and negotiate with students and parents/carers the AARA required as early as possible, which will allow the students to confidently implement assessment. These are then reviewed regularly over a student's schooling to allow for the changing needs of the student. The provision of AARA for assessment in Units 1 and 2 (Year 11 Senior subjects) is not a guarantee for Units 3 and 4. Adjustments required due to temporary medical conditions or injuries will be identified and managed as soon as possible to enable access within assessment timelines.

AARA for summative assessments in Units 3 and 4 (Senior) may be either Principal-reported or QCAA-approved depending on type of assessment (internal/external) and type of AARA required. The College will apply on the student's behalf for the QCAA approved AARA (e.g. rest breaks and extra time in all internal examinations plus other for external assessments) which will require supporting documentation e.g. Medical reports, Verification reports, school statements etc. Other types of documentation will depend on the situation at the time. These must be applied for before Unit 3 commences. Other types of AARA for Senior students are Principal-reported to the QCAA and will also require supporting documentation.

For Units 1 and 2 (Senior) and Years 7 – 10, AARA is arranged and approved at the College level. These may also require supporting documentation depending on the type of AARA required. Many of these will be negotiated with students and parents/carers as part of an ISP (Individual Support Plan) or CAP (Curriculum Assistance Plan) through the Learning Enhancement Centre.

The currency of supporting documentation depends on the diagnosed disability, impairment and/or medical condition. The College will ensure parents are notified in the event more current documentation is required. The College Principal manages all approval of AARA for students through the Assistant Principal - Curriculum. All evidence used to make decisions will be stored in a student's file and uploaded into the required QCAA databases for Units 3 and 4.

### **Illness and misadventure**

Students whose ability to attend or participate in an assessment is adversely affected by illness or an unexpected event may be eligible for provisions for illness and misadventure.

The following principles apply:

- The illness or event is unforeseen and beyond the student's control
- An adverse effect must be demonstrated
- The situation cannot be of the student's own choosing or that of their parents/carers, such as a family holiday
- The College will implement principal-reported AARA when possible, before considering an application for illness and misadventure (Units 3 and 4 – Senior)



	<p>For absence on the day of an internal assessment for all year levels, the College must be notified.</p> <p>Year 11 and 12 students must obtain a medical certificate (Units 1 and 2) and a medical report (Units 3 and 4) and complete a Request for Special Provisions form (Senior). Principal-reported AARA may be implemented to provide opportunities for the student to complete assessment (Year 11 and 12). Arrangements such as comparable assessment and extensions may be considered when illness or misadventure is established. If AARA is unable to be implemented due to the illness or event, and the student is unable to provide a response to a summative internal assessment, the College may use evidence gathered by the teachers during the assessment preparation time, e.g. draft work, to make a judgement about the student's work in consultation with QCAA. The College will provide a medical report template that must be completed by the relevant professional (GP, psychologist) as close as possible to the date of the assessment to allow time for the College to request approval from the QCAA. For external assessments (Units 3 and 4 – Senior), the College must submit within 7 days after the assessment date.</p> <p>Students in Years 7 – 10 are required to submit a letter from parents/carers and complete an Assessment Adjustment form (Years 7 – 10). Extensions for assignments may be granted depending on the checkpoint and draft authentication that has previously taken place before the due date. Comparable exams will be completed as soon as possible after the return to school if special provisions are approved.</p> <p>Medical Report templates are available through the Learning Enhancement Centre. Assessment Adjustment forms and other supporting documentation are available from the Assistant Principal Curriculum and student reception. Copies of completed reports will be stored in the student's files at the College.</p>
<p><b>Managing non-submission of assessment by the due date</b></p>	<p>Students unable to submit the completed assessment on or before the due date, if not granted prior provisions due to illness or access and adjustments requirements, should be prepared to hand in any work completed at the time of the due date. This may include drafts already submitted. Teachers will have collected progressive evidence of student responses to assessment instruments at the prescribed checkpoints.</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"> <li>• Provided by the student for the purposes of authentication during the assessment preparation period is available, teachers make judgments based on this</li> <li>• 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. (Unit 3 &amp; Unit 4)</li> </ul>



In circumstances where a student response is judged as NR, the student will not meet the requirements for that subject.

Technical difficulties, other than the school's and systems' control, do not constitute a valid reason for failure to submit an assessment task. Students are provided and informed about many options for backing-up work which include SD cards, one-drive cloud functionality and/or hard drives

Non-submit due to absence immediately before and on the final due date due to medical reasons (illness and misadventure) may qualify for special provisions depending on previous draft submissions and checkpoints prior to the due date. Year 11 and 12 students must provide a medical certificate (Units 1 and 2) or a medical report (Units 3 and 4 internal and external assessments – template provided by College) and Years 7 – 10 must provide a written letter from parents/carers. See AARA section for more information. For family bereavement, a letter from parents/carers is required for all year levels.

Absence or late to school on the day, other than for medical reasons (as above), when assessment is due to complete assessment is neither equitable nor ethical and demonstrates a lack of academic integrity. Our College states service, courage and justice  
Absence or late to school on the day, other than for medical reasons (as above), when assessment is due to complete assessment is neither equitable nor ethical and demonstrates a lack of academic integrity. Our College states courage, service and justice as values which should be applied in these instances. Unless supported with a medical certificate (Years 11 – 12) or a letter from parents/carers (Years 7 – 10) as above, it will be considered a non-submit and drafting materials will be marked against the full range of criteria.

High level sporting representation students (Queensland or Australia team) or high-level Cultural performance (excluding College productions and local productions/competitions) for Years 7 – 10 may qualify for provisions on a case-by-case basis. A letter from a representative of the sporting or cultural body is required to support reasons with enough notice (4 weeks if possible) so that a plan can be put in place if approved. Year 11 and 12 students do not qualify for provisions for these reasons as per the QCAA policy.

All absences require notification to the office. Special Provision forms are available from the office or the Assistant Principal Curriculum. Students who require access and reasonable adjustments will need to ensure this is put in place well before due dates. (See AARA section for more details)

All final decisions are at the principal's discretion.

<b>Internal quality assurance processes</b>	<p>St Mary's College's quality management system ensures valid, accessible and reliable assessment of student achievement. This includes:</p> <ul style="list-style-type: none"> <li>• Quality assurance of all assessment instruments before they are administered to students using quality assurance tools provided by the QCAA (Senior)</li> <li>• Quality assurance of all assessment instruments before they are administered to students using school-based tools based on Australian Curriculum (Years 7 – 10)</li> <li>• Quality assurance of judgements about student achievement including cross-marking of student work</li> </ul> <p>Judgements made contribute towards a student's results and reporting.</p> <p>All marks for summative internal assessment for General and General (Extension) subjects are provisional until they are confirmed by the QCAA. (Senior – Unit 3 and 4)</p> <p>Results for Applied and Applied (Essential) subjects and Short Courses may be subject to advice from the QCAA. (Senior – Unit 3 and 4)</p>
<b>Review</b>	<p>St Mary's College internal review processes for student results (including NR) for all General subjects (Units 1 and 2), Applied subjects and Years 7 – 10 subjects are equitable and appropriate. Data is informed and analysed at the teacher level, middle leadership level and senior leadership level.</p>

## External assessment administration

<b>QCE and QCIA policy and procedures handbook</b>	<b>Policy and procedures</b>
<b>External assessment is developed by the QCAA for all General and General (Extension) subjects</b>	<p>St Mary's College Senior students (Unit 3 and Unit 4) will participate in external assessments in Term 4 of Year 12. These tests are developed by the QCAA for all General and General (Extension) subjects. QCAA will publish and communicate the External assessment – Administration Guide and External Assessment - Student Rules each year. The College will adhere to all processes outlined in this guide. Students and parents will have access to external assessment timetables, student rules, approved equipment lists at the available time in the year of the external assessments. Communication will be through newsletters, emails, broadcasts and information nights.</p> <p>More information about the processes, roles and responsibilities for staff, students and parents can be found in Section 10 of the QCE and QCIA policy and procedures handbook available from <a href="#">QCE and QCIA policy and procedures handbook v5.0   Queensland Curriculum and Assessment Authority</a></p>

## Managing academic misconduct

St Mary's College is committed to supporting students to complete assessment and to submit work that is their own, and to minimise opportunities for academic misconduct. If an assessment is unable to be authenticated or academic misconduct is suspected, an interview will take place with the student, classroom teacher and Learning Leader. Students will be counselled on how to make better decisions in the future. The following table provides examples of academic misconduct and the general procedures for managing them. For Years 11 and 12 students, all assessment items must be completed and authenticated to be given credit towards the QCE and/or ATAR.

	Types of misconduct	Procedure
<b>Cheating while under supervised conditions</b>	<p>A student:</p> <ul style="list-style-type: none"> <li>begins to write during perusal time or continues to write after the instruction to stop writing is given</li> <li>uses unauthorised equipment or materials</li> <li>has any notation written on the body, clothing or any object brought into an assessment room</li> <li>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.</li> </ul>	<p><b>Interview Process</b></p> <p>The student, teacher and a Learning Leader will meet to discuss the suspected misconduct. Decisions will be made regarding the authentication of the work or the behaviours in the examination room. If misconduct is confirmed, parents will be contacted either by phone or email.</p> <p><b>For all instances of academic misconduct</b></p> <p>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 or task sheet, on or before the due date.</p>
<b>Collusion</b>	<p>When:</p> <ul style="list-style-type: none"> <li>more than one student works to produce a response and that response is submitted as individual work by one or multiple students</li> <li>a student assists another student to commit an act of academic misconduct</li> <li>a student gives or receives a response to an assessment.</li> </ul>	<p><b>For instances of academic misconduct during examinations</b></p> <p>Years 11 &amp; Year 12 students will be awarded a Not-Rated (NR). See the QCE and QCIA policy and procedures handbook (Section 8.5.1 and Section 8.5.2).</p> <p>Years 7 – 10 student's examination will be assessed, and parts considered under misconduct will</p>

	Types of misconduct	Procedure
<b>Contract cheating</b>	A student: <ul style="list-style-type: none"> <li>• pays for a person or a service to complete a response to an assessment</li> <li>• sells or trades a response to an assessment.</li> </ul>	not be marked. Students are still assessed against the full criteria.
<b>Copying work</b>	A student: <ul style="list-style-type: none"> <li>• deliberately or knowingly makes it possible for another student to copy responses</li> <li>• looks at another student's work during an exam</li> <li>• copies another student's work during an exam.</li> </ul>	<p><b>For authorship issues</b></p> <p>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.</p> <p>Where appropriate, the school's student behaviour support plan will be implemented.</p>
<b>Disclosing or receiving information about an assessment</b>	A student: <ul style="list-style-type: none"> <li>• 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</li> <li>• makes any attempt to give or receive access to secure assessment materials.</li> </ul>	
<b>Fabricating</b>	A student: <ul style="list-style-type: none"> <li>• invents or exaggerates data</li> <li>• lists incorrect or fictitious references.</li> </ul>	
<b>Impersonation</b>	A student: <ul style="list-style-type: none"> <li>• 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</li> <li>• completes a response to an assessment in place of another student.</li> </ul>	
<b>Misconduct during an examination</b>	A student distracts and/or disrupts others in an assessment room.	

	Types of misconduct	Procedure
<b>Plagiarism or lack of referencing</b>	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). This also includes the use of AI.	
<b>Self-plagiarism</b>	A student duplicates work, or part of work already submitted as a response to an assessment instrument in the same or any other subject.	
<b>Significant contribution of help</b>	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.	

## Related school policy and procedures

Refer to other school policies as appropriate:

- Student Behaviour Support Plan
- Acceptable Use Policy (BCE)
- Electronic Device Policy
- Teacher Handbook and Assessment Guidelines

<b>Responsibility for Implementation:</b>	St Mary's College employees
<b>Policy Status:</b>	Revised
<b>Key Stakeholders:</b>	Staff, Students, Parents
<b>Endorsement Body:</b>	Senior Leadership Team
<b>Policy Author:</b>	Assistant Principal - Curriculum
<b>Date of Review:</b>	2024
<b>Date of Scheduled Review:</b>	2026

The content of this policy can be changed at the College's discretion at any time without notification.