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Authorised by:	Principal
Contacts:	Dean of Academic Programs
Locations:	SS2/MyS

## ASSESSMENT POLICY

### 1. RATIONALE

Somerville House (the School) seeks to ensure that assessment of student achievement is appropriate to its purpose and complies with the Australian Curriculum Assessment and Reporting Authority (ACARA) guidelines, and the Queensland Curriculum and Assessment Authority (QCAA) requirements relating to syllabus and guidelines coverage, assessment and assessment practices. In particular, assessment practices outlined in this policy align with the QCAA [QCE and QCIA policy and procedures handbook](#) that apply to all General (and Applied) subjects in the Senior years.

The School uses assessment for the following purposes, including assessment for, assessment of and assessment as learning:

- **formative** assessments are used to inform teaching programs and practice in order to target and improve student learning
- **diagnostic** and **standardised** assessments are used to provide information about specific aspects of, or the nature of, an individual student's learning needs in order to determine appropriate intervention or extension strategies to help her achieve to the best of her ability
- **summative** assessments to determine a student's achievement against standards at a particular point of schooling, or the end of a course of study; usually for the issuing of School reporting, and for the issuing of the Queensland Certificate of Education and tertiary entrance certification at the end of Year 12.

This policy is designed to inform quality assessment practices across the School and to build capacity as students transition through phases of learning, toward final, summative assessments required for the completion of the Queensland Certificate of Education. The purpose of this policy is to outline the School requirements and procedures to be followed relating to:

- assessment design and management of moderation practices
- formal examinations, standardised and diagnostic testing
- assessment in the form of assignments, practical projects, presentations, performances or portfolios
- late submission or non-submission of an assessment task
- access arrangements and reasonable adjustments for identified students, and/or for students in extenuating circumstances
- guidelines to be followed to ensure academic integrity and procedures in cases of cheating or plagiarism; and
- conditions of access to assessment responses after completion of the assessment.

## 2. SCOPE

This policy applies to all students, their parents and staff involved in the assessment of programs in the School up to the end of Year 11 in 2019, and all Year levels from 2020. The School's previous policy in relation to Special Provision and QCAA requirements applied to students exiting Year 12 in 2019.

## 3. POLICY STATEMENT

3.1 Somerville House (the School) will endeavour to ensure that assessment of student progress:

- is appropriate to the developmental level of the student
- aligns with both the Australian Curriculum Achievement Standards and QCAA syllabus requirements
- comprises evidence gathered about student achievement in a continuous process throughout the course of the teaching, learning and assessment program
- is characterised by three attributes of high-quality assessment:
  - 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
- allows students to demonstrate the breadth and depth of learning
- embeds opportunities for the application of relevant, cognitive skills, including higher order thinking
- provides a range and balance of assessment types, including electronic formats (examples: examination/test, assignment/project/essay, investigation, practical report, multiple choice and/or short answer questions, multimedia presentation, case studies, learning contract, reflective journal) and a variety of modes (writing, reading, speaking, listening)
- provides sufficient information to teachers to allow them to use appropriately differentiated strategies designed to target and improve individual student performance and cater for their individual learning needs
- is judged consistently and fairly across all years with staff following designated, appropriate procedures and guidelines; and
- provides for reasonable adjustment and fair and equitable access to be made through AARA for students with disabilities or in special circumstances (illness or misadventure).

3.2 The School will be guided by ACARA and QCAA policies, guidelines and protocols relating to the assessment of student work.

3.3 The School will comply with QCAA assessment processes and protocols, including QCAA's Endorsement and Confirmation from 2019, as outlined in the QCAA *QCE and QCIA Handbook*.

3.4 The School will ensure all students and their parents are provided well in advance with information about:

- assessment dates
- the nature, purpose, scope of and conditions for the assessment instruments
- assessment criteria and standards for marking; and
- processes to follow if extenuating circumstances occur.

3.5 For all year levels in the Middle and Senior Years, and where applicable in the Junior School, preparation for an assessment task will include:

- a clearly constructed task or set of tasks with published criteria or marking standards and outcomes
- a written set of methodologies for students to follow as appropriate
- a system of monitoring student progress in accordance with the subject, year level and nature of the task (for example, checkpoints or draft due dates); and

- a request by the teacher in the week before submission for individual discussion in the event of foreseeable problems with submissions.
- 3.6 Except in cases of special circumstances where Access Arrangements and Reasonable Adjustments (AARA), or an extension of time due to illness or misadventure have been approved, students must complete and/or submit all assessment responses on the scheduled date, and at/ by the scheduled time.
  - 3.7 The School will promote and ensure Academic Integrity (refer to Attachment 1) by developing student capacity and modelling appropriate assessment practices. The School will take appropriate action if a student is found guilty of academic dishonesty or misconduct (such as cheating and/or plagiarism).
  - 3.8 Students in the Junior School and Middle Years may be permitted to retain their responses to assessment items for future reference, depending on subject area requirements, as directed by Co-ordinators, Heads of Department, Assistant Head of Junior School: Teaching and Learning, or relevant Dean. Senior Years' students will have assessment responses retained at School, electronically or in hard copy, as managed by the Head of Department and relevant Dean. Stored assessment responses can be accessed in class as facilitated by teachers, or students and parents can access in parent-teacher interviews. Some assessment and marking guides may be made available electronically via the School LMS as managed by the relevant Department or Dean. As per QCAA procedures, Year 12 students may request, in writing, the return of assessment tasks after Term 1 in the year following Exit. The School can withhold aspects of examination papers to preserve the integrity of assessment materials, however where possible, criteria sheets or marking guides, student responses and teacher feedback can be returned.
  - 3.9 The School will provide professional development opportunities for staff in areas related to aspects of assessment where deemed necessary and/or appropriate.

#### 4. REFERENCES

- 4.1 References to other Policy
  - *Learning Enhancement Policy*
  - *Reporting Policy*
- 4.2 Legislative and other References
  - *Early Years Curriculum Guidelines*
  - *Education (Queensland Curriculum and Assessment Authority) Act 2014*
  - *Essential Learnings and Standards*
  - *Reporting Student Achievement and Progress in Prep to Year 10 (Advice in implementing the Australian Curriculum)* - [https://www.qcaa.qld.edu.au/downloads/aust\\_curric/ac\\_p-10\\_reporting\\_achievement.pdf](https://www.qcaa.qld.edu.au/downloads/aust_curric/ac_p-10_reporting_achievement.pdf)
  - *QCE and QCIA policy and procedures handbook* ([www.qcaa.qld.edu.au/senior/certificates-and-qualifications/qce-qcia-handbook-2019](http://www.qcaa.qld.edu.au/senior/certificates-and-qualifications/qce-qcia-handbook-2019))

#### 5. RESPONSIBILITIES

##### Principal

- Overall responsibility for compliance with the Australian Curriculum and QCAA requirements relating to assessment across the School.

##### Principal's Delegate

- Support the Principal in the compliance with the Australian Curriculum and QCAA requirements relating to assessment across the School.
- Oversight of assessment procedures and practices for the relevant Year levels.
- Ensuring consistency of judgement across staff and year levels.
- Ensuring the amount and timing of assessment is manageable for both teachers and students.

- Provision of professional development of staff to ensure consistency of judgement, quality of assessment task design and compliance with QCAA requirements related to moderation and calibration practices in the Senior Years.

#### **Academic Deans**

- Ensuring ACARA and QCAA syllabus requirements for assessment, including standardised testing, are implemented fairly and consistently across all subjects and year levels.
- Supporting staff in meeting those requirements.
- Oversight of all aspects of Senior Certificate and Exit requirements, QCE requirements (from 2020) and the administration of external standardised and diagnostic testing.
- Timetabling of formal examinations where appropriate.
- Oversight of the Assessment Planner and Calendars.
- Final approval of AARA or other adjustments, or liaison for QCAA approval as required, where warranted

#### **Assistant to the Head of Junior School (Teaching and Learning)**

- Oversight of assessment and external standardised and diagnostic testing in the Junior School.

#### **Dean of Student Wellbeing/Learning Enhancement Staff**

- Consultation with Principal's delegate, relevant Academic Dean, and Heads of Department regarding ongoing provisions for students as required.
- Making recommendations to the Academic Deans for the approval of AARA for students as required.

#### **Heads of Department/ Subject Co-ordinators**

- Ensuring assessment aligns with the Australian Curriculum Achievement Standards and meets QCAA syllabus requirements, is valid and fulfils its purpose.
- Oversight of internal quality assurance of assessment instrument design and internal endorsement of assessment instruments to allow students to demonstrate their knowledge, understanding and skills across different levels of performance.
- Oversight of appropriate application of marking timelines and standards within the Department.
- Oversight of consistent practices to promote and ensure academic integrity.
- Organisation, administration and management of assessment for their area, including consistent procedures and requirements for quality assurance in relation to moderation and calibration across classes, confirming adjustments to conditions and providing recommendations for AARA approvals, including the provision of alternative, comparable tasks or examination papers for delayed examinations in the Senior Years when required.
- Support the administration of external standardised and diagnostic testing and liaison with the relevant Dean, Assistant Head of Junior School – Teaching and Learning, or Assistant Dean – Literacy and Learning Development regarding use of external standardised and diagnostic testing to inform teaching and planning.
- Supporting and mentoring staff to ensure consistency of procedures, protocols across year levels.
- Ensuring students are provided at the beginning of each semester, or unit, with the necessary assessment information relating to the nature of the assessment tasks, due dates, methods of preparation, marking schemes and exemplars, as appropriate.
- Storage and security of student assessment folios, including both hard copy or electronic assessment responses and the required backup of electronic files.
- Storage and secure disposal of past Year 11 and 12 assessment folios, in liaison with the relevant Dean and the Curriculum Office, in accordance with QCAA requirements, as directed by the relevant Dean.

#### **Subject Teachers**

- Ensuring mandated syllabus requirements are covered and assessed appropriately.
- Monitoring student progress to know where each student is in their learning.
- Teaching students overtly how to respond to the different types of assessment tasks, provide appropriate scaffolding and examples of quality responses as exemplars for them to emulate.
- Support students to follow practices of academic integrity (see Appendix 1).

- Providing timely and ongoing feedback to assist students in monitoring their own learning and develop achievable learning goals.
- Ensuring feedback is:
  - specific to the individual student
  - focussed on the quality of the response
  - providing relevant and timely advice on how to improve
  - relevant to the learning intention and reflective of the learning goals
  - encouraging of self-reflection in order to support subsequent learning
  - provided to the student within an appropriate timeframe, as managed by the relevant Co-ordinators or Heads of Department.
- Ensuring immediate follow-up with parents, the relevant Head of Department, Head of Year or Co-ordinator, and relevant Dean or Principal's delegate as necessary, should a student fail to submit assessment when required.
- Ensuring immediate follow up with the relevant Junior School Co-ordinator, Assistant Head of Junior School - Teaching and Learning and parents as necessary, should a student be unable to complete assessment as required in the Junior Years.
- Engaging in assessment quality assurance processes, in particular internal endorsement practices and moderation/ calibration processes as required by Co-ordinator or Head of Department.
- Ensuring sufficient time for checkpoints and submission of rough drafts, as appropriate to Syllabus and course requirements, so that feedback is provided prior to the due date for final submission. In the Senior School, feedback to be provided on one draft only to align with QCAA requirements.
- Ensuring all students are able to submit assessment tasks, intervening when work is not presented at checkpoints and it appears that the student may not complete the task in time or may be unable to provide sufficient evidence on which a judgement against the relevant standards can be made; or when it appears the student may not meet other task conditions, such as required word length for assignments.
- In the Middle and Senior Years, collate evidence of student work in progress for assignment tasks during key stages of assessment preparation. Interventions for Year 11 and 12 students should include the collection of planning notes, in-class drafts or assessment-related homework.
- Ensure all assessment evidence is retained and stored, electronically or in hard copy, as required in the Senior Years, maintaining student folios fully and accurately.
- Ensuring students know the protocols to follow if they are experiencing difficulty, need AARA or extensions of time should they be eligible, or miss examinations or due dates through illness or misadventure.

#### **Heads of Year (Middle and Senior Years)**

- Advising Heads of Department and relevant Deans if a student may face difficulties in meeting assessment deadlines.
- Supporting individual students with time management strategies in regards to assessment schedules, as required.
- Ensuring students are familiar with how to access Assessment Planners and procedures for AARA Applications.

#### **Students**

- Engaging in the learning for the subject or course, and completing the mandated requirements of the course.
- Doing their very best on all assessment tasks.
- Ensuring the work submitted meets task requirements, including word length, is their own original work and appropriately referenced where necessary.
- Following practices of academic integrity (refer to Appendix 1)
- Where required, acknowledging authenticity of their assessment response.
- Seeking assistance from subject teachers in a timely manner, and as appropriate to Syllabus requirements.
- If required by subject syllabus, acknowledging any assistance in work submitted.
- Meeting submission dates and scheduled assessments, including deadlines for checkpoints, rough drafts and final submission.
- Maintaining back-up copies of drafts and final assessment responses.

- Consulting the teacher/Head of Department or Head of Year prior to the due date if experiencing difficulties.
- Following School and QCAA (where relevant) protocols for missing examinations, and late or non-submission of assignments.

#### **Parents**

- Encourage and support students to manage their time well and meet all assessment requirements.
- Support students to follow practices of academic integrity (refer to Appendix 1).
- Contact the appropriate staff member early to inform them of any difficulties relating to the completion of assessment items and provide the required documentary evidence in support.

### **6. REPORTING REQUIREMENTS – Guidelines for Staff / SCHOOL REQUIREMENTS/PROCEDURES AND PROTOCOLS**

General Principles – Refer also Section 3.1.

- Teacher planning for assessment occurs when the curriculum plans are developed and includes the amount and timing of assessment and processes for achieving consistency of teacher judgement.
- The amount and timing of assessment are manageable for teachers and students and, where relevant in the Senior years, meet requirements as set by QCAA.
- Each student will have an assessment folio, which contains a representative selection of evidence of student achievement, collected from a range of assessments, and which form the basis for determining an overall level of achievement in the learning area and for reporting to parents, and the QCAA for General (and Applied) subjects.
- Students and their parents are informed of the School's requirements, expectations with regard to assessment, and are provided with schedules of assessment in the Middle and Senior Years in a timely fashion. Once assessment schedules are approved and released, the timing of assessment should be adhered to unless approved, extenuating circumstances necessitate adjustments in order to support student learning. Any adjustments should be approved by the relevant Academic Dean or Principal's delegate in consultation with the relevant Head of Department or Co-ordinator.
- Students will complete tests and submit other responses to assessment tasks on the set date unless there are extenuating circumstances and adjustment to the due date have been sought in writing and approved.
- Assessment procedures are enacted consistently across subjects within the School in a fair and equitable manner.
- Students are:
  - clearly and fully informed of the scope, format and conditions for testing instruments
  - provided with an opportunity to clarify any aspects which are not fully understood
  - reminded at least two weeks prior to the test/assignment due date, or within a timeframe appropriate to the scope and nature of the assessment in the Senior Years
  - prepared fully with regard to information, skills and appropriate strategies for completion of the assessment item, including the application of required cognitive and/or ICT skills.
- Teachers will monitor the progress of written or performance tasks, provide feedback for improvement where appropriate (formative assessment), and intervene as appropriate where there are difficulties, to assist the student in meeting the deadlines.
- Students sitting delayed tests caused by absence at the scheduled time, or other extenuating circumstance such as a scheduling clash, will sit the test, or an alternative, comparable test if required, at the earliest possible time.
- The situation of a Year 11 or 12 student, under normal circumstances, not submitting an assignment and/or having no rough drafts to show should not occur.
- Applications for ongoing Access Arrangements and Reasonable Adjustments (AARA) are managed through Student Services in liaison with the Principal's delegate and relevant Deans. For students in the Senior School, approved conditions for adjustments will align with QCAA's AARA Policy. Prior to Units 3 and 4,

applications for ongoing AARA approval must be submitted to QCAA, as required by the QCAA AARA Policy and outlined in the QCE and QCIA Handbook.

## 6.1 Examinations/Tests - School Requirements

### 6.1.1 School Requirements

- (a) Formal examination blocks or times for Year 11 and 12 will be held as required for each Unit studied. On formal examination days Year 11 and 12 students may study at home when not scheduled for an examination.
- (b) All other assessment is to be scheduled within the normal class timetable. Should extenuating circumstances require the scheduling of a test of examination at other times, the Head of Department is to liaise with the relevant Dean, teachers, students and parents as required. In the Middle Years and Year 10, applications for alternate arrangements for whole cohort testing must be negotiated with the relevant Heads of Department and Dean, in consultation with the relevant Principal's delegate; and a request for Variations to Procedure submitted. Tests in the Junior School requiring any variation to the schedule will be managed by the relevant Co-ordinators and Assistant Head of Junior School - Teaching and Learning, in consultation with the Head of Junior School.
- (c) Students absent from examinations/tests are required to follow the procedures outlined in Section 6.4 below under *AARA, Illness and Misadventure*.
- (d) Where a rescheduled due date has been approved, students must sit the test or examination at the earliest, appropriate time after returning to school as scheduled by the relevant senior member of staff. For examinations in Years 10 and 11 (Units 1 and 2), to maintain the integrity of a delayed test the student may be required to complete an alternative, comparable paper; or atypical results for a delayed examination may not always be considered fully when determining results at the end of semester, or the course. In Year 12 (Units 3 and 4), students will be required to sit an alternate, comparable assessment and the result will be summative. If there is any indication that the integrity of the test may have been compromised, the Head of Department, in consultation with the relevant Dean as appropriate, will decide on the course of action to be taken. Formal approval of any rescheduling in Senior Years will require relevant documentation, such as a medical certificate.
- (e) Where AARA (Access arrangements and reasonable adjustments) have been approved in the Senior School, information relating to changed test conditions, subsequent deliberations, medical certificate and *AARA Form* will be maintained in the Curriculum Office, noted in the student folio, and a comment may be included on the student's report indicating this.

### 6.1.2 School Requirements - Protocols for Staff relevant to Examination/Test Supervision and Procedures

Refer to Attachment 2 - *Protocols for Staff for the Supervision of Examinations/Tests*, Attachment 3 – *What to do in Cases of Academic Misconduct* and Attachment 4 – *Process for Dealing with Allegations of Academic Misconduct – Flowchart*.

## 6.2 Assessment other than Examinations/Tests

This covers assessment where students are provided with a period of time, including some class time, to complete the work. Examples include, but are not limited to: assignments, projects, writing tasks, art folios, multi-modal presentations and performances.

### 6.2.1 School Requirements

- (a) In the Middle and Senior Years, assessment tasks must have a cover sheet to be provided to each student at the time the task is set. It will contain:
- the School crest and name, or QCAA-designed format as required for Unit 3 and 4 assessment (General and Applied subjects)
  - the Department, Year Level, Subject, Unit Title and Assessment Instrument
  - word length or presentation time and format of the final product, and other required conditions
  - the due date for final submission; and due dates for checkpoints and submission of drafts in the Senior Years
  - the criteria to be applied or achievement standards to be met (Standards Matrix or Instrument Specific Marking Guide)
  - checkpoint dates for monitoring student progress (if applicable)
  - an indication of class time that may be used (for example, the number of Library lessons per week) and other required conditions, including word length
  - Authentication requirements, as relevant in the Senior Years, for General (and Applied) subjects
  - Instructions for submitting work (in hard copy, or required procedure for electronic submission).
- (b) In the Junior School, conditions and format of assessment will be age-appropriate and developed in consultation with the relevant Co-ordinators and Assistant Head of Junior School - Teaching and Learning.
- (c) Assignments can be submitted electronically or in hard copy, depending upon the guidelines established for that Department or task, or Syllabus requirements. In the Senior School, electronic assignments and electronic, take-home examinations must be submitted via *Turnitin* (or like application as approved by Head of Department and relevant Dean). Submission of larger electronic files will be as managed by the Co-ordinator or Head of Department.
- (d) Students must keep back-up copies of drafts and final copies, including both hard copy and electronic responses. Loss of hard copy or electronic data, or other technical issue, will not be considered as a valid reason for students to apply for an approved extension of time if a student has not followed back-up processes; with the exception of extenuating circumstances completely beyond the student's control.
- (e) Students must present their assignment submissions at the beginning of the lesson on the due date, or at the time scheduled. Electronic submission is permitted later in the day, when the deadline will be no later than 8.00 pm on the due date. If there is no class timetabled in the subject on that day, hard copy submissions must be made to the teacher at the time scheduled on the due date and students may be required to sign a class roll, or submit electronically, to verify that the submission has occurred.
- (f) Students absent from school on the due date because of short-term illness, excursions, or in order to attend sporting or other events, must ensure that submissions reach the teacher on that day by the scheduled lesson/time, unless formal approval of an extension can be granted. Student assessment responses may be submitted electronically, including by email, or delivered by parents, siblings or other students, or arranged through a courier or some other carrier. Students in Year 11 and 12 unable to meet set drafting checkpoints due to illness or

misadventure that necessitates an extension to the final submission date will require medical documentation.

- (g) In the Middle and Senior Years, students whose parents have sought and had leave from School approved by the Principal must advise their teachers as soon as the approval has been confirmed. Subject teachers, in consultation with the Co-ordinator or Head of Department, will determine any required adjustments to assessment requirements; for example, if the assignment is to be submitted before the student departs for leave, or if AARA procedures are to be followed. In addition, Heads of Year, or Head of Junior School, must confirm notification of approved leave with subject teachers and relevant Co-ordinator or Heads of Department.
- (h) Students absent for a scheduled oral presentation, performance or other practical assessment must contact the relevant teacher at the earliest possible time to negotiate an alternate submission date and/ or time. Senior School students must submit a green *AARA Application Form* and provide a medical certificate or other relevant documentation.
- (i) Students seeking extension for the submission of an assessment task must follow the procedures set out within Section 6.4 – *AARA, Illness and Misadventure*.

### 6.3 Late Submission and Non-Submission of Student Responses to Assessment Items

#### 6.3.1 School Requirements

- (a) Junior School (Year 5 and below)
  - Penalties for late and non-submission of assessment items will be at the discretion of the classroom teacher, Co-ordinator and/ or Assistant to the Head of Junior School: Teaching and Learning.
- (b) Junior School (Year 6) and Middle Years
  - If a student is absent on the date an assignment is due and does not have an extension approved by her teacher or the relevant Head of Department, and has not been able to forward the assessment piece, she must present the task personally to her teacher on the first day she returns to school.
  - In instances that do not warrant approved extension of time for AARA or other valid reason, notification of any late or non-submission is to be:
    - emailed at the earliest opportunity after the due date to the parents by the teacher (within two working days), and copied to the relevant Head of Department or Co-ordinator and Head of Year
    - acknowledged by the parent via email or phone call.
  - The subject teacher, in consultation with the Head of Department or Co-ordinator, will determine the action to be taken where a student does not submit her work by the due date and required access arrangements and adjustments cannot be granted. Action taken should support a scaffolded approach that will build the student's capacity to meet assessment requirements of subsequent year levels; enabling her to develop positive learning behaviours and assessment practices. This should include the assessment of previously submitted work in progress where applicable, or the completion of work addressing the required task, or alternate task, during the next available lesson after the due date. In the Middle Years, students should be required to submit drafts where appropriate as evidence of work in progress.
  - A recommendation indicating the student must submit required assessment by set date/ time should be included on the student's report.

- In the repeated instance of late or non-submission by a student, the Head of Department or Co-ordinator should consult with the relevant Head of Year and/ or Principal's delegate to determine required course of action to support the student in meeting future, assessment requirements.
- (c) Senior Years
- In Years 10 to 12, the QCAA policy with regard to late submission and non-submission of student responses to assessment instruments in General Subjects (and Applied) from 2019, is to be implemented.
    - If a student does not have an approved extension of time, or has not applied for AARA, or other valid, extenuating circumstance, and submits the work after the due date, the final result will be based on evidence of work and/or rough drafts submitted during the task period.
    - If the student does not submit the task and there have been no rough drafts evidenced or progress marks noted, a non-submission will be recorded on the student profile. This may result in a student not meeting the mandatory requirements of the syllabus, jeopardise eligibility to have Unit credits for the subject recorded with the QCAA, and may also change her ATAR, and/or Queensland Certificate of Education (QCE) eligibility status.
    - To support students in gaining course credit, the student may be asked to complete an alternate item, be withdrawn from class to complete the outstanding work, or be required to complete it at the School at a time outside of school hours.

#### 6.3.2 Guidelines for Staff relating to Assessment other than Examinations/tests.

- (a) Refer to **Responsibilities** in Section 5, above, Attachment 1 – **Academic Integrity** and to Attachment 3 – **What to do in Cases of Academic Misconduct**.
- (b) Ensure students are fully informed about school requirements regarding assessment of this type.
- (c) Follow the Head of Department's directions regarding appropriate assistance to students during the drafting period.
- (d) Provide students with a methodology sheet where appropriate, to guide them through the stages of the process and ensure students understand what they are required to do and to produce.
- (e) Monitor student progress carefully and ensure follow up for students not meeting the requirements at the check in times to assist them to complete the task by the due date.
- (f) Sight, sign off, maintain progress checklists and make note of drafts of work in progress when conferencing work with the student during this time, and in the absence of draft work, take action: e.g. daily oversight in class and/or daily reporting with work to show, contact with parents to suggest helpful support etc. In Year 11 and 12, ensure evidence of drafts or work in progress is collected.
- (g) Ensure students are competent in referencing sources of material used in their responses.
- (h) Ensure students understand positive practices of academic integrity, and what constitutes cheating and plagiarism, and the consequences if found to have cheated or committed plagiarism.

#### 6.4 Access Arrangements and Reasonable Adjustments (AARA), and Short Term Adjustments to Assessment for illness and misadventure, or other valid circumstance

- 6.4.1 Students must complete and submit all assessment tasks on the date and at the time set, unless there are **extenuating circumstances** when the School **may** approve an extension of time to allow the student to delay sitting an exam or test, permit an extension of time to submit an assignment, or vary the conditions in some other way to minimise any disadvantage to the student. These include:
- illness on the day

- extended illness in the period before the test or assignment due date
- significant personal or family issues either on the day of assessment or for an extended period beforehand
- regional, state or national representation in sporting or cultural activities
- conflicting times for examinations, including those conducted by AMEB, Trinity College or similar organisations
- representing the School in an official capacity or attending approved functions
- late enrolment; or
- absence approved by the Principal.

Students undertaking Unit 3 and 4 assessment in a General (or Applied) subject, and who have been approved for a delayed examination, must be administered a Comparable Assessment, and not the original examination paper. It is at the discretion of the Head of Department in liaison with the relevant Dean, or Coordinator in the Junior years, if it is required that a student is to be administered a comparable assessment in other year levels.

- 6.4.2 The approval of AARA, or adjusted conditions due to illness and misadventure is not automatic. In the Senior Years, it cannot be applied retrospectively to change results if a student, because of illness, did not perform as well as she expected.

In the Senior Years for QCE subjects, any adjusted conditions must maintain the intent and rigour of mandatory QCAA syllabus requirements. Syllabus assessment criteria or standards cannot be modified. Final approval lies with the relevant Dean, in consultation with relevant Heads of Department, Dean of Academic Programs and/or Dean of Student Wellbeing/Heads of Year as appropriate, should the School be satisfied that the reason advanced is such that it could have seriously jeopardised the student from meeting the time conditions of the assessment instrument.

Students in Year 11 and 12 unable to meet set drafting checkpoints due to illness or misadventure, and this necessitates an extension to the final submission date will require medical or other relevant documentation.

Full consideration of QCAA's policies and procedures, and mandatory syllabus requirements, must be given for students in Year 11 and 12.

#### 6.4.3 Procedures for Junior School and Middle Years

- (a) Parents must provide advance notice and request approval in writing for Special Adjustments to assessment conditions for the student to the classroom teacher as soon as they are aware that any of the above situations apply.
- (b) Where a student is absent on the day because of illness or other unforeseen circumstances, the parents should advise of the student's absence via the phone-in Absentee Line.
- (c) Decisions about minor matters will be made by the relevant subject/ classroom teacher. For more significant matters, decisions will be made by the Head of Junior School, or the Dean of Teaching Practices, with the Heads of Department and, where relevant, Head of Year.

#### 6.4.4 Procedures for Senior Years (Years 10 – 12)

(Refer Attachment 4 – *Procedures for Application for AARA, and adjustments due to illness and misadventure – flowchart.*)

- (a) Where students are to be absent on the day a test has been scheduled or assignment is due because of any of the circumstances listed above in 6.4.1, (except dot point 1) they should:
  - advise their teacher as soon as they are aware of it

- obtain a Short Term Adjustment to Assessment application form from the relevant Dean
- complete the form, sign and have their parents and teachers sign it
- submit the form and attach required documentary evidence verifying the circumstances (e.g. medical certificates stating specified dates, the nature of the illness or injury, or medical reports, notices of selection for sporting or cultural events to their teacher who will forward it to:
  - the Head of Department for a **minor** variation ( e.g. request for extension or delay in sitting a test – in one subject only) or
  - the Curriculum Office and relevant Dean for a **major** variation (requests across more than one subject or submitting assessment in a format different from that required).

If adjustments, such as an extension of time or rescheduled test or examination, are approved, the Head of Department will organise revised assessment conditions and inform relevant staff, student and parent.

- (b) Where a student is absent on the day of a test due to a short-term illness/injury or unforeseen circumstances, she, or her parents, should:
  - notify the school via the Absentee phone line
  - notify the relevant teacher, HOD or HOY by phone or email
  - organise a medical certificate and, on return to school, the student should:
  - follow the process outlined above in (a).
- (c) For issues of extended illness or personal or family problems, students must meet with the Dean of Student Wellbeing and/or Student Counsellor - School Psychologist to discuss the situation and seek approval. There may be times where the Head of Department or Head of Year may direct a student to do this to enable the required adjustments to be enacted.
- (d) Students with special needs who require adjustment to their educational programs and assessment conditions may be provided with approved AARA in accordance with the *Learning Enhancement Policy*, as managed by the Dean of Student Wellbeing. Students with approval for AARA will still need to submit an application for Short Term Adjustment to Assessment should for each assessment task requiring an extension to a due date.
- (e) In the Senior Years, while students with English as a Second Language (ESL) may require adjustments to educational programs, they will not be eligible for any variations to assessment conditions unless they have other verified learning needs.
- (f) Students with approved adjustments must complete their assessment according to the conditions approved, including any rescheduled due date. Further rescheduling of due dates cannot be considered. Re-scheduled dates must fall within a reasonable timeframe of the original due date, dependent on the nature of illness or length of absence.

## 6.5 Access to Assessment Items

- 6.5.1 Students in the Middle Years may be allowed to take copies of assessment scripts home for parents to sign, if endorsed by the Head of Department. Students may then retain copies for future assistance and reference, or retained by the teacher to be returned to students at the end of the semester or year.
- 6.5.2 Students in Years 10, 11 and 12 will have assessment scripts held in hard copy and/or electronic assessment folios. These are maintained and stored, and electronic folios backed up, by Heads of Department and may be accessed by students at various times to monitor their progress and development. These will be made available at the School for parents to read during parent-teacher evenings, and at other arranged meeting times on request.

6.5.3 Students in Year 12 can apply in writing to retrieve parts of their assessment folios from the Senior School Reception after the last day of Term One in the year after they leave school.

6.5.4 In the Senior Years, tests or examinations are not to be copied or scanned and sent home to parents, or kept by students. Parents are to be encouraged to come into school to view their daughter's examination responses and the questions. If deemed appropriate following full consultation with the Head of Department and relevant Dean, on written request by a parent, a copy of the student's examination work minus the questions may be provided to the parent. Management of examination responses as electronic files saved on student laptops will be as directed by the relevant Head of Department.

## 6.6 Appeals and Requests for Review of Results

6.6.1 Teachers and Heads of Department, in liaison with the relevant Dean and/or Principal's delegate, must respond to any request in relation to an appeal to review a result.

6.6.2 In the first instance, prior to the finalisation of results for the relevant semester or Unit, students or parents can forward a request to review a task result to the class teacher and Head of Department. In addition to the Department's moderation process, the Head of Department will oversee a further cross-marking or blind marking of the student response by an experienced subject teacher not involved in initial marking or cross-marking. This may be the Head of Department, where relevant. Where the initial marker was the Head of Department, the relevant Dean should be advised and they will liaise with the Head of Department in the oversight of the appeal process.

6.6.3 The reviewed result is to be moderated by the Head of Department in consultation with the relevant subject teachers, or Dean where appropriate, to determine the final outcome.

6.6.4 In the Senior Years, parents are able to request a secondary appeal for summative, internal assessment. Parents are to submit this request in writing to the Head of Department and the request is to be forwarded to the relevant Dean. In this instance, the relevant Dean is to liaise with the Head of Department to oversee a process for further, independent marking. The Dean, in consultation with the Head of Department, or QCAA where required, will determine the final result outcome.

6.6.5 The Head of Department is to advise parents of the outcome of any marking appeal. The result that is the outcome of any appeal will be counted as the final result, including a result that may be lower than originally awarded.

## 7. DEFINITIONS

**Academic Integrity** – ethical academic conduct and scholarship as pertaining to intellectual property, authentic student work and academic dishonesty.

**Academic dishonesty** is - cheating, plagiarism or any attempt to gain credit for academic work through fraudulent, deceptive or dishonest means.

**Assessment is** – the purposeful, systematic and ongoing collection of information that is used as evidence in making reliable and consistent judgements about student achievements. Assessment is used mainly for the following purposes:

(a) *formative* - which aims to improve teaching and learning in order to help students achieve the highest standards they can within their own capabilities

(b) *diagnostic* which aims to determine the nature of students' learning and then provide the appropriate feedback and intervention; and

- (c) *summative* which aims to indicate the standards achieved by a student at particular points in her schooling in order to provide meaningful reports to parents/carers or to be used by authorities such as the QCAA for certification.

**Cheating** is - to act dishonestly or unfairly to gain an advantage. It may include but not be limited to taking the form of using notes or other prompts during examinations or tests, consulting other students when it is not permitted, copying from others, having someone else prepare a response and claiming ownership for it. Cheating results in a student gaining an unfair advantage over others.

**Plagiarism** is a form of cheating - the unethical use of another's work by claiming it as one's own – e.g. reproducing someone else's words or ideas without appropriate acknowledgement.

**Special Needs** - means disabilities, health related conditions, including mental health issues or learning difficulties which limit a student's access to participation in and outcomes from the curriculum.

**AARA** - is Access Arrangements and Reasonable Adjustments. It means taking into account the special needs of individual students whether identified as requiring learning enhancement or in emergent situations or where there are personal, social problems, to ensure they meet curriculum and assessment requirements without disadvantage. For assessment, they are provided in the conditions under which the student is to respond to the assessment task and may include but not be limited to:

- presentation – changing how the assessment appears or is communicated from the regular format e.g. being read the paper where it is not the reading itself which is being tested
- response – allowing students to complete assessments in different modes or formats (as relevant to Syllabus requirements in the Senior years)
- varied seating – changing the seating arrangements within a test or examination room, or where relevant changing the location, including the physical location or social setting in which the task is completed; and/or
- timing – allowing the student a longer period of time for an assignment, or when the task is scheduled for submission.

## 8. ATTACHMENTS

1. *Academic Integrity*
2. *Protocols for Staff for Supervision of Examinations/Tests*
3. *What to do in Cases of Academic Misconduct; Process for Dealing with Allegations of Cheating – flowchart.*
4. *Procedures for Application for AARA or Short Term Adjustments to Assessment – Flowchart*
5. *Procedures for Internal Quality Assurance Processes (Including Storage of Student Responses - Years 10, 11 and 12)*

Version Control Table			
Version Control	Date Effective	Approved By	Amendment
2	February 2020	Principal	<ul style="list-style-type: none"><li>• Major overhaul in line with new statewide ATAR/QCE system as implemented by the Queensland government</li><li>• Update of position titles</li><li>• General grammatical and formatting updates</li></ul>

## Academic Integrity

Somerville House maintains high expectations for academic integrity across all phases of learning, and in particular, in the Middle and Senior Years. The following procedures are to be applied to ensure that there is consistent application of the assessment policy and that staff and students optimise opportunities to understand academic integrity.

In the Senior years, processes and procedures in relation to academic integrity must align with those outlined in the *QCAA QCE and QCIA Policy and Procedures Handbook*. Teachers and students in the Senior Years will be required to undertake courses and note resources provided by QCAA relating to Academic Integrity.

- **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 and drafting**

Where relevant in the Middle Years, and for all subjects in the Senior Years, checkpoints will:

- be detailed on student task sheets
- monitor student progress
- be used to establish student authorship.

Students may be required to 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.

Teachers should notify the relevant Head of Department or Co-ordinator, and parents are to be contacted, if key checkpoints are not met.

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.

In the Senior Years, teachers will provide feedback on one draft only (where appropriate to syllabus requirements), in accordance with QCAA requirements for QCE subjects.

Feedback on a draft is:

- provided on a maximum of one draft of each student's response (Year 10, 11 and 12)
- a consultative process that indicates aspects of the response to be improved or further developed
- delivered in one of more of the following forms: written annotations, teacher comments, student-teacher conferencing, class feedback. Feedback is to be delivered in a consistent manner and format for all students within a subject cohort
- provided in a timely manner, no later than 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 or standard

For General (and Applied subjects) in the Senior Years, teachers should retain a copy of the draft and feedback should it be required for a student's folio.

Teachers should notify parents should there be grounds to indicate that a required draft submission may not be met by the student.

- **Managing student response length**

Student responses must adhere to assessment response lengths as specified by task and, in the Senior years, syllabus documents. Teachers should apply the following procedures to support students in the management of 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, as required.

In Year 11 and 12, the following should be employed to align with QCAA policy when a student's final submission exceeds the word length as required by the syllabus.

- mark only the work up to the required length, excluding evidence over the prescribed limit  
or
- allow a student to redact their response to meet the required length, before a judgment is made on the student work.

For responses to assessment in Units 1 and 2, students should be provided with an opportunity to redact aspects of their response they do not wish to be assessed. Once students are advised they need to redact, this will need to be done within a lesson, or scheduled meeting with the teacher. Students should not be permitted to take the work home overnight to redact, or be given any opportunity to redraft.

For responses to assessment in Units 3 and 4 (General and Applied syllabuses), teachers will apply the first strategy, marking only the work up to the required length. Teachers are to annotate any such student work submitted for QCAA Confirmation purposes to clearly indicate the evidence used to determine a mark.

To determine aspects of student work that should be included in word length, refer to the table of Inclusions and Exclusions in [Section 8.2.6](#) (Managing Response Length) of the QCAA [QCE and QCIA Handbook](#).

Teachers should refer to QCAA advice, *Managing Response Length: Information to Teachers*, available via the [QCAA Portal](#).

- **Authenticating student responses**

Teachers will implement authentication strategies in the Senior Years as promoted by the QCAA and outlined in General (and Applied) syllabuses. In Year 11 and 12, the authentication strategies must 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 (cheating and plagiarism) will be followed.

- For authorship issues:

When authorship of student work cannot be established or a response is not entirely a student's own work the School will provide an opportunity for the student to demonstrate that the submitted response is their own work. Turnitin (or like application approved by the Principal's delegate or relevant Dean) should be used to determine extent of student authorship and support academic integrity.

- 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 on or before the due date.

- For instances of academic misconduct during Senior examinations

Students will be awarded a Not-Rated (NR) for QCAA reporting purposes - see the QCAA *QCE and QCIA Handbook* ([Section 8.5.1](#) and [Section 8.5.2](#)) for General and Applied subjects (Year 11 and 12). School procedures outlined in *WHAT TO DO IN CASES OF ACADEMIC MISCONDUCT (Attachment 3)* will be followed.

In Year 10, it may be appropriate that the student be provided with a supplementary examination to enable them to meet course requirements. In Units 1 and 2 (General and Applied subjects), it may be appropriate that the student be required to complete additional work in order to meet Unit requirements satisfactorily.

## **PROTOCOLS FOR STAFF FOR THE SUPERVISION OF EXAMINATIONS/TESTS**

### **1. *Block examinations held in the Harker Auditorium, the Honour Room and other scheduled venues for cohort examinations (Years 11 and 12)***

**Protocols for teachers responsible for the distribution of papers and supervision in the Harker Auditorium or Honour Room, or other scheduled test room.**

- Question papers for examinations held in the Harker Auditorium or the Honour Room must be stored in examination cupboards in the Curriculum Office for security purposes. They must be placed here in the week prior to the commencement of the examination block. Papers for examinations held in other venues, or for other Year levels, must be kept in a secure place by the relevant Head of Department or Subject Co-ordinator. From 2020, external examination papers are to be stored in accordance with QCAA requirements.
- For any electronic examination, the Head of Department is responsible for ensuring the security and reliability of the examination by: confirming with Technology Services any requirements for secure electronic examination folders at least 48 hours prior to the examination, or ensuring Lanschool will be operational in the examination venue; ensuring all students and supervisors will have the relevant equipment and capability to gain access to electronic folders or Lanschool; ensuring conditions for administering electronic examinations are available to supervisors prior to the start of the examination; ensuring troubleshooting strategies are in place should they be required during the examination; overseeing the commencement of the examination (or delegate subject teacher) to ensure examination set-up and commencement has occurred appropriately. At the conclusion of the examination, the Head of Department (or delegate subject teacher) should make arrangements to check that all required electronic files have been saved and submitted securely prior to students' dismissal.
- The examination timetable will stipulate the starting and finishing times of examinations as well as the venue and supervising teachers.
- Staff will be required to assist with the marking of rolls during the commencement of examinations. Staff need to advise the Curriculum Office and Attendances of absent students as soon as possible after the commencement of the examination by submission of hard copy roll, or email (or phone if appropriate).
- Question papers will be placed on the desks by the supervisors commencing the examination who will also be responsible for collecting them at the end of the examination.
- The Dean and relevant Heads of Department should ensure that there are sufficient materials needed for the commencement and progress of the examination.
- Supervising staff should ensure that students leave all personal belongings in their personal lockers. If this cannot occur, non-valuables can be left in an orderly fashion against walls. Belongings should not be left unattended in the Mall, the VPAC Foyer or VPAC thoroughfares or verandahs, or in the Honour Room Foyer.
- In the Senior Years, students' mobile phones should remain in lockers and not permitted. Should any student have a mobile phone with them, it must be switched off and handed to a supervising teacher for collection at the end of the examination. Smart watches should be collected and securely stored; and other valuable belongings should be stored securely by supervisors during the examination.
- Students should then be instructed to enter the examination room in silence and go to the seats indicated by the supervisor.

- While the students are entering, staff should check to see that only writing materials are brought into the room. (If Subject Teachers are not present, then they should inform supervisors if additional material is allowed, e.g. books of mathematical tables, calculators, textbooks etc.)
- Students should be reminded that throughout the examination, there must be no communication of any sort with any other student and that communication with the supervisor is achieved by raising the hand or standing.
- Students should then be instructed to complete the details either on the cover of the examination folder or, in its absence, the examination paper.
- At the stipulated starting time, students should be told that they have five or ten minutes in which to peruse the paper (if applicable).
- Supervisors must not allow writing of any kind during perusal time on the test paper, unless specified by examination conditions stipulated on the paper/ examination folder.
- After perusal time has expired, students should be told to commence work.
- Supervisors should then enter the starting time on the designated laptop for electronic display, or whiteboard. Amended times for students with AARA must be written on the whiteboard/screen so that the supervisors at the end of the examination know the precise finishing time for these students without identifying individual student names on board/screen where possible.
- During the examination, staff are required to be vigilant at all times and are not permitted to perform other tasks simultaneously. This includes checking emails, marking papers and reading books and newspapers. They should communicate with other staff only as required for the administration and invigilation of the paper.
- It is the responsibility of supervising staff to escort students to the toilet in the VPAC Foyer or Honour Room Foyer (by waiting in the Foyer) and to the Health Centre if deemed necessary.
- It is advisable for supervising staff to wear shoes that will not make an intrusive noise in the examination room. If this is not possible, it might be better to remove the shoes.
- No student is permitted to leave the examination room before the time for the end of the examination, unless exceptional circumstances arise.
- Ten minutes before the close of the examination, the supervisor should announce "You have 10 minutes left in this session".
- Students must stop all writing immediately the supervisor indicates that the time has expired.
- Students must be instructed to place all relevant material including question papers but not scrap-paper (unless the Subject teacher has indicated otherwise) inside the green folders. If there are no examination folders, it can be assumed that all questions were answered on the examination paper.
- Students should then be asked to check to see that they have not forgotten any pages.
- Before dismissing students, the supervisor should then collect the papers from each individual desk to ensure that all papers are received and not inadvertently taken outside. Rubbish should be removed from the floor and boards cleaned. Supervisors should insist upon complete SILENCE until all of this has been completed.

- Students should be reminded to collect their phones and belongings, and instructed to leave quietly (in silence, if others are still taking examinations). Supervisors should take any belongings left after all students leave to the Heads of Year or Curriculum Office.
- If supervising a final session for the day, staff must ensure that the lights/ data projectors are turned off and doors locked.
- Unless the relevant Subject teachers for the examination are present, collected papers must be delivered to the Curriculum Office who will advise the relevant Head of Department that papers have been returned.
- At the end of the Examination Block, students may be required to take their desk and chair and stack these as directed. As smaller examinations often occur later in the block, this may be a gradual process and is organised by the Dean.

## **2. *Examinations in Classrooms (for Middle and Senior Years)***

### **Protocols to be observed for examinations/tests held in classrooms.**

- When different classes take the same test at different times, Heads of Department must make appropriate arrangements to minimise the chances of inappropriate communication of information.
- When a classroom is used for a test/ examination as a variation to the timetable, relevant staff should be informed of the existence of the examination time and venue and it is desirable to have a sign outside indicating this, as well as a plea for SILENCE in the vicinity of the room.
- There must be absolute silence from the time the papers are distributed until they are collected.
- All desks used must have everything removed from them except materials required for the test.
- Supervising staff should check walls for inappropriate information and remove any for the duration of the exam/test.
- Students should bring only pre-specified approved materials into the room. They should not have other materials in their pockets. It is immaterial if any matter brought in to the examination room is related to the subject of the examination or not. A breach will occur where any non-approved material is brought in to the examination room. In the Middle and Senior Years, students' mobile phones should remain in lockers and not permitted. Should any student have a mobile phone with them, it must be switched off and handed to a supervising teacher for collection at the end of the examination. Smart watches should be collected and securely stored.
- Communication with the teacher should be by raising the hand.
- Staff must invigilate actively and be ever alert to academic misconduct, particularly where desks in classrooms are very close together; and must not perform other tasks while supervising. Teachers should not perform other tasks such as the checking of emails, working on teacher laptop, marking etc.
- Students should not be dismissed except at regular bell times unless there has been a test involving several sessions, in which case the teacher is responsible for supervising the students released.

## WHAT TO DO IN CASES OF ACADEMIC MISCONDUCT

### Preamble

It is an expectation that students and teachers follow positive practices of academic integrity at all times (refer to Attachment 1 – *Academic Integrity*).

Cheating in any form is unacceptable and contrary to the values which underpin Somerville House (the School)'s Student Code of Conduct. The School considers such a breach of the Code to be serious and consequences for students found to have cheated will be in accordance with that. The older the student, the more serious it will be considered.

At all stages of assessment preparation and administration, teachers should employ checkpoints and other authentication strategies, or appropriate examination set-up and invigilation, to avoid any instance of cheating or plagiarism.

In the Senior Years, the Head of Department in liaison with the Principal's delegate and/ or the relevant Dean are responsible in the first instance, for determining if a student has been cheating and if so the relevant Principal's delegate will impose an appropriate sanction.

When determining if cheating has taken place, consideration will be given to the age of the student and whether intent to take unfair advantage is present. For example, poor assignment skills in a young student may be treated as an issue of educational correction rather than as a misdemeanour. In all instances, however, it will be assumed that students are aware of what constitutes cheating, even if their maturity level or scholarship standards may be a mitigating factor in the first instance.

It is recognised and accepted that students may consult with tutors, parents and teachers in addressing some assessment tasks, particularly assignments. What is not acceptable is for the tutor or other persons to do the assignment for a student or to give such assistance as makes the assessment no longer the authentic work of the student. This is cheating.

### A. Guidelines for staff to follow in cases of suspicion or allegations of a student cheating.

#### Stage 1.

- 1.1 If a student or parent alleges that a student may have been cheating then:
  - note and provide the details to either the Head of Junior or Middle Years as relevant or the relevant Dean; and
  - maintain confidentiality about the matter.
- 1.2 If you observe an incident during an examination then:
  - avoid disrupting the other students and deal with it as unobtrusively as possible, depending on the circumstances. e.g. remove any inappropriate materials brought into the room or exchanged, or move beside the student if her eyes are wandering to another's work etc.
  - inform the relevant Head of Department or Co-ordinator (or Senior member of staff) as for 1.1 and provide them with a written report of the incident; and
  - maintain confidentiality about the matter.
- 1.3 If there is an allegation or suspicion of plagiarism, the Head of Department or Co-ordinator will then inform the relevant Dean or Assistant Head of Junior School member as above and provide them with the evidence.
- 1.4 The Principal's delegate will be informed of the allegations and if necessary, the Principal.

## **Stage 2.**

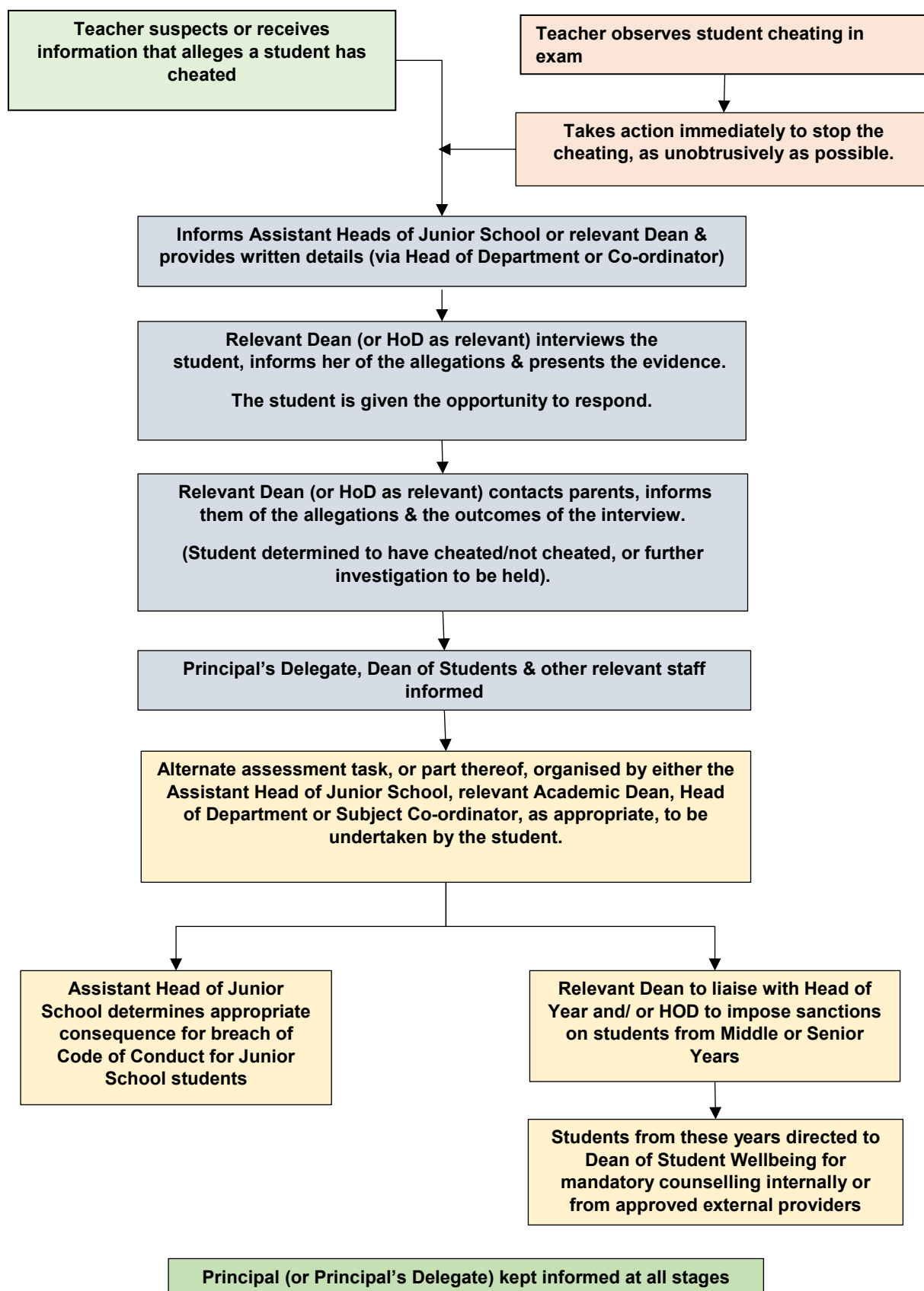
- 2.1 The student will be interviewed by the relevant Principal's delegate or Dean, and/ or Head of Department, and the evidence of the allegations presented. In cases of plagiarism, sections of the assessment response, as well as the source from which the information was copied, are highlighted.
- 2.2 The parents are contacted and informed of the allegations, the outcomes from the interview and the subsequent consequences for their daughter. If deemed necessary, an interview with parents and student will be held.
- 2.3 If there is clear evidence of cheating, then for students in the Junior School, the Head of Junior School and in the Middle and Senior Years, the relevant Dean, in conjunction with the relevant Head of Department or Subject Co-ordinator, will organise an alternate assessment task, or part thereof, to be undertaken; or for Unit 3 and 4 assessment for Year 11/12, QCAA requirements and procedures must be followed as per the *QCE and QCIA Handbook*.

## **Stage 3**

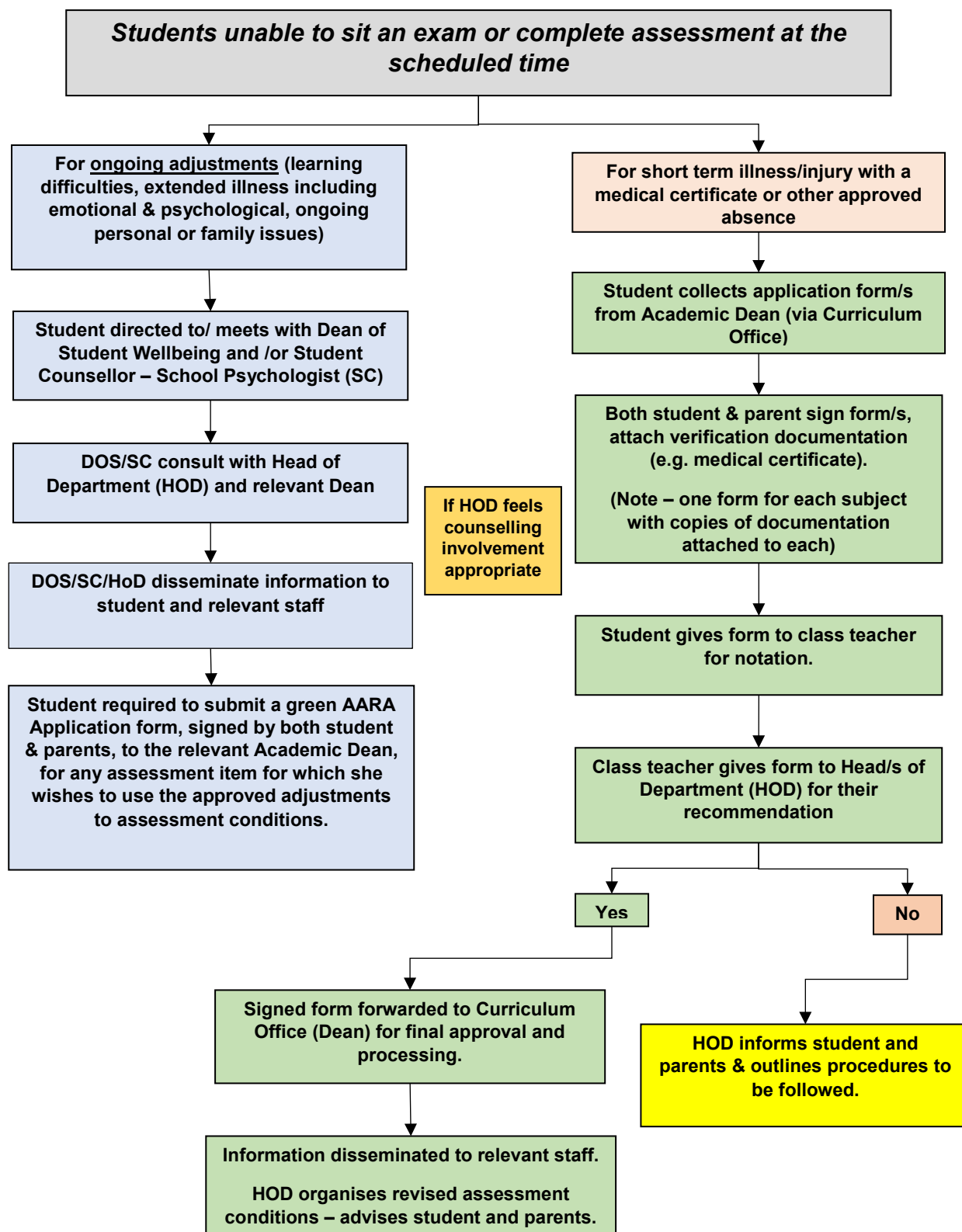
- 3.1 Further consequences for cheating will be imposed by the relevant Principal's delegate as appropriate. Students in the Middle and Senior Years will also be directed to the Dean of Student Wellbeing for counselling or for referral to an external counselling provider.
- 3.2 The Principal and Principal's delegate will be kept informed.

## **Stage 4**

- 4.1 Should there be repeated incidents of a student cheating, the Principal's delegate will consult with the Principal to determine the consequences. Depending on the circumstances, the student's continuing enrolment at the School might be jeopardised.

**PROCESS FOR DEALING WITH ALLEGATIONS OF ACADEMIC MISCONDUCT**

## PROCESS FOR DEALING WITH ALLEGATIONS OF ACADEMIC MISCONDUCT



## **SOMERVILLE HOUSE GUIDELINES FOR QUALITY ASSURANCE OF ASSESSMENT**

Assessment processes and procedures must enable alignment with Australian Curriculum Achievement standards, QCAA syllabuses and policies, and adhere to the principles of high quality assessment as emphasised by the Queensland Curriculum and Assessment Authority: validity, accessibility and reliability. Assessment practices must comply with requirements in the School's Assessment Policy.

### **Assessment Task Design**

In the Junior and Middle Years, teachers are to liaise with the relevant Coordinator, Dean and/ or Assistant to the Head of Junior School – Teaching and Learning to develop assessment formats, rubrics and tasks relevant to the Year level, student progress and cognitive development, and Australian Curriculum Achievement Standards.

In the Senior Years, teachers should develop tasks in alignment with formats and objectives of relevant General and Applied subject syllabuses, to enable students to build capacity and assessment literacy in readiness for summative assessment in their QCE studies.

Each semester, Heads of Department will liaise with relevant Coordinators and subject teachers to confirm a timeline and process for assessment task development and checking, in a timely manner before tasks are administered to students.

With General and Applied subjects, Heads of Department will liaise with the Principal's Delegate and relevant Dean to ensure QCAA Endorsement timelines and processes are met.

### **Application and moderation of assessment standards**

Teachers, Heads of Department/ Coordinators and Academic Deans should maintain aligned understanding of assessment standards through ongoing professional development, communication and review of assessment standards and marking guides, and access to exemplars where relevant.

In the Middle and Senior Years, Heads of Department or Coordinators are responsible for ensuring subject-specific assessment standards and marking guides are applied appropriately and equitably across cohorts.

In the Middle and Senior Years, prior to the release of task results to students and parents, one or more of the following moderation processes should be in place for each assessment task, appropriate to the nature of the task and Year level:

- review of samples of teacher application of standards by the teaching team, or peer teacher, or head of department or subject coordinator
- cross-marking or distributed marking
- blind marking of de-identified responses
- teaching team check of borderline and best fit responses
- double marking.

In planning for each assessment, the Head of Department or Coordinator will liaise with teachers to confirm timelines for marking and the moderation process prior to the administration of the assessment task. For single class cohorts in the Senior Years, the Head of Department should liaise with a relevant teacher or Dean to ensure appropriate and consistent moderation of marking standards in their subject area.

In the Senior Years, Heads of Department should document consistent moderation processes to be applied to all tasks for both formative and summative assessment in General and Applied subjects, and make these available to relevant teachers, Deans and Principal's Delegate.

In the Junior School, the Assistant Head of Junior School – Teaching and Learning and Coordinators will liaise with Year level teachers to negotiate appropriate processes and timelines for moderating application of marking standards where appropriate.