



School assessment policy

Burdekin Catholic High School

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). The framework for the policy is developed from the *QCE and QCIA policy and procedures handbook* available from www.qcaa.qld.edu.au/senior/certificates-and-qualifications/qce-qcia-handbook-2019 and applies to Applied, Applied (Essential), General, General (Extension) subjects, and Short Courses across all faculties.

This policy also includes information for teachers, students and parents/carers about the roles, responsibilities, processes and procedures to ensure the integrity of assessment that contributes to students in Years 7 – 10 completing the Australian Curriculum.

Purpose

Burdekin Catholic High School is committed to an educational philosophy that encourages all students to achieve personal excellence by developing their talents and abilities. This policy is designed to build capacity as students:

- transition from the Australian Curriculum; and
- work towards summative assessment completion for the QCE.

Principles

Burdekin Catholic High School's expectations for teaching, learning and assessment are grounded in the principles of academic integrity and excellence.

Assessment includes any examination, practical demonstration, performance or product that allows students to demonstrate the objectives as described by the syllabus. Assessment should be:

- aligned with curriculum and pedagogy
- equitable for all students
- evidence-based, using established standards and continua to make defensible and comparable judgments about students' learning
- ongoing, with a range and balance of evidence compiled over time to reflect the depth and breadth of students' learning
- transparent, to enhance professional and public confidence in the processes used, the information obtained and the decisions made
- informative of where students are in their learning.

High-quality assessment is characterised by three attributes:

- validity, through alignment with what is taught, learnt and assessed
- accessibility, so that each student is given opportunities to demonstrate what they know and can do

- reliability, so that assessment results are consistent, dependable or repeatable.

Promoting academic integrity

Burdekin Catholic High School promotes academic integrity by developing students' skills and modelling appropriate academic practices. The following whole-school procedures support this endeavour.

QCE and QCIA policy and procedures handbook	Policy and procedures
Location and communication of policy	<p>Burdekin Catholic High School's assessment policy and procedures document is located on the school website (www.bchs.catholic.edu.au) and via Compass. All questions regarding this policy should be directed to the Deputy Principal – Curriculum & Administration.</p> <p>To ensure the assessment policy is consistently applied, it will be revisited at the beginning of each semester in the school newsletter and via student assemblies. Relevant processes will be revisited:</p> <ul style="list-style-type: none"> • at enrolment interviews • during SET planning • when the assessment schedule is published • when each task is handed to students • in the newsletter and by email in response to phases of the assessment cycle.
Expectations about engaging in learning and assessment Section 1.2.4 Section 2 Section 8.5.1	<p>Burdekin Catholic High School has high expectations for academic integrity and student participation and engagement in learning and assessment.</p> <p>Commencing in Year 10, students become eligible for a QCE when they have accrued the set amount of learning, at the set standard, in a set pattern, while meeting literacy and numeracy requirements. Students are required to complete all course and assessment requirements on or before the due date for their results to contribute credit to the QCE.</p> <p>Student responsibility Students are expected to:</p> <ul style="list-style-type: none"> • engage in the learning for the subject or course of study • produce evidence of achievement that is authenticated as their own work • submit responses to scheduled assessment on or before the due date. <p>To emphasise the importance of sound academic practices, staff and students will complete the QCAA academic integrity courses.</p>
Due dates Section 8.5.2 Section 8.5.3	<p>School responsibility</p> <p>In Years 11 and 12, Burdekin Catholic High School is required to adhere to QCAA policies for gathering evidence of student achievement on or before the due date. To allow for consistency across the school, students in Years 7 – 10 follow the gathering of evidence on or before the due date.</p> <p>Due dates for final responses, checkpoints and drafts will be published in the assessment schedule. All students will be provided with their assessment schedule by the end of Week 3 of Semester 1 and Semester 2 respectively.</p> <p>Students in Years 10 – 12 will have a submission week for assignments. Submission week is from 8:35 am Monday to 8:35 am Friday in Years 10 – 12 (to the Assignment Box). Students will not be given class time during submission week to complete their assessment. The only exception are transcripts of oral presentations which will have a set date. Students in Years 7 – 9 have a set date for submission (to classroom teacher during lesson).</p> <p>The assessment schedule will:</p> <ul style="list-style-type: none"> • align with syllabus requirements • provide sufficient working time for students to complete the task

- allow for internal quality assurance processes
- enable timelines for QCAA quality assurance processes to be met (Years 11 – 12)
- be clear to teachers, students and parents/carers
- be consistently applied
- be clearly communicated by the end of Week 3 each semester
- give consideration to allocation of workload.

Student responsibility

Students are responsible for:

- recording due dates in their planners
- planning and managing their time to meet the due dates
- informing the school as soon as possible if they have concerns about assessment load and meeting due dates.

In cases where students are unable to meet a due date, they will:

- inform the Curriculum Leader and classroom teacher as soon as possible
- provide the school with relevant documentation, e.g. medical certificate in the case of illness (see section 6.6: Illness and Misadventure) attached to Application for Special Provision form.
- adhere to alternative arrangements for submission of assessment, if applicable, as decided by the school.

Requesting an extension or variation to an exam date:

Situation	Process
Planned absence from school (e.g. representative sport; funeral) <i>N.B.</i> Exams will not be adjusted for family holidays	<ul style="list-style-type: none"> • Students are required to submit assignments on or before the due date. • Students can apply to sit an exam after the due date (must collect an application form and attach supporting documentation)
Absence due to illness/misadventure	<ul style="list-style-type: none"> • Student submits assignment upon return to school (medical certificate required for students in Years 10 – 12). Student completes the application for extension form and attaches the supporting document to the form. • In the case of an exam, students will sit the task on the first day back from absence or at a time as negotiated with the school. Student completes the application for extension form and attaches the supporting document to the form on the first day back.
Non-submission by the due date	<ul style="list-style-type: none"> • Student work completed prior to the due date will be used for marking purposes. If this work is not available, students will be asked to write something in the lesson, or they are awarded with a NR (not rated). This will result in a loss of QCE credit in the senior school.

In Years 11 and 12, all final decisions are at the principal's/principal delegate's discretion. Refer to information in "Academic Integrity" for eligibility requirements.

<p>Submitting, collecting and storing assessment information Section 9</p>	<p>Assessment instruments will provide information about Burdekin Catholic High School's arrangements for submission of draft and final responses, including due dates, conditions and file types.</p> <p>All assessment evidence, including draft responses, will be submitted by their due date and where appropriate, via the school's academic integrity software – Turnitin.</p> <p>Draft and final responses for all internal assessment will be collected and stored in each student's folio. Live performance assessments will be recorded and stored as required for QCAA processes (Years 11 and 12). All evidence used for making judgments is stored.</p> <p><u>The school does not accept computer or printer failure as a reason for non-submission or justification for the late submission of assignments.</u></p> <p>It is the student's responsibility to follow normal business practices in backing-up and making hard copies of assignments. Students are to save their work after each working session to <i>Ddrive: Google Drive</i>. Students are strongly encouraged to email files to their school email account, use their <i>Hdrive</i>, or an external device to ensure a back-up copy is readily available and accessible. Students should retain printed drafts or assignments and notes of material from research and attached to the final submission copy of the task.</p> <p>If computer equipment is not working, students need to prepare a handwritten assignment. Students are not penalised for handwritten presentation, except where computer presentation is a criteria. The library is available for the printing of assignments.</p> <p>It is the students' responsibility to ensure that assignments are prepared sufficiently early to take into account the possibility of a disrupted preparation. Should computer or equipment failure occur, all supporting documentation such as drafts, research notes and printouts of the work so far is required for submission and the awarding of a final result. Failure to submit these materials can result in students receiving a Not Rated (NR) for the task, putting them at QCE risk, or failure to meet Australian Curriculum requirements.</p>
<p>Appropriate materials Section 7.1 Section 8.5.3</p>	<p>Burdekin Catholic High School is a supportive and inclusive school. Material and texts are chosen with care in the context of a Catholic school as outlined by the TCEO Learning Framework.</p> <p>Care will be taken to ensure content taught and materials utilised in class provide appropriate opportunities for students to engage with the Australian Curriculum and QCAA Senior Schooling subjects and is appropriate to the school context.</p>

Ensuring academic integrity

Burdekin Catholic High School has procedures to ensure that there is consistent application of the assessment policy and that staff and students optimise opportunities to understand academic integrity. The following procedures are to be applied in this context.

Internal assessment administration

<p>QCE and QCIA policy and procedures handbook</p>	<p>Policy and procedures</p>
<p>Scaffolding Section 7.2.1</p>	<p>Scaffolding for assessment helps students understand the process for completing the task. Scaffolding will:</p> <ul style="list-style-type: none"> • maintain the integrity of the requirements of the task or assessment instrument • allow for unique student responses and not lead to a predetermined response. <p>Across the phases of learning, students will gradually be given more responsibility for understanding the processes required to complete their tasks.</p>

	<p>As students progress throughout their course of study, scaffolding will vary from task-to-task, year level-to-year level.</p>
<p>Checkpoints Section 8.5.3</p>	<p>Checkpoints will:</p> <ul style="list-style-type: none"> • be detailed on student task sheets • monitor student progress • be used to establish student authorship. <p>Students will work on assessment during designated times and show evidence of progress at scheduled checkpoints. Teachers will use these checkpoints to identify and support students to complete their assessment.</p> <p>Curriculum Leaders and parents/carers will be contacted if checkpoints are not met.</p>
<p>Drafting Section 7.2.2 Section 8.3</p>	<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. 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"> • provided on a maximum of one draft of each student's response • a consultative process that indicates aspects of the response to be improved or further developed • delivered in a consistent manner and format for all students as appropriate to their year level • provided within one week of a submission of a draft. <p>Feedback on a draft must not:</p> <ul style="list-style-type: none"> • 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. <p>A copy of the feedback will be stored with a hard copy of the draft in the student's folio.</p> <p>Drafts are to be submitted to the teacher as specified by the conditions as outlined on task sheets.</p> <p>Parents/carers will be notified by email or letter about non-submission of drafts and the processes to be followed to ensure a draft is completed, e.g. after-school detention.</p>
<p>Managing response length Section 7.2.3</p>	<p>Students must adhere to assessment response lengths as specified by syllabus documents. The procedures below support students to manage their response length.</p> <ul style="list-style-type: none"> • 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. • Students are required to include a word count on their drafts and final submission.

	<p>After all these strategies have been implemented, if the student's response exceeds the word length required by the syllabus, the school will mark only the work up to the required length, excluding evidence over the prescribed limit. Student work submitted for confirmation purposes to will be clearly be annotated to indicate the evidence used to determine a mark.</p>
<p>Authenticating student responses Section 7.3.1</p>	<p>Accurate judgments of student achievement can only be made on student assessment responses that are authenticated as their own work.</p> <p>Burdekin Catholic High School uses the authentication strategies promoted by the QCAA. The authentication strategies will be specified on assessment instruments.</p> <p>Students are required to use 'Turnitin' as part of this authentication process for both drafts and the final submission.</p> <p>In cases where a student response is not authenticated as a student's own work, procedures for managing alleged academic misconduct will be followed. Students will only be marked on the work determined to be that of the student's. All other material is disregarded in the calculation of a result.</p>
<p>Access arrangements and reasonable adjustments, including illness and misadventure (AARA) Section 6</p>	<p>Applications for AARA</p> <p>Burdekin Catholic High School is committed to reducing barriers to success for all students. AARA are actions taken by the school to minimise, as much as possible, barriers for a student whose disability, impairment, medical condition or other circumstances may affect their ability to read, respond to or participate in assessment.</p> <p>Burdekin Catholic High School follows the processes as outlined in the <i>QCE and QCIA policy and procedures handbook</i> available from www.qcaa.qld.edu.au/senior/certificates-and-qualifications/qce-qcia-handbook-2019.</p> <p>The principal/principal delegate manages all approval of AARA for students in Years 10 -12. In Years 7 – 9, AARA will be determined and implemented by the Deputy Principal and Curriculum Leader in consultation with other stakeholders.</p> <p>All AARA applications must be accompanied by the relevant supporting documentation (outlined in Section 6.5.1) and made as far in advance as possible to meet the QCAA published timelines. All evidence used to make decisions is recorded in the student's file by the principal or their delegate.</p> <p>Students are not eligible for AARA on the following grounds:</p> <ul style="list-style-type: none"> • unfamiliarity with the English language • teacher absence or other teacher-related issues • matters that the student could have avoided • matters of the student's or parent's/carer's own choosing • matters that the school could have avoided. <p>Being absent for one (1) or two (2) lessons, family holidays, or inability to complete work outside of school due to other commitments are not grounds for an extension. The school must be advised of an unavoidable impending absence as soon as possible.</p> <p>Applications for extensions to due dates for unforeseen illness and misadventure</p> <p>Students and parents/carers must contact the principal's delegate as soon as possible and submit the relevant supporting documentation.</p> <p>Copies of the medical report template, extension application and other supporting documentation are available from the school website and student intranet page.</p>

<p>Managing non-submission of assessment by the due date Section 8.5</p>	<p>Teachers will collect progressive evidence of student responses to assessment instruments at the prescribed checkpoints.</p> <p>The checkpoints on the instrument-specific task sheets provide details of the evidence that will be collected.</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"> • provided by the student for the purposes of authentication during the assessment preparation period is available, teachers make judgments based on this • was not provided by the student on or before the due date as specified by the school and no other evidence is available, 'Not-Rated' (NR) must be entered in the Student Management system by the date published in the SEP calendar (Years 11 and 12) and indicated on student report cards (all year levels). <p>In circumstances where a student response is judged as NR, the student will not meet the requirements for that subject.</p>
<p>Internal quality assurance processes Section 8.5.3</p>	<p>Burdekin Catholic High School's quality management system ensures valid, accessible and reliable assessment of student achievement. This includes:</p> <ul style="list-style-type: none"> • quality assurance of all assessment instruments before they are administered to students using quality assurance tools provided by the QCAA and TCEO. • quality assurance of judgments about student achievement through internal moderation processes where a sample set of student responses are moderated by teachers within the curriculum area. • Students are to receive their results within two weeks from the submission date. <p>In Year 12, all marks for summative internal assessment for General and General (Extension) subjects are provisional until they are confirmed by the QCAA.</p> <p>Results for Applied and Applied (Essential) subjects and Short Courses may be subject to advice from the QCAA.</p>
<p>Review Section 9.1 Section 9.2 Section 9.5</p>	<p>Burdekin Catholic High School applies internal review processes for student results (including NR) for all Australian Curriculum subjects, General subjects (Units 1 and 2), Applied subjects, and Short Courses which is equitable and appropriate for the local context.</p> <p>Student work across all year levels is moderated by the classroom teachers and Curriculum Leader throughout the year.</p>

External assessment administration

<p>QCE and QCIA policy and procedures handbook</p>	<p>Policy and procedures</p>
<p>External assessment Section 7.3.2 Section 10.3 Section 10.4</p>	<p>External Assessment is developed by QCAA for all General and General (Extension) subjects.</p> <p>See also: <i>External assessment — administration guide</i></p>

Managing academic misconduct

Burdekin Catholic High School is committed to supporting students to complete assessment and to submit work that is their own, and minimising opportunities for academic misconduct. There may be a situation when a student inappropriately and falsely demonstrates their learning. Parents/Carers will be notified of any instance of academic misconduct. The following are some examples of academic misconduct along with the procedures for managing them:

	Types of misconduct	Procedure
Cheating while under supervised conditions	<p>A student:</p> <ul style="list-style-type: none"> • begins to write during perusal time or continues to write after the instruction to stop writing is given • uses unauthorised equipment or materials • has any notation written on the body, clothing or any object brought into an assessment room • communicates with any person other than a supervisor during an examination, e.g. through speaking, signing, electronic device or other means such as passing notes, making gestures or sharing equipment with another student. 	<p>Prior to the commencement of work under supervised conditions teachers will read instructions from a script, giving students the opportunity to check for any unauthorised equipment/materials not permitted in the examination room. Teachers will also outline the conditions by which students are required to complete the task.</p> <p>In the event of cheating under supervised conditions, supervisors are permitted to remove the student from the examination room and send them to the office. Failure to comply with the requirements of supervised conditions will result in a 'Not Rated' (NR) being awarded.</p>
Collusion	<p>When:</p> <ul style="list-style-type: none"> • more than one student works to produce a response and that response is submitted as individual work by one or multiple students • a student assists another student to commit an act of academic misconduct 	<p>Any work that is not the student's own is disregarded in the calculation of a final result. Students will only be assessed on the work verified as their own.</p>
Contract cheating	<p>A student:</p> <ul style="list-style-type: none"> • pays for a person or a service to complete a response to an assessment • sells or trades a response to an assessment. 	<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, on or before the due date.</p>
Copying work	<p>A student:</p> <ul style="list-style-type: none"> • deliberately or knowingly makes it possible for another student to copy responses • looks at another student's work during an exam • copies another student's work during an exam. 	<p>Students will receive a 'Not Rated' (NR) for their response.</p>
Disclosing or receiving information about an assessment	<p>A student:</p> <ul style="list-style-type: none"> • gives or accesses unauthorised information that compromises the integrity of the assessment, such as stimulus or suggested answers/responses, prior to completing a response to an assessment • makes any attempt to give or receive access to secure assessment materials. 	<p>Students will receive a 'Not Rated' (NR) for their response.</p>
Fabricating	<p>A student:</p>	<p>Any work that cannot be verified as authentic is disregarded in the calculation of</p>

	Types of misconduct	Procedure
	<ul style="list-style-type: none"> • invents or exaggerates data • lists incorrect or fictitious references. 	a final result. Students will only be assessed on the work using credible sources/data.
Impersonation	<p>A student:</p> <ul style="list-style-type: none"> • arranges for another person to complete a response to an assessment in their place, e.g. impersonating the student in a performance or supervised assessment • completes a response to an assessment in place of another student. 	<p>Students are required to present their student identification card at all examinations/supervised sessions.</p> <p>Students will receive a 'Not Rated' (NR) for their response.</p>
Misconduct during an examination	A student distracts and/or disrupts others in an assessment room.	<p>Prior to the commencement of work under exam conditions teachers will read instructions from a script, giving students the opportunity to check for any unauthorised equipment/materials not permitted in the examination room. Teachers will also outline the conditions by which students are required to complete the task.</p> <p>In the event of misconduct during exam conditions, supervisors are permitted to remove the student from the examination room and send them to the office. Failure to comply with the requirements of supervised conditions will result in a 'Not Rated' (NR) being awarded.</p>
Plagiarism or lack of referencing	A student completely or partially copies or alters another person's work without attribution (another person's work may include text, audio or audiovisual material, figures, tables, design, images, information or ideas).	<p>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.</p> <p>Any work that is not the student's own is disregarded in the calculation of a final result. Students will only be assessed on the work verified as their own.</p>
Self-plagiarism	A student duplicates work, or part of work already submitted as a response to an assessment instrument in the same or any other subject.	Students will not receive credit for duplicated/resubmitted work.
Significant contribution of help	A student arranges for, or allows, a tutor, parent/carer or any person in a supporting role to complete or contribute significantly to the response.	<p>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.</p> <p>Any work that is not the student's own is disregarded in the calculation of a final result. Students will only be assessed on the work verified as their own.</p>