ASSESSMENT POLICY

Scope: This policy applies to St Patrick's College ('the College') Mackay conducted by Catholic Education, Diocese of Rockhampton (referred to as Catholic Education in the document).

1. PURPOSE

Assessment is the ongoing process of gathering, analysing and reflecting on evidence to make informed judgments about the achievement or capabilities of individuals and cohorts.

Assessment plays an integral role in improving learning and informing teaching. Its fundamental purpose is to establish where learners are in an aspect of their learning at the time of assessment.

Assessment information has multiple uses, including:
- provision of feedback to teachers, such as
  o diagnostic evidence of students' strengths, ways of learning, areas of development, the depth of their knowledge, and their conceptual understandings, which informs the teacher, so they know what students can do, and what subsequent teaching is required to progress student learning.
  o identification of students' learning needs across a range and balance of assessments that enhances teachers' ability to establish where students are in their learning and to help them attain higher levels of performance.
- provision of feedback to students and parents/carers that gives
  o clear, specific, meaningful and timely feedback, allowing reflection on the learning process and collaboration to support future learning and development.
  o evidence of student learning and advice for further progress, underpinning the provision of meaningful reports/statements to parents/carers and others.
- development of lifelong learners by enabling students to identify and reflect on the progress they are making, which is crucial to building self-evaluation, self-efficacy and self-responsibility for in-depth and long-term learning
- refinement of quality teaching, by supporting teacher reflection and professional learning
- provision of information for certification
- measurement and evaluation of policies, programs, interventions and teaching strategies to provide better understanding of student achievement and growth.

The purpose of feedback is to provide meaningful information about a student's strengths and areas for improvement to support them to progress their learning.

How teachers and students make use of qualitative and quantitative assessment information is vital to understanding and improving learning. Effective feedback encourages self-reflection, allows students to actively monitor and evaluate their own learning, and facilitates self-direction and motivation. Together, assessment and feedback support continuous, collaborative, active and self-directed learning.

To support evaluation, self-reflection and improved understanding, feedback should be:
- ongoing
- individualised
- specific to the teaching, learning and assessment
- related to the standards/descriptions

**St Patrick's College Board
2019/01 – Version 01
Approval Date: 29 May 2019**

Catholic Education
Diocese of Rockhampton

Meaning for Life

- clear, and in language that is readily interpreted by the intended audiences
- timely, so that students can act on it and adjust their learning
- collaborative, so that students, teachers and parents/carers all support and participate in the students' learning
- delivered in a way to support the learner to reflect, act on the feedback and build their capacity for self-assessment.

2. PRINCIPLES

The following principles form the foundation of beliefs about assessment practices.

Assessment should be:
- **aligned** with curriculum and pedagogy
- **equitable** for all students
- **evidence-based**, using established standards 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, learned 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.

Location of policy	College website and Staff handbook
Expectations about engaging in learning and assessment.	St Patrick's College has high expectations about academic integrity and student learning. Staff are supported to complete the academic integrity courses and the accreditation courses provided by the QCAA. St Patrick's College encourages all staff to review these courses annually and to apply for QCAA assessor roles. Students are required to complete the academic integrity courses provided by the QCAA. To ensure consistent application of the assessment policy, it will be revisited when each task is presented to students and regularly at staff, curriculum and department meetings. St Patrick's College emphasises the importance of sound academic practises and student responsibility. Our procedures are grounded in the principles that students are able to demonstrate what they know and can do by the due date when they understand the following:

	- Forward planning – understanding the components of a task and how long each component might take to complete; - Time management – implementing a plan to achieve the assessment outcome, incorporating adjustments to this as needed. Allowing for unexpected events such as issues with technology or changes in personal circumstances; - Note-taking and summarising – synthesising research or gathering information into a new idea or summary; - Referencing – appropriately acknowledging the ideas, work or interpretation of others; - Choosing appropriate examples – selecting appropriate quotes or examples to support an argument; - Argue or communicate meaning; editing – refining their own work; and - Checking – self-assessing compliance with academic integrity guidelines before submitting responses. - The whole college community; staff, students and parents and caregivers have roles and responsibilities in this context.
Due Dates (Section 8.5.)	**School Responsibility** St Patrick's College is responsible for gathering evidence of student achievement on or before the due date for internal assessment instruments. The Assessment schedule will: - align with syllabus requirements; - provide sufficient working time for students to complete the task; - allow for internal quality assurance processes; - enable timelines for QCAA quality assurance processes to be met; - be clear to teachers, students and parents/carers; - be consistently applied; - be clearly communicated by the end of week 1 of each Unit. **Student responsibility** All students will be provided with a hardcopy of their assessment schedule in Week 1 of the Unit. The assessment schedule will be available in Student Café and Parent Lounge. The same routine applies to the exam timetable. Students are responsible for recording these dates in their diaries and planners, and adhering to them. Students are responsible for planning and managing their time to meet the due dates. The emails of all teachers and Heads of Faculty are available on page 2 of the student diary as well as on the College website.
Submitting, collecting and storing assessment information (Section 9)	Assessment instruments will provide information about arrangements for submitting drafts, due dates for completed assessment and the file types suitable for submission. All *summative* assessment instruments, <u>are to be submitted electronically to ''Turnitin'</u> **and** <u>in hard-copy form to the teacher</u>. Submission is to be no later than 4pm on the due date. If the relevant subject line does not coincide with the due date, the class teacher will make arrangements with the front office staff for the collection of the hard copy. *Under no circumstances is there to be any variation in the due date for subjects taught by a variety of teachers.* The only exception to the above is when it is not possible for a task to be distributed to all students, for the same subject, on the same day. Should such a situation

	arise then adjustments need to be made to the due date to accommodate those affected.

3. ACADEMIC INTEGRITY

Internal assessment Administration

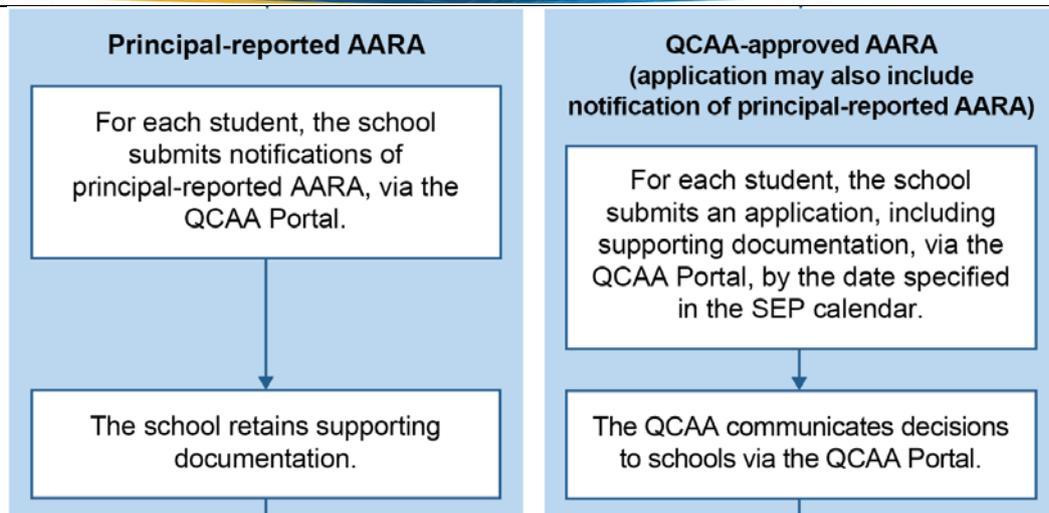| **Scaffolding** (Section 7.2)	When scaffolding in an assessment context, it is important that the integrity of the requirements of the task or assessment instrument are maintained so a student's response is their own. Scaffolding or task instructions should not lead to a predetermined response or interfere with student's ability to demonstrate their knowledge and understanding of the relevant criteria. Scaffolding for assessment instruments in Units 3 and 4 should refer to processes or presentation of the response. It should avoid repeating cognitions or the task description. Scaffolding may include: • providing a timeline or checkpoints that students can use to manage completion of components of the assessment instrument • guiding students to make predictions and/or reflect on their learning to complete the requirements of the assessment instrument • providing prompts and cues for students about the requirements for their response.
Checkpoints	The monitoring of student progress is detailed by checkpoints on task sheets. Teachers will use these checkpoints to identify and support students to complete their assessment. Prompt communication with Heads of Faculties and parents, about potential issues will help resolve any potential assessment completion dates.
Drafting	A draft is a preliminary version of a student's response to an assessment instrument. The quality of a draft may vary from a brief outline to a response that is nearing completion. A draft can be used to provide feedback on a response as well as to authenticate student work. In order for the date of submission and the nature of the feedback to be retained, **Turnitin** must be utilised as the preferred option whenever possible. If for any reason, Turnitin cannot be utilised, the teacher must retain either a photocopy or a scanned version of the <u>original</u> draft. Before submitting a draft, students may be required to develop an outline or discuss their approach with the class teacher.

| | The type of draft students submit differs depending on the subject and assessment technique. For example, if an assessment instrument requires a presentation as the response, a draft might be a rehearsal of this presentation.

Feedback on a draft

Students should submit drafts of assignments well before the due date. In all subjects, one draft will be mandatory to ensure student ownership of work. These drafts will be used for assessment if no final copy is submitted.

Providing feedback is a consultative process, not a marking process. Teachers should not allocate a result for a student's draft.

Feedback on a draft must not compromise the authenticity of student work.
• Teachers may not introduce new ideas, language or research to improve the quality of student responses.
• Similarly, teachers <u>may</u> indicate some key errors in spelling, grammar, punctuation and calculations, and remind students that the draft requires more editing, but should not edit or correct <u>all</u> errors in a draft.
• In providing feedback on a draft, teachers **should** indicate aspects of the response that need to be improved or developed to meet the requirements of the assessment instrument, ISMG, instrument-specific standards or syllabus standards.

Students **may** be advised to:
• consider other aspects of the text, report, performance or activity they are creating or responding to
• develop their response to show more awareness of the audience
• give priority to the most important points by rearranging the sequence and structure of ideas
• conduct further investigation to support an argument or communicate meaning
• adhere more closely to the referencing style selected by the College.

The preferred and ideal option must be the provision of feedback using the facilities within Turnitin. |
| **Managing response length** | All assessment instruments must indicate the required length of a response as a word length, duration of time, or page count. This information is provided to:
• indicate the scope and scale of the response required
• ensure equity of conditions for all students
• support students to develop skills in managing the length, scope and scale of their responses appropriately
• ensure that internal assessments developed for General, General (Extension) and Applied (Essential) subjects meet the requirements for endorsement.

Teachers must:
• develop valid assessment instruments (appropriate for endorsement where applicable) of suitable scope and scale to allow students to produce a complete response within the required length indicated by the syllabus
• provide students with examples of responses that are within the required length |

	• model how to create and edit a response • provide students with feedback if the draft response does not match the required length.

Authenticating student responses	Accurate judgments of student achievement can only be made on genuine student assessment responses. Teachers are best positioned to determine authenticity of student work and are responsible for ensuring that it complies with syllabus requirements.
	
	When developing an assessment instrument, teachers should consider how student authorship of final responses will be established. Teachers may:
	• set an assessment task that requires each student to produce a unique response
	• vary assessment tasks each year so students are unable to use other students' responses from previous years
	• set aside sufficient class time for students to complete the assessment task and for teachers to monitor the development of the response.
	
	Teachers should collect evidence during the development of responses in order to establish authorship of final responses. Teachers may:
	• monitor, collect or observe progressive samples of each student's work at various stages. This process could be documented using an authentication record, checklist or photographs
	• interview or consult with each student at checkpoints during the development of the response to ensure that it is based on the student's own work.
	
	To establish authorship of final responses, teachers may:
	• directly compare the responses of students who have worked together in groups
	  for text, analyse final student responses using Turnitin.
	• interview a sample of students after their responses have been submitted to determine their understanding of and familiarity with their responses
	• use internal quality assurance processes such as cross-marking if there is more than one class for a subject cohort.
	
	Teachers, students and parents/carers have specific responsibilities for establishing authorship of responses.
	
	Teachers should:
	• take reasonable steps to ensure that each student's work is their own across a range of conditions, particularly when students have access to electronic resources, are preparing responses to collaborative tasks, and have access to others' ideas and work
	• collect evidence of the authenticity of student responses throughout the process (such as classwork, outlines, plans or a draft).
	
	Students should:
	• complete responses during the designated class time to ensure teachers are able to observe the development of work and authenticate student responses
	• participate in authentication processes as required by schools, such as to
	  o sign a declaration of authenticity
	  o submit a draft
	  o submit the final response using Turnitin
	  o participate in interviews during and after the development of the final response.

St Patrick's College Board
2019/01 – Version 01
Approval Date: 29 May 2019

Catholic Education
Diocese of Rockhampton

Meaning for Life

	Parents/carers should:
	• support the efforts of teachers and students to authenticate student responses by ensuring that tutors, family members or others who support students are aware of and follow the guidelines for drafting and providing feedback on a draft student response. To make judgments about student achievement, schools must have sufficient evidence of the student's own knowledge and skills to match with the relevant instrument-specific marking guide (ISMG), instrument-specific standards or syllabus standards. Responses that are not the student's own cannot be used to make a judgment. When authorship of student work cannot be established, or a response is not entirely a student's own work, the college will: • provide an opportunity for the student to demonstrate that the submitted response is their own work • make a judgment about the student's knowledge and skills using the parts of the response that can be identified as the student's own work. In these instances, judgments about student achievement are made using the available student work and relevant ISMG, instrument-specific standards or syllabus standards.
Access arrangements and reasonable adjustments including illness and misadventure (AARA)	St Patrick's College is committed to reducing barriers to success for all students. Access arrangements are actions taken by the school to minimise as much as possible, barriers for a student whose disability, impairment, medical condition or other circumstances may affect their ability to read, respond to or participate in assessment. The College follows the processes as outlined in the QCE and QCIA policy and procedures handbook. All evidence that decisions are based on will be logged in the student's file. The school is required to maintain the intent and rigour of assessment and any other requirements or components that are inherent to a course of study. Assessment standards and ISMGs are not modified. Actual achievement is assessed rather than perceived ability or potential achievement. All AARA adjustments for summative assessment in Units 3 and 4 require either notification of the QCAA or an application to the QCAA, depending on the nature of the adjustment sought. Most are subject to QCAA approval. The scope of *Principal-reported* AARA's *excludes* provision for extra time/restbreaks in summative internal examinations. This requires an application to, and approval of, the QCAA. Principal-reported AARAs that do not require QCAA approval include food, drink, diabetes management, individual instructions, medication, physical equipment to alleviate discomfort and variation to seating.

Principal-reported AARA	**QCAA-approved AARA** (application may also include notification of principal-reported AARA)
For each student, the school submits notifications of principal-reported AARA, via the QCAA Portal.	For each student, the school submits an application, including supporting documentation, via the QCAA Portal, by the date specified in the SEP calendar.
The school retains supporting documentation.	The QCAA communicates decisions to schools via the QCAA Portal.

Students are **not** eligible for AARA on the following grounds:
- unfamiliarity with the English language
- teacher absence or other teacher-related difficulties
- matters that the student could have avoided (e.g. such as misreading as assessment timetable)
- matters of the student's **or** parent's/carer's own choosing (e.g. family holidays)

A student who is unable to attend school for scheduled internal assessment (e.g. an exam) should inform the College as soon as practical. This may be before, during or immediately after the assessment session. The re-scheduling of an exam or other arrangements for a student to complete the assessment, such as comparable assessment administered on a different date may occur if the Principal of Principal's delegate is reasonably satisfied that the need for AARA exists. The decision will be governed by the following principles:
- The event is unforeseen and beyond the student's control.
- The illness or misadventure is of such a nature that it constitutes a demonstrable adverse effect.
- The situation **cannot** be of the student's own choosing **or** that of their parents/carers, such as a family holiday.

The same rules will apply with regard to the granting of an extension to the due date for submission or completion of an extended response project or performance.

If AARA is unable to be implemented, the school may use evidence gathered by the student's teacher during assessment preparation time to make a judgment about the student's work. This evidence should only be used once other AARA have been exhausted.

Where the College is unable to provide any evidence of a student response, but the student has completed the required learning as outlined in the relevant syllabus, the College or student should complete an application for illness and misadventure provisions.

In all cases that require complex or extensive adjustments, the Principal or Principal's delegate will contact the QCAA for pre-application advice.

	Timelines
	Students absence from internal summative assessment is not covered by AARA in cases of state or national sporting representation. The QCAA will deal with each instance on a case by case basis.
	For existing *long-term and chronic conditions* QCAA-approved and principal-reported AARA, applications are due by completion of Units 1 and 2. Applications must be supported by both a college statement and an accompanying medical report. When a student has been verified as part of the EAP process, this may substitute for a medical report. For long-term conditions and where a student is not covered by an EAP, medical documentation must be dated no earlier than 1 January of the student's Year 10 enrolment. From the perspective of their Year 12 assessment schedule, the maximum age of supporting medical documentation allowable is two years and 10 months.
	For *short-term conditions*, including mental health conditions or temporary injuries which may improve or deteriorate over time, supporting medical documentation must be dated no earlier than six months prior to the relevant summative internal Unit 3 or 4 assessment event. For external assessment, no earlier than 1 April of the assessment year.
	Illness and misadventure – external assessment
	The QCAA advises students to attend every external assessment. However, the QCAA does not expect students to attend an external assessment against specific written medical advice. When students are in doubt about attendance to complete an external assessment, they should contact the College external assessment coordinator.
	A student who is ill but able to attend the external assessment should inform the external assessment supervisor of their illness as soon as practical. This may be before, during or immediately after the external assessment session.
	A submission for illness and misadventure may be made by a student, or by the College on behalf of the student or groups of students. The submission may be made when performance in an external assessment is affected by an illness or circumstances beyond their control, occurring in the lead up to, or during, the external assessment schedule.
Managing non-submission of assessment by the due date	When enrolled in a General or General (Extension) subjects, Applied and Applied (Essential) subjects, students are expected to complete all course and assessment requirements.
	For summative units, a student must produce evidence of responses to each of the summative assessments in order to receive an overall subject result.
	Where there is no evidence of a response to each summative internal assessment <u>on or before</u> the due date set by the College, a subject result cannot be allocated.

In order to receive an overall subject result, a student must complete Units 3 and 4 together, providing responses to each of the summative internal assessments and the external assessment for the subject. A student cannot repeat one summative unit only.

In circumstances where students do not submit a final response to an assessment (other than unseen examinations) teachers make judgments based on evidence of student work collected for the purposes of authentication, during the assessment preparation period.

For students who are enrolled in a subject, but do not produce evidence on or before the due date as specified by the College 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.

Gathering evidence of student achievement

Teachers are responsible for gathering evidence of student achievement on or before the due date for internal summative assessment instruments in all subjects for Units 3 and 4.

The onus is on subject teachers to gather evidence about student achievement throughout the teaching, learning and assessment process. Teachers must ensure that such evidence exists, in electronic form, **before** students submit or complete assessment tasks.

In this regard the submission of one draft will be mandatory practice throughout the College for summative assessment. Saturday detention will be imposed on defaulting students in order to ensure that this requirement is fulfilled. Teachers however are under no obligation to provide feedback to those students whose drafts have not reasonably coincided or complied with the checkpoint timeframe specified on the assessment instrument.

Non-submission of a student response

When a student does not submit a response to an assessment instrument on or before the due date set by the College, a result should be awarded using any evidence from the preparation of the response that is available on or before the due date, Ideally this should be a draft but can include photographs of student work.

If a student is eligible for AARA and an extension of time is granted, this becomes the new due date for this student.

It is not appropriate to award a lower result, mark or standard as a penalty for late or non-submission, as evidence is to be matched to the relevant syllabus marking guides or standards.

- For Applied subjects, an E cannot be awarded when there is no evidence for that standard.
- For General and General (Extension) subjects, a mark of zero for the internal assessment instrument cannot be allocated if there is no evidence.
- For Short Courses, an E cannot be awarded when there is no evidence for that grade.

In all these cases, the only result that can be awarded is Not-Rated (NR).

St Patrick's College Board
2019/01 – Version 01
Approval Date: 29 May 2019

Catholic Education
Diocese of Rockhampton

Meaning for Life

4. MANAGING ACADEMIC MISCONDUCT

	Types of Misconduct
Collusion	When more than one student works to produce a response and that response is submitted as individual work by one or multiple students.
Misconduct under supervised conditions	A student: • Begins to write during perusal time or continues to write after the instruction to stop writing is given. • Brings into exam room and/or uses unauthorised equipment of 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, eg. through speaking signing, electronic device or other means such as passing notes, making gestures or sharing equipment with another student. • A student distracts and/or disrupts others in an assessment room. • A student deliberately or knowingly makes it possible for another student to copy responses or copies another student's work during an exam.
Accessing, transmitting or receiving unauthorised assessment	A student is party to either accessing, transmitting or receiving unauthorised or secure assessment materials in whole or in part that compromise the integrity of the assessment.
Plagiarism or lack of referencing	This is defined as the representation of the ideas or work of another person as the student's own. It includes word for word copying of sentences or whole paragraphs from one or more sources such as books, articles, Internet sites, without referencing. • Using very close paraphrasing of sentences or whole paragraphs without due acknowledgment in the form of reference to the original work • A student invents or exaggerates data or lists incorrect or fictitious references • Submitting another student's work in whole or in part. • Submitting work which has been written by someone else such as a tutor, parent/carer or sibling. • Pays for a person or service to complete a response to an assessment sells or trades a response to an assessment.
Consequences	Where evidence exists of misconduct, the <u>academic</u> consequences of breaches will entail the marking of only that work which is not the product or fruit of any identified malpractices.