School Assessment Policy: Year 11-12

Clairvaux MacKillop College

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 and applies to Applied, Applied (Essential), General, General (Extension) subjects, and Short Courses across all departments.

Purpose

Clairvaux MacKillop College is committed to an educational philosophy that encourages all students to achieve personal excellence by developing their talents and abilities. This policy is designed to build capacity as students work towards summative assessment completion for the QCE.

Principles

Clairvaux MacKillop College 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 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

Clairvaux MacKillop College 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	The school assessment policy is located on the school website. All questions regarding this policy should be directed to Assistant Principal: Teaching and Learning. To ensure the assessment policy is consistently applied, it will be revisited at the beginning of each semester. Relevant processes will be revisited: • parent information evenings • during senior education and training (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 8.2.1	Clairvaux MacKillop College has high expectations for academic integrity and student participation and engagement in learning and assessment. 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. **Student responsibility** Students are expected to: • engage in the learning for the subject or course of study • produce evidence of achievement that is authenticated as their own work • submit responses to scheduled assessment on or before the due date. To emphasise the importance of sound academic practices, staff and students will complete the QCAA academic integrity courses.
Due dates Section 8.2.1 Section 8.2.7	**School responsibility** Clairvaux MacKillop College is required to adhere to the QCAA's policies for gathering evidence of student achievement on or before the due date. Due dates for final responses will be published in the assessment schedule. All students will be provided with their assessment schedule by mid-Term. Subject teachers provide the due date of checkpoints and drafts to students. The assessment schedule will: • align with syllabus requirements • provide sufficient working time for students to complete the task • allow for internal quality assurance / authentication processes • enable timelines for QCAA quality assurance processes to be met • be clear to teachers, students and parents/carers • be consistently applied • give consideration to allocation of workload.

QCE and QCIA policy and procedures handbook	Policy and procedures
	Student responsibility Students are responsible for: • recording due dates in their diaries • planning and managing their time to meet the due dates • informing the school as soon as possible if they have concerns about assessment load and meeting due dates • submitting their assessment electronically (in Teams/ Turnitin) by 8.30am on the stated day or if the assessment is a product or performance, submit the assessment in the stated lesson. In cases where students are unable to meet a due date, they will: • inform the Department Curriculum Leader and classroom teacher as soon as possible • apply for Short Term AARA if they have a valid reason • provide the school with relevant documentation, e.g. medical certificate • adhere to alternative arrangements for submission of assessment, if applicable, as decided by the school. All final decisions are at the Assistant Principal's discretion. Refer to AARA information below and in the Short Term AARA Infographic.
Submitting, collecting and storing assessment information Section 9	Assessment instruments will provide information about Clairvaux MacKillop College's arrangements for submission of draft and final responses, including due dates, conditions and file types. All assessment evidence, including draft responses, will be submitted by their due date and, where appropriate, via the College's academic integrity software. Draft and final responses for all internal assessment will be collected and stored in each student's folio or in an online format. Live performance assessments will be recorded and stored as required for QCAA processes. All evidence used for making judgments is stored as described in department procedures.
Appropriate materials Section 8.2.2	Clairvaux MacKillop College is a supportive and inclusive school. Material and texts are chosen with care in this context by students and staff.

Ensuring academic integrity

Academic integrity requires academic responsibilities to be approached in an honest, moral and ethical way.

Clairvaux MacKillop College promotes academic integrity when staff:

- emphasise the importance of ethical academic conduct and scholarship
- develop school processes to support sound academic practice
- ensure teachers, students and parents/carers have a clear shared understanding of expectations and responsibilities for maintaining academic integrity
- implement programs to improve students' academic skills
- explicitly teach the use of appropriate processes and materials in academic work, including an understanding of ownership of information, ideas and images and critical and responsible use of artificial intelligence (AI)

- communicate the consequences and implications of academic misconduct clearly throughout the school community, with explicit reference to the use of AI.

When students genuinely demonstrate their learning, they achieve results based on their own work and effort. These results may lead to benefits such as lifelong learning, certification, employment, university entry or awards.

Accordingly, Clairvaux MacKillop College will:

- develop and regularly review school assessment policies and procedures ensuring alignment with QCAA policies and other relevant guidelines about the responsible use of AI
- ensure that assessment implementation maintains the integrity of assessment at all times and in all cases — including AARA in situations affecting individual students, or development of comparable assessment
- consistently apply policies to develop academic integrity and minimise academic misconduct
- develop assessment that expects students to demonstrate knowledge and skills, and enables authentication of their own individual student work
- require APA referencing to be used for student responses and explicitly teach this style of referencing to students
- model academic integrity, e.g. by practising appropriate research, suitable use of AI, referencing, and adherence to copyright laws as a school community
- communicate the school's expectations for academic integrity and policies for academic misconduct clearly to students and parents/carers
- use QCAA-developed resources and school-developed programs to help students and teachers understand the importance of academic integrity
- require all QCE students to complete the QCAA Academic Integrity course.

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

Internal assessment administration

QCE and QCIA policy and procedures handbook	Policy and procedures
Scaffolding Section 8.2.3	The teaching and learning process will prepare students with knowledge, processes and skills before the assessment process begins. Where relevant and appropriate, 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 Section 8	Checkpoints will: • be detailed on student task sheets • monitor student progress • be used to establish student authorship.

QCE and QCIA policy and procedures handbook	Policy and procedures
	Students will work on assessment during designated times and show evidence of progress at scheduled checkpoints. Teachers will use these checkpoints / portfolio deadlines to identify and support students to complete their assessment and also to authenticate authorship of student work. Curriculum Leaders and parents/carers will be contacted if checkpoints are not met.
Drafting Section 8.2.5	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, misadventure or non-submission for other reasons. Feedback is an important part of the learning process and assists learning growth. It can take many forms such as spoken, written, informal, formal, descriptive, evaluative, checklist form, peer and self-assessed feedback. Feedback may be personalised but also be applicable to a group or cohort. Feedback on a draft is: • provided on a maximum of one draft of each student's response • a consultative process that indicates aspects of the response to be improved or further developed • delivered in a consistent manner and format for all students • provided within one week of 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. A copy of the feedback will be retained in an appropriate format. Parents and carers will be notified by email about non-submission of drafts and the processes to be followed.
Managing response length Section 8.2.6	Students must adhere to assessment response lengths as specified by syllabus documents. The procedures below support students to manage their response length. • All assessment instruments indicate the required length of the response. • Teaching and learning programs embed subject-specific strategies about responding purposefully within the prescribed conditions of the task. • Model responses within the required length are available. • Feedback about length is provided by teachers at checkpoints. After all these strategies have been implemented, if the student's response exceeds the word length required by the syllabus, the school will either: • mark only the work up to the required length, excluding evidence over the prescribed limit or

QCE and QCIA policy and procedures handbook	Policy and procedures
	• allow a student to redact their response to meet the required length, before a judgment is made on the student work and • annotate any such student work submitted for confirmation purposes to clearly indicate the evidence used to determine a mark.

Authenticating student responses
Section 8.2.8
	Accurate judgments of student achievement can only be made on student assessment responses that are authenticated as their own work.
	
	Teachers, students and parents/carers have specific responsibilities for establishing authorship of responses.
	
	Teachers will:
	
	• 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, including AI
	   ○ 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)
	• in the case of assignments, teachers will provide some writing sessions in class where students will be observed writing their own assignment and such responses will be compared against the final submitted copy to ensure student authorship.
	
	Students will:
	
	• complete responses during the designated class time to ensure teachers can observe the development of work and authenticate student responses
	• be observed writing their own assignment in class writing sessions and such responses will be compared against the final submitted copy to ensure student authorship
	• participate in authentication processes as required by the College, such as:
	   ○ sign a declaration of authenticity
	   ○ actively participate in class writing sessions
	   ○ submit a full draft
	   ○ submit the final response using plagiarism-detection and Artificial Intelligence Detection software, where required
	   ○ participate in interviews during and after the development of the final response.
	
	Clairvaux MacKillop College uses the authentication strategies promoted by the QCAA. The authentication strategies will be specified on assessment instruments.
	
	In cases where a student response is not authenticated as their own work, procedures for managing alleged academic misconduct will be followed.

Access arrangements and reasonable adjustments, including illness and	**Applications for AARA** Clairvaux MacKillop College 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

QCE and QCIA policy and procedures handbook	Policy and procedures
misadventure (AARA) Section 6	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* available from www.qcaa.qld.edu.au/senior/certificates-and-qualifications/qce-qcia-handbook. The Assistant Principal: Teaching and Learning (for the College Principal) manages all approval of AARA for students. All AARA applications must be accompanied by the relevant supporting documentation (outlined in Section 6.4.5) 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 Assistant Principal or their delegate. Students are not eligible for AARA on the following grounds: • 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. **Applications for extensions to due dates for unforeseen illness or misadventure** Students and parents/carers must contact the Short Term AARA email address (SUPPShortTermAara@cvxmck.edu.au) as soon as possible (on or before the due date) and submit the relevant supporting documentation. Copies of the Short Term AARA form and other supporting documentation are available from the school website.
Managing non-submission of assessment by the due date Section 8.2.7 Section 11.1.4	Teachers will collect progressive evidence of student responses to assessment instruments at the prescribed checkpoints. The checkpoints on the instrument-specific task sheets provide details of the evidence that will be collected. 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: • 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. In circumstances where a student response is judged as NR, the student will not meet the requirements for that subject.
Internal quality assurance processes Section 9	Clairvaux MacKillop College's quality management system ensures valid, accessible and reliable assessment of student achievement. This includes: • quality assurance of all assessment instruments before they are administered to students using quality assurance tools provided by the QCAA • quality assurance of judgments about student achievement.

QCE and QCIA policy and procedures handbook	Policy and procedures
	All marks for summative internal assessments for General and General (Extension) subjects are provisional until they are confirmed by the QCAA. Results for Applied and Applied (Essential) subjects and Short Courses may be subject to advice from the QCAA.
Review Section 11.1	Clairvaux MacKillop College has internal review processes (moderation) for student results (including NR) for all General subjects (Units 1 and 2), Applied subjects and Short Courses and will ensure it is equitable and appropriate for the local context.

External assessment administration

QCE and QCIA policy and procedures handbook	Policy and procedures
External assessment is developed by the QCAA for all General and General (Extension) subjects Section 10 See also: *External assessment — administration guide* (provided to schools each year)	See the *QCE and QCIA policy and procedures handbook* (Section 10) and follow the *External assessment — administration guide* for processes, roles and responsibilities of the EA coordinator, teachers and students.

Managing academic misconduct

Clairvaux MacKillop College is committed to supporting students to complete assessment and to submit work that is their own, and minimising opportunities for academic misconduct.

Teachers at Clairvaux MacKIllop College promote academic integrity by modelling and developing students' understanding and awareness of appropriate academic practice.

Students are able to demonstrate what they know and can do by the due date when they understand:

- 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 — independently synthesising research or gathering information into a new idea or summary
- referencing — appropriately acknowledging the ideas, work or interpretation of others, including use of AI
- choosing appropriate examples — selecting appropriate quotes or examples to support an argument or communicate meaning
- drafting — engaging in drafting and activities to authenticate a response such as at checkpoints, preparing the final draft for formal feedback by editing and refining the response
- editing — independently refining their own work and using feedback
- checking — self-assessing compliance with academic integrity guidelines before submitting responses.

Students may inappropriately and falsely demonstrate their learning. The following table includes some examples of academic misconduct along with procedures for managing them.

	Types of misconduct	Procedure
Cheating while under supervised conditions	A student: • begins to write during perusal time or continues to write after the instruction to stop writing is given • uses unauthorised equipment, materials or AI • has any notation written on their 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.	**For authorship issues** 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. **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 in the conditions specified by the syllabus, on or before the due date. **For instances of academic misconduct during examinations** Students will be awarded a Not-Rated (NR). See the *QCE and QCIA policy and procedures handbook* (Section 8.1.2 and Section 8.2.1). Where appropriate, the school's behaviour management policy will be implemented.
Collusion	When: • more than one student works to produce a response and that response is submitted as individual work by one or multiple students • a student assists another student to commit an act of academic misconduct • a student gives an assessment response to another student or receives an assessment response from another student.	
Contract cheating	A student: • pays for a person or a service to complete a response to an assessment • sells or trades a response to an assessment.	
Copying work	A student:	

	Types of misconduct	Procedure
	• deliberately or knowingly makes it possible for another student to copy responses • looks at another student's work during a supervised assessment • copies another student's work during a supervised assessment.	
Disclosing or receiving information about an assessment	A student or other person: • gives or accesses unauthorised information that compromises the integrity of the assessment, such as stimulus or suggested answers/responses, before a response to an assessment is completed • makes any attempt to give or receive access to secure assessment materials.	
Fabricating	A student: • invents or exaggerates data • lists incorrect or fictitious references including false or misleading information generated from the use of AI.	
Impersonation	A student arranges for another person to complete a response to an assessment in their place, e.g. impersonating the student in a performance or supervised assessment. A student completes a response to an assessment in place of another student.	
Misconduct during an examination	A student distracts and/or disrupts others in an assessment room.	
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). Plagiarism also includes the use of a translator, including an online translator, as the work produced is not the work of the student.	
Self-plagiarism	A student duplicates work, or part of work, already submitted as a response to an assessment instrument in the same or any other subject.	
Significant contribution of help	A student or other person arranges for, or allows, a tutor, parent/carer or any person	

Types of misconduct	Procedure
in a supporting role to complete or contribute significantly to the response.	

Related school policy and procedures

Refer to other school policies as appropriate:

- student behaviour support plan

- internal moderation policy

- student and teacher diaries / handbook.