Together we soar

Saint Mary's Catholic College

Assessment Policy
Years 7 to 9

2025 Edition

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 all subjects from Years 7-9.

Purpose

Saint Mary's Catholic 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 their Senior Schooling and ultimately the completion of all summative assessment for QCE.

Principles

Saint Mary's Catholic 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 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 judgements about 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

Saint Mary's Catholic 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 at www.saintmarys.qld.gov.au • parent portal • student portal All questions regarding this policy should be directed to the Assistant Principal Secondary. To ensure the assessment policy is consistently applied, it will be revisited at the beginning of each semester in classes. Relevant processes will be revisited: • at enrolment interviews • 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**	Saint Mary's Catholic College has high expectations of academic integrity and student participation and engagement in learning and assessment. Students become eligible for a QCE at the end of Year 12 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. *Teacher responsibility* Teachers will: • distribute assignment tasks to students in class • explain the task to their class

	• teach the knowledge required for students to be able to complete the task • explain the marking criteria so that students understand what is required. *Student responsibility* Students will: • 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, teachers will explain what academic integrity entails.
Due dates **Section 8.5.2** **Section 8.5.3**	*School responsibility* Saint Mary's Catholic College is required to adhere to QCAA 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. Due dates for checkpoints and drafts will be shown on the front of assessment items. All students will be provided with their assessment schedule by the end of Week 1. The assessment schedule will: • align with curriculum requirements • provide sufficient working time to complete the task • allow for internal quality assurance processes • be clear to teachers, students and parents/carers • be consistently applied • be clearly communicated by end of Week 1 of each term • give consideration to allocation of workload. *Student responsibility* Students are responsible for: • recording draft dates and 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. In cases where students are unable to meet a due date, they will: • inform the classroom teacher as soon as possible • provide the school with relevant documentation, e.g. note from a parent/carer, or medical certificate • adhere to alternative arrangements for submission of assessment. All final decisions are at the Principal's discretion.
Submitting, collecting and storing assessment information **Section 9**	Assessment instruments will provide information about Saint Mary's Catholic College's arrangements for submission of draft and final responses, including due dates, conditions and file types. All assignments will be handed in by 8:43am to the office. Teachers will inform students on the method of submission be it through the Assignment letter box in the office or electronically through Turnitin in TEAMS. If assessment is submitted through the office, office staff will date stamp each submission and record submission on a class list for the relevant teacher. All assessment evidence, including draft responses, will be submitted by the due date and where appropriate, via the College's academic integrity software – Turnitin in TEAMS on the portal. It is the student's responsibility to print a hard copy and produce it on the due date if required by the teacher. Draft and final responses for all assessment will be collected and stored in each student's folio. Live performance assessments will be recorded and stored as required. All evidence used for making judgements is stored in the student's folio.
Appropriate materials **Section 7.1** **Section 8.5.3**	Saint Mary's Catholic College is a supportive and inclusive school. Material and texts are chosen with care in this context by teachers.

Ensuring academic integrity

Saint Mary's Catholic College promotes academic integrity by developing students' skills and modelling appropriate academic practices. Saint Mary's Catholic College has developed processes and procedures in line with QCAA guidelines to ensure that there is consistent application of the assessment policy and that staff and students optimise opportunities to understand academic integrity. The following whole-school procedures support this endeavour.

Internal assessment administration

QCE and QCIA policy and procedures handbook	Policy and procedures
Scaffolding **Section 7.2.1**	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. Scaffolding may include: • breaking a complex task, learning experience, concept or skill into discrete parts • modelling thought processes required to complete parts of an assessment instrument • pre-teaching vocabulary specific to the subject and assessment instrument • questioning to develop students' conceptions, describe interpretations or challenge opinions that inform a response • showing examples of responses and demonstrating the match to performance descriptors • using visual frameworks or graphic organisers to plan responses. Scaffolding for assessment instruments 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. Across the phases of learning, students will gradually be given more responsibility for understanding the processes required to complete their tasks.
Checkpoints **Section 8.5.3**	Checkpoints will: • be detailed on student task sheets • monitor student progress • be used to establish student leadership. 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. Curriculum Leaders and Parents/Carers will be contacted if checkpoints are not met.
Drafting **Section 7.2.2** **Section 8.3**	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 cases of illness or misadventure, or non-submission for other reasons. Feedback on a draft is: • provide 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 a submission of a draft

	• to support students with adherence to required length of assessment. Feedback on the 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 stored with a hard copy of the draft in the student's folio. Parents and caregivers will be notified by phone or email about non-submission of drafts and the processes to be followed.
Managing response length **Section 7.2.3**	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 only mark the work up to the required length, excluding information over the prescribed limit.
Authenticating student responses **Section 7.3.1**	Accurate judgements of student achievement can only be made on student assessment responses that are authenticated as their own work. Saint Mary's Catholic College uses the authentication strategies promoted by the QCAA. The authentication strategies will be specified on assessment instruments. These include: • submissions uploaded to Turnitin through TEAMS • evidence provided at checkpoints • evidence provided on drafts • teacher observation in the classroom Years 7 – 9 only. In cases where a student response is not authenticated as a student's own work, procedures for managing alleged academic misconduct will be followed.
Access arrangements and reasonable adjustments (AARA), including illness and misadventure (AARA) **Section 6**	**Applications for AARA** Saint Mary's Catholic 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 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-2019 The College Principal/Principal's delegate manages all approval of AARA for students. 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 of 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 eg holidays • matters that the school could have avoided. **Applications for extensions to due dates for unforeseen illness and misadventure**

	Students and parents/carers must contact the Head of Secondary as soon as possible and submit the relevant supporting documentation. Copies of the medical report template, extension application and other supporting documentation are available from the school website.
Managing non-submission of assessment by the due date **Section 8.5**	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 tests or examinations) and where evidence of student work: • provided by the students for the purposes of authentication during the assessment preparation period is available, teachers make judgements based on this • was not provided by the student on or before the due date as specified by the school and no other non Submission must be recorded on the student's profile sheet. Parents will be notified when a student has not completed a draft, or handed in final copy. 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 8.5.3**	Saint Mary's Catholic 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 • quality assurance of judgements about student achievement.

Managing academic misconduct

Saint Mary's Catholic College 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.

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.

The following are some examples of academic misconduct along with the procedures for managing them:

	Types of misconduct	Procedures for managing academic misconduct
Cheating while under supervised conditions – internal assessment	A student begins to write during perusal time	Student is provided with a clean copy of the assessment item at the beginning of writing time
	A student continues to write after the instruction to stop writing is given	Work completed after the instruction is not marked
	A student uses authorised equipment or materials	Student is awarded an NR for the assessment item
	A student has any notation written on the body, clothing or any object brought into an assessment room	Student is awarded an NR for the assessment item
Misconduct while under supervised conditions	A student 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	Students will be warned, moved and reminded that their work may not be marked
Collusion	Any misconduct carried out during assessment	Students will be warned, moved and reminded that their work may not be marked
	When more than one student works to produce a response and that response is submitted as individual work by one or multiple students	Credit is applied only to parts of the submission that can be verified as the student's own work
Contract Cheating	When a student assists another student to commit an act of academic misconduct to student gives or receives a response to an assessment	All students involved are awarded an NR for the assessment item
	A student pays for a person or a service to complete a response to an assessment	Student is awarded an NR for the assessment item

Copying Work	A student sells or trades a response to an assessment	All students involved are awarded an NR for the assessment item
	A student deliberately or knowingly makes it possible for another student to copy response	All students involved are awarded an NR for the assessment item
	A student looks at another student's work during an exam or test	Student is awarded an NR for the assessment item
Disclosing or receiving information about an assessment	A student copies another student's work during an exam or test	Student is awarded an NR for the assessment item
	A student gives 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	All students involved are awarded an NR for the assessment item.
Fabricating	A student makes any attempt to give or receive access to secure assessment materials	Student is awarded a NR for this assessment item
	A student invents or exaggerates data	Credit will be awarded only to work where data can be verified as true and correct
	A student lists incorrect of fictitious references	Credit will be awarded only to work that is correctly referenced
Impersonation		
	A student completes a response to an assessment in place of another student	This is highly unlikely in a school situation
Misconduct during an examination	A student distracts and/or disrupts others in an assessment room	Students will be warned, reminded of correct behaviour, moved and warned that their paper may not be marked. If severe behaviour, the student will be removed from the exam or test and an NR will be applied to the assessment item
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 audio-visual material, figures, tables, design, images, information or ideas)	Work that has been plagiarised is highlighted. Work that is authenticated as the student's own will be used to provide a result
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	Credit will be applied only to work that has been submitted for the current assessment item. Previously submitted work will receive no credit
Provision of Assessment Response to Another Student	A student completes or partially completes an assessment item and voluntarily provides it to another student to assist them in completing the item	All students involved will receive an NR for the assessment item
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	A result will be provided on work that was completed during class

Related school policy and procedures

Refer to other school policies as appropriate:
- behaviour support policy
- senior schooling policy (including VET)
- appropriate use of electronic devices and resources policy
- internal moderation policy (including school procedures for endorsement and confirmation)
- teacher handbook.