



Assessment Policy & Guidelines

Year 11 & 12



Document current as at January 2024



Siena
CATHOLIC COLLEGE

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Rationale

Siena Catholic College is committed to an educational philosophy that encourages all students to achieve their full academic potential, by pursuing knowledge, deep understanding and meaning. Engagement, collaboration and taking ownership of one's learning are integral to this philosophy.

An assessment policy must provide a framework which ensures justice and equity for all students with due consideration given to age and stage appropriate implementation. Assessment incorporates all measures used by the College to determine student performance. Assessment policy and procedures employed by the College are in accordance with the policies and requirements set down by the Queensland Curriculum and Assessment Authority (QCAA).

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.

Purpose

Siena Catholic College is committed to an educational philosophy that encourages all students to achieve personal excellence by developing their talents and abilities so that they realise their God-given potential. This policy is designed to build capacity as students work towards summative assessment completion for the QCE.

Principles

Siena Catholic College'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.

Supporting Documentation

[QCE and QCIA Policy and Procedures Handbook](#)

Related School Policy and Procedures

Refer to other school policies as appropriate:

- [Student Behaviour Support Framework, Policy and Guidelines](#)
- [Senior Subject Selection Handbook](#)

Assessment

Assessment is defined by the Queensland Curriculum and Assessment Authority as “the process of identifying, gathering and interpreting information about a student’s learning” and as such is integral to the teaching and learning program at Siena Catholic College.

The Queensland Curriculum and Assessment Authority state that the major purposes of the assessment program are to:

- improve teaching;
- help students achieve the highest standards they can within their own capabilities;
- provide meaningful reports to parents/caregivers on students' achievements.

Assessment items in Year 11 & 12 follow a prescribed pattern outlined by QCAA. Year 11 assessment items are formative in nature and, may contribute towards school reporting. Summative assessment, in the Senior School contributes towards the Queensland Certificate of Education, and a student’s Australian Tertiary Admissions Rank (ATAR). Student’s exit level of achievement for each subject is judged, according to a set of criteria, regarding the exit level of achievement.

Endorsement

Summative internal assessment instruments from Units 3 and 4 must be endorsed by QCAA-trained endorsers before they can be administered in schools. Schools submit the three summative internal assessment instruments and their supporting documents to QCAA. Assessment instruments are assessed by QCAA and, upon receiving approval are released to schools to administer to students.

Non Submission by Due Date

Drafts and Progress Checks

In an assessment framework drafts and progress checks are used to monitor student engagement with an assessment task and an opportunity to provide both time and age appropriate feedback. While these checks are essential in providing feedback to students in relation to the criteria defined for a particular task, they are an important tool in identifying ‘at risk’ students with a view to providing them with every opportunity to participate in the learning experience. The following guidelines are intended as a pro-active approach to assist students to engaging with their learning.

If the student fails to hand in an appropriate draft by the due date the following procedures will apply:

- Where students fail to submit a draft by the due date they will be required to avail themselves of opportunities to meaningfully engage with the task requirements within an appropriately supervised setting, within the context of the Student Behaviour Support Policy, until such time that the draft is submitted or evidence of substantive engagement with the task is provided.
- Four behaviour entries will be issued through the **BED** database in the first instance, to be removed on a pro-rata basis dependent upon when the draft is submitted in relation to the initial due date.
- In the case where a draft is not submitted by the due date there is no obligation on the part of the supervising teacher to provide feedback.
- Parent/Caregiver and the relevant Academic Leader is to be informed by email of the failure to meet due dates in relation to drafts and/or progress checks.

Final Copy of the Assignment

Should a student fail to submit or complete an assignment task (all conditions of the assignment task must be met, including submission through **Turnitin**, if this is a requirement of the assignment) at the arranged time on the due date, then it is deemed to be a non-submission, unless:

- an application for AARA extension (Illness & Misadventure) has been approved by the Assistant Principal – Teaching & Learning.

If the student fails to hand in the assignment by the due date the following procedures will apply:

- In accordance with the QCAA Policy for student late and non-submission policy statement any task submitted late will not be graded for assessment.
- Where a final copy of the assignment is not submitted the draft submission or evidence collected at the latest progress check will be used to award a grade against the full range of task criteria.
- Where the non-submission of an assignment has the potential to make a student ineligible for a semester credit for a subject the parent/guardian will be informed.
- This communication will be initiated by the classroom teacher and, will include the Academic Leader, Pastoral Leader and Assistant Principal – Teaching & Learning.
- Should a pattern of non-submission emerge which has the potential to impacted upon a students' QCE eligibility, communication to parent/cares will be initiated by the Pastoral Leader and/or Assistant Principal – Teaching & Learning.

Senior External Examination

In addition to students' internal assessment items, Year 12 students studying general subjects will also sit External Examinations which consists of individual subject examinations provided across Queensland in October and November each year. The examinations are created, administered, and marked by QCAA representatives and are common to all schools across Queensland.

Examination Procedures

Examination blocks are designated in the school calendar, predominately at the end of a Unit and, unless otherwise indicated, students are not required to be at school when they do not have an examination. Examination blocks may be shorter than the time indicated by the school calendar based on the principle of maximising classroom learning and examination preparation time. In an attempt to mirror conditions in which students are exposed to in their external examinations, Year 11 and 12 students are expected to adhere to exam conditions outlined by QCAA.

Exam Directions for Students

1. Do not attempt to gain access to or receive information about any examinations prior to their administration.
2. Arrive at least 30 minutes before your assessment is scheduled to take place. You must contact your Pastoral Leader and the Assistant Principal – Teaching & Learning if you envision that you will arrive late with a legitimate excuse.
3. Bring your own approved equipment. You may use a clear plastic container or Ziplock bag to carry it in.
4. Place all prohibited materials in your bag or locker before entering the assessment room. Bags must be stored outside of the room.
5. Do not bring food into the assessment room unless you have AARA approval.
6. Do not enter the room until instructed.
7. Sit at the desk identified by your place card.
8. If you have a water bottle, place it on the floor when not in use.
9. All smart watches and fitness trackers must be removed before entering the assessment room.
10. Do not pick up any writing equipment or touch a calculator during perusal time.

11. Do not borrow equipment from other students.
12. You will not be able to leave the assessment room in the first 40 minutes of the scheduled start time except in an emergency.
13. You will not be able to leave in the last 10 minutes of the assessment session except in an emergency.

Approved Equipment for all Assessments

- Black or blue pens;
- 2B pencils, sharpener and eraser;
- **Note:** a 2B pencil is only required for multiple choice questions and drawing graphs or diagrams. Black or blue pens must be used for all other written responses;
- Highlighters — students should not highlight their responses but are free to highlight stimulus or questions;
- A clear plastic ruler;
- Water in a clear unlabelled bottle;
- Asthma inhaler;
- For assessments which require the use of a student device (laptop or tablet) the College will make available a laptop to engage with the examination as required;
- You may use a clear plastic container or Ziplock bag to carry your equipment if needed.

QCAA-approved calculators

Only calculators approved for use in assessments are permitted. Scientific and graphics calculators must:

- Meet the requirements set out in the [Scientific calculator list](#) and [Graphics calculator list](#)
- Be handheld and solar or battery powered
- Be cleared of memory before entering the assessment room.

For assessments that permit the use of a non-programmable calculator (Accounting, Economics, Geography, Legal Studies), the calculator must be handheld and solar or battery powered. It should be able to perform addition, subtraction, multiplication, division, square roots and powers. It must not allow access to a computer algebra system (CAS), spellchecker, dictionary, thesaurus or translator.

Promoting Academic Integrity

Siena 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	<p>The Year 11 & 12 Assessment Policy is located on Staff, Student and Parent Portals. All questions regarding this policy should be directed to the Assistant Principal – Teaching & Learning.</p> <p>To ensure the assessment policy is consistently applied, it will be revisited at the beginning of each year. Relevant sections of the document will be referred to during:</p> <ul style="list-style-type: none"> • 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.

QCE and QCIA Policy and Procedures Handbook	Policy and Procedures
<p>Expectations about engaging in learning and assessment</p> <p>Section 1.2.4 Section 2 Section 8.1 Section 8.2</p>	<p>Siena Catholic 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.</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>
<p>Due dates</p> <p>Section 8.2</p>	<p>School responsibility Siena Catholic College is required to adhere to QCAA policies for gathering evidence of student achievement on or before the due date.</p> <p>Due dates for final responses, checkpoints and drafts will be published in the assessment calendar. All students and parents will be provided with their assessment schedule at the beginning of each Semester.</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 • be clear to teachers, students and parents/carers • be consistently applied • be clearly communicated at the beginning of each Semester • give consideration to allocation of workload. <p>Student responsibility Students are responsible for:</p> <ul style="list-style-type: none"> • recording due dates • 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. <p>In cases where students are unable to meet a due date, they will:</p> <ul style="list-style-type: none"> • inform the Pastoral Leader, Academic Leader and classroom teacher as soon as possible • provide the school with relevant documentation, e.g. medical certificate & AARA Application • adhere to alternative arrangements for submission of assessment, if applicable, as decided by the school.

QCE and QCIA Policy and Procedures Handbook	Policy and Procedures
	All final decisions are at the Principal's discretion. Refer to AARA information below.
Submitting, collecting and storing assessment information Section 7 Section 8.2.7	<p>Assessment instruments will provide information about Siena Catholic College'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 College's academic integrity software.</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. All evidence used for making judgments is stored by the College.</p>
Appropriate materials Section 8.2.2	Siena Catholic College is a supportive and inclusive school. Material and texts are chosen with care in this context by staff.

Ensuring Academic Integrity

Siena Catholic 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 and administration

QCE and QCIA Policy and Procedures Handbook	Policy and Procedures
Checkpoints Section 8.2	<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.</p> <p>Teachers will use these checkpoints to identify and support students to complete their assessment.</p> <p>Academic Leaders and parents/carers will be contacted if checkpoints are not met</p>
Drafting Section 8.2.5	<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

QCE and QCIA Policy and Procedures Handbook	Policy and Procedures
	<ul style="list-style-type: none"> • delivered in a consistent manner and format for all students • 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>Parents and caregivers will be notified by email about non-submission of drafts and the processes to be followed.</p>
Managing response length Section 8.2.6	<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. <p>After all these strategies have been implemented, if the student's response exceeds the word length required by the syllabus, the school will either:</p> <ul style="list-style-type: none"> • mark only the work up to the required length, excluding evidence over the prescribed limit <p>or</p> <ul style="list-style-type: none"> • allow a student to redact their response to meet the required length, before a judgment is made on the student work. <p>In the event that these strategies have been applied, teachers must annotate any such student work submitted for confirmation purposes to clearly indicate the evidence used to determine a mark.</p>
Authenticating student responses Section 8.1	<p>Accurate judgments of student achievement can only be made on student assessment responses that are authenticated as their own work.</p> <p>Siena Catholic College uses the authentication strategies promoted by the QCAA. The authentication strategies will be specified on assessment instruments.</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.</p> <p>The College recognizes the rapid growth of technology and, emergences of Artificial Intelligence websites such as Chat GTP. The College has a range of anti-plagiarism strategies which are implemented at various stages of the Teaching & Learning process to determine appropriate authorship of student work. Authentication strategies include</p>

QCE and QCIA Policy and Procedures Handbook	Policy and Procedures
	<p>monitoring for the use of Artificial Intelligence tools such as ChatGTP via subsequent websites such as TurnItIn.</p>
<p>Access arrangements and reasonable adjustments, including illness and misadventure (AARA) Section 6</p>	<p>Applications for AARA</p> <p>Siena 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 <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>Students with QCAA approved AARA adjustments can expect to be approached by their classroom teacher to ascertain if they would like to enact any of their AARA adjustments for both formative and summative assessment items.</p> <p>Any students who experience illness or misadventure, and would like to apply for an AARA will need to complete the Request for AARA document and, provide supporting medical documentation (outlined in Section 6.5.3) to the Assistant Principal – Teaching & Learning 48 hours before the due date of an exam or assignment due date. Upon receipt of this documentation decisions will be made regarding revised dates following discussion with the relevant Pastoral & Academic Leaders.</p> <p>Should a student receive an AARA extension for an examination, a comparable assessment will be created for the student to sit ensuring the academic integrity of the assessment items is upheld.</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 (eg. family holidays) • matters that the school could have avoided.
<p>Managing non-submission of assessment by the due date Section 11.1</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>

QCE and QCIA Policy and Procedures Handbook	Policy and Procedures
	<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. <p>In circumstances where a student response is judged as NR, the student will not meet the requirements for that Unit, which may impact on the student's QCE eligibility.</p>
Internal quality assurance processes Section 9	<p>Siena Catholic College'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 quality assurance of judgments about student achievement. <p>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>
Review Section 9.1	<p>Siena Catholic College internal review processes for student results (including NR) for all General subjects (Units 1 and 2), Applied subjects, and Short Courses is equitable and appropriate for the local context. Internal moderation of assessment is undertaken for all assessment to ensure consistency of teacher judgement in alignment with the College Moderation Policy.</p>

External Assessment and Administration

QCE and QCIA Policy and Procedures Handbook	Policy and Procedures
<p>External assessment is developed by the QCAA for all General and General (Extension) subjects Section 10</p> <p>See also: <i>External assessment — administration guide</i> (provided to</p>	<p>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 school external assessment (SEA) coordinator, teachers and students.:</p>

QCE and QCIA Policy and Procedures Handbook	Policy and Procedures
schools each year)	

Managing Academic Misconduct

Siena 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. 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	<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>For authorship issues</p> <p>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.</p> <p>For all instances of academic misconduct</p> <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>
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 a student gives or receives a response to an assessment. 	<p>For instances of academic misconduct during examinations</p> <p>In instances of potential academic misconduct, an investigation will occur involving the relevant Pastoral & Academic Leaders in addition to Assistant Principal – Teaching & Learning. Should the misconduct be substantiated, students will be awarded a Not-Rated (NR). See the</p>

Types of Misconduct		Procedures for Managing Academic Misconduct
Contract cheating	A student: <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. 	<i>QCE and QCIA Policy and Procedures Handbook</i> (Section 8.1.2 and Section 8.1.3). Where appropriate, the school's behaviour management policy will be implemented.
Copying work	A student: <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. 	
Disclosing or receiving information about an assessment	A student: <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. 	
Fabricating	A student: <ul style="list-style-type: none"> • invents or exaggerates data • lists incorrect or fictitious references. 	
Impersonation	A student: <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. 	
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 audio-visual material, figures, tables, design, images, information or ideas).	
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.	

Types of Misconduct		Procedures for Managing Academic Misconduct
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.	
Use of A.I Technology in the creation of responses	Students utilise Artificial Intelligence websites such as ChatGTP to compose assessment responses.	If a student's work is found to be the result of an Artificial Intelligence website, a conversation between the student and their teacher / Academic Leader will occur to ascertain the veracity of the submission. If, at the conclusion of the conversation it is evident that the work was created through the use of AI, the work identified will be redacted from the students' final submission.