



Assessment Policy and Guidelines

Year 7-10



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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).

Siena Catholic College is committed to assessment practices and procedures that promote educational excellence and lead to justice for all.

Purpose

- To provide staff, students and parents with relevant information on matters pertaining to assessment.
- To ensure assessment procedures are clear and just for all students.
- To ensure adherence to all policies and procedures of the QCAA.

Guidelines

- Current assessment information is communicated to the College community through the Parent Portal and a range of college communications, including the College newsletter.
- Assessment requirements are communicated to the college community by means of the Student Assessment Calendar, available through the Parent Portal and distributed to families each term.
- Student performance is communicated to parents through reports at the end of term one, each rotation and end of each semester.
- Special Provision is given to students for documented illness and/or family trauma and students with specific educational needs, to ensure that the principles of justice and equity apply. This is carried out in accordance with Queensland Curriculum and Assessment Authority policy and within the context of Brisbane Catholic Education's Student Behaviour Support Policy as implemented at Siena.
- At all times, decisions related to assessment matters will be based on the professional discretion of the class teachers along with the relevant Wellbeing & Engagement Curriculum (WEC) Leader and Wellbeing & Engagement Pastoral (WEP) Leader, as appropriate, while always ensuring compliance with the principles of assessment of Siena Catholic College and the Queensland Curriculum and Assessment Authority.
- Junior assessment tasks may include the provision of adjusted instruments for verified students in collaboration with Learning Support.

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 may be either **Formative** or **Summative**. Formative assessment 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.

It is acknowledged that the QCAA documents refer to expectations of students at a senior level of schooling and recognised that students in the junior school require age and stage appropriate support and intervention to allow them to grow into the levels of responsibility outlined in QCAA documents.

The Assessment Policy and Guidelines need to be read in the context of a spirit of collaboration between school, students and home, wherein the students who find themselves unable to meet these guidelines are assisted to learn from the situation and move forward with increased understanding and capacity to allow them to better meet expectations in the future

Information for Parents and Students

- Parents can access the assessment calendars, which outline assignment and examination dates, through the Parent Portal.
- Students will be provided written notice of assignment topics including the task outline, criteria sheet and due date, allowing appropriate time for completion.

While the College aims to ensure that no student has more than two pieces of assessment due on any one day or that no more than two written or non-written summative test instruments are held on any one day, past experience has shown that this is not always possible.

As students are given sufficient notification and planning time for assessment items, it is important for them to develop their own time management skills to meet the requirements of all their subjects.

Examinations

Timing

Both formative and summative assessment may occur during scheduled subject class time as specified in the assessment calendar. For the junior school there may also be designated times at the end of each term for longer examinations or where there are multiple classes for the same subject.

Examinations will normally occur during subject class time, however, there may also be designated times at the end of each term for longer examinations or where there are multiple classes for the same subject.

Note - Excursions or guest speakers that take time from other classes should not be held in the week prior to that of the examination block.

Examination Procedures

- Students are to have required appropriate materials for their examination and a water bottle. The following materials are not to be brought into the examination room:
 - confectionery or food, unless the student has a recognised medical condition such as diabetes
 - any paper (if required this will be supplied)
 - any personal electronic devices.
- Toilet breaks in examinations are to be discouraged unless absolutely necessary. Supervisors on an examination may, at their discretion, accompany a student to the toilet block.
- Students must stay in the examination room for the entire allotted examination time.
- Students must leave their bags outside the examination room. If there are valuables in bags, they should be locked in the student's locker. In some cases a supervisor may permit a student to leave a bag containing valuables at the front of the examination room, if space permits, out of the reach and in full sight of everyone.

- All students should be dressed in full school uniform for all examinations.

Cheating

If a student is caught cheating:

- The supervising teacher must report the incident to the relevant WEC Leader (and relevant WEP Leader) who will conduct an investigation into the circumstances and impact of the incident.
- Students will not be given credit for any response which could have been impacted on by their actions.
- Depending upon the outcome of the investigation conducted by the WEC Leader the examination may be considered to be an incomplete piece of assessment, which may mean that the student has insufficient assessment to be given credit for the semester's work.
- The student will be required to report to the Assistant Principal – Teaching & Learning.
- Appropriate academic consequences (in accordance with QCAA Policy and Guidelines) will be applied to the student and, at the discretion of the College, the student may be required to complete a similar assessment.

Assignments

Throughout each semester students will have assignments. Assignments take many forms and may include, but are not limited to, the following types of assessment items:

- research assignments
- oral presentations
- group performances
- multimodal projects
- practical assessment
- folios of work

Drafts

- Drafting of assignments is an important part of the assignment process and may be utilised as a mechanism for the authentication of student work.
- Most assignments will have a draft or work-in-progress due date.
- For optimum feedback all drafts should be a full, non-polished version, of the final assignment.
- Teacher feedback will vary in depth of detail and style as indicated on individual task sheets.
- Drafts should be submitted through **TurnItIn**¹ or as specified by the class teacher and be completed as per the conditions outlined on the task sheet.
- In circumstances where a final copy of an assignment is not submitted the draft will be used to assign a grade against the full range of criteria.

Progress Checks

- Due to the nature of some assessment tasks the use of feedback on drafts is not appropriate. In these circumstances a "Progress Check" due date will usually be specified.
- While the requirements at these junctures will vary from subject to subject and depending upon the nature of the assessment task there is an expectation that students would provide evidence of substantive engagement with the task.
- This evidence should be submitted through **TurnItIn**¹ or as specified by the class teacher and completed as per the conditions outlined on the task sheet.
- In circumstances where a final copy of an assignment is not submitted evidence of engagement with the task will be used to assign a grade against the full range of criteria.

¹**TurnItIn** is a cloud-based service which allows students to submit assignments online. This system also checks the originality of submitted assignments against digital content available through the web including professional, academic and commercial journals and publications as well as all assignments and research

papers submitted by students through **Turnitin** worldwide. This service can also be used to provide student feedback on draft submissions.

Final Copy of the Assignment

Students must abide by the following guidelines for all assignments:

- Students must submit assignments by the due date.
- The due date, time and procedure for submitting the assignment will be clearly stated as part of the conditions on each assessment item.
- Unless otherwise stated, a hard copy, including the criteria sheet must be submitted.
- It is recommended that students keep their own printed copy, as well as a computer back-up of their work as this will provide security against damage or loss of the submitted copy.
- If a student is ill or absent on the due date of an assessment task or draft, they must follow the guidelines outlined in the Illness/Absentee section of this policy.

Technology

- While the College will employ age-and-stage considerations, in most cases, technological breakdown, which include (but not limited to) computer malfunctions, USB problems, printer or printing problems or loss of electronic work due to a lack of an appropriate backup cannot be used as a reason for late submission of work or for extension requests.
- It is strongly recommended that students use OneDrive to back up all class and assessment work. Other methods of safeguarding work in case of technology-related issue include, USB, SD Card, iCloud, **Turnitin** or email. Students should make a habit of backing up work at multiple junctures throughout each teaching & learning phase.
- Students submitting incorrect documents as final copies to **Turnitin** does not warrant an extension. Students should pay close attention to the documents they are submitting as a final copy.

Orals and Practical Assessment

- Orals or practical assessment may occur throughout each semester. These are usually individual or small group presentations or performances.
- All students in a particular class must be prepared to present their oral or practical performance on the due date for the task, or on any subsequent day as organised by the class teacher prior to the first day of presentations.
- Students must submit written supporting material for all oral and non-written assessment tasks on the first day of presentations.
- Other supporting evidence, such as a video or audio tape of student performances, may be required.
- If a student is ill or absent on the due date of an assessment task or draft, they must follow the guidelines outlined in the Illness/Absentee section of this policy, also found in the student diary.
- Where possible, group assessment will go ahead and alternative arrangements will be made for the absent student.
- Students are not to record in-class presentations of oral or practical assessment on personal recording devices.

Extensions

There can be extenuating circumstances that prevent a student from completing pieces of assessment by the due date. A student may apply for an extension of time conditions for an assignment where there has been illness, personal or family issues affecting the student's progress, but which are not significant enough to apply for Special Provision.

- The student should inform the class teacher of the problem and complete the [Junior Extension Request Form](#). Applications for extensions will be sent for consideration to the subject WEC Leader. This form needs to be submitted as far in advance of the due date as possible. A request on the indicated submission date is not appropriate.
- In the case of a prolonged illness, a parent/caregiver may make contact with the College through the WEP Leader to arrange an extension via the [Junior Extension Request Form - Multiple Subjects Form](#). A medical certificate (Year 10) or an email from a parent/caregiver (Years 7-9) must be submitted with the application for extension.
- Evidence of “work in progress” plus appropriate documentation to support the application must be provided when submitting the application.
- The WEC Leader in consultation with the respective class teacher and relevant additional personnel will then determine the merit of the request and the length of the extension granted.
- Where an extension is granted, the WEC Leader will make contact with the student and parent/carer. The Assistant Principal – Teaching & Learning and the relevant WEP Leader should also be informed of the extension approval.

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.

Years 7 – 9

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.
- In cases where a student has persistently failed to meet timelines in relation to the submission of assessment four diary 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.
- Parent/Caregiver and the relevant WEP Leader is to be informed by email of the failure to meet due dates in relation to drafts and/or progress checks.
- Where a student fails to submit a final copy of the assignment the draft and/or evidence provided at a progress check juncture will be assessed against the full range of criteria to determine a grade for the task.

Year 10

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 diary 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 WEC Leader is to be informed by email of the failure to meet due dates in relation to drafts and/or progress checks
- Where a student fails to submit a final copy of the assignment the draft and/or evidence provided at a progress check juncture will be assessed against the full range of criteria to determine a grade.

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 extension has been approved by the relevant WEC Leader
- the appropriate processes have been followed for illness or absenteeism
- an application has been made for Special Provision

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

Years 7 – 9

- 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.
- Parent/Guardian and the relevant WEC Leader to be informed by email of the failure to meet the due date in relation to the final copy of the assignment.

Year 10

- 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 class teacher and, will include the WEC Leader, WEP Leader and Assistant Principal – Teaching & Learning.

Plagiarism

Plagiarism involves students submitting the work of others as their own, without appropriate acknowledgment or referencing of the original work.

This may include (but is not limited to):

- word-for-word copying of sentences or paragraphs from one or more sources which are the work or data of other persons (including books, articles, working papers, conference papers, websites or other students' assignments) without clearly identifying their origin by appropriate referencing;
- closely paraphrasing sentences or paragraphs from one or more sources without appropriate acknowledgment in the form of a reference to the original work or works;
- using another person's research data without appropriate acknowledgment;
- copying computer files in whole or in part without indicating their origin;
- submitting work which has been produced by someone else on the student's behalf as if it were the work of the student;
- producing work in conjunction with other people (other students, a tutor, parents) when it is purported to be work from the student's own independent research.

In assessment tasks, where there is clear evidence of plagiarism, where substantial parts of the assignments are drawn from unacknowledged sources or completed by someone other than the student, then the student may be faced with academic dishonesty.

- If plagiarism is clearly evident throughout the assignment, then the work may be considered a non-submission, which means that the student may have insufficient assessment to be given credit for the semester's work.
- If plagiarism has only occurred in some sections of the assignment, these sections may not be graded. The final grade may be based only on the sections of the assignment, which were the student's authentic work. A notation advising of plagiarism signed by the WEC Leader will be attached to the respective response in the student's subject folio.

Authenticity of Student Work

Authenticity of a student's work can be determined through a number of strategies, which may include the following:

- teachers seeing plans and drafts of student work, which the final piece of work is clearly derived from;
- student production of and maintenance of documentation of the development of the responses;
- student acknowledgment of resources used;
- submitting work through **TurnItIn**;
- observation of students working on practical tasks or processing a draft in class for a significant amount of time;
- reflective journals;
- questioning a student about an assignment and the processes used as part of the assignment.

Use of Artificial Intelligence

- The College recognises 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 monitoring for the use of Artificial Intelligence tools such as ChatGTP via subsequent websites such as **TurnItIn**. If a student's work is found to be the result of an Artificial Intelligence website, a conversation between the student and their class teacher / WEC 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.

Illness

If a student is ill on:

- the day of an examination;
- the day an assessment task, including practical or oral assessment is scheduled or due;
- the day a draft is scheduled or due.

A parent/guardian must contact the relevant WEP Leader, class teacher (Year 7-10) or the WEC Leader at the earliest opportunity to advise of the student absence and to organise an alternative time to complete or submit the task.

- For students in Year 7-10 an email from the parent/guardian or a medical certificate must be sent to the Class Teacher who will advise the WEC Leader.
- If a student in Year 7-10 is unable to complete a practical piece of assessment for a prolonged period of time due to illness or injury, contact must be made with the WEC Leader.
- If a student in Year 7-10 has handed in a hard copy of the task and is absent for their designated presentation lesson, an email from the parent/guardian or a medical certificate is required.

Absenteeism

- Repeated absences on due dates for students in Years 7-10, will be reported to the relevant WEP Leader. Students who develop a record of absences on assessment test dates and/or due dates within and/or across subjects will be monitored by the relevant WEP Leader.
- Students who participate in Vocational Education and Training programs are expected to take responsibility for making appropriate arrangements for examinations and assessment if they will be absent from school, when assessment is scheduled. The assessment at school is a priority, however when students are unable to change their VET training, negotiation through the VET coordinator with the relevant WEC Leader will need to occur.

Examinations

- When a student is absent from school on the day of an examination, a catch-up examination time will be arranged. The catch-up examination, may occur after school to minimise the time that the student is absent from class.

Assignments

- When a student is absent from school on the day an assignment is due, they must:
 - Submit the assignment electronically, due by 9.00am, if a hard copy is unable to be handed in at the due time.
 - Submit a hard copy of the assignment together with the appropriate documentation to the WEC Leader by 9.00am on the next day the student is at school.

Assessment

- If a student misses assessment tasks due to leave, it is the student's responsibility to make arrangements for alternative assessment opportunities before leaving, where possible, or upon returning to the college.
- Year 7-10 students who miss assessment due to family holidays taken in term time need to be aware that if appropriate alternative arrangements cannot be made then the student will not receive credit for the semester's work in the subject for which assessment was missed.
- Final decisions about appropriate dates for assessment will be determined by the Assistant Principal – Teaching & Learning, in consultation with the relevant WEC Leader and the class teacher. This will generally

be before (except for examinations) the scheduled date for the assessment item but will always aim to maintain the integrity of the particular assessment item.

- Students will not be exempted from any assessment items due to leave taken during term time.
- No student may sit for an examination prior to the scheduled examination time.

Special Provision

The Queensland Curriculum and Assessment Authority states that “Special Provisions” means making reasonable adjustments to conditions of assessment to ensure equitable opportunities for all students. Generally, this may mean the changing of assessment requirements and/or assessment conditions due to circumstances such as:

- long term illness, resulting in lengthy absenteeism e.g. two weeks or more of classes;
- long term illness that is debilitating and subsequently affects student performance;
- significant social/emotional issues as confirmed by the College Psychologist/Counsellor;
- students with specific educational needs;
- difficulties in family circumstances as confirmed by the Deputy Principal, or the College Psychologist/Counsellor.

The following guidelines should be considered when applying for Special Provision:

- parents/students are responsible for communicating the nature of the problem to the WEP Leader and/or Assistant Principal – Teaching & Learning
- where a student has missed considerable class time, which is followed by assessment for which the student is present, Special Provision is determined by the Assistant Principal – Teaching & Learning in consultation with the relevant stakeholders.

Exemptions

Exemptions from completing an assessment can only be granted under the following conditions:

- a medical certificate is provided as evidence to indicate that the student is unable to complete the assessment;
- where evidence exists within the student folio to allow for an appropriate grade to be determined against the syllabus standards.

Leave from the College

Students are expected to attend school from the first day of school to the last day of school each Term.

Parents/caregivers seeking leave from school for a student to participate in sporting, cultural or family events must make a request in writing to the Principal.

Class Work

- Teachers are not required to prepare work for students who will be absent from school due to family vacations.
- The responsibility lies with students to ensure that they speak with class teachers regarding how best to complete work missed, prior to their departure.