



# ALBANY CREEK STATE HIGH SCHOOL

## WHOLE SCHOOL ASSESSMENT POLICY

This policy provides information for teachers, students and parents/carers about roles, responsibilities, processes and procedures to ensure the integrity of assessment. The Albany Creek State High School community is committed to enabling opportunities where students are encouraged to achieve their best. Staff and students will work together to build capacity and develop their knowledge and skills.

## Principles

Teaching, learning and assessment at Albany Creek State High School are founded on principles of academic integrity<sup>1</sup>. 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
- reviewed and renewed as part of a whole school moderation policy
- aligned to the attributes of quality assessment – validity, accessibility and reliability.

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| <b>Location and communication of policy</b>                   | <p>The school assessment policy is available on the school website.</p> <p>The school will ensure that students are made aware of this policy through general class instruction, assemblies and additional programs. Parents/carers and the wider community will be made aware via social media communication, enrolment information, website and newsletter.</p>   |
| <b>Expectations about engaging in learning and assessment</b> | <p>Albany Creek State High School expects learning and assessment to be regarded highly and the manner in which students and teachers conduct themselves to be of the highest standard.</p> <p>Assessment will be scheduled and communicated in a timely manner to the school community. All information relevant to a subject's assessment will be available to students through OneSchool and QParents by the end of Week 3 each Semester.</p> <p>Consideration is given to assessment loads and the balance of assessment across subject areas. Assessment will not overlap with other assessment processes such as block testing where possible. The Principal has overall responsibility for all types of assessment within the school, with specific details for each subject the responsibility of the Head of Department.</p> |
| <b>Due dates</b>  | <p>All set assessment is expected to be completed by designated due dates.</p> <p>All assessment will align with the relevant curriculum/syllabus requirements (e.g. conditions, file types etc). Staff will ensure that sufficient working time is enabled for students to complete set assessments. Albany Creek State High School staff will ensure that moderation of assessment occurs and all expectations regarding assessment are consistently applied.</p>   |

<sup>1</sup> As per QCE & QCIA Handbook

**Submitting, collecting and storing assessment information**

**All assessment that contributes to decision-making about student academic performance must satisfy the following criteria:**

- Submitted work must be authenticated as the student's own work (see *Academic Misconduct* section below)
- The total submission must be presented/submitted in full by 3:15pm on the due date.
- Students are responsible for backing up information. Technology failure will not be considered a valid reason for lack of submission. Incomplete submission of assessment may result in draft work or existing evidence being used to determine a result.
- All extension applications must be made prior to the due date to the Head of Department (Years 7, 8 and 9) or to the *Principal's Delegate* (Years 10, 11 and 12 through the *Applications Manager*) for approval. Extensions should be applied for as early as is practical in case the application is not approved.

**Method of submission:**

Digital submissions must be made to the subject submission folder or equivalent by the due date as indicated by your class teacher.

Across all year levels, all assessment must be submitted digitally. Additionally, a hard copy may be required.

**Absence at time of assessment**

If a student is absent on the due date, the following actions are required:

- Student or parent/carer to contact the school to inform of absence
- Every effort must be made to send assignment to school by family or friend, or via email to the Head of Department or Teacher by 3:15pm on the due date
- Students in years 7, 8 and 9 are required to provide documentary evidence (e.g. parental note) immediately upon their return
- Students in years 10,11 and 12 are required to provide a medical certificate immediately upon their return if the absence is related to an illness and may require an AARA Extension
- If the absence is related to extenuating circumstances, e.g. bereavement; then supporting evidence is required. Technology issues are not be considered an extenuating circumstance given access to email and the use of USBs.
- Students who have been absent when an examination has been held will be required to sit a comparable assessment as soon as possible upon their return and that result will be recorded.
- Lateness on a day when an examination is scheduled will not be accepted unless a suitable reason is supported by written documentation:  
**Years 7, 8 and 9** – parent/carer note for students  
**Years 10, 11, 12** – medical certificate.
- Under no circumstances will students sit exams early regardless of exemption or by way of absence. The assessment or a comparable instrument is to be completed as soon as possible upon return and in some cases this will mean the start of the following school year.

# Academic Integrity

Academic integrity is the ethical way that members of our school community will engage with their academic responsibilities. Albany Creek State High School staff will ensure that processes and high expectations regarding academic integrity are part of our school culture.

School leaders and subject teachers will ensure the consistent application of this policy.

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| <b>Scaffolding</b>                      | Scaffolding is provided by teachers to support students to develop their independence in completing assessment. Scaffolding may be provided to individual students or the whole class.  |
| <b>Checkpoints</b>                      | <p>Checkpoints will:</p> <ul style="list-style-type: none"> <li>• be detailed on assessment instruments</li> <li>• enable student progress to be monitored</li> <li>• be used to establish student authorship.</li> </ul> <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. Teachers and Heads of Department may make contact with parents/carers following scheduled checkpoints regarding student progress in assessment.</p>   |
| <b>Drafting</b>                         | <p>Drafting is a preliminary version of an assessment response. It is a way in which students receive feedback from their teachers. There are various methods for feedback to be provided and this occurs naturally as part of the teaching and learning process.</p> <p>Please refer to the <i>Albany Creek State High School Feedback Policy</i> for more specific information regarding the nature of feedback and the role of drafting in the feedback cycle.</p> <ul style="list-style-type: none"> <li>• <b>Years 7, 8 and 9</b> - drafting may occur in multiple forms and at various times.</li> <li>• <b>Years 10, 11 and 12</b> - one draft will be provided with feedback by a subject teacher. A draft may differ in form depending on the subject and assessment technique.</li> </ul>   |
| <b>Managing response length</b>         | <p>Students must ensure that assessment responses satisfy the designated length/duration requirements of the assessment instrument. All assessment will indicate the required length of response as either: word length, time duration or page count. This information will indicate what length is necessary to enable a demonstration of the criteria that students are to be assessed with. The evidence provided within a designated length/duration requirement will be considered for assessment purposes. Any evidence in excess of these limits will not be considered.</p> <p>Albany Creek State High School staff will ensure that:</p> <ul style="list-style-type: none"> <li>• assessment instruments are suitable and allow students to produce responses within an indicated length/condition</li> <li>• teachers will support students in the teaching and learning process to develop skills in managing the length of their work to meet the conditions of assessment (e.g. determining relevance, editing)</li> <li>• examples of responses that observe the assessment conditions are provided to students</li> <li>• students are provided with feedback if responses are not meeting requirements</li> </ul> <p>Albany Creek State High School students will:</p> <ul style="list-style-type: none"> <li>• develop a response of the required length</li> <li>• respond to draft feedback about the length of their response</li> <li>• document the length of their submission</li> </ul> |
| <b>Authenticating student responses</b> | So as to ensure the originality of student responses, teachers will make use of a number of authentication strategies. These may vary across a range of subjects. Strategies may be utilised throughout the teaching and learning process and/or in assessment design. Authentication strategies will be indicated on assessment  |

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|  | instruments. In cases where a student response is not authenticated as their own work, academic misconduct consequences may follow.  |
| <b>Access arrangements and reasonable adjustments (AARA)</b> | When circumstances necessitate and eligibility criteria have been met, a student may apply for AARA for single or multiple assessment events.<br><br>Refer to the <i>Albany Creek State High School AARA Policy and Procedures</i> .   |
| <b>Managing non-submission of assessment by the due date</b> | <b>Years 7-12</b><br>If assessment responses are not submitted by a designated due date a teacher will make judgements on available evidence. This may take the form of previously submitted drafts, class work or other authenticated evidence.<br><br><b>Years 10, 11 and 12</b><br>Late submissions will not be accepted without an approved AARA.<br>If no evidence can be used to make a judgement, a student will receive a 'Not-Rated' (NR). In such circumstances where a student response is judged as NR, the student will not meet the requirements for that subject. |
| <b>Internal quality assurance processes</b>                  | Internal moderation processes are consistently applied across the school. Assessment instruments are peer reviewed and quality assured by subject teachers and Heads of Department. Student responses are cross-marked to ensure equity in the marking process and the reporting of results.   |

## Managing academic misconduct

Fairness in academic performance is valued highly at Albany Creek State High School. Academic misconduct incorporates a broad range of behaviours by which students inappropriately and falsely demonstrate their learning. Cheating, collusion, copying, disclosing or receiving information about an assessment or fabricating information used for assessment, impersonating another student, examination misconduct and plagiarism are some examples that constitute misconduct. Any practice that enables advantage over another will be managed seriously.

## Use of Artificial Intelligence

If generative AI is used to help generate ideas or plan processes, an acknowledgement of how the tool has been used must be included in your assessment submission. This must occur even if AI generated content is **not** used in the assignment.

Students must provide a description of the AI tool used, what they did and the date accessed.

**Unless explicitly indicated as permissible in the assessment instrument use of AI to complete assessment is prohibited.** The use of AI without attribution and/or contrary to the direction of teachers, is considered a form of plagiarism/contract cheating and will be considered academic misconduct.

Any permissible use must be attributed using correct conventions.

References should provide clear and accurate information for each source and should identify where they have been used in the submitted work. AI does not reference where materials are drawn from and as such this reference serves only to be transparent about the use of the tool. It does not satisfy individual subject requirements for any specific types of sources nor the manner in which they are expected to be referenced.

| Examples of misconduct                            |  |
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| <b>Cheating while under supervised conditions</b> | <p>A student:</p> <ul style="list-style-type: none"> <li>• begins to write during perusal time or continues to write after the instruction to stop writing is given</li> <li>• uses unauthorised equipment or materials</li> <li>• has any notation written on the body, clothing or any object brought into an assessment room</li> <li>• 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.</li> </ul> |
| <b>Collusion</b>                                  | <p>When:</p> <ul style="list-style-type: none"> <li>• more than one student works to produce a response and that response is submitted as individual work by one or multiple students</li> <li>• a student assists another student to commit an act of academic misconduct</li> <li>• a student gives or receives a response to an assessment.</li> </ul>  |
| <b>Contract cheating</b>                          | <p>A student:</p> <ul style="list-style-type: none"> <li>• pays for a person or a service to complete a response to an assessment</li> <li>• sells or trades a response to an assessment.</li> </ul>   |
| <b>Copying work</b>                               | <p>A student:</p> <ul style="list-style-type: none"> <li>• deliberately or knowingly makes it possible for another student to copy responses</li> <li>• looks at another student's work during an exam</li> <li>• copies another student's work during an exam.</li> </ul>   |

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| <b>Disclosing or receiving information about an assessment</b> | <p>A student:</p> <ul style="list-style-type: none"> <li>• 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</li> <li>• makes any attempt to give or receive access to secure assessment materials.</li> </ul> |
| <b>Fabricating</b>   | <p>A student:</p> <ul style="list-style-type: none"> <li>• invents or exaggerates data</li> <li>• lists incorrect or fictitious references.</li> </ul>   |
| <b>Impersonation</b>   | <p>A student:</p> <ul style="list-style-type: none"> <li>• 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</li> <li>• completes a response to an assessment in place of another student.</li> </ul>   |
| <b>Misconduct during an examination</b>                        | <p>A student distracts and/or disrupts others in an assessment room.</p>   |
| <b>Plagiarism or lack of referencing</b>                       | <p>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). Please refer to the section above regarding AI – unattributed use of AI will be considered plagiarism.</p>                |
| <b>Self-plagiarism</b>   | <p>A student duplicates work, or part of work already submitted as a response to an assessment instrument in the same or any other subject.</p>  |
| <b>Significant contribution of help</b>                        | <p>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.</p>  |

| Procedures for managing academic misconduct |   |
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| <b>Authorship issues</b>                    | <p>When authorship of student work cannot be verified or aspects of a response is not entirely a student's original work Albany Creek State High School staff will provide opportunities for a student to demonstrate their authorship of submitted work.</p> |
| <b>All academic misconduct</b>              | <p>Judgements will be made using available and authenticated evidence that has been submitted under the conditions specified in the assessment instrument.</p>  |

## **Related school policy and procedures**

- *Whole School Curriculum Plan*
- *Albany Creek State High School AARA Policy and Procedures*
- *Albany Creek State High School Feedback Policy*
- *QCE & QCIA Policies and Procedure Handbook*