

Assessment Policy

1. Purpose and Objectives

This policy provides information for teachers, students and parents/carers about roles, responsibilities, processes and procedures to ensure the integrity of assessment. The framework for the policy is developed from the QCE and QCIA policy and procedures handbook.

Canterbury College acknowledges its responsibility to provide quality outcomes for all students. The system of assessment requires staff to ensure all assessment tasks are valid and fair. It is the policy of Canterbury College to treat breaches of academic integrity with utmost seriousness in order to promote values of transparency and equity regarding academic work undertaken at the College. All students must be made aware of what constitutes academic integrity under the definitions in this policy and the ramifications both morally and practically of misconduct.

2. Definitions, Terms, Acronyms

Canterbury College	Canterbury College Ltd or any controlled entities of Canterbury College Ltd.
QCE	Queensland Certificate of Education is completed over Years 11 and 12. A set amount of learning and achievement is expected to achieve the QCE.
QCIA	Queensland Certificate of Individual Achievement is completed over Years 11 and 12. This is a tailored learning and achievement for individuals requiring an alternate program.

3. Policy Scope/Coverage

The Assessment Policy applies to subjects studied in Years 7-12, Applied, Applied (Essential), General, short courses and certificate courses across all faculties. The policy supports Heads of Faculty and their staff in ensuring academic integrity exists in all aspects of their planning, teaching and assessing of students. It also supports students and their parents and carers in understanding what constitutes academic misconduct and any consequences for misconduct.

4. Policy statement

The College's expectations for teaching, learning and assessment are guided by the principles of academic integrity and excellence.

Assessment includes any examinations, practical demonstration, performance or product that allows students to demonstrate the objectives as described by the syllabus.

Assessment will be:

- Aligned with curriculum and pedagogy
- Equitable for all students
- Evidence-based, using established standards/continua to make defensible and comparable judgements about students' learning
- Ongoing, with a range and balance of evidence compiled over time to reflect the depth and breadth of student's 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.

The College promotes academic integrity by developing students' skills and modelling appropriate academic practices. The following procedures support this endeavour.

5. Guidelines/Procedure/Process

5.1 Ensuring Academic Integrity

5.1.1 Scaffolding (Section 7.2.1)

Scaffolding helps students understand the process for completing a task. Scaffolding must allow for unique student responses and lead students to a response. It must also maintain the integrity of the task. Students in the younger years will experience a greater level of scaffolding than those in the senior years. The level of complexity and the requirement of independence will increase gradually over the year levels.

5.1.2 Checkpoints (Section 8.5.3)

Checkpoints aim to monitor student progress as they complete assessment tasks and are used to authenticate student responses. Teachers will use these checkpoints to identify and support students to complete their assessment. Students will work on assessment during designated times and show evidence of progress at scheduled checkpoints, as identified on task sheets.

5.1.3 Drafting (7.2.2 and 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 case of illness or misadventure, or non-submission for other reasons. Drafting requirements must be clearly stated on each task sheet.

Feedback on a draft is:

- provided on a maximum of one draft of each student's response where allowed
- 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
- stored with the student's assessment response.

Feedback on a draft must not:

- compromise the authenticity of a student response
- introduce new ideas, language or research to improve the quality and integrity of the student work
- edit or correct spelling, grammar, punctuation and calculations
- allocate a mark.

5.1.4 Managing response length (7.2.3)

Students must adhere to assessment response lengths as specified by syllabus documents.

Teachers will support students in managing response length by:

- ensuring instruments indicate the required length
- creating instruments considering scope and scale (ensuring it is possible to achieve the highest mark within the prescribed response length)
- developing teaching and learning that embed strategies supporting students to respond within the instrument conditions
- providing model responses within the required length
- providing feedback about length at checkpoints.

If a student's response exceeds the prescribed word length, the school will either:

- mark only the work up to the required length, excluding evidence over the prescribed limit or
- allow a student to redact their response to meet the required length, before a judgment is made on the student work.

Instruments submitted to QCAA for 'confirmation' will be annotated to clearly indicate the evidence used to determine the result awarded.

5.1.5 Authenticating student work (7.3.1)

Accurate judgements of student achievement can only be made on student assessment responses that are authenticated as their own work.

Canterbury uses the authentication strategies promoted by the QCAA. The authentication strategies will be specified on assessment instruments. Examples include (but are not limited to): cross marking, double marking, plagiarism detection software (Turn-it-in).

In cases where a student response is not authenticated as a student's own work, procedures for managing alleged academic misconduct will be followed.

5.1.6 Access arrangements and reasonable adjustments, including illness and misadventure (Section 6)

In the senior years, 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. For senior years, the Principal manages all approval of AARA for students.

In all other years, the principles of AARA are applied where possible. AARA provision is used to guide the level of support required for each individual and is collated as evidence to support official application in senior studies.

Canterbury 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.

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 or Head of Secondary School. Copies of the medical report template, extension application and other supporting documentation are available on the learning management system.

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 that the school could have avoided
- matters of the student's or parent's/carer's own choosing: e.g. students missing school before or during an assessment period due to a family trip or holiday will not be eligible for an AARA in any year level.

For applications for extensions to due dates for unforeseen illness and misadventure, students must submit the application form with signatures from their parents/carers and teacher. For students in Years 7-10, the final approval will be signed by the Head of Faculty. For students in Years 11-12, the final approval will be from the Director of Academic Achievement who will consult with the relevant Head(s) of Faculty. Years 11-12 must also submit relevant supporting documentation.

5.1.7 Managing non-submission by the due date

Teachers will collect progressive evidence of student responses to assessment instruments at the prescribed checkpoints. Where a draft is required, it is expected to be close to final. This evidence may be graded if a final response is not submitted on a due date as a result of illness, misadventure or by student choice.

5.1.8 Internal quality assurance (8.5.3)

Canterbury's quality management system ensures valid, accessible and reliable assessment of student achievement. This includes:

- quality assurance of all assessment instruments, in all year levels before they are administered to students (quality assurance tools provided by the QCAA may be used)
- moderation to support judgments about student achievement in all year levels. Students will not receive results until moderation processes are complete.

For senior students, all marks for summative internal assessment for General subjects are provisional until they are confirmed by the QCAA. Results for Applied and Applied (Essential) subjects and Short Courses may be subject to advice from the QCAA.

5.1.9 Requesting moderation of released result

Students may believe the results awarded do not reflect the response they submitted. In this instance, they may request the result be moderated. Students should discuss the result with their teacher in the first instance. The review process includes the completion of the request form signed by both the student and parent with a detailed explanation of the reason for the request. This form can be found on MyCC. In the event a student believes moderation is warranted, the request must be made no later than five working days after the results are released (this timeframe may be impacted by QCAA deadlines).

If the result was moderated in the internal moderation process, the student will be provided with the feedback from the moderating teacher. Otherwise, the request will be reviewed and a response returned to the student and parent of the outcome of the review. The review of student work could result in the grade awarded remaining the same, increasing or decreasing.

5.2 External assessment administration (7.3.2, 10.3, 10.4)

Canterbury will provide a suitable venue and conditions to support students through the external examination period. Students will also receive preparation and experiences as authentic to the process as is reasonably possible.

Communication and liaison with the QCAA will be maintained and examination timetables provided in a timely manner.

The QCE and QCIA policy and procedures handbook (Section 7.3.2) will be followed for processes, roles and responsibilities by the school external assessment (SEA) coordinator, teachers and students.

5.3 Managing Academic Misconduct

Canterbury 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. Students in all year levels will receive consequences for academic misconduct.

	Types of misconduct (not exhaustive)	Procedure
Non-submission of checkpoints, drafts and assessment	<p>Failing to submit checkpoints, drafts and final responses by the scheduled due date on the task sheet.</p> <p>Submissions are due by 9:00 am on the date identified on the task sheet. Assessment submissions where the final product is a folio or object will be submitted during the lesson on the due date. Please note some checkpoints will be due during the lesson as identified on the task sheet.</p> <p>Students absent when assessment is due are still required to submit unless an extension has been approved prior to the due date.</p>	<p>Checkpoints and drafts will be used to make judgements on the quality of the student response in place of a final response.</p> <p>Where no checkpoint can be used and for unseen examinations, 'Not-Rated' (NR) will be awarded. For students in Years 11-12, this will be entered in the Student Management system by the date published in the SEP calendar. In circumstances where a student response is judged as NR, the student will not meet the requirements for that subject.</p> <p>Submission of a draft considered not close to final (as determined by the faculty) will be considered a Yellow Level (low level unacceptable behaviour). Non-submission of draft/final or repeated instances will be considered an Orange (medium level unacceptable behaviour) or Red (high level unacceptable behaviour) Levels.</p> <p>A student will be required to attend a lunch detention for failure to meet the checkpoint or drafting requirements for the subject. A student who does not have any work ready to submit will be instructed to write during the next lesson and a Wednesday afternoon detention will be issued.</p> <p>In the event, a student fails to submit a final copy of an assessment task, the latest checkpoint or draft will be awarded a result and consequence given. If no checkpoint or draft has been provided, the student will be required to submit a response during the lesson.</p>
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>Students will only be awarded a grade for sections of the assessment that have not been impacted by the access to notes or communication. It may be the entire assessment response is considered null and void. For students seeking to obtain awards or recognition, they will now be considered ineligible.</p> <p>This misconduct will be considered an Orange (medium level unacceptable behaviour) Level. Repeated or more serious instances may be considered a Red (high level unacceptable behaviour) Level. All parties involved will receive a consequence for this academic misconduct. Consequences for these levels can be found in the Behaviour Management Policy.</p>
Collusion	<p>When:</p>	<p>All parties that submit the work will receive a consistent consequence. The sharing of</p>

	Types of misconduct (not exhaustive)	Procedure
	<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>work in hard copy or digital is considered collusion.</p> <p>If original authorship is determined, the full assessment submission will be marked and awarded a grade. In Years 10-12, any students submitting plagiarised work will have only the work considered authentic marked and graded. In Years 7-9, students will submit a response for feedback.</p> <p>This academic misconduct will be considered Orange (medium) or Red (high) Level as outlined in the Behaviour Management Policy.</p>
Contract cheating	<p>A student:</p> <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. 	<p>The school will use checkpoints and draft data to authenticate a submission.</p> <p>If evidence suggests contract cheating, Canterbury will take the following action: Students will not be awarded a grade for this item. For students seeking to obtain awards or recognition, they will now be considered ineligible.</p> <p>This academic misconduct will be considered Orange (medium) or Red (high) Level as outlined in the Behaviour Management Policy.</p>
Copying work	<p>A student:</p> <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. 	<p>All parties that submit the work will receive a consistent consequence. The sharing of work in hard copy or digital is considered collusion.</p> <p>If original authorship is determined, the full assessment submission will be marked and awarded a grade. In Years 10-12, any students submitting plagiarised work will have only the work considered authentic marked and graded. In Years 7-9, students will submit a response for feedback.</p> <p>This academic misconduct will be considered Orange (medium) or Red (high) Level as outlined in the Behaviour Management Policy.</p>

	Types of misconduct (not exhaustive)	Procedure
Disclosing or receiving information about an assessment	<p>A student:</p> <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. 	<p>The sharing of work in hard copy or digital is considered collusion.</p> <p>Any student that compromises the viability of an assessment instrument will be subject to a consequence. Students deliberately benefitting from or seeking this type of misconduct would not receive a grade for this assessment item due to its compromised integrity.</p> <p>This academic misconduct will be considered Orange (medium) or Red (high) Level as outlined in the Behaviour Management Policy.</p>
Fabricating	<p>A student:</p> <ul style="list-style-type: none"> invents or exaggerates data lists incorrect or fictitious references. 	<p>Students will be educated as the importance of authenticity and accuracy.</p> <p>Students will be marked accordingly for inaccurate data or incorrectly referenced material.</p> <p>This academic misconduct will be considered Yellow (low) or Orange (medium) Level as outlined in the Behaviour Management Policy.</p>
Impersonation	<p>A student:</p> <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. 	<p>The assessment will be declared null and void.</p> <p>Students will not be awarded any grade for this item. For students seeking to obtain awards or recognition, they will now be considered ineligible.</p> <p>This academic misconduct will be considered Orange (medium) or Red (high) Level as outlined in the Behaviour Management Policy.</p>
Misconduct during an examination	<p>A student distracts and/or disrupts others in an assessment room.</p>	<p>If a student is seen to be deliberately disrupting others in an examination setting, Canterbury will take immediate steps to remove that student from the setting. This will result in that assessment being declared null and void for that individual. This academic misconduct is considered Orange (medium) or Red (high) Level as outlined in the Behaviour Management Policy.</p>
Plagiarism or lack of referencing	<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).</p>	<p>All parties that submit the work will receive a consistent consequence. The sharing of work in hard copy or digital is considered collusion.</p> <p>If original authorship is determined, the full assessment submission will be marked and</p>

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		<p>awarded a grade. In Years 10-12, any students submitting plagiarised work will have only the work considered authentic marked and graded. In Years 7-9, students will submit a response at the end of the suspension period.</p> <p>This academic misconduct will be considered Orange (medium) or Red (high) Level as outlined in the Behaviour Management Policy.</p>
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.	If original authorship is determined, the full assessment submission will be marked and awarded a grade. Any students submitting plagiarised work will have only the work considered authentic marked and graded.
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.	<p>The school will use checkpoints and drafts to authenticate a submission.</p> <p>If evidence suggests authorship has been compromised, students will not be awarded any grade for this item. For students seeking to obtain awards or recognition, they will now be considered ineligible.</p>
Prohibited equipment	A student brings a SIM enabled device into an examination.	<p>The equipment will be confiscated immediately and may be collected from Secondary Administration at the end of the day.</p> <p>If evidence suggests the response has been compromised, students will not be awarded any grade for this item. For students seeking to obtain awards or recognition, they will now be considered ineligible.</p> <p>This academic misconduct will be considered Orange (medium) or Red (high) Level as outlined in the Behaviour Management Policy.</p>

6. Roles and Responsibilities

Canterbury College:

- Provide information about the location of the Assessment Policy
- Provide a process and documents to apply for extension
- Publish exam timetables within a reasonable time frame
- Teach referencing
- Provide students with detailed understanding of academic misconduct
- Provide an investigation process to be used in instances where academic misconduct is suspected.

Head of Faculty:

- Provide assessment schedules
- Provide students with assessment instruments in an appropriate time frame and with relevant information
- Provide appropriate class time for assessment
- Provide reasonable adjustments where appropriate
- Provide feedback to students in a timely manner
- Follow investigation processes outlined by the College
- Ensure referencing, in the context of their subject, is taught.

Student:

- Submit only their work for assessments
- Make use of class time provided to work on assessment
- Meet the due dates of check points, drafts and final copies of assessment as identified on task sheets
- Use the American Psychological Association 7th edition referencing
- Communicate difficulties in completing assessment with the teacher and follow the correct procedures (completion of extension request form) to apply for an extension before the due date
- Seek clarification from the teacher who awarded the result before appealing any result.

Parent:

- Encourage students to submit all checkpoints and final responses by the due date
- Inform the appropriate school staff of any difficulties relating to the completion of assessment items before the due date.
- Provide documentary evidence where necessary including the submission of an extension request form where appropriate.

7. Review

This policy and its associated procedures, quick reference guides and protocols will be reviewed in accordance with the College's policy review processes. Canterbury College, however, reserves the right to review this policy at any time.

Assessment Policy



Version Number:	v1.02021
Policy Library:	College Operations
Responsible Officer	Head of Secondary School
Approval Authority:	Principal
Last Approval Date:	May 2021
Review Date:	May 2022
Related Policies/Procedures:	Behaviour Management Policy
Acknowledgements:	<i>QCE and QCIA policy and procedures handbook v2.0</i>