

Caloundra Christian College Years 7–10 Assessment Policy

Secondary Learning Community

Scope

This policy provides information for teachers, students and parents/carers about roles, responsibilities, processes and procedures to ensure the integrity of assessment that contributes to students' academic progress and reporting. The framework for the policy is based on Australian Curriculum requirements and in preparation for students to successfully complete the academic requirements of senior schooling.

Purpose

Caloundra Christian College is committed to an educational philosophy that encourages all students to achieve personal excellence by developing their talents and abilities. This policy is designed to build capacity as students work towards assessment completion for the Queensland Certificate of Education (QCE).

Principles

Caloundra Christian 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 general capabilities and achievement standards as described by the Australian Curriculum. 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.

Promoting academic integrity

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

	Policy and procedures
Location and communication of policy	<p>The College Assessment Policy is located on the CalCC Connect Portal. All questions regarding this policy should be directed to the Director of Studies.</p> <p>To ensure the assessment policy is consistently applied, it will be revisited at the beginning of each year in Connect classes. Relevant processes will be revisited:</p> <ul style="list-style-type: none"> • during SET planning • when each task is handed to students • as part of the Study Smart program and Launch.
Expectations about engaging in learning and assessment	<p>Caloundra Christian College has high expectations for academic integrity and student participation and engagement in learning and assessment.</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>Parent responsibility Parents are anticipated to:</p> <ul style="list-style-type: none"> • Access the online assessment calendar (Year Level Google Calendar) to identify when assessment is due and plan for this with students • Encourage students to work consistently on assessment tasks and to meet all due dates • Follow the Special Provisions Application process when students are unable to meet a due date or a scheduled exam time.
Due Dates	<p>College responsibility Caloundra Christian 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 online assessment calendar (Year Level Google Calendar). The Year Level Google Calendar will be updated by the end of Week 1 each term.</p> <p>The assessment schedule will:</p> <ul style="list-style-type: none"> • align with curriculum 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 • give consideration to allocation of workload. <p>Student responsibility Students are responsible for:</p> <ul style="list-style-type: none"> • checking due dates in their Year Level Google Calendar • planning and managing their time to meet the due dates

	<ul style="list-style-type: none"> informing the College 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 are required to:</p> <ul style="list-style-type: none"> inform the Director of Studies and classroom teacher as soon as possible provide Student Services with relevant documentation, e.g. medical certificate, and submit an extension application form (available from Student Services) adhere to alternative arrangements for submission of assessment, if applicable, as decided by the College. <p>Students are NOT eligible for extensions to due dates if there is a known reason for an absence that is a matter of the student's or parent's/carer's own choosing (e.g. family holidays), and the student will be absent on the day the assessment is due.</p> <p>In these situations, the College can make the decision to:</p> <ul style="list-style-type: none"> for examinations — offer a comparable examination <u>before</u> the due date; or for non-examinations — require students to submit/present the assessment <u>before</u> the due date. <p>Examples of these situations may include: district, regional, state or national representation for sport.</p> <p>All final decisions are at the Principal's discretion.</p>
Submitting, collecting and storing assessment information	<p>Task sheets will provide information about Caloundra Christian College's arrangements for submission of draft and final responses, including due dates, conditions and file types.</p> <p>All assessment draft responses and final responses will be submitted by their due date and, where appropriate, via Google Classroom using the plagiarism checker.</p> <p>Draft and final responses for all assessment will be collected and stored in each student's subject folio. Live performance assessments will be recorded and stored as required for QCAA processes. All evidence used for making judgments is stored as described in Caloundra Christian College's teacher handbook.</p> <p>Students should also keep a copy of their work, both draft and final, in their College allocated Google Drive.</p>
Appropriate materials	<p>As a Christian College, material and texts are chosen with care to be sensitive to a Christian worldview. Where prescribed texts are used that do not necessarily align with Christian perspectives, students will be given opportunities to engage with and critique the texts from a biblical perspective.</p>

Ensuring academic integrity

Caloundra Christian 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.

Assessment administration

	Policy and procedures
Scaffolding	<p>Scaffolding for assessment helps students understand the process for completing the task. Scaffolding will:</p> <ul style="list-style-type: none"> maintain the integrity of the requirements of the task

	<ul style="list-style-type: none"> allow for unique student responses and not lead to a predetermined response. <p>Across the phases of learning, students will gradually be given more responsibility for understanding the processes required to complete their tasks.</p>
Checkpoints	<p>Progress 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. Teachers will use these checkpoints to identify and support students to complete their assessment.</p> <p>Heads of Departments and parents/carers will be contacted by the class teacher if checkpoints are not met.</p>
Drafting	<p>Drafting is a key checkpoint. Types of drafts differ depending on the 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>Unless otherwise specified on the assessment task sheet, submission of a draft is required at least 10 days prior to the final due date.</p> <p>Feedback on a draft is:</p> <ul style="list-style-type: none"> formally provided on a maximum of one draft of each student's response; however informal feedback may be given. a consultative process that explains aspects of the assessment to be improved or further developed delivered in a consistent manner and format for all students provided within one week of a submission of a draft and at least one week before the final due date <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>Evidence of the feedback will be stored with a copy of the draft in the student's folio.</p> <p>Parents/carers will be notified by email about non-submission of drafts and the processes to be followed.</p>
Managing response length	<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 task sheets 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 may be available where appropriate. Feedback about length is provided by teachers at checkpoints. <p>The College will allow a 10% margin either side of the required assessment response length.</p>

<p>Submitting Assessment</p>	<p>Assignments (Drafts or Finals):</p> <ul style="list-style-type: none"> • Assignments should be submitted according to the instructions of the teacher/task sheet; this should generally be via Google Classroom using the plagiarism checker unless stated otherwise. • Students must submit all assignments by 5:00pm on the due date, unless stated otherwise. <p>For assignments that cannot be submitted through Google Classroom, the classroom teacher may provide permission for students to email the assignment directly to them. If an assignment requires submission in physical or hard copy formation, the task sheet should be securely attached to the assessment. The submission location, to ensure that it is physically receipted, is to be advised.</p> <ul style="list-style-type: none"> • For all digital submissions the file name must be saved the following way: Year level_SURNAME_firstname_subject_assessmenttitle
<p>Authenticating student responses</p>	<p>Accurate judgments of student achievement can only be made on student assessment responses that are authenticated as their own work.</p> <p>Caloundra Christian College uses the authentication strategies promoted by the QCAA. The authentication strategies will be specified on assessment task sheets.</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>Differentiation</p>	<p>Caloundra Christian College is committed to reducing barriers to success for all students. The College takes action 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. Teachers work with the Learning Support Coordinator to ensure adequate and appropriate scaffolding and modification of assessment tasks is provided.</p> <p>Applications for extensions to due dates for unforeseen illness and misadventure If an assessment deadline cannot be met due to unforeseen illness or misadventure, students and parents/carers must contact the subject teacher and the Director of Studies as soon as possible and submit the relevant supporting documentation e.g. medical certificate and an extension application form (available from Student Services).</p>
<p>Managing non-submission of assessment by the due date</p>	<p>Teachers will collect progressive evidence of student responses to assessment tasks at the prescribed checkpoints. The checkpoints on the task sheets provide details of the evidence that will be collected.</p> <p>Late, poor or non-submission of draft assessment task</p> <ul style="list-style-type: none"> • If a student fails to submit a draft by the due date, the classroom teacher will assign a detention (or detentions) and contact home, including the Head of Department and Director of Studies into the email. The student is to complete a draft during this detention(s). At the end of the detention(s), the draft submission will be collected and forwarded to the appropriate class teacher. • If a student fails to attend a detention, the Deputy Principal will be notified and will follow up with both the student and parent/carer. <p>Non-submission of final assessment task 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> <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 College and no other evidence is available, 'Not-Rated' (NR) must be entered in the Student Management system within the appropriate College reporting deadline.

	<p>In circumstances where a student response is judged as NR, the student will not meet the requirements for that subject.</p> <p>In a situation where students do not submit a final assessment task, parents/carers will be notified by the classroom teacher and a meeting with the classroom teacher, the Director of Studies, the student and the parent/carer will be arranged.</p>
Quality assurance processes	<p>Caloundra Christian 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 before they are administered to students using internal quality assurance processes and quality assurance tools provided by the QCAA where appropriate • quality assurance of judgments about student achievement.

Managing academic misconduct

Caloundra Christian 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>Academic misconduct is a serious matter. Students and parents/carers will be informed of the different aspect considered as academic misconduct and the consequences.</p> <p>In any circumstances of academic misconduct, students and parents/caregivers will be notified and the process/consequences will be explained.</p> <p>For authorship issues When authorship of student work cannot be established, or a response is not entirely a student's own work, the College will provide an opportunity for the student to demonstrate that the submitted response is their own work.</p> <p>For all instances of academic misconduct Results will be awarded using any available evidence from the preparation of the response that is verifiably the student's own work and that was gathered in the conditions specified by the curriculum, 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 e.g. a student gives or receives a response to an assessment. 	
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. 	
Copying work	<p>A student:</p>	

	Types of misconduct	Procedures for managing academic misconduct
	<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	<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. 	
Fabricating	<p>A student:</p> <ul style="list-style-type: none"> invents or exaggerates data lists incorrect or fictitious references. 	
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. 	
Misconduct during an examination	<p>A student distracts and/or disrupts others in an assessment room.</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>	
Self-plagiarism	<p>A student duplicates work, or part of work already submitted as a response to an assessment in the same or any other subject.</p>	
Significant contribution of help	<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>	

Related school policy and procedures

Refer to other school policies as appropriate:

- behaviour management policy
- appropriate use of electronic devices and resources policy
- teacher handbook.