St Mary's Secondary School Assessment Policy

Purpose

In the Mercy tradition, St Mary's Secondary School is committed to the educational philosophy that encourages all students to achieve personal excellence in their desired pathways.

This assessment policy incorporates the roles, responsibilities, processes and procedures used by St Mary's Secondary School to ensure academic integrity in relation to the completion of work and the submission of assessment (including exams, assignments and formative assessment e.g., homework). This policy is designed to build independence and capacity to prepare students to be successful in senior secondary.

The roles and responsibilities outlined apply to all St Mary's Secondary School students, parents/guardians and staff, and comply with policies and procedures set down by the ACARA (Queensland Curriculum and Assessment Authority) and the School.

It includes procedures and processes for:

- Promoting academic integrity.
- Managing academic misconduct.
- Applying for AARA (Access Arrangements and Reasonable Adjustments).
- The submission of assessments.

Principles

Assessment is the ongoing process of gathering, analysing and reflecting on evidence by teachers and students to make informed judgements or inferences about what a student knows, understands, and can do. The fundamental purpose of assessment in education is to establish and understand where learners are in an aspect of their learning at the time of assessment. Assessment can include any examination, practical demonstration, performance, or product that allows students to demonstrate the objectives as described by the syllabus, study plan or Australian Curriculum.

Assessment should be:

- Aligned with curriculum and pedagogy.
- Accessible and equitable for all students.
- Evidence-based, using established standards and instrument specific marking guides (ISMGs) to make defensible and comparable judgments about student learning and achievement.
- Transparent, to enhance professional and public confidence in the processes used, the information obtained, and the decisions made.
- Informative about where students are in their learning.

High quality assessment is characterized by three attributes:

1. validity, through alignment with what is taught, learnt and assessed
2. accessibility, so that each student is given opportunities to demonstrate what they know and can do
3. reliability, so that assessment results are consistent, dependable and repeatable

Scope

The scope of this policy includes Applied, Applied (Essential), General subjects and short courses in the Secondary School. It includes all core and elective subject in years 7-10. The processes, procedures, roles and responsibilities are designed to build capacity as students work towards summative assessment completion.

Assessment completion (all years)

For all subjects, students are expected to engage in the learning of the subject. Students produce evidence of achievement in response to assessment planned for each unit. St Mary's Secondary School gathers evidence of learning and matches this to the relevant standards to make judgements.

Promoting academic integrity

St Mary's Secondary School promotes academic integrity by developing students' skills and modelling appropriate academic practices. The following Secondary school procedures support this endeavour.

	Policy and procedures
Location and communication of policy	The Secondary school assessment policy is located on the school website. All questions regarding this policy should be directed to the Principal or Deputy Principals. To ensure the assessment policy is consistently applied, it will be revisited at the beginning of each semester in Pastoral Care classes. Relevant processes will be revisited: • at enrolment interviews • in Pastoral Care Lessons • when each task is handed to students • in the newsletter and by email in response to phases of the assessment cycle
Expectations about engaging in learning and assessment	St Mary's Secondary School has high expectations for academic integrity and student participation and engagement in learning and assessment. Students are required to complete all course and assessment requirements on or before the due date for their results to contribute to their semester result. **Students are expected to:** • 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 the due date
Due dates	**St Mary's Secondary School is responsible for:** Due dates for final responses, checkpoints and drafts will be published in the assessment calendars (located on the school intranet). The assessment schedule will: • provide sufficient working time for students to complete the task • allow for internal quality assurance processes • be clear to teachers, students and parents/carers • be consistently applied • be clearly communicated by the end of Week 3 each term **All students are responsible for:** • referring to assessment calendars and recording due dates on calendars • planning and managing their time to meet the due dates • informing the subject teacher via email as soon as possible if they have concerns about assessment load and meeting due dates In cases where students are unable to meet a due date, they will: • inform subject teacher and the middle leader via email as soon as possible and complete an extension application form.

	• provide the school with relevant documentation, e.g. parental email, extension application form. • adhere to alternative arrangements for submission of assessment, if applicable as decided by the school. All final decisions are at the Principal's discretion.
Submitting, collecting and storing assessment information	Assessment instruments will provide information about St Mary's arrangements for submission of draft and final responses, including due dates, conditions and how tasks are to be submitted. All assessment evidence, including draft responses, will be submitted on or before their due date. Draft and final responses for all internal assessment will be collected and stored by teachers. Where appropriate, tasks will be returned to students at the end of the teaching term or destroyed.
Appropriate materials	St Mary's is a supportive and inclusive school. Material and texts are chosen with care in this context.

Ensuring academic integrity

St Mary's Secondary School 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.

Years 7-10

	Policy and procedures
Scaffolding	Scaffolding for assessment helps students understand the process for completing the task. Scaffolding will: • maintain the integrity of the requirements of the task or assessment instrument • allow for unique student responses and not lead to a predetermined response. Across the phases of learning, students will gradually be given more responsibility for understanding the processes required to complete their tasks.
Checkpoints for assignments	Checkpoints (when applicable) will: • be detailed on student task sheets • monitor student progress • be used to establish student authorship. 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. Middle Leaders and parents/carers will be contacted if checkpoints are not met.
Drafting	Type of drafts differ depending on the subject and can include (but not limited to) written drafts, rehearsals or product development. Drafts are used as evidence of student achievement in the case of illness or misadventure, or non-submission for other reasons. **Feedback on draft:** • Must not compromise authenticity of student response by adding ideas • Must not edit or correct grammar and spelling but note in feedback • Is provided on the maximum of one draft of each student's response • Is a consultative process, ***not a marking process*** • Will be provided within 1 week of the submission of draft Parents/caregivers are notified by email about non-submission and the processes to be followed.
Managing response length	Students must adhere to assessment response lengths as specified by tasks. The procedures below support students to manage their response length. • 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. • Where given, model responses are within the required length.

	• Feedback about length is provided by teachers at checkpoints. After all these strategies have been implemented, if the student's response exceeds the word length required by the syllabus, the school will: • mark only the work up to the required length (10% margin allowed), excluding evidence over the prescribed limit; and • annotate any such student work submitted to clearly indicate the evidence used to determine a mark.
Authenticating student responses	Accurate judgments of student achievement can only be made on genuine student assessment responses. St Mary's Secondary School uses checkpoints and authentication processes to ensure authenticity of student responses. Additionally, the following practices are utilised to assist in the submission of authentic responses: • Review of assessment tasks each year and appropriate changes made (when applicable) • Internal quality assurance processes comparing responses of students work. • An assessment schedule that ensures sufficient time for completion of tasks and monitoring of development of responses. To make judgements about a student achievement the School must have sufficient evidence of the student's own knowledge and skills to match with the relevant marking guide. *Responses that are not that student's own knowledge and skills cannot be used to make a judgement. When authorships cannot be established the School will provide opportunity for the students to demonstrate that the submitted work is their own. The School will then make a judgement about the student's achievement based on parts of the response that can be identified as the student's own work.*
Adjustments, Extensions and Movement of Exam Dates	St Mary's is committed to reducing barriers to success for all students. Actions will be 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. These can include • Assessment adjustments and modifications • Extensions • Movement of Exam Dates The Learning Enrichment Teachers manage all approval of adjustments, extensions and movement of exam dates for students. All applications must be accompanied by the relevant supporting documentation and made as far in advance as possible. All evidence used to make decisions is recorded in the student's file on the DLP by classroom teacher or Learning Enrichment Teacher. **Assignment Extensions for unforeseen illness and misadventure** Students and parents/carers must contact the classroom teacher as soon as possible and submit the relevant supporting documentation. This should include an extension application form which must be signed by the student, parent, classroom teacher and Middle Leader. Extension applications must, except for extenuating circumstances approved by the Assistant Principal, be received at **least two days prior to the due date**.

	Extensions for assignments will not be granted on the following grounds: • matters that the student could have avoided i.e. poor time management • matters of the student's or parent's/carer's own choosing i.e. school sporting commitments, family holidays Where students will be absent on the day an assessment is due, assessment must still be submitted on or before the due date. **Movement of Exam or Presentation** Students who are unable to sit an exam or present a task such as a speech or performance due to illness or circumstances outside their control will be expected to sit the exam or present their task at the next date as decided by the school. In Years 7-10, parents should contact the school as soon as possible and provide an email explaining the reason for the absence. Students are eligible to have an exam or presentation moved for the following reasons: • Illness • Misadventure • Events outside of the student's control i.e. district, regional and state sporting carnivals. Students are not eligible for movement of exam dates on the following grounds: • matters that the student could have avoided • matters of the student's or parent's/carer's own choosing i.e. family holiday Where a student does not sit the exam or present the task for an approved reason, and no evidence is available an 'N' will be awarded.
Managing non-submission of assessment by the due date	Teachers will collect progressive evidence of student responses to assessment instruments at the prescribed checkpoints. The checkpoints on the instrument-specific task sheets provide details of the evidence that will be collected. In circumstances where students do not submit a final response to an assessment on or before the due date: • a result will be given based on checkpoints or drafts. • If no evidence is available (i.e. unseen exam) the student will receive an 'N'
Internal quality assurance processes	All teachers undertake and participate in internal quality assurance practices including the cross-marking of assessments (where there is more than one class) and sample marking. Teachers apply quality assurance strategies to the marking of assessment items to ensure that comparability of marking is achieved throughout the assessment process.

Appeals process	If students are concerned about the grades their work has been attributed they may embark on an appeals process in consultation with their subject teacher.
	Step 1: Student speaks to their subject teacher regarding the task
	Step 2: Following this conversation, the teacher will take the task to their Middle Leader The Middle Leader and the teacher will consider the work against the marking guide. The Curriculum Leader will respond to the student and teacher via email regarding the remark and will provide feedback supporting their decision. Where the classroom teacher is also the Middle Leader, the teacher will approach the Deputy Principal to action the same steps
	Step 3: Should the student continue to have concerns around the grade attributed, the student can make an appointment to discuss their concerns with the Principal/ Deputy Principal

Managing academic misconduct

St Mary's 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 miconduct
Cheating while under supervised conditions	A student: • 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.	**For authorship issues** When authorship of student work cannot be established or a response is not entirely a student's own work the school will provide an opportunity for the student to demonstrate that the submitted response is their own work. **For all instances of academic misconduct** 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 task, on or before the due date. **For instances of academic misconduct during examinations** Students will be awarded a Not-Rated (NR). Where appropriate, the school's behaviour management policy will be implemented.
Collusion	When: • 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.	
Contract cheating	A student: • pays for a person or a service to complete a response to an assessment. • sells or trades a response to an assessment.	

Copying work	A student: • 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: • 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: • invents or exaggerates data. • lists incorrect or fictitious references.
Impersonation	A student: • 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 audiovisual 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.
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.

Review

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Reviewed