

Updated March 2024

## Rationale

Chancellor State College is committed to an educational philosophy that encourages all students to achieve personal excellence by developing their talents and abilities. Assessment incorporates all measures to gather evidence of student learning in each learning area and/or subject, report to parents/carers, and support continuous improvement in student learning and achievement in preparation for future pathways (Assessment and Moderation Hub).

## Understanding Academic Integrity

“Academic integrity requires academic responsibilities to be approached in an honest, moral and ethical way” (QCE and QCIA Policy Procedures Handbook 2019 V4.0).

For our college, these responsibilities include:

- Development of a policy that adheres to the requirements of governing bodies such as the Department of Education, Queensland Curriculum and Assessment Authority (QCAA), Australian Curriculum Assessment and Reporting Authority (ACARA) and the Australian Skills Quality Authority (ASQA), with regards to all assessment.
- Consistent application of the policy and minimisation of potential academic misconduct such as cheating or plagiarising.
- Development of assessment tasks which enable the identification of individual work.
- Use of a consistent method of referencing and adherence to copyright laws.
- Communication and consistent application of assessment submission processes and deadlines.
- Minimisation of barriers so that all students, regardless of their disability, impairment, medical condition or experiences can demonstrate their learning, knowledge and skills.
- Emphasis of the importance of academic conduct and a student’s responsibility as a learner, across all areas of the college.
- Offering all students with a disability reasonable adjustment in accordance with the Disability Discrimination Act so that they can successfully access the assessment.

## Principles

Chancellor State 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, product or other technique that allows students to demonstrate the objectives as described in a unit of competency or subject syllabus.

Assessment should be:

- aligned with curriculum
- 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.

## **Scope of this policy**

This policy applies to all assessment across all subjects and all year levels. To improve clarity, it is broken into the following sections:

### **1. Communication of Assessment Requirements**

- a. Assessment Planners
- b. Task Sheets
- c. Response length
- d. Drafting

### **2. Access Arrangements and Reasonable Adjustments**

- a. Purpose
- b. Process
- c. Examples

### **3. Submission of Assessment**

- a. Assessment Submission
- b. Spoken/Practical/Performance Submission
- c. Exam Procedures
- d. Late and Non-Submission

### **4. Extensions**

- a. Purpose
- b. Process
- c. Process Flow Chart

### **5. Authenticity of Student Work**

- a. Plagiarism
- b. False or Misleading Information
- c. Referencing

### **6. Types of Academic Misconduct**

- a. Examples

# 1. Communication of Assessment Requirements

## a. Assessment Planners

- All students will be issued their assessment planner via email and upcoming due dates viewable on QLearn.
- All senior students will be issued an assessment block timetable via email and a master copy will be available on QLearn and emailed to parents.
- Parents are able to access this same information through the QParents App.
- Due dates on the assessment planner will refer to the specific date the assessment is due and work is to be submitted by 5.00pm.
- All assessment items due during the assessment block will appear on the first day of the block in the assessment planner.

## b. Task Sheets

- All summative assessment will have a task sheet with a marking guide which specifies the assessment conventions.
- Assessment conventions will include:
  - A clear statement of the task
  - Conditions and response type
  - The specific purpose of the assessment and its context and/or relation to course objectives
  - Expected format and length requirement
  - The marking guide against which work will be assessed
  - Specific due dates for submission of drafts and final copy
  - Authentication strategies (eg: electronic)

## c. Response Length – Years 10 - 12

- Maximum word length and timing are not negotiable.
- Students will receive the comment that the response falls outside the required length if this is the case.
- An opportunity to redact the response must be completed in class within 20 minutes. In an assessment that requires a continuous response such as a presentation, recording or exam, it is not appropriate for the student to redact the response.
- Where the assessment still exceeds the response length following redaction, or in the case where redaction is not appropriate, only evidence within the maximum response length will be used to determine result.
- Marking guides will be applied to the evidence provided in responses. As marking guides are designed for responses that meet task length requirements, significantly exceeding the task length can affect the student's result.

## d. Drafting

- Drafting is an essential part of the feedback cycle and allows both the student and the teacher to gauge the progress of learning that has occurred prior to final assessment.
- Drafts are primarily the evidence on which feedback is based and are not usually used to determine an assessment result.
- Drafts will be used as evidence of student achievement and awarded a grade if the final version is not submitted on or before the due date.
- As part of maintaining the values of academic integrity, students are responsible for meeting checkpoints and submitting a draft unless the Head of Department (HoD), Guidance Officer or Year Level Deputy has approved an extension.
- Where drafts have been submitted after the due date, students may only receive limited teacher feedback on the draft at the teacher's discretion.
- Where a draft has not been submitted, evidence of student progress towards the assessment is to be collected in lieu of a draft the next lesson.
- Teachers may not introduce new ideas, language or research to improve the quality of the student's response.
- Teachers may not edit or correct errors in a draft and instead are to note in the feedback that this is an issue the student needs to address.

## 2. Access Arrangements and Reasonable Adjustments

### a. Purpose

- Chancellor State College recognises that some students may require special arrangements and/or adjustments to their assessment, to be able to demonstrate their skills and knowledge, equitably.
- Adjustments to assessments are designed to assist students who have a disability, impairment, medical condition, or experience other circumstances which may be a barrier to their performance in assessment.
- An adjustment to assessment must be planned as early as possible to remove these barriers.
- Access Arrangement and Reasonable Adjustments (AARA) are for Year 11 and 12 students.
- Students are **not** eligible for an adjustment to assessment for:
  - matters that could have been avoided such as misreading a task sheet or assessment timetable
  - matters of the student's or family's choosing such as family holidays, participation in college events, excursions
  - IT issues, such as loss of data, printer problems and failed email
- Students in Years 11 and 12 are not eligible for an adjustment to assessment for:
  - unfamiliarity with the English language

### b. Process

- Students, parents or staff may identify a student as requiring an adjustment to assessment.
- A request for an adjustment to assessment must go through the Head of Department, Guidance Officer or Deputy Principal.
- Supporting evidence may be required to be submitted. Evidence may include, but is not limited to, parent communication, prior recognition of a verified disability, medical report, police report, official notices or psychologist's assessment.
- Approved adjustments to assessment will be documented in OneSchool under the students Personalised Learning profile and classroom teachers notified.
- In Years 11 and 12, AARA applications for go through the Head of Department for Senior Schooling, Guidance Officer or Deputy Inclusion who will liaise with the QCAA for approval where applicable. The application form for an AARA is available on the college website or from the Head of Department Senior Schooling, Guidance Officers and Deputy Principals. Parent fact sheets are available to explain the process in detail. Parents/Carers must also sign the form indicating their support of the application.

### c. Examples of Adjustments to Assessment (including AARA)

- Alternative venue or due date, assistance from teacher aide or assistive technology, rest breaks or extra time, scribe or reader, alternative format of task, varied seating or audience.
- The adjustment to assessment allocated will be dependent on the needs of the student, the evidence submitted and the nature of the task. A student must be allowed to demonstrate what they know and can do in relation to the task and the adjustment to assessment must support this process.

### 3. Submission of Assessment

#### a. Assessment submission

- All assessment for students in Years 7 – 12, with the exception of practical tasks, are to be submitted via QLearn on or before the due date by 5.00pm.
- All students in Years 7 – 12 who are absent on the day of assessment are still required to submit their work through QLearn by 5.00pm, unless a formal extension has been granted or an alternate submission option agreed.
- Students who are unable to submit their assessment on the due date due to unforeseen circumstances are required to submit a request for an extension to the HoD, Guidance Officer or Year Level Deputy. This is in addition to a parent contacting the college to notify of the absence if not in attendance.
- Submission of VET assessments are limited to two submissions. Where resubmission is required, the student will be referred to the HoD to develop a plan for further submissions.

*\* Note: QLearn submissions will be rolling out throughout 2024, all tasks will indicate final submission process.*

#### b. Spoken/Practical/Performance Submission

- All spoken/practical/performance assessments are to be submitted to the teacher during the lesson on or before the due date.
- Students who are unavoidably absent from college on the day of their assessment, are required to contact their teacher as soon as practical and to submit a request for an extension to the HoD, Guidance Officer or Year Level Deputy, with supporting evidence such as medical certificate. This is in addition to a parent contacting the college to notify of the absence.

#### c. Exam Procedures

- Behaviour during exams is to be of the highest standard so as not to impact on the work of others and to ensure authenticity of student responses. Where a breach occurs, this will be recorded in One School and managed in accordance with the CSC Student Code of Conduct.
- Students should arrive at the exam room promptly and, if during an assessment block, at least 10 minutes prior to the exam.
- It is the student's responsibility to bring all required materials and equipment, but they must not bring into the exam room any specifically prohibited items such as mobile phones, smart watches, computers/iPad. Teachers will advise students on the specific exam conditions and the best place to put bags.
- Full college uniform is expected to be worn for all exams.
- Students may not communicate with anyone other than the exam supervisor/teacher or support staff during the exam.
- Supervising teachers cannot provide advice or assistance to students with questions regarding the materials, content or questions of the examination.
- Students are not permitted to leave the exam room if they have finished early. They must stay until the exam session has finished or until instructed to leave by the exam supervisor/teacher or support staff.
- To support students with time management, exam supervisors/teachers will clearly communicate time junctures such as 30 and 10 minutes before the finish time.
- Students who are unavoidably absent from college on the day of their exam are required to provide evidence to the college via the attendance officer including the reason for absence and this is to be forwarded to applicable curriculum HoD and teaching staff. In Years 7-10, this may include parent contact or a medical certificate. In Years 11 – 12, this may include medical certificate, police report, statutory declaration, parent contact in addition to a parent contacting the college to notify of the absence.
- College examinations take preference over external study.

#### d. Late and Non-Submission

- All assessment must be submitted on or before the due date.
- Students may apply for an extension if there are valid grounds prior to the due date.
- Late submissions will not be accepted unless an extension has been approved. The result will be based on evidence available on the due date.
- When there is no evidence on or before the due date, a result cannot be awarded.
- When the assessment is not submitted by the due date, teachers may use other evidence such

as draft, photographs of work or videoed rehearsals to award a result.

## 4. Extensions

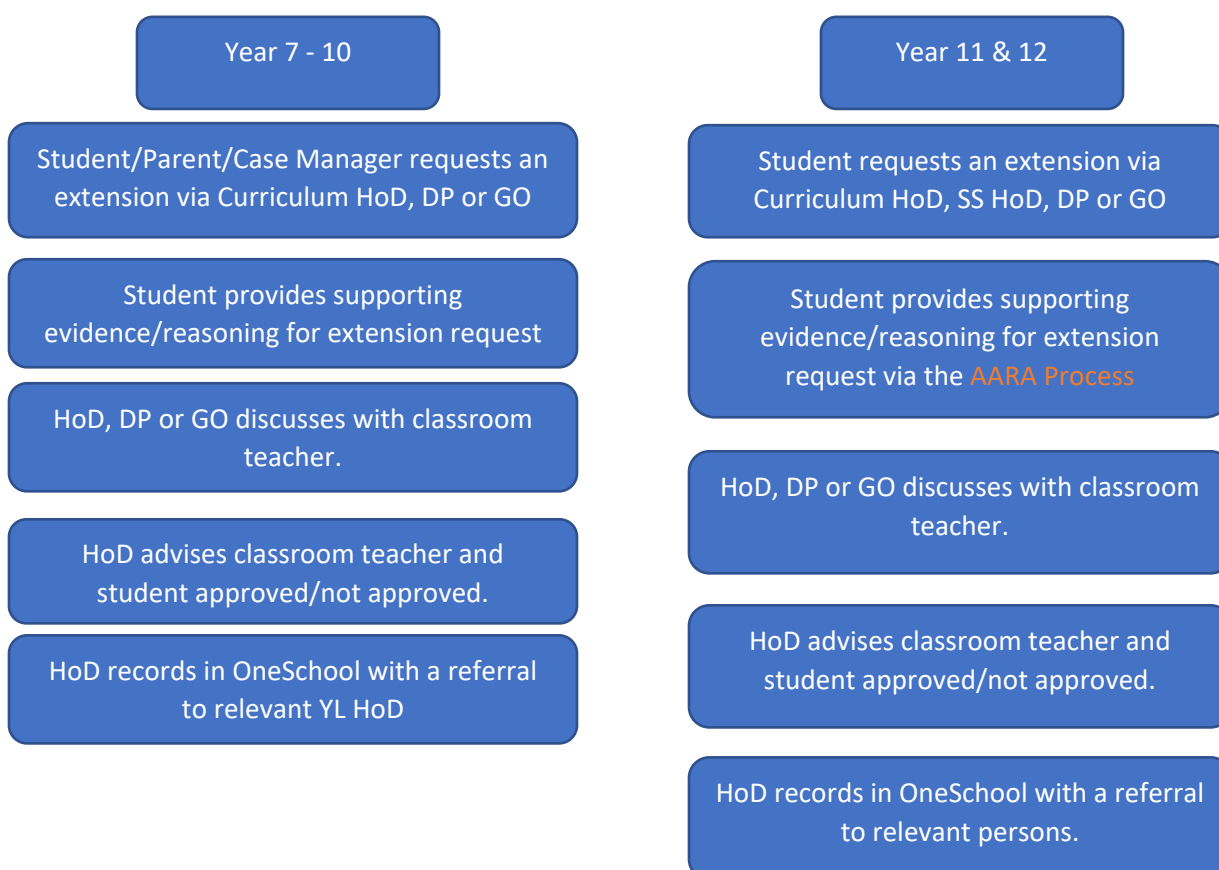
### a. Purpose

- An extension allows for unavoidable and unexpected events which may impact on a student's ability to complete assessment. These are events that are beyond the student's control such as illness/accident and family emergency.
- Students are **not** eligible for extension for:
  - matters that could have been avoided such as misreading a due date or exam timetable
  - matters of the student's or family's choosing such as family holidays, participation in college events, excursions
  - IT issues, such as loss of data, printer problems and failed emails
- For students in Years 11 and 12 studying Units 3 and 4, extensions are completed through the AARA process.

### b. Process

- Students, parents or staff may identify a student as requiring an extension.
- A request for an extension must go through the Head of Department, Guidance Officer or Year Level Deputy Principal for approval.
- Supporting evidence may be required to be submitted. Evidence may include, but is not limited to, parent communication, prior recognition of a verified disability, medical report, police report, official notices or psychologist's assessment.
- In Years 11 and 12, AARA applications will need to go through the Head of Department for Senior Schooling, Guidance Officer or Deputy Principal who will liaise with the QCAA for approval. The application form for an AARA is available on the college website or from the Head of Department Senior Schooling, Guidance Officers and Deputy Principals. Parent fact sheets are available to explain the process in detail. Parents/Carers must also sign the form indicating their support of the application.
- Outcomes for extensions and/or exemptions will be communicated to student and parent via email and recorded in OneSchool. Exemptions are not applicable for Vocational Education and Training certificates and all studies in Years 11 or 12.

### c. Process Flow Chart



## 5. Authenticity of Student Work

### a. Plagiarism

- All work submitted for assessment must belong to the student.
- Plagiarism involves work that is not produced by the student, including contributions by non-human creators.
- All student submissions will be scanned using anti-plagiarism software to check for ownership.
- If plagiarism is suspected, the student will be given the opportunity to prove ownership.
- Only the parts that can be identified as the student's original work will be used to award a result.

### b. False or Misleading information

- All research data must be authenticated and referenced.
- If the use of false or misleading information is suspected, the student will be given the opportunity to prove authenticity.
- Only the parts that can be identified as authentic will be used to award a result.

### c. Referencing

- Students must appropriately acknowledge in their work, the inclusion or use of others' ideas, words and information (including charts, tables, graphs and other illustrative materials), through the use of the Harvard Referencing System.
- In-text referencing and bibliographic requirements will be explained as part of the assessment task sheet.



## 6. Types of Academic Misconduct and Examples of Misbehaviours

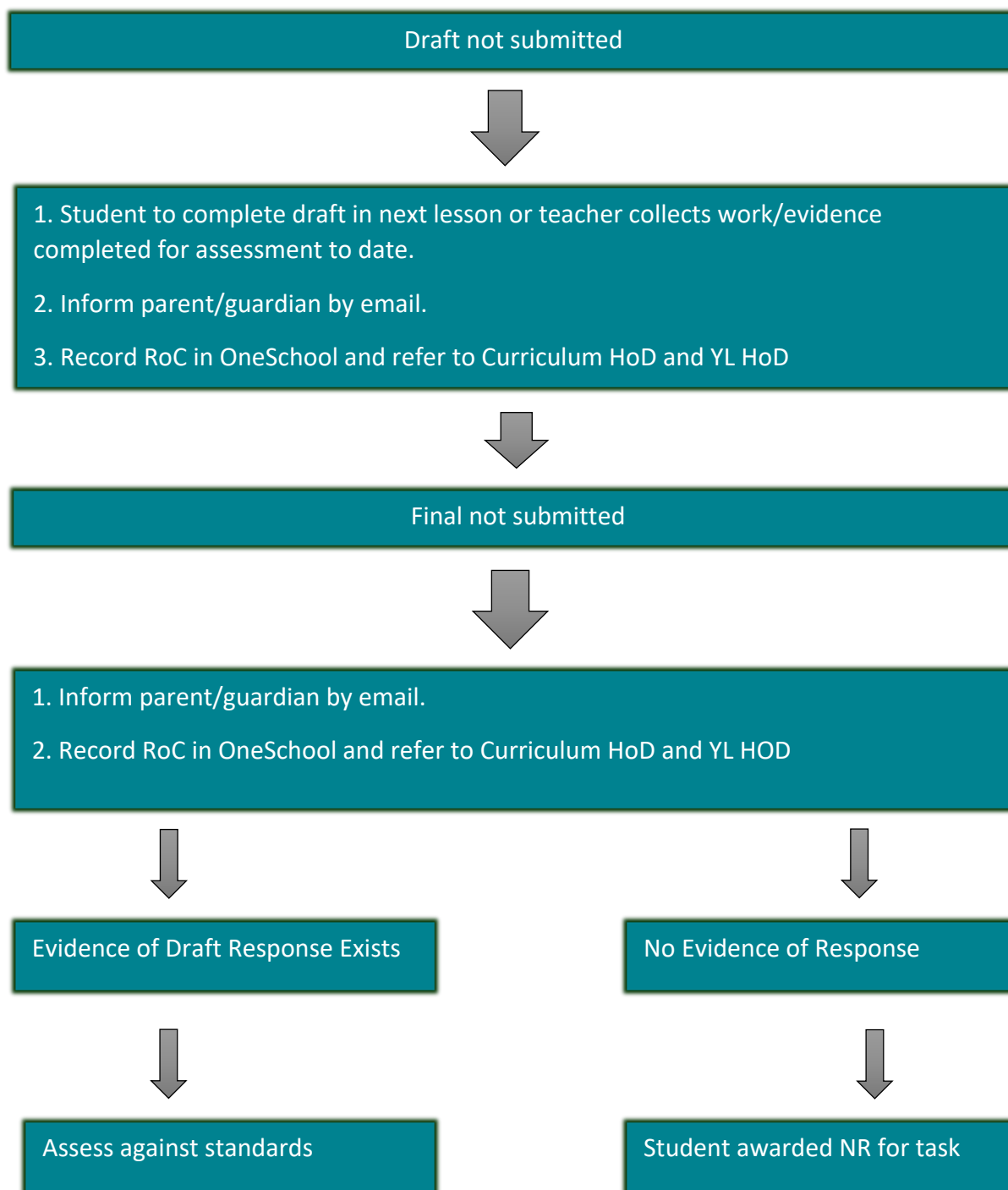
Any form of academic misconduct may attract a penalty. Where academic misconduct occurs, the incident will be reported in OneSchool and referred to the Curriculum HoD for follow up.

A student can apply for a review where academic misconduct has been determined via the Year Level Deputy.

Types of misconduct	Examples
Cheating while under supervised conditions	<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>
Collusion	<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>
Contract Cheating	<p>A student:</p> <ul style="list-style-type: none"> <li>• acquires a response to an assessment from a third party eg a person, service or artificial intelligence (AI) or has them complete a response for an assessment</li> <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> <p>When this is suspected we can:</p> <ul style="list-style-type: none"> <li>• ask students to complete responses during designated class time to ensure teachers are able to observe the development of work and authenticate student responses</li> <li>• ask students to explain the meaning of particular words and excerpts of the response</li> </ul>
Copying work	<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>
Disclosing or receiving information about an assessment	<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>
Impersonation	<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>
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>



# ASSIGNMENT NON-SUBMISSION FLOWCHART



## Reporting

- Evidence from summative assessment items
- Where a NR has been awarded for an assessment item, use formative assessment or class tasks to award a semester grade.
- In Year 11 & 12 where an NR has been awarded report a N for the Unit.

# MISSED EXAM FLOWCHART

