



College Junior Assessment Policy

St Patrick's College Townsville

Scope

This policy provides information for teachers, students and parents/carers about roles, responsibilities, processes and procedures to ensure the integrity of assessment completed by students in Years 7 to 10 at St Patrick's College Townsville.

Purpose

St Patrick's College Townsville 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 summative assessment completion.

Principles

St Patrick's College Townsville'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 objectives of each subject. Assessment should be:

- ❖ aligned with the Australian 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

St Patrick's College Townsville promotes academic integrity by developing students' skills and modelling appropriate academic practices. In the system of standards-referenced, school-based assessment conducted at St Patrick's College Townsville, teacher judgments are used to determine students' achievements. It is essential that these judgments are based on accurate and authentic assessment information. The ongoing challenge for teachers is to find ways of making judgments about student generated texts and examinations where there is access to electronic resources and collaborative text production. The issue is not that students use technologies or seek help from others, but how the resources are used and acknowledged, and the extent to which they affect the certainty of authorship.

The following whole-school procedures support this endeavour.

Area of Academic Integrity	Policy and procedures
<p>Location and communication of policy</p>	<p>The St Patrick's College Townsville Assessment Policy is located on the College website and an extract in the College diary. All questions regarding this policy should be directed to Heads of Faculty or the Deputy Principal - Academic.</p> <p>To ensure the assessment policy is consistently applied, it will be revisited by classroom teachers when assessment tasks are distributed or are upcoming. Relevant processes will be discussed:</p> <ul style="list-style-type: none"> ❖ at enrolment interviews ❖ when the assessment calendar is published ❖ when each task is handed to students ❖ in the College newsletter and by email in response to phases of the assessment cycle ❖ when students apply for Special Provisions ❖ during subject change interviews
<p>Expectations about engaging in learning and assessment</p>	<p>St Patrick's College Townsville 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.</p> <p>Student responsibility</p> <p>Students are expected to:</p> <ul style="list-style-type: none"> ❖ participate and engage in the learning and assessment 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>Due dates</p>	<p>College responsibility</p> <p>St Patrick's College Townsville gathers evidence of student achievement on or before the due date.</p> <p>Due dates for final responses will be published in the College Assessment Calendar. All students will be provided with their Assessment Calendar by no later than the end of Week 3 each semester. All handout, checkpoint and draft dates are included on specific assessment tasks distributed by the classroom teacher.</p>

	<p>The Assessment Calendar will:</p> <ul style="list-style-type: none"> ❖ align with Australian Curriculum requirements ❖ provide sufficient working time for students to complete the task ❖ allow for internal quality assurance processes ❖ enable timelines for quality assurance processes to be met ❖ be clear to teachers, students and parents/carers ❖ be consistently applied ❖ be clearly communicated by the end of Week 3 each semester and published on the College website ❖ give consideration to allocation of workload. <p>Student responsibility</p> <p>Students are responsible for:</p> <ul style="list-style-type: none"> ❖ recording due dates in their diaries ❖ planning and managing their time to meet the due dates ❖ reference all non-original work and quotes correctly using the APA System of Referencing ❖ ensure that their assessment and/or draft is submitted via the platform specified by the class teacher ❖ save their work in more than one place as no extra time will be allowed for computer or printing malfunction ❖ informing the school 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 will:</p> <ul style="list-style-type: none"> ❖ contact the Deputy Principal - Academic as soon as possible ❖ provide the school with relevant documentation, e.g. medical certificate ❖ adhere to alternative arrangements for submission of assessment, if applicable and approved, as decided by the College. <p>All final decisions are at the Principal's discretion. Refer to Special Provisions information below.</p>
<p>Submitting, collecting and storing assessment information</p>	<p>Assessment instruments will provide information about St Patrick's College Townsville's arrangements for submission of draft and final responses, including due dates, conditions and file types.</p> <p>All assessment evidence, including draft responses, must be submitted by their due date and where appropriate, via the College's academic integrity software.</p> <p>Draft and final responses for all internal assessment will be collected and stored in each student's folio. All evidence used for making judgments is stored in each student's folio.</p>
<p>Appropriate materials</p>	<p>St Patrick's College Townsville is a supportive and inclusive school. Material and texts are chosen with care in this context by students and staff.</p> <p>Academic integrity requires St Patrick's College Townsville to approach academic responsibilities in an honest, moral and ethical way. Teachers, parents/carers and others who support students in their learning have a responsibility for promoting and maintaining academic integrity.</p>

Equipment for Supervised Assessment and Examinations	All equipment taken into examinations or supervised assessment must be visible at all times throughout the examination. Guidelines on acceptable equipment will be given by the subject teacher.	
	Uniform	Students undertaking examination blocks are expected to be in full Academic College Uniform for all assessment. Those students undertaking practical Physical Education Assessment will be required to wear the full College Sports Uniform and will be advised by their classroom teacher when this is required.
	Water Bottles	Water bottles can be taken into supervised assessment and examinations if they are transparent, with no labels, printing or writing on the bottle itself. Water bottles must be kept on the floor beside the student's desk, in such a manner to not provide any tripping hazards for aisles and thoroughfares.
	Mobile Phones, Smart Watches, Tablets and Electronic Devices	Students are not permitted to take mobile phones or smart watches into examinations or supervised assessment. When a situation exists, and the Principal has been advised, where a student must have a phone, smart watch, tablet or electronic device on their person, the phone/device must be switched off and placed at the front of the room on the Teacher's Desk for the allocated assessment time.
	Assisting Students	It is expected that professional and ethical behaviour will be demonstrated by teachers regarding all aspects of examination administration. Any help with answering questions for a student that advantages them in any way will be considered cheating and will be dealt with as detailed in Managing Academic Misconduct.

Ensuring academic integrity

St Patrick's College Townsville 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.

Internal assessment administration

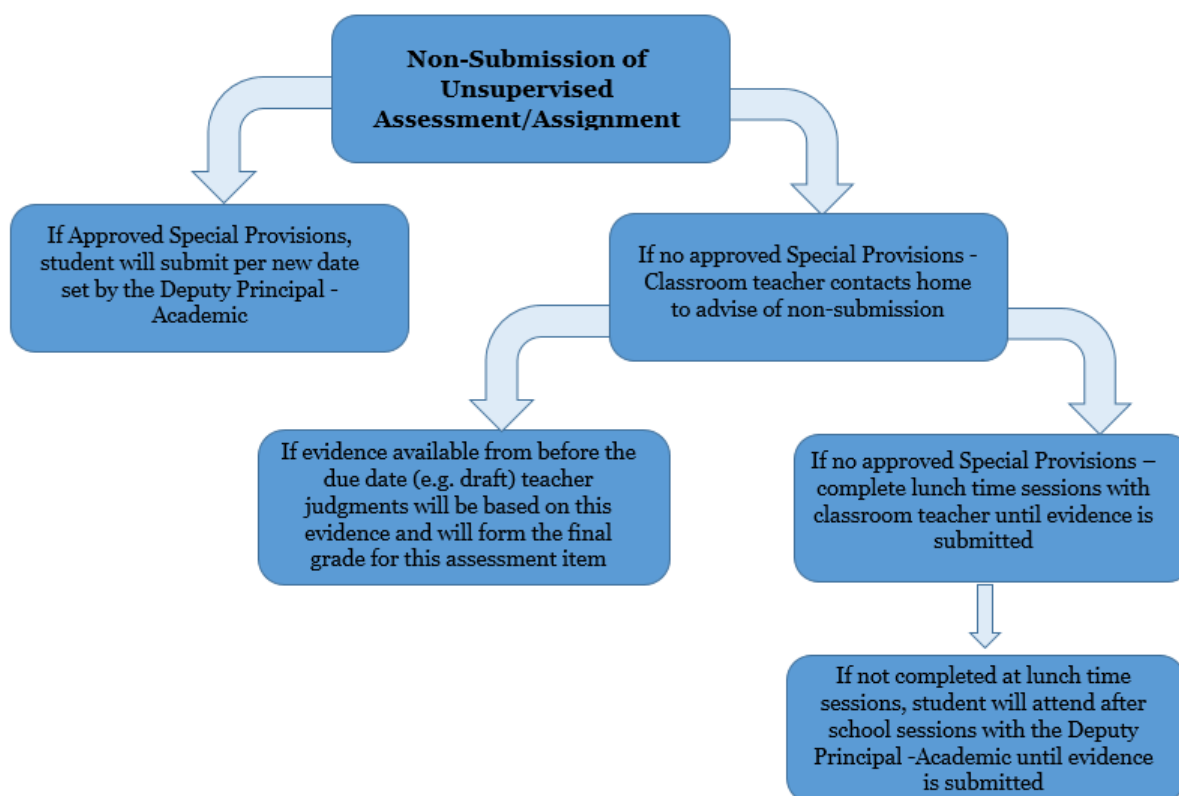
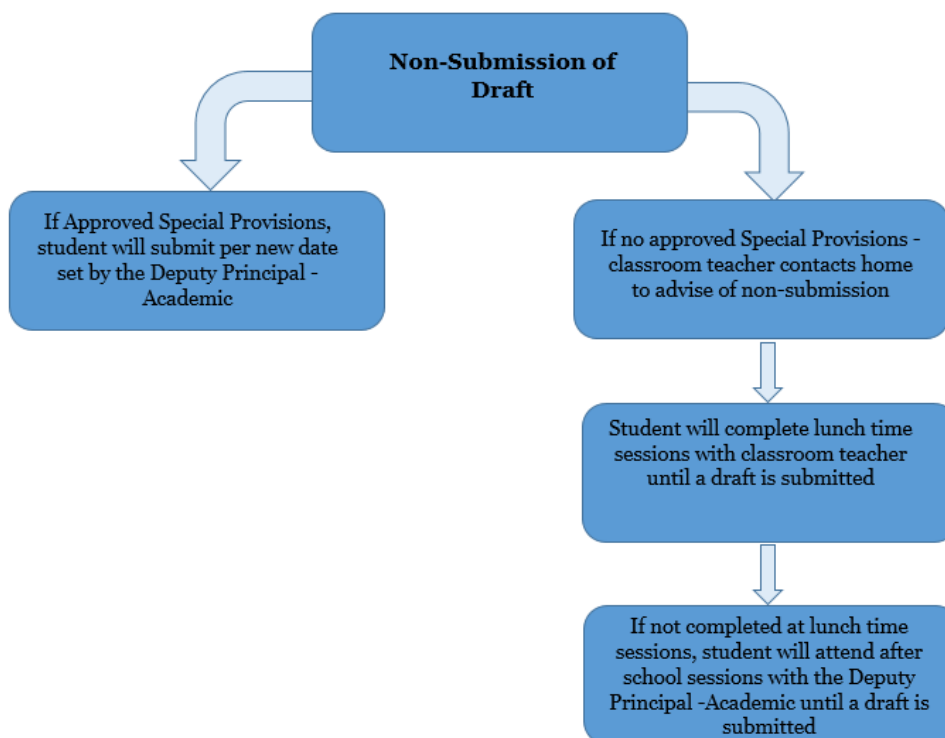
Area of Academic Integrity	Policy and procedures
Scaffolding	<p>Scaffolding for assessment helps students understand the process for completing the task. Scaffolding will:</p> <ul style="list-style-type: none"> ❖ maintain the integrity of the requirements of the task or assessment instrument ❖ allow 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>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>Teachers will advise Heads of Faculty and parents/carers if checkpoints are not met.</p>
Drafting	<p>Drafting is a key checkpoint. Types of drafts differ depending on the subject and the subject requirements 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>Feedback on a draft is:</p> <ul style="list-style-type: none"> ❖ provided on a minimum of one draft of each student's response. The number of drafts varies depending on the task conditions ❖ 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 ❖ provided in a timely manner as stated on the task sheet <p>Feedback on a draft must not:</p> <ul style="list-style-type: none"> ❖ compromise the authenticity of a student response ❖ allocate a mark. <p>A copy of the feedback will be stored with a hard or electronic copy of the draft in the student's folio.</p>

	<p>Parents and carers will be notified by email about non-submission of drafts and the processes to be followed.</p> <p>The following procedure will take place if a student has not completed their draft or associated work and submitted via the platform specified by the class teacher by the class lesson on the due date:</p> <ol style="list-style-type: none"> 1. The College will contact a parent/carer concerning their daughter's non-submission and breach of the College Assessment Policy. 2. The student will complete supervised lunch time sessions to work through the issues of non-submission with their teacher and to submit a draft, if not already done so. If the draft work is not completed satisfactorily, then the student will attend supervised after school sessions with the Deputy Principal - Academic until this is done. 3. Drafts might be used as evidence of student achievement in the case of illness or non-submission for other reasons. 4. The assessment item will be dealt with as outlined in Special Provisions (below).
<p>Managing response length</p>	<p>Students must adhere to assessment response lengths as specified by the subject. The procedures below support students to manage their response length.</p> <ul style="list-style-type: none"> ❖ 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. ❖ Feedback about length is provided by teachers at checkpoints.
<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>In cases where a student response is not authenticated as a student's own work, procedures for managing alleged academic misconduct will be followed by the Deputy Principal - Academic.</p>
<p>Special Provisions</p>	<p>Applications for Special Provisions</p> <p>St Patrick's College Townsville is committed to reducing barriers to success for all students. Special Provisions 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.</p> <p>The Deputy Principal - Academic manages all approval of Special Provisions for students.</p> <p>All Special Provisions 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 by the Deputy Principal - Academic.</p> <p>Applications for extensions to due dates for unforeseen illness and misadventure</p> <p>Students and parents/carers must contact the Deputy Principal - Academic as soon as possible and submit the relevant supporting documentation.</p> <p>Students will need to follow the conditions outlined below and students will be given no credit for late assessment without an official request for Special Provisions being granted.</p>
<p>Unsupervised Assessment, Assignments and Drafts</p>	<p>Students who are unavoidably absent on the day when an assignment or draft is</p>

		<p>due (absence is explained and verified), must arrange for the assignment or draft to be submitted via the platform specified by the subject teacher by the specified due date and time. On their return to school, students must meet with the Deputy Principal - Academic to complete a Request for Special Provisions form with accompanying documentation; a medical certificate, statutory declaration or a written request for special provisions on compassionate grounds from a parent/carer. The classroom teacher will allow students to submit the assessment item immediately upon their return to school (where possible and equitable); however, this assessment will not be included in the determination of the overall level of achievement until the Special Provisions request has been approved. Should the request for Special Provisions be denied or not applied for, the assessment item will be dealt with under the section Managing non-submission of assessment by the due date</p>
	<p>Examinations</p>	<p>Students who are unavoidably absent on the day when an examination is scheduled, must notify the School Office by 8.15am on the examination day of their inability to attend. On their return to school, students must meet with the Deputy Principal - Academic to complete a Request for Special Provisions form. This form must be accompanied by appropriate documentation; a medical certificate, statutory declaration or written request for special provisions on compassionate grounds from a parent/carer. The classroom teacher will allow students to sit the missed examination immediately upon their return to school (where possible and equitable); however, this examination will not be included in the determination of the overall level of achievement until the Special Provisions request has been approved. Should the request for Special Provisions be denied or not applied for, the assessment item will be dealt with under Managing non-submission of assessment by the due date.</p>
<p>Managing non-submission of assessment by the due date</p>	<p>Teachers will collect progressive evidence of student responses to assessment instruments at the prescribed checkpoints.</p> <p>The checkpoints on the instrument-specific task sheets provide details of the evidence that will be collected.</p>	

	<p>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 and submitted via the platform specified by the teacher by the due date and no other evidence is available, the following procedure will take place: <ol style="list-style-type: none"> 1. The College will contact a parent/carer concerning their daughter’s non-submission and breach of the College Assessment Policy. 2. The student will complete supervised lunch time sessions to work through the issues of non-submission with their teacher and to complete the assessment item, if not already done so. If the assessment is not completed satisfactorily, then the student will attend supervised after school sessions with the Deputy Principal - Academic until this is done. 3. The assessment item will be dealt with as outlined in Special Provisions. <p>Please refer to the flow chart below that shows the steps of non-submission of assessment by the due date.</p>
<p>Internal quality assurance processes</p>	<p>St Patrick’s College Townsville’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 instruments before they are administered to students using quality assurance tools provided by the QCAA ❖ quality assurance of judgments about student achievement.
<p>Review</p>	<p>As part of the College’s commitment to Academic Integrity, cross-marking and moderation occurs between classes and across teachers on all assessment.</p>

Flowchart of Non-Submission of Assessment by the Due Date



Managing academic misconduct

St Patrick's College Townsville 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.

Cheating refers to the use of unfair methods to improve results. This can be using other people's assignments, taking notes into examinations, sharing answers in examination conditions or other means. Mobile phones and smart watches, because of social media, SMS and MMS messaging, could also be used to pass on information. Mobile phones and smart watches are therefore not allowed in examinations. Ensuring student authorship of responses to assessment tasks is required by all syllabuses. Many subjects require students to work outside of the classroom on assignments and that may raise issues of authorship and ownership. Issues may also be raised concerning past examination papers. St Patrick's College Townsville will continually review and implement procedures that enable students to establish their authorship and ownership of responses that they submit for assessment.

If the College is able to determine that a student has knowingly used methods to unfairly improve her work:

- ❖ The matter is to be reported to the Head of Faculty, where applicable, and to the Deputy Principal - Academic;
- ❖ The teacher will take possession or note of the method used for academic misconduct (if on the student's person, the teacher will make note of what was seen);
- ❖ The student and parents/carers will be notified of the incident and the outcome;
- ❖ The matter will be referred to the Deputy Principal for consideration of consequences in consultation with the Principal;
- ❖ In some circumstances the Principal may, at their discretion, enforce further consequences;
- ❖ A written report of the incident should be filed in the student's work folio.

All assessment items at St Patrick's College Townsville will have a Declaration of Student Ownership Statement on the task sheet. Students are required to sign and date this statement prior to submission of their assessment and to confirm that they are aware of the College Assessment Policy and the consequences for breaching this policy.

In cases of questionable authorship or suspected plagiarism, the teacher could request further evidence of that achievement through the submission of additional work or questions. The student could be required to provide extra responses to tasks set by the teacher, under whatever conditions were considered necessary

The following are some examples of academic misconduct along with the procedures for managing them:

	Types of 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.

	Types of misconduct
Collusion	When: <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.
Contract cheating	A student: <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	A student: <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 examination ❖ copies another student's work during an examination.
Disclosing or receiving information about an assessment	A student: <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	A student: <ul style="list-style-type: none"> ❖ invents or exaggerates data ❖ lists incorrect or fictitious references.
Impersonation	A student: <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	A student distracts and/or disrupts others in an assessment room.

Types of misconduct	
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 audiovisual material, figures, tables, design, images, information or ideas).</p> <p>Some examples of plagiarism are detailed below. This is not an exhaustive or full list and all instances are not limited to these provided examples.</p> <ul style="list-style-type: none"> ❖ Word-for-word copying of sentences or paragraphs from one or more sources which are the work or data of other persons (including books, articles, working papers, conference papers, websites or other students' assignments) without clearly identifying their origin by appropriate in-text referencing and listing; ❖ Closely paraphrasing sentences or paragraphs from one or more sources without appropriate acknowledgment in the form of an in-text reference to the original work or works; ❖ Using another person's ideas, work or research data without appropriate acknowledgment or in-text referencing; ❖ Copying computer files in whole or in part without indicating their origin; ❖ Submitting work which has been produced by someone else on the student's behalf as if it were the work of the student; and ❖ Producing work in conjunction with other people (other students, sibling, a tutor, parents) when it is purported to be work from the student's own independent research and development
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.

The following are the procedures undertaken by St Patrick's College Townsville for managing academic misconduct:

Types of Misconduct	Procedure
Authorship Issues	<p>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>If the school is able to determine that a student has knowingly used work that is not her own and neglected to reference that work:</p> <ul style="list-style-type: none"> ❖ The matter is to be reported to the Head of Faculty, where applicable, and to the Deputy Principal - Academic; ❖ The teacher will notionally highlight for deletion the plagiarised work from the piece of assessment and grade the task on the basis of student-authored work only. A copy of the sources used for the text will be attached as an appendix to the student's work. This should help to ensure that the grade awarded is fair and equitable, not only for the student in question, but for all students; ❖ The student and parents/carers will be notified of the incident and the outcome;

Types of Misconduct	Procedure
	<ul style="list-style-type: none"> ❖ The matter will be referred to the Deputy Principal for consideration of consequences in consultation with the Principal; ❖ In some circumstances the Principal may, at their discretion, enforce further consequences; ❖ A written report of the incident will be filed in the student's work folio.
For instances of academic misconduct during Unsupervised Assessment, Assignment and Drafts	<p>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 syllabus, on or before the due date.</p>
For instances of academic misconduct during Examinations	<p>Students will be awarded a Not-Rated (NR) for sections of responses that are not their own work. Original responses or sections of a response that are created by a student will be provided with a grade. Where appropriate, the school's behaviour management policy will be implemented.</p>

Related school policy and procedures

Refer to other school policies as appropriate:

- ❖ [Communications Policy](#)
- ❖ [Non-Attendance Procedure](#)