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THE CATHEDRAL COLLEGE

Learning + Assessment Policy

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Location + Communication Policy

The school assessment policy is located on the College website. All questions regarding this policy should be directed to the Assistant Principal: Curriculum, or the relevant Academic Dean.

To ensure the assessment policy is consistently applied, it will be revisited when each assessment task is distributed to students.

Scope

This policy provides information for teachers, students and parents/caregivers about roles, responsibilities, processes and procedures to ensure the integrity of assessment that contributes to student results and the Queensland Certificate of Education (QCE). The framework for the policy is developed from the **QCE and QCIA Policy and Procedures Handbook** available on the QCAA website and applies to all subjects across all year levels.

Purpose

The Cathedral 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 summative assessment completion of the QCE.

Principles

The Cathedral College 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 as described by the 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.

Promoting Academic Identity

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

Expectations – Engaging in Learning + Assessment

The Cathedral College has high expectations for academic integrity and student participation and engagement in learning and assessment. In Senior School, students become eligible for a Queensland Certificate of Education (QCE) when they have accrued the set amount of learning, at the set standard, in a set pattern, while meeting literacy and numeracy requirements. All students are required to complete all course and assessment requirements by the due date for their results to contribute credit to the QCE and Academic Reports.

Student Responsibility

All 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 or before the due date.

ACTION

All students in Year 7 – 12 must complete the QCAA Academic Integrity modules every two years to support their understanding of sound academic practices.

Due Dates

The Cathedral College is required to adhere to QCAA policies for gathering evidence of student achievement by the due date.

Due dates for submission of assignments and exams will be published in the assessment schedules which are located on the College website and published at the start of each semester.

The assessment schedule will:

- align with syllabus 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
- be clearly communicated by the end of Week 2 each semester
- give consideration to allocation of workload.

Student Responsibility

Students are responsible for:

- accessing and storing a copy of the relevant assessment schedule
- recording due dates in their Student Planner
- planning and managing their time to meet the due dates
- informing the school as soon as possible if they have concerns about meeting due dates due to illness

In cases where students are unable to meet a due date, they will:

- inform the classroom teacher and Academic Dean as soon as possible
- provide the school with relevant documentation, e.g. medical certificate
- adhere to alternative arrangements for submission of assessment, if applicable, as decided by the school.

All final decisions are at the Principal's discretion. Refer to AARA information below.

Submitting, Collecting + Storing Assessment Information

Assessment instruments will provide information about arrangements for submission of draft and final responses, including due dates, conditions and file types.

All assessment evidence, including draft responses, will be submitted on or before the due date using MS Teams.

Live performance assessments for Year 10, 11 and 12 will be recorded and stored as required for QCAA processes.

Appropriate Materials

The Cathedral College is a supportive and inclusive college. Material and texts are chosen with care in this context by students and staff. The Diocesan document ***"Guidelines for Selection of Texts in Catholic***

Schools " is used to inform decisions around school text selection and student submission. For example, artwork, persuasive speeches.

Ensuring Academic Integrity

The Cathedral 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.

Internal Assessment Administration

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

Checkpoints will:

- be detailed on 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. All assessment (excepting handwritten exams) must be completed on the student laptop and stored in the students' OneDrive account in a folder that is shared with the teacher.

Teachers will use these checkpoints to identify and support students to complete their assessment.

Academic Deans and parents/caregivers will be contacted if checkpoints are not met. Students will be required to stay after school to ensure they become up to date with assessment requirements.

Drafting + Feedback

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.

A draft is a complete written, spoken or visual response (according to the task) that has been submitted on or before the specified due date. A draft is not the student's first attempt at the task, but a response

that shows refined understanding, reflection and expression of ideas. It also includes in-text referencing, a Reference list/Bibliography (APA style) and correct formatting and layout.

The purpose of viewing student drafts is to provide students with feedback so that improvements can be made to the response. Drafting is a consultation process, not a marking process.

Feedback on a draft is:

- written by the teacher on the student's response. If verbal consultation is required to explain draft feedback, it is in addition to the formal drafting process
- provided on a maximum of one draft of each student's response
- 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 within one week of a submission of a draft.

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.

Student Responsibility

A completed draft (which includes in-text referencing and a Reference list/Bibliography) must be submitted on or before the due date so that feedback can be provided. Feedback can only be provided based on a completed draft.

The draft submitted to the teacher should not be the first attempt. It is the student's responsibility to refine the work prior to submission. Grammatical and spelling errors should not be evident.

If a student requests drafting from a teacher who is not their classroom teacher, as a courtesy, they must consult the classroom teacher. Students are not permitted to request drafting from more than one teacher.

Teacher Responsibility

Increasing independence over a course of study is recommended. An example would be:

Semester 1	Drafting of full assessment piece
Semester 2	Drafting of selected sections of the assessment piece OR Drafting based on student identification of an area of concern

Drafting expectations are communicated by the class teacher in consultation with the Academic Dean and may differ according to year level, time of year and the type of assessment. In the case of multiple classes, a common approach regarding the form and amount of feedback ensures consistency and equity.

Teachers should provide structured feedback using the Syllabus or Achievement standards and instrument-specific criteria sheet to help students identify the areas they need to review. Rewriting sentences/paragraphs is not recommended.

Any queries or concerns should be communicated with the Academic Dean.

Examples of feedback might be:

- Tailor the response to better suit the purpose and audience
- Resequence ideas, express points more succinctly, or clarify a point raised
- Substantiate points through referencing
- Conduct further research
- Enhance messages/meaning by reformatting text or presentation
- Refine vocabulary
- Consider restructuring sentences and paragraphs
- Edit spelling, punctuation and grammar
- Refer to the Student Planner for the correct format for in-text referencing and Reference List/Bibliography.

Teachers may also provide a summary of their feedback and advice to the whole class.

If a student who is not in your class, approaches you for draft feedback, it is the teacher's responsibility to discuss this with the classroom teacher or Academic Dean before any drafting takes place. Students should not be advantaged over other students by requesting multiple feedback.

Drafts should be processed to allow students a minimum of three (3) days to prepare their final submission. (Note: the weekend counts as 1 day)

Authenticating Student Responses

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

The Cathedral College uses the authentication strategies promoted by the QCAA. The authentication strategies will be specified on assessment instruments and include:

- Students submit assignments via MS Teams
- Teachers ensure classroom time is spent on the task so that the teacher is familiar with each student's work in progress
- Teachers file an electronic copy of student draft so it can be compared to the final submission
- Teachers regularly rotate topics or task requirements from year to year to ensure that students are unable to use other student work from previous years
- Where multiple classes exist, apply internal moderation processes and cross-marking.

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

Managing Response Length

Students must adhere to assessment response lengths as specified by syllabus documents. 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.
- Model responses within the required length are available.
- 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 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 and, annotate any such student work submitted for Confirmation purposes (Year 12) or moderation (Year 7 – 11) to clearly indicate the evidence used to determine a mark.

Access Arrangements + Reasonable Adjustments (AARA) including Illness and Misadventure

Applications for AARA

The Cathedral College is committed to reducing barriers to success for all students. 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.

The College follows the processes as outlined in the ***QCE and QCIA Policy and Procedures Handbook*** available from the QCAA website.

The Assistant Principal: Curriculum manages all approval of AARA for senior students in consultation with the Academic Dean: Equity and the relevant Academic Dean. Academic Deans are responsible for the other year levels.

All AARA applications must be accompanied by the relevant supporting documentation and made as far in advance as possible to meet the QCAA published timelines (for senior students). All evidence used to make decisions is recorded in the student's file.

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 of the student's or parent's/carer's own choosing
- matters that the school could have avoided.

Applications for extensions to due dates for unforeseen illness and misadventure

Students and parents/carers must contact the Assistant Principal: Curriculum as soon as possible and submit the relevant supporting documentation.

Copies of the medical report template, extension application and other supporting documentation are available from the College website.

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 the circumstance when a student is enrolled in a subject but does not submit a final response to an assessment (other than unseen examinations), the teacher will use authenticated evidence produced by the student during the assessment preparation period (e.g. a draft).

A 'Not-Rated' (NR) result will be given where evidence of student work was not provided by the student on or before the due date as specified by the school and no other evidence is available.

Internal Quality Assurance Process

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

- quality assurance of all assessment instruments before they are administered to students using quality assurance tools provided by the QCAA and developed by the school
- quality assurance of judgments about student achievement.

All marks for summative internal assessment for General and General (Extension) 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.

Review (Senior Subjects)

The Cathedral College internal review processes for student results (including NR) for all General subjects (Units 1 and 2) and Applied subjects, is equitable and appropriate for the local context.

Managing Academic Misconduct

The Cathedral 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. At the draft or check point stage, the classroom teacher deals with any matters of academic misconduct, providing explicit instructions to correct the error. Resources include reviewing conditions, College guidelines, Turnitin data, and/or the QCAA Academic Integrity Course with the student.

The following are some examples of academic misconduct along with the procedures for managing them at the final submission stage or during an examination:

Table: Common types of Academic Misconduct, with examples (QCE and QCIA Handbook v5 Section 8)

Types of Misconduct	Examples	Procedure
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, materials, or AI • has any notation written on their 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, coded messages, making gestures or sharing equipment with another student.	The supervising teacher will confiscate any unauthorised materials and document the incident. The student may be removed from the testing environment. A designated staff member will investigate to gather facts and evidence. The student's parents/carers will be notified. Consequences will be administered based on the student's actions. For example, the student could be awarded a 'not rated' (NR). Where appropriate, the school's behaviour management policy will be implemented. The student's parents/carers will be notified, and the incident will be documented on TASS.
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.	The supervising teacher will document the incident and collect any evidence of collusion, such as shared materials or communication records. Further investigation, such as interviewing the students involved, reviewing submitted work, and examining any electronic communications will be undertaken and parents/carers of the students involved will be informed. Consequences will be administered based on the students' actions. For example, only the content able to be substantiated as each student's work will be marked. If there is no original work, the student/s will be awarded a 'not rated' (NR). The student's parents/carers will be notified, and the incident will be documented on TASS.
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.	The college will provide an opportunity for the student to demonstrate that the submitted response is their own work. The student's parents/carers will be notified, and the incident will be documented on TASS.

Types of Misconduct	Examples	Procedure
Copying work	A student: • deliberately or knowingly makes it possible for another student to copy responses • looks at another student's work during a supervised assessment • copies another student's work during a supervised assessment.	Students have completed an Academic Integrity course so understand copying work and sharing one's own work with others is not acceptable. If authorship cannot be established, a 'not rated' (NR) will be awarded. The students' parents/carers will be notified, and the incident will be documented on TASS.
Disclosing or receiving information about an assessment	A student or other person: • gives or accesses unauthorised information that compromises the integrity of the assessment, such as stimulus or suggested answers/responses, before a response to an assessment is completed • makes any attempt to give or receive access to secure assessment materials.	A decision will be made by the Assistant Principal: Curriculum. This could include: • a new assessment being distributed to all students • a group of students receiving a comparable assessment • the student who initiated the disclosure will receive a 'not rated' (NR) Where appropriate, the school's behaviour management policy will be implemented. The student's parents/carers will be notified, and the incident will be documented on TASS.
Fabricating	A student: • invents or exaggerates data • lists incorrect or fictitious references including false or misleading information generated from the use of AI.	When marking the student's response, the teacher will only consider information that can be substantiated. The student's parents/carers will be notified, and the incident will be documented on TASS.
Impersonation	A student: • arranges for another person or technology 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.	Students have completed an Academic Integrity course so understand this behaviour is not acceptable. It is a requirement for students to share a copy of assignment documents with their teacher via a OneDrive, so the development of their product can be monitored. When marking the response, the teacher will only consider information that can be substantiated as the students' own work. It is the student's responsibility to maintain and provide evidence of their work. The student's parents/carers will be notified, and the incident will be documented on TASS.

Types of Misconduct	Examples	Procedure
Misconduct during an examination	A student distracts and/or disrupts others in an assessment room.	The student will be removed from the exam room and no further opportunity to complete the assessment will be provided. Based on the work completed, the student could be awarded a 'not rated' (NR). Where appropriate, the school's behaviour management policy will be implemented. The student's parents/carers will be notified, and the incident will be documented on TASS.
Plagiarism or lack of referencing	A student completely or partially copies or alters another person's work or creates work using AI without attribution (this may include text, audio or audiovisual material, figures, tables, design, images, information or ideas). Plagiarism also includes the use of a translator, including an online translator, as the work produced is not the work of the student.	Students have completed an Academic Integrity course so understand this behaviour is not acceptable. It is a requirement for students to share a copy of assignment documents with their teacher via a OneDrive, so the development of their product can be monitored. When marking the response, the teacher will only consider information that can be substantiated as the students' own work. It is the student's responsibility to maintain and provide evidence of their work. The student's parents/carers will be notified, and the incident will be documented on TASS.
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.	

Absence from Assessment

Assignments

Students must submit assignments on or prior to the due date and time, regardless of attendance at school on the due date.

Examinations

No student can complete an examination prior to the scheduled day and time or before the rest of the cohort as this compromises the security and integrity of the examination.

School approved absences from exams (Units 3 and 4)

The College will offer a comparable examination to be completed **after** the scheduled date of the examination.

Examples of school approved absences are:

- school excursions that cannot be scheduled at another time e.g. performances being viewed as part of the assessment program
- regional, state or national representation for school-supported sport
- regional, state or national representation for artistic endeavours
- audition or entrance exams (state, interstate or international)

If a student is absent from a scheduled examination, a medical certificate must be supplied. If possible, a rescheduled examination will be organised according to the following:

Year 7, 8, 9, 10 students – the Academic Dean will organise a rescheduled time after school on the student's return to school. If this is not possible due to Reporting timelines, the student will be given an average result based on year-to-date assessment and in-class formative assessment.

Year 11 and 12 students – the Assistant Principal: Curriculum will organise a comparable examination, if the circumstances for absence comply with QCE guidelines. Holidays and sporting events are not covered by AARA. For Units 3 and 4, students will be provided with a "not rated" result for missed assessment not covered by a detailed medical certificate.

Non medical Absence from Examinations

If a student is absent from an examination for non-medical reasons (for example, travel during term time), the examination will be forfeited and the student will receive a result based on the average of assessment completed for that subject. If there is insufficient evidence (for example, no examination results for that subject) a "not rated" result will be given.

Grade Challenge

Students are entitled to challenge their awarded assessment results up to three times per academic year. Challenges must be submitted within 5 school days of receiving the result, accompanied by a detailed written justification which is outlined on the Grade Challenge Form located in the Curriculum tab on the College website. The process includes a review by a teacher or the Academic Dean, and the final decision will be communicated within 10 teaching days. If the challenge is upheld, necessary adjustments will be made. If the challenge is not upheld or the result is deemed lower, the lower grade will be awarded. This policy aims to ensure fairness and accuracy in the assessment process while maintaining academic integrity.