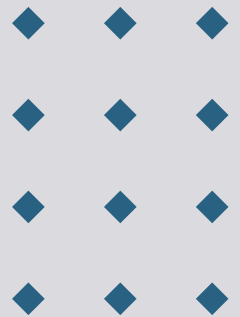


KINGAROY STATE HIGH SCHOOL

Assessment Policy

Including Academic Integrity Policy

Years 7-9



Kingaroy SHS Assessment Policy

Including Academic Integrity Policy

Scope

This policy provides information for teachers, students and parents/carers about roles, responsibilities, processes and procedures to ensure the integrity of assessment that contributes to the Queensland Certificate of Education (QCE). The framework for the policy is developed from the *QCE and QCIA policy and procedures handbook* available from www.qcaa.qld.edu.au/senior/certificates-and-qualifications/qce-qcia-handbook-2019 and applies to Applied, Applied (Essential), General, and Short Courses across all faculties.

Purpose

Kingaroy State High School 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 for the QCE.

Principles

Kingaroy State High School 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 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.

Understanding Academic Integrity

Academic integrity requires academic responsibilities to be approached in an honest, moral and ethical way. Schools, teachers and parents/carers have responsibility for promoting and maintaining academic integrity.

Kingaroy State High School promotes academic integrity by:

- emphasising the importance of ethical academic conduct and scholarship
- developing school processes to support sound academic practice
- ensuring teachers, students and parents/carers have a clear shared understanding of expectations for academic integrity
- implementing programs to improve students' academic skills
- explicitly teaching the use of appropriate processes and materials in academic work, including an understanding of ownership of information, ideas and images
- communicating the consequences and implications of academic misconduct clearly throughout the school community

The purpose is to ensure students achieve results based on their own work efforts.

Promoting academic integrity

Kingaroy State High School promotes academic integrity by developing students' skills and modelling appropriate academic practices.

At Kingaroy State High School we:

- develop and regularly review the school assessment policies and procedures ensuring alignment with QCAA policies
- consistently apply policies to develop academic integrity and minimise academic misconduct
- develop assessment that enables identification of individual work
- decide on a style of referencing to be used for student responses and explicitly teach this style of referencing to students as outlined in the School Referencing Policy
- model academic integrity, e.g. by practising appropriate research, referencing and adherence to copyright laws as a school community
- communicate the school's expectations for academic integrity and policies for academic misconduct clearly to students and parents/carers at school and year level assemblies, parent meetings and school newsletters
- use QCAA-developed resources and school-developed programs to help students and teachers understand the importance of academic integrity

The following whole-school procedures support this endeavour. Please note, the Principal reserves the right to vary these policies and procedures.

QCE and QCIA policy and procedures handbook	Policy and procedures
<p>Location and communication of policy</p>	<p>The school assessment policy is located on the school website at www.kingaroyshs.eq.edu.au and in the school prospectus. All questions regarding this policy should be directed to the Deputy Principal Senior Schooling.</p> <p>To ensure the assessment policy is consistently applied, it will be revisited at the beginning of the school year, at year level parades and in form classes. Relevant processes will also be revisited:</p> <ul style="list-style-type: none"> • at enrolment interviews • during SET planning • when the assessment schedule is published at the beginning of each semester • when each task is handed to students • in the newsletter and by email in response to phases of the assessment cycle.
<p>Expectations about engaging in learning and assessment Section 1.2.4 Section 2 Section 8.5.1</p>	<p>Kingaroy State High School has high expectations for academic integrity and student participation and engagement in learning and assessment. Students become eligible for a QCE when they have accrued the set amount of learning, at the set standard, in a set pattern, while meeting literacy and numeracy requirements. Students are required to complete all course and assessment requirements on or before close of business (5:00pm) on the due date for their results to contribute credit to the QCE or their subject result. For Oral Presentations and other Performances, all students are expected to be present at the beginning of the class lesson on the due date.</p> <p>Student responsibility Students are expected to:</p> <ul style="list-style-type: none"> • engage in the learning for the subject or course of study • produce evidence of achievement that is authenticated as their own work • submit responses to scheduled assessment on or before the due date. <p>To emphasise the importance of sound academic practices, staff and students will complete the QCAA academic integrity courses.</p>
<p>Due dates Section 8.5.2 Section 8.5.3</p>	<p>School responsibility Kingaroy State High School is required to adhere to QCAA policies for gathering evidence of student achievement on or before the due date.</p> <p>Due dates for final responses, checkpoints and drafts will be published in the assessment schedule. All students will be provided with their assessment schedule by the end of Week 3 for each assessment period.</p> <p>The assessment schedule will:</p> <ul style="list-style-type: none"> • 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 3 each semester • give consideration to allocation of workload. <p>Student responsibility Students are responsible for:</p>

	<ul style="list-style-type: none"> • recording due dates, including draft and final dates in their diaries • planning and managing their time to meet the due dates • 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"> • inform the head of department and classroom teacher as soon as possible • provide the school with relevant documentation, e.g. medical certificate: Part A & C, Illness and Misadventure application (for Year 11 & 12 students) • adhere to alternative arrangements for submission of assessment, if applicable, as decided by the school. • Students are to submit completed assessment on or before the close of business (5:00pm) on the due date. • For oral presentations and other performances, all students are expected to be prepared to present at the beginning of the class lesson on the due date. <p>All final decisions are at the Principal's discretion.</p>
<p>Submitting, collecting and storing assessment information Section 9</p>	<p>Assessment instruments will provide information about Kingaroy State High School's arrangements for submission of draft and final responses, including due dates, conditions and file types.</p> <p>Exceptions may apply where it is not practical to submit assessment electronically eg. Practical Art pieces, Engineering and Manufacturing jobs. Where this is the case, the assessment item will provide details on the required method of submission.</p> <p>Draft and final responses for all internal assessment will be collected and stored in each student's folio. Live performance assessments will be recorded and stored as required for QCAA processes. All evidence used for making judgments is stored as described in Kingaroy State High School's staff handbook.</p>
<p>Appropriate materials Section 7.1 Section 8.5.3</p>	<p>Kingaroy State High School is a supportive and inclusive school. Material and texts are chosen with care in this context by students and staff.</p>

Ensuring academic integrity

At Kingaroy State High School we promote academic integrity by developing students' skills and modelling appropriate academic practice by:

- forward planning – understanding the components of a task and how long each component might take to complete
- time management – implementing a plan to achieve the assessment outcome, incorporating adjustments to this as needed. Allowing for unexpected events such as issues with technology or changes in personal circumstances
- note-taking or summarising – synthesising research or gathering information into a new idea or summary
- referencing – appropriately acknowledging the ideas, work or interpretation of others
- choosing appropriate examples – selecting appropriate quotes or examples to support an argument or communicate meaning
- editing – refining their own work
- checking – self-assessing compliance with academic integrity guidelines before submitting responses

Kingaroy State High 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 in this context.

Internal assessment administration

QCE and QCIA policy and procedures handbook	Policy and procedures
<p>Scaffolding Section 8.2.3</p>	<p>Scaffolding is:</p> <ul style="list-style-type: none"> • an intentional instructional strategy • supports students to develop greater independence • may be provided to individuals or to class of students <p>To develop students' knowledge and skills, teachers gradually reduce support and responsibility to students over a course of study.</p> <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>Scaffolding may include:</p> <ul style="list-style-type: none"> • breaking a complex task, learning experience, concept or skill into discrete parts • modelling thought processes required to complete parts of an assessment instrument • pre-teaching vocabulary specific to the subject and assessment instrument • questioning to develop students' conceptions, describe interpretations or challenge opinions that inform a response • showing examples of responses and demonstrating the match to performance descriptors • using visual frameworks or graphic organisers to plan responses. <p>Across the phases of learning, students will gradually be given more responsibility for understanding the processes required to complete their tasks.</p> <p>For Year 11 and 12 students, scaffolding for assessment instruments in Units 3 and 4 will refer to processes or presentation of the response.</p> <p>It may include:</p> <ul style="list-style-type: none"> • providing a timeline or checkpoints that students can use to manage completion of components of the assessment instrument • guiding students to make predictions and/or reflect on their learning to complete the requirements of the assessment instrument • providing prompts and cues for students about the requirements of their response.
<p>Checkpoints Section 8.5.3</p>	<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.</p> <p>Teachers will use these checkpoints to identify and support students to complete their assessment.</p>

Drafting
Section 8.2.5

Definition: A draft is a preliminary version of a student's response to an assessment instrument.

A draft:

1. can be used to provide feedback
2. assists in authentication student work.

At Kingaroy SHS, the expectation is that students will submit quality drafts to enable quality feedback to be provided.

Drafting is a key checkpoint. Types of drafts differ depending on 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.

Feedback on a draft is:

- provided on a maximum of one draft of each student's response (please note that in Year 7, students may have the opportunity to submit a maximum of two drafts. This will be determined by the faculty teachers before issuing the task. To be considered, the second draft must be submitted a minimum of 48 hours before the final due date).
- 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.

Feedback should encourage a student to:

- consider other aspects of the text, report, performance or activity they are creating or responding to
- develop their response to show more awareness of the audience
- give priority to the most important points by rearranging the sequence and structure of ideas
- conduct further investigation to support an argument or communicate meaning
- adhere more closely to the referencing style selected by the school and what is the minimum amount of referenced research required for the subject
- consider style and structure of writing/presentation of diagrams and graphs.

Feedback may be

- written
- verbal
- provided through questioning
- provided as a summary of advice to the whole class

A copy of the feedback will be stored with a hard copy of the draft in the student's folio.

Communication of the non-submission of a draft/assessment to parents/carers, school process

1. Teachers set:
 - a) a draft due date (a minimum of one week before the final due date)
 - b) a due date for the completed assessment and be submitted by COB (5:00pm)
2. For students who do not submit a draft on the draft due date, the teacher:
 - a) under Behaviour in OneSchool enters an incident and refers to HOD

	<p>b) HOD forwards list to office staff</p> <p>c) Office staff texts parents with message: <i>Student name</i> did not submit a draft for <i>subject name</i> on the date. (Should be the day after at the latest)</p> <p>3. If a student fails to submit the final assessment task by the due date the teacher:</p> <p>a) same as draft non-submit above</p> <p>b) HOD forwards list to office staff</p> <p>c) Office staff texts parents with message: Student name did not submit assessment for <i>subject name</i> on the date. (Should be the day after at the latest)</p>									
<p>Managing response length Section 8.2.6</p>	<p>All assessment instruments indicate the required length of a response as a word length, duration of time or a word count.</p> <p>Students MUST adhere to assessment response lengths as specified by syllabus documents. The procedures below support students to manage their response length.</p> <ul style="list-style-type: none"> • All assessment 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. • Oral presentation stopped at the upper time limit <p>After all these strategies have been implemented, if the student's response exceeds the word length required by the syllabus, the school will:</p> <ul style="list-style-type: none"> • mark only the work up to the required length, excluding evidence over the prescribed limit and Oral presentations will also be stopped at the upper time limit <p>And, annotate any such student work submitted for confirmation purposes to clearly indicate the evidence used to determine a mark.</p> <p>Guidelines about the length of a response Elements to be included in or excluded from the word length or page count of a written response are provided in the following table:</p> <table border="1" data-bbox="427 1317 1385 1921"> <thead> <tr> <th data-bbox="427 1317 627 1361"></th> <th data-bbox="627 1317 1070 1361">Word Length</th> <th data-bbox="1070 1317 1385 1361">Page count</th> </tr> </thead> <tbody> <tr> <td data-bbox="427 1361 627 1615">Inclusions</td> <td data-bbox="627 1361 1070 1615"> <ul style="list-style-type: none"> • all words in the text of the response • title, headings and subheadings • tables, figures, maps and diagrams containing information other than raw or processed data • quotations • footnotes and endnotes (unless used for bibliographical purposes) </td> <td data-bbox="1070 1361 1385 1615"> <ul style="list-style-type: none"> • all pages that are used as evidence when marking a response </td> </tr> <tr> <td data-bbox="427 1615 627 1921">Exclusions</td> <td data-bbox="627 1615 1070 1921"> <ul style="list-style-type: none"> • title pages • contents pages • abstract • raw or processed data in tables, figures and diagrams • bibliography • reference list • appendixes* • page numbers • in-text citations </td> <td data-bbox="1070 1615 1385 1921"> <ul style="list-style-type: none"> • title pages • contents pages • abstract • bibliography • reference list • appendixes* </td> </tr> </tbody> </table> <p>* Appendixes should contain only supplementary material that will not be directly used as evidence when marking the response.</p>		Word Length	Page count	Inclusions	<ul style="list-style-type: none"> • all words in the text of the response • title, headings and subheadings • tables, figures, maps and diagrams containing information other than raw or processed data • quotations • footnotes and endnotes (unless used for bibliographical purposes) 	<ul style="list-style-type: none"> • all pages that are used as evidence when marking a response 	Exclusions	<ul style="list-style-type: none"> • title pages • contents pages • abstract • raw or processed data in tables, figures and diagrams • bibliography • reference list • appendixes* • page numbers • in-text citations 	<ul style="list-style-type: none"> • title pages • contents pages • abstract • bibliography • reference list • appendixes*
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Authenticating student responses

[Section 8.2.8](#)
[Section 11.1.3](#)

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

Kingaroy State High School uses the authentication strategies promoted by the QCAA. The authentication strategies will be specified on assessment instruments.

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

Ensuring Academic Integrity in Assessment

At Kingaroy State High School, teachers use the following strategies to ensure student authorship:

- setting assessment tasks that require each student to produce a response
- varying assessment tasks each year so students are unable to use other students' responses from previous years
- setting aside sufficient class time for students to complete the assessment task and for teachers to monitor the development of the response

Teachers may also:

- monitor
- collect
- observe progressive samples
- document this (checklist, photos etc.)
- interview/consult with each student at checkpoints
- directly compare the responses of students who have worked together in groups
- for text, analyse final student responses using 'Turnitin' software
- interview a sample of students after their responses have been submitted
- use the school's cross marking process

Responsibilities for Establishing Authorship

Teachers, students and parents/carers have specific responsibilities for establishing authorship of responses.

Teachers:

- take reasonable steps to ensure that each student's work is their own across a range of conditions, particularly when students have access to electronic resources, are preparing responses to collaborative tasks, and have access to others' ideas and work
- collect evidence of the authenticity of student responses throughout the process (such as classwork, outlines, plans or a draft).

Students:

- complete responses during the designated class time to ensure teachers are able to observe the development of work and authenticate student responses
- participate in authentication processes as required by Kingaroy State High School such as to:
 - sign the Kingaroy State High School declaration (Appendix 1)
 - submit a draft
 - submit the final response using 'Turnitin' software, where required (Year 10, 11 & 12)
 - participate in interviews during and after the development of the final response

Parents/carers:

- support the efforts of teachers and students to authenticate student responses by ensuring that tutors, family members or others who support students are aware of and follow the guidelines for drafting and providing feedback on a draft student response

Inability to establish authorship

To make judgements about student achievement, the school must have sufficient evidence of the student's own knowledge and skills to match with the relevant instrument-specific marking guide (ISM), instrument-specific standards or syllabus standards or criteria sheet. Responses that are not the student's own cannot be used to make a judgement. When authorship of student work cannot be established, or a response is not entirely a student's own work, the school will:

	<ul style="list-style-type: none"> • provide an opportunity for the student to demonstrate that the submitted response is their own work • make a judgement about the student's knowledge and skills using the parts of the response that can be identified as the student's own work. <p>In these instances, judgements about student achievement are made using the available student work and relevant ISMG, instrument-specific standards or syllabus standards or criteria sheet.</p>
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Managing academic misconduct

Kingaroy State High School 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:

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 syllabus, on or before the due date.

For instances of academic misconduct during examinations

Students will be awarded a Not-Rated (NR). See the *QCE and QCIA policy and procedures handbook* ([Section 8.1.2](#) and [Section 8.2.1](#)). Where appropriate, the school's behaviour management policy will be implemented.

	Types of misconduct	Procedures for managing academic misconduct
Cheating while under supervised conditions Internal Assessment	A student begins to write during perusal time or continues to write after the instruction to stop writing is given	Student is provided with a clean copy of the assessment item at the beginning of writing time
	A student continues to write after the instruction to stop writing is given	Work completed after the instruction is not marked
	A student uses unauthorised equipment or materials	Student is awarded an NR for the assessment item
	A student has any notation written on their body, clothing or any object brought into an assessment room	Student is awarded an NR for the assessment item
Misconduct while under supervised conditions External As	A student 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	Consequences applied as per QCAA document ' <i>External Assessment Student Rules</i> ' which is distributed to students at the beginning of each year

	Types of misconduct	Procedures for managing academic misconduct
Collusion	When more than one student works to produce a response and that response is submitted as individual work by one or multiple students	Credit is applied only to parts of the submission that can be verified as the student's own work
	When a student assists another student to commit an act of academic misconduct	All students involved awarded an NR
	When 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	All students involved are awarded an NR for the assessment item
	A student sells or trades a response to an assessment	Student is awarded an NR
Copying work	A student deliberately or knowingly makes it possible for another student to copy responses	All student's involved are awarded an NR
	A student looks at another student's work during an exam	Student is awarded an NR
	A student copies another student's work during an exam.	Student is awarded an NR
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	Student is awarded an NR
	A student makes any attempt to give or receive access to secure assessment materials	Student is awarded an NR
Fabricating	A student: <ul style="list-style-type: none"> • invents or exaggerates data • lists incorrect or fictitious references 	Student is awarded an NR
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	Student is awarded an NR
	A student completes a response to an assessment in place of another student	Student is awarded an NR
Misconduct during a supervised examination	A student distracts and/or disrupts others in an assessment room	The student will be removed from the exam and an NR will be applied to the assessment

	Types of misconduct	Procedures for managing academic 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 audio-visual material, figures, tables, design, images, information or ideas).</p> <p>Plagiarism also includes the use of a translator, including an online translator as the work provided is not the work of the student.</p>	<p>Work that has been plagiarised is highlighted. Work the student owns that is authenticated or the students own work will be used to provide a result.</p>
Self-plagiarism	<p>A student duplicates work, or part of work already submitted as a response to an assessment instrument in the same or any other subject</p>	<p>Credit will be applied only to work that has been submitted for the current assessment item. Previously submitted work will receive no credit.</p>
Significant contribution of help	<p>A student arranges for, or allows, a tutor, parent/carer or any person in a supporting role to complete or contribute significantly to the response</p>	<p>A result will be provided on work that was completed during class</p>