



# Senior School Assessment Policy

## SCOPE

Mountain Creek State High School has a consistent policy with regards to collecting data to make judgements about student's capabilities on assessment items. 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](http://www.qcaa.qld.edu.au/senior/certificates-and-qualifications/qce-qcia-handbook) and applies to Applied, Applied (Essential), General, General (Extension) subjects, and Short Courses across all faculties.

## PURPOSE

This assessment policy has as its key purpose to ensure that all assessment has the ability to show what a student knows and can do. Mountain Creek SHS 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/QCIA.

## PRINCIPLES

Mountain Creek SHS expectations for teaching, learning and assessment are grounded in the principles of academic integrity and excellence. Assessment includes any examination, practical demonstrations, performance or product that allows students to demonstrate the objectives 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, learned 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

Mountain Creek SHS adheres to QCE and QCIA policy and procedures handbook policy in terms of academic integrity and its promotion. The following whole-school procedures support this endeavour.

QCE & QCIA policy and procedures handbook	Policy and Procedures
<p><b>Location and communication of policy</b></p>	<p>The school assessment policy is located on the school website. All questions regarding this policy should be directed to the Heads of Year and Year Level Management teams. To ensure the assessment policy is consistently applied, it will be revisited at the beginning of each year by the Curriculum Committee. Relevant processes will be revisited:</p> <ul style="list-style-type: none"> <li>•at enrolment interviews</li> <li>•during SET planning and ECP interviews</li> <li>•when the assessment schedule is published</li> <li>•when each task is handed to students</li> <li>•in school publications</li> </ul>
<p><b>Expectations about engaging in learning and assessment</b></p> <p>Section 1.2.4</p> <p>Section 2</p> <p>Section 8.2.1</p>	<p>Mountain Creek SHS 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 the due date for their results to contribute credit to the QCE.</p> <p><b>Student responsibility</b></p> <p>Students are expected to:</p> <ul style="list-style-type: none"> <li>• engage in the learning for the subject or course of study</li> <li>• produce evidence of achievement that is authenticated as their own work</li> <li>• submit responses to scheduled assessment on or before the due date.</li> </ul>

QCE & QCIA policy and procedures handbook	Policy and Procedures
<p><b>Due dates</b></p> <p>Section 8.2.1</p> <p>Section 8.2.7</p>	<p><b>School responsibility</b></p> <p>Mountain Creek SHS is required to adhere to the QCAA’s 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 at the beginning of each semester.</p> <p>The assessment schedule will:</p> <ul style="list-style-type: none"> <li>•align with syllabus requirements</li> <li>•provide sufficient working time for students to complete the task</li> <li>•allow for internal quality assurance processes</li> <li>•enable timelines for QCAA quality assurance processes to be met</li> <li>•be clear to teachers, students and parents/carers</li> <li>•be consistently applied</li> <li>•be clearly communicated at the start of semesters</li> <li>•give consideration to allocation of workload.</li> </ul> <p><b>Student responsibility</b></p> <p>Students are responsible for:</p> <ul style="list-style-type: none"> <li>• recording due dates in their learning journals</li> <li>• planning and managing their time to meet the due dates</li> <li>• informing the school as soon as possible if they have concerns about assessment load and meeting due dates.</li> </ul> <p>In cases where students are unable to meet a due date, they will:</p> <ul style="list-style-type: none"> <li>• inform the Head of Department and classroom teacher as soon as possible</li> <li>• provide the school with relevant documentation, e.g. medical certificate</li> <li>• adhere to alternative arrangements for submission of assessment, if applicable, as decided by the school.</li> </ul> <p>Non-communication may mean the piece is not able to be submitted. Students ineligible for an extension under the AARA guidelines may not be awarded a result for the piece of assessment. Refer to AARA information below. All final decisions are at the principal’s discretion.</p> <p><b>Non-submission of assessment</b></p> <p>See Managing non-submission of assessment section below.</p>

<p><b>Submitting, collecting and storing assessment information</b></p> <p>Section 9</p>	<p>Assessment instruments will provide information about Mountain Creek SHS's arrangements for submission of draft and final responses, including due dates, conditions and file types.</p> <p>All assessment evidence, including draft responses, will be submitted by their due date and, where appropriate, via the school's academic integrity software.</p> <p>Draft and final responses for all internal assessment will be collected and stored in each student's folio (as per Faculty protocols). Live performance assessments will be recorded and stored as required for QCAA processes.</p>
<p><b>Appropriate materials</b></p> <p>Section 8.2.2</p>	<p>Mountain Creek SHS is a supportive and inclusive school. Material and texts are chosen with care in this context by students and staff.</p>

## ENSURING ACADEMIC INTEGRITY

Mountain Creek SHS 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 & QCIA policy and procedures handbook	Policy and Procedures
<p><b>Scaffolding</b></p> <p>Section 8.2.3</p>	<p><b>Scaffolding is an intentional instructional strategy through which teachers support students to develop greater independence in completing a task or responding to an assessment instrument.</b></p> <p>Scaffolding may be provided to individuals or to a class. Scaffolding may include, but is not limited to:</p> <ul style="list-style-type: none"> <li>•breaking a complex task, learning experience, concept or skill into discrete parts</li> <li>•modelling thought processes required to complete parts of an assessment instrument</li> <li>•questioning to develop students' conceptions, describe interpretations or challenge opinions that inform a response</li> <li>•using visual frameworks or graphic organisers to plan responses.</li> </ul> <p>Scaffolding for assessment helps students understand the process for completing the task.</p> <p>Scaffolding will:</p> <ul style="list-style-type: none"> <li>•maintain the integrity of the requirements of the task or assessment instrument</li> <li>•allow for unique student responses and not lead to a predetermined response.</li> </ul>

QCE & QCIA policy and procedures handbook	Policy and Procedures
<p><b>Checkpoints</b></p> <p>Section 8</p>	<p>Checkpoints will:</p> <ul style="list-style-type: none"> <li>•be detailed on student task sheets</li> <li>•monitor student progress</li> <li>•be used to establish student authorship.</li> </ul> <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> <p>Heads of departments and parents/carers will be contacted if checkpoints are not met.</p>
<p><b>Drafting</b></p> <p>Section 8.2.5</p>	<p>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, misadventure or non-submission for other reasons.</p> <p>Feedback on a draft is:</p> <ul style="list-style-type: none"> <li>•provided on a maximum of one draft of each student’s response</li> <li>•a consultative process that indicates aspects of the response to be improved or further developed</li> <li>•delivered in a consistent manner and format for all students</li> <li>•provided within one week of submission of a draft.</li> </ul> <p>Feedback on a draft must not compromise the authenticity of a student response. Parents and carers will be notified about non-submission of drafts and the processes to be followed.</p>
<p><b>Managing Response Length</b></p>	<p>Students must adhere to assessment response lengths as specified by syllabus documents.</p> <p>The procedures below support students to manage their response length.</p> <ul style="list-style-type: none"> <li>• All assessment instruments indicate the required length of the response.</li> <li>• Teaching and learning programs embed subject-specific strategies about responding purposefully within the prescribed conditions of the task.</li> <li>• Model responses within the required length are available.</li> <li>• Feedback about length is provided by teachers at checkpoints.</li> </ul>

Section 8.2.6

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 to

Accurate judgments of student achievement can only be made on student assessment responses that are authenticated as their own work. Mountain Creek SHS 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 their own work, procedures for managing alleged academic misconduct will be followed.

Teachers can collect evidence during the development of responses in order to establish authorship of final responses. Teachers may:

- monitor, collect or observe progressive samples of each student's work at various stages. This process could be documented using an authentication record, checklist or photographs.
- interview or consult with each student at checkpoints during the development of the response to ensure that it is based on the student's own work.

To establish authorship of final responses, teachers may:

- directly compare the responses of students who have worked together in groups
- for text, analyse final student responses using plagiarism-detection software, if available
- interview a sample of students after their responses have been submitted to determine their understanding of and familiarity with their responses
- use internal quality assurance processes such as cross-marking if there is more than one class for a subject cohort.

**Responsibilities for establishing authorship**

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

**Teachers should:**

- 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).

**Authenticating student responses**

Section 8.2.8

Details of the authentication methods for each piece will be identified by the teacher.

**Students should:**

- 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 schools, such as:
  - submit a draft
  - submit the final response using plagiarism-detection software, where required
  - participate in interviews during and after the development of the final response.

**Parents/carers should:**

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 (see above).

**Inability to establish authorship:**

To make judgments about student achievement, schools must have sufficient evidence of the student's own knowledge and skills to match with the relevant instrument-specific marking guide (ISMG), instrument-specific standards or syllabus standards.

Responses that are not the student's own cannot be used to make a judgment. When authorship of student work cannot be established, or a response is not entirely a student's own work, schools:

- provide an opportunity for the student to demonstrate that the submitted response is their own work
- make a judgment about the student's knowledge and skills using the parts of the response that can be identified as the student's own work.

In these instances, judgments about student achievement are made using the available student work and relevant ISMG, instrument-specific standards or syllabus standards.

**Applications for AARA**

Mountain Creek SHS is committed to reducing barriers to success for all students. AARAs 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.

Mountain Creek SHS follows the processes as outlined in the QCE and QCIA policy and procedures handbook available from [www.qcaa.qld.edu.au/senior/certificates-and-qualifications/qce-qcia-handbook](http://www.qcaa.qld.edu.au/senior/certificates-and-qualifications/qce-qcia-handbook).

The Year Level Management teams and Head of Departments manage all approval of AARA for students.

All AARA applications must be accompanied by the relevant supporting documentation (outlined in Section 6.4.5) and made as far in advance as possible to meet the QCAA published timelines. All evidence used to make decisions is recorded in the student's file by the principal or their delegate.

Students are not eligible for AARA on the following grounds:

- unfamiliarity with the English language

**Access arrangements and reasonable adjustments, including illness and misadventure (AARA)**

Section 6

	<ul style="list-style-type: none"> <li>•teacher absence or other teacher-related issues</li> <li>•matters that the student could have avoided</li> <li>•matters of the student’s or parent’s/carer’s own choosing</li> <li>•matters that the school could have avoided.</li> </ul> <p><b>Applications for extensions to due dates for unforeseen illness or misadventure</b></p> <p>Students and parents/carers must contact the principal’s delegate as soon as possible and submit the relevant supporting documentation. Copies of the documentary evidence template, extension application and other supporting documentation are available from the school’s website.</p>
<p><b>Managing non submission of assessment by the due date</b></p> <p>Section 8.2.7</p> <p>Section 11.1.4</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"> <li>• provided by the student for the purposes of authentication during the assessment preparation period is available, teachers make judgments based on this</li> <li>• was not provided by the student on or before the due date as specified by the school and no other evidence is available, ‘Not-Rated’ (NR) must be entered in the Student Management system by the date published in the SEP calendar.</li> </ul> <p>In circumstances where a student response is judged as NR, the student will not meet the requirements for that subject.</p> <p><b>See Non-Submission Policy for Classroom teacher, Faculty HOD and YLMT processes</b></p>
<p><b>Internal quality assurance processes</b></p> <p>Section 9</p>	<p>Mountain Creek SHS’s quality management system ensures:</p> <ul style="list-style-type: none"> <li>• quality assurance of all assessment instruments before they are administered to students using quality assurance tools provided by the QCAA</li> <li>• quality assurance of judgments about student achievement.</li> </ul> <p>All marks for summative internal assessments 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.</p>
<p><b>Review</b></p> <p>Section 11</p>	<p>Mountain Creek SHS's internal review processes for student results (including NR) for all General subjects, Applied subjects and Short Courses is equitable and appropriate for the local context.</p>
	<p>Mountain Creek SHS supports students to acknowledge the ideas and work of others in accordance with the QCAA requirements for academic integrity. Accurate and consistent referencing is essential for all assessment contributing evidence to the Queensland Certificate of Education (QCE).</p>

## Referencing

Harvard and APA (7th edition) are author–date referencing systems commonly used in MCSHS. Teachers will indicate on Task Sheets to style they require for the assessment, determined by Academic and Industry Standards in their field of study.

See common examples:

### **Book Source:**

#### **Harvard:**

#### **Reference List:**

Author Surname, Initial(s). Year, *Title of Book*, Publisher, Place of Publication.

#### **In-text:**

(Author Year)

#### **APA (7<sup>th</sup> Edition):**

#### **Reference List:**

Author, A. A. (Year). *Title of book*. Publisher.

#### **In-text:**

(Author, Year)

### **Website Source:**

#### **Harvard:**

#### **Reference List:**

Author/Organisation Year, *Title of webpage*, Website name, viewed Day Month Year, <URL>.

#### **In-text:**

(Author Year)

#### **APA (7<sup>th</sup> edition):**

#### **Reference List:**

Author/Organisation. (Year). *Title of webpage*. Website Name. URL

#### **In-text:**

(Author, Year)

## External assessment administration

QCE & QCIA policy and procedures handbook	Policy and Procedures
<p><b>External assessment is developed by the QCAA for all General and General (Extension) subjects</b></p> <p>Section 10</p> <p>See also: External assessment — administration guide (provided to schools each year)</p>	<p>See the QCE and QCIA policy and procedures handbook (Section 10) and follow the External assessment — administration guide for processes, roles and responsibilities of the EA coordinator, teachers and students.</p>

## MANAGING ACADEMIC MISCONDUCT

Mountain Creek SHS is committed to supporting students to complete assessment and to submit work that is their own, and minimising opportunities for academic misconduct. Students may inappropriately and falsely demonstrate their learning. The following table includes some examples of academic misconduct along with procedures for managing them.

### Management Procedures

#### 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	Definitions
<b>Cheating while under supervised conditions</b>	<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 or AI</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>
<b>Collusion</b>	<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>
<b>Contract Cheating</b>	<p>A student:</p> <ul style="list-style-type: none"> <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>
<b>Copying Work</b>	<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 supervised assessment</li> <li>•copies another student’s work during supervised assessment.</li> </ul>
<b>Disclosing or receiving information about an assessment</b>	<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>
<b>Fabricating</b>	<p>A student:</p> <ul style="list-style-type: none"> <li>•invents or exaggerates data</li> <li>•lists incorrect or fictitious references, such as false or misleading information generated from the use of AI.</li> </ul>

<b>Impersonation</b>	<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>
<b>Misconduct during an examination</b>	A student distracts and/or disrupts others in an assessment room.
<b>Plagiarism or lack of referencing</b>	<p>A student:</p> <ul style="list-style-type: none"> <li>● completely or partially copies or alters another person’s work</li> <li>● creates work using AI and does not provide attribution (this may include text, audio or audiovisual material, figures, tables, design, images, information or ideas)</li> <li>● uses a translator, including an online translator, as the work produced is not the work of the student</li> </ul>
<b>Self-plagiarism</b>	A student duplicates work, or part of work already submitted as a response to an assessment instrument in the same or any other subject.
<b>Significant contribution of help</b>	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.
<b>Artificial Intelligence</b>	A student uses a generative artificial intelligence tool to create work that is not their own and cannot be attributed to their own knowledge.

## RELATED SCHOOL POLICY AND PROCEDURES

From time to time this policy may be updated. In all cases the policy update will be broadcast to the school community in a timely and consistent manner.

Documents:

- Senior School Assessment Planner
- Non-Submission Policy