Middle Years Assessment Policy
(Years 7 – 10)

Rationale

St John's 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 independence and capacity and to prepare students to be successful in the senior phase of learning.

Assignments and projects are an integral part of the education process. Assignments assist students to develop organisational skills, self-discipline techniques and research skills.

Policy

St John's community can be assured that assignment processes are solidly based on the school's fundamental values, especially fairness for all, and concern for the development of each student's gifts.

Values and Principles

Assignments should strive to determine the extent to which the student's gifts have been discovered and developed through the school curriculum.

Justice for all is a pre-eminent value. Other values which are encouraged include our school values of Respect, Compassion and Excellence.

Guidelines

St John'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 achievement standards as described by the Australian Curriculum. 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.

Promoting academic integrity

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

	Policy and procedures
Location and communication of policy	The school assessment policy is located on the school website at http://roma.catholic.edu.au/. All questions regarding this policy should be directed to the Principal, Deputy Principal or Curriculum Leader. To ensure the assessment policy is consistently applied, it will be revisited at the beginning of each semester in Pastoral Care classes. Relevant processes will be revisited: • at enrolment interviews • in Pastoral Care Lessons • when each task is handed to students • in the newsletter and by email in response to phases of the assessment cycle.
Expectations about engaging in learning and assessment	St John's 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 for their results to contribute to their semester result. **Student responsibility** 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.
Due dates	**School responsibility** Due dates for final responses, checkpoints and drafts will be published in the assessment schedule. The assessment schedule will: • provide sufficient working time for students to complete the task • allow for internal quality assurance processes • be clear to teachers, students and parents/carers • be consistently applied • be clearly communicated by the end of Week 2 each term **Student responsibility** Students are responsible for: • recording due dates in their diaries and/or calendars • 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. In cases where students are unable to meet a due date, they will: • inform classroom teacher and the Curriculum Leader as soon as possible and complete an extension application form. • provide the school with relevant documentation, e.g. parental note, extension application form. • adhere to alternative arrangements for submission of assessment, if applicable, as decided by the school.

	All final decisions are at the Principal's discretion.
Submitting, collecting and storing assessment information	Assessment instruments will provide information about St John's arrangements for submission of draft and final responses, including due dates, conditions and how tasks are to be submitted. **All assessment evidence, including draft responses, will be submitted on or before their due date.** Draft and final responses for all internal assessment will be collected and stored by teachers. Where appropriate, tasks will be returned to students at the end of each term.
Appropriate materials	St John's is a supportive and inclusive school. Material and texts are chosen with care in this context by students and staff.

Ensuring academic integrity

St John's 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.

	Policy and procedures
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 student 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. Teachers will use these checkpoints to identify and support students to complete their assessment. Curriculum Leaders, the Academic Leader and parents/carers will be contacted if checkpoints are not met.
Drafting	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. Feedback on a draft is: - where appropriate provided on <u>one</u> draft of each student's response (Note: EALD students in Years 7-10 will be given the opportunity to have an extra draft) - 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 the 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. Parents and caregivers will be notified by email about non-submission of drafts and the processes to be followed.
Managing response length	Students must adhere to assessment response lengths as specified by tasks. 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. • Where given, model responses are within the required length. • 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: • mark only the work up to the required length excluding evidence over the prescribed limit, and • annotate any such student work submitted to clearly indicate the evidence used to determine a mark.
Authenticating student responses	Accurate judgments of student achievement can only be made on student assessment responses that are authenticated as their own work. St John's 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.

Adjustments, Extensions and Movement of Exam Dates	St John's is committed to reducing barriers to success for all students. Actions will be 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. These can include • Assessment adjustments and modifications • Extensions • Movement of Exam Dates The Curriculum Leaders and Learning Enrichment Teachers manage all approval of adjustments, extensions and movement of exam dates for students. All 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 on the DLP or in Sentral by the classroom teacher or Learning Enrichment Teacher. **Assignment Extensions for unforeseen illness and misadventure** Students and parents/carers must contact the classroom teacher as soon as possible and submit the relevant supporting documentation. This should include an extension application form which must be signed by the student, parent, classroom teacher and Curriculum Leader. Copies of the extension application form are available at the front office and on the school website. Extension applications must, except for extenuating circumstances approved by the Curriculum Leader, be received at least two days prior to the due date. Extensions for assignments will not be granted on the following grounds: • matters that the student could have avoided i.e. poor time management. • matters of the student's or parent's/carer's own choosing i.e. school sporting commitments, family holidays. Where students will be absent on the day an assessment is due, assessment must still be submitted on or before the due date. **Movement of Exam or Presentation** Students who are unable to sit an exam or present a task such as a speech or performance due to illness or circumstances outside their control will be expected to sit the exam or present their task on the next date as decided by the school. In Years 7-10, parents should contact the school as soon as possible and complete an application for exam movement explaining the reason for the absence. Students are eligible to have an exam or presentation moved for the following reasons: • Illness • Misadventure • Events outside of the student's control where they are representing the school i.e. district, regional and state sporting carnivals. Students are not eligible for movement of exam dates on the following grounds: • matters that the student could have avoided • matters of the student's or parent's/carer's own choosing i.e. family holiday Where a student does not sit the exam or present the task for an approved reason, and no other evidence is available, a Not Rated (NR) will be awarded for the semester.

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 circumstances where students do not submit a final response to an assessment on or before the due date: • a result will be given based on checkpoints or drafts. • If no evidence is available (i.e. unseen exam) the student will receive a 'Not-Rated' (NR).

Managing academic misconduct

St John's 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:

	Types of misconduct	Procedures for managing academic misconduct
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 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.	**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 task, on or before the due date. **For instances of academic misconduct during examinations** Students will be awarded a Not-Rated (NR). Where appropriate, the school's behaviour management policy will be implemented.
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.	
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.	
Copying work	A student: • deliberately or knowingly makes it possible for another student to copy responses • looks at another student's work during an exam • copies another student's work during an exam.	

	Types of misconduct	Procedures for managing academic misconduct
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 • makes any attempt to give or receive access to secure assessment materials.	
Fabricating	A student: • invents or exaggerates data • lists incorrect or fictitious references.	
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. • 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.	
Plagiarism or lack of referencing	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 including that generated using AI). Plagiarism also includes the use of a translator, including an online translator, as the work produced is not the work of the student.	
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.	

Ethical scholarship and generative AI

Recognising the importance of ethical scholarship and academic integrity will enhance your opportunities for lifelong learning, certification, employment and university entry.

Acting with integrity:
• means acting morally and ethically
• builds trust and respect
• requires the demonstration of academic responsibilities that adhere to school procedures and guidelines
• emphasises the importance of honestly representing your learning and valuing the completion of your own authentic work.

If you use generative AI tools and present the work as your own, you put your integrity at risk and may bear the consequences of such academic misconduct as plagiarism or a lack of referencing, fabrication or impersonation of another's work. Such consequences may include not receiving a subject or unit result.

Review

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