

# SCHOOL ASSESSMENT POLICY

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## 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) and Queensland Certificate of Individual Achievement (QCIA). The framework for the policy is developed from the QCE and QCIA policy and procedures handbook version 4.0 available from <https://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 departments.

## PURPOSE

Men of Business Academy (MOB) is committed to an educational philosophy that encourages all students to achieve personal excellence by developing their talents and abilities. Collaborative discussions involving school staff, parents/carers and the student regarding the most relevant learning pathway for the students best interest will be determined. This policy is designed to build capacity as students work towards summative assessment completion for the QCE and QCIA.

## PRINCIPLES

Men of Business Academy expectations for teaching, learning and assessment are grounded in the principles of engaging curriculum, relevant assessment, academic integrity and high expectations. Assessment includes any examination, practical demonstration, performance, product, project or investigation 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 continue 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.

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## PROMOTING ACADEMIC INTEGRITY

Men of Business Academy promotes academic integrity by developing students’ skills and modelling appropriate academic practices. The following whole-school procedures support this endeavour.

**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 Men of Business website under “Policies and Procedures” and the “Education Hub” on Sharepoint. All questions regarding this policy should be directed to the Head of Education. To ensure the assessment policy is consistently applied, it will be revisited each year :</p> <ul style="list-style-type: none"> <li>• during SET planning</li> <li>• when each task is handed to students</li> <li>• when the Queensland Curriculum Assessment Authority QCE and QCIA Handbook is updated</li> </ul>
<p>Expectations about engaging in learning and assessment</p> <p><b>SECTION 2 SECTION 8.1</b></p>	<p>Men of Business Academy 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> <ul style="list-style-type: none"> <li>• <b>STUDENT RESPONSIBILITY</b> Students are expected to: <ul style="list-style-type: none"> <li>• engage in the learning for the subject or course of study to 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> <li>• To emphasise the importance of sound academic practices, staff and students will have the opportunity to complete the QCAA academic integrity courses or similar adapted versions.</li> </ul> </li> </ul>
<p>Due dates</p> <p><b>SECTION 8.2.7</b></p>	<p><b>SCHOOL RESPONSIBILITY</b> Men of Business Academy 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 communicated by teachers to students. In years 11 and 12, shutdown assessment periods may be scheduled on a term by term basis. Students will receive notification of the assessment schedule via the Student Cafe, Parent Lounge and or email.</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> </ul> <p><b>STUDENT RESPONSIBILITY</b> Students are responsible for:</p> <ul style="list-style-type: none"> <li>• recording due dates</li> <li>• planning and managing their time to meet the due dates. Students may not take lessons off, including sport, to “work on” assignments or study for tests</li> <li>• Assignments must have a cover page and have all pages securely attached, including the task, criteria, or ISSM.</li> <li>• Informing the school as soon as possible if they have concerns about assessment load and meeting due dates.</li> <li>• No special provision will be given for computer ‘failure’ or ‘equipment malfunction’. The student will be required to submit rough drafts on the due date. Students must ensure that all work submitted electronically is received by the class teacher by the due date.</li> </ul>

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**POLICY AND PROCEDURES**

Due dates (cont.)  
**SECTION 8.2.7**  
**SECTION 6**

**STUDENT RESPONSIBILITY (CONT.)**

In cases where students are unable to meet a due date: Access Arrangements and Reasonable Adjustments (AARA), including Illness and Misadventure may apply (see Section 6. AARA Including Illness & Misadventure). Where AARA or Illness and Misadventure does not apply, the following process must be followed:

- the student delivers the work to the school where possible
- inform the Head of Education and classroom teacher as soon as possible
- provide the school with relevant documentation, e.g. medical certificate
- If no student contact, the class teacher makes contact with the student's parent/carer (phone call/sms/email) on the day the assessment was due.
- class teacher provides names of non-submission to the Head of Education.
- student achievement will be awarded based on evidence gathered by the class teacher during the assessment preparation time, for example, draft work. This evidence must be available for quality assurance processes.
- where no evidence exists, the student will receive a not-rated (NR) result. This decision is made in collaboration between the class teacher and Head of Education. The Head of Education will interview both student and parent when a student's QCE is at risk. All final decisions are at the Head of Education's discretion. Refer to AARA information below.

Submitting, collecting and storing assessment information  
**SECTION 9 and 13.3**

Assessment instruments will provide information about Men of Business Academy's arrangements for submission of draft and final responses, including due dates, conditions and file types. All assessment evidence, including draft responses, will be submitted by their due date. Draft and final responses for all internal assessment will be collected and stored in each student's file. Live performance assessments will be recorded and stored as required on Sharepoint for QCAA processes. All evidence used for making judgments is stored at a location determined by the Head of Education.

Appropriate materials  
**SECTION 8.2.2**

Men of Business Academy is a supportive and inclusive school. Material and texts are chosen with care in this context by students and staff.

## ENSURING ACADEMIC INTEGRITY

Men of Business Academy 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

<b>QCE AND QCIA POLICY AND PROCEDURES HANDBOOK</b>	<b>POLICY AND PROCEDURES</b>
<p>Scaffolding <b>SECTION 8.2.3</b></p>	<p>Scaffolding for assessment helps students understand the process for completing the task. 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> <p>Across the phases of learning, students will gradually be given more responsibility for understanding the processes required to complete their assessment. Scaffolding for Unit 3 and 4 should focus on process or presentation of response.</p>
<p>Checkpoints <b>SECTION 8.2.7</b></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>Parents/carers will be contacted if checkpoints are not met.</p>
<p>Drafting <b>SECTION 8.2.5</b></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 or misadventure, or non-submission for other reasons.</p> <p>Feedback can either be for teaching and learning or for assessment. Feedback on a draft is:</p> <ul style="list-style-type: none"> <li>• to provide meaningful information about a students strengths and areas for improvement</li> <li>• a collaborative and supportive process that indicates aspects of the response to be improved or further developed which is individualised on one draft.</li> <li>• delivered in a consistent manner and format for all students</li> <li>• provided within a timely manner once receiving the submission of a draft.</li> </ul> <p>Feedback on a draft must not:</p> <ul style="list-style-type: none"> <li>• compromise the authenticity of a student response</li> <li>• introduce new ideas, language or research to improve the quality and integrity of the student work</li> <li>• edit or correct spelling, grammar, punctuation and calculations</li> <li>• allocate a mark.</li> </ul> <p>A copy of the feedback will be stored in the student's folio.</p> <p>Parents and caregivers will be notified by email or telephone about non-submission of drafts and the processes to be followed.</p>

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**POLICY AND PROCEDURES**

Managing response length  
**SECTION 8.2.6**

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 to clearly indicate the evidence used to determine a mark.

Authenticating  
student responses  
**SECTION 8.2.8**

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

Men of Business Academy 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.

Access arrangements  
and reasonable  
adjustments, including  
illness and  
misadventure  
**SECTION 6, 8 and 9**

**APPLICATIONS FOR AARA**

Men of Business Academy 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.

Men of Business Academy follows the processes as outlined in the QCE and QCIA policy and procedures handbook v4.0 available at Queensland Curriculum and Assessment Authority ([qcaa.qld.edu.au](http://qcaa.qld.edu.au))

Men of Business Academy Head of Education manages all approval of AARA for students.

All AARA applications must be accompanied by the relevant supporting documentation (outlined in Section 6.5.4) 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
- 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 Head of Education 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 school website. AARA Application Pack - MOB Academy ([menofbusiness.com.au](http://menofbusiness.com.au))

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Managing non-submission of assessment by the due date  
**SECTION 7 and 8**

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 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:

- provided by the student for the purposes of authentication during the assessment preparation period is available, teachers make judgments based on this
- was not provided by the student on or before the due date 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.

In circumstances where a student response is judged as NR, the student will not meet the requirements for that subject.

Internal assessment - quality assurance processes  
**SECTION 9**

Men of Business Academy 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
- quality assurance of judgments about student achievement.

Results for Applied and Applied (Essential) subjects and Short Courses may be subject to advice from the QCAA.

Review  
**SECTION 9**

Men of Business Academy internal review processes for student results (including NR) for all Applied subjects, and Short Courses is equitable and appropriate for the local context.

## MANAGING ACADEMIC MISCONDUCT

Men of Business Academy 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		PROCEDURE
<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</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>	<p><b>FOR AUTHORSHIP ISSUES</b> When authorship of student work cannot be established or a response is not entirely a student's own work the college will provide an opportunity for the student to demonstrate that the submitted response is their own work.</p> <p><b>FOR ALL INSTANCES OF ACADEMIC MISCONDUCT</b> Results will be awarded using any evidence from the preparation of the response that is available that is verifiably the student's own work and that was gathered in the conditions specified by the syllabus, on or before the due date.</p>
<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>	<p><b>FOR INSTANCES OF ACADEMIC MISCONDUCT DURING EXAMINATIONS</b> Students will be awarded a Not-Rated (NR). See the QCE and QCIA policy and procedures handbook (Section 8.5.1 and Section 8.5.2). Where appropriate, the school's behaviour management policy will be implemented.</p>
<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>	<p><b>FOR AUTHORSHIP ISSUES</b> 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.</p>
<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 or copies another student's work during a supervised assessment.</li> </ul>	<p><b>FOR ALL INSTANCES OF ACADEMIC MISCONDUCT</b> Results will be awarded using any evidence from the preparation of the response that is available that is verifiably the student's own work and that was gathered in the conditions specified by the syllabus, on or before the due date.</p>
<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>	<p>However, in certain case a comparable assessment may be issued.</p>

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TYPES OF MISCONDUCT		PROCEDURE
<b>Fabricating</b>	A student: <ul style="list-style-type: none"> <li>• invents or exaggerates data</li> <li>• lists incorrect or fictitious references.</li> </ul>	<p><b>FOR INSTANCES OF ACADEMIC MISCONDUCT DURING EXAMINATIONS</b> Students will be awarded a Not-Rated (NR). See the QCE and QCIA policy and procedures handbook (Section 8.5.1 and Section 8.5.2). Where appropriate, the school's behaviour management policy will be implemented.</p> <p><b>FOR AUTHORSHIP ISSUES</b> 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.</p> <p><b>FOR ALL INSTANCES OF ACADEMIC MISCONDUCT</b> Results will be awarded using any evidence from the preparation of the response that is available that is verifiably the student's own work and that was gathered in the conditions specified by the syllabus, on or before the due date.</p> <p>However, in certain cases a comparable assessment may be issued.</p>
<b>Impersonation</b>	A student: <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>	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).	
	Plagiarism also includes the use of a translator, including an online translator, paraphrasing or rewording tool as the work produced is not the work of the student.	
<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 or other person arranges for, or allows, a tutor, parent/carer or any person in a supporting role to complete or contribute significantly to the response.	