



NOOSA DISTRICT STATE HIGH SCHOOL ASSESSMENT POLICY 2024 – QUICK GUIDE

Full details can be found in the school Assessment Policy 2024

found on the Sharepoint/Staff Space/Policies and Procedures/Assessment/Assessment policy and School website.

ENSURING ACADEMIC INTEGRITY

Item	School Policy and procedures
Assessment Communication	<p>All students should have access to the assessment task on or before the commencement date. The task sheet will outline all conditions of the task, including response length, checkpoints and due dates, and submission details, and have been quality assured by the Head of Department. All endorsed tasks will be available on the School CARP or QCAA Endorsement app. Due dates on the task sheet will match the School Calendar.</p> <p>It is the student and parent/carers responsibility to communicate any hindrances, such as illness and misadventure, prior to the final due date and follow the school extension and AARA process.</p> <p>Templates for communicating home in regards to assessment (eg failure to submit, AARA or extension application, failure to receive unit credit) are available on the School Sharepoint/Staff Space/Policies and Procedures/Assessment.</p>
Submitting, collecting and storing assessment information	<ul style="list-style-type: none"> • Year 7 to 10 summative assessment folios must be retained for one year following completion. Noosa District SHS practice for successful transition across campuses is to maintain student folios from Year 7 through to Year 9. • Year 11 & 12 students' assessment must be available when requested by the QCAA and must be retained for the following 6 months. • VET student folios must be retained securely for a period of six months from the date on which the judgement of competence for the student was made. Student folios, TAS, evidence gathering tools and mapping documents must be able to be produced in full at audit if requested to do so. • Heads of Department will manage the consistent faculty process in storing evidence of student responses and folios for the appropriate time. They will communicate this to teachers at the commencement of the year, and follow up at the reporting junctures. • All results must be stored in the profiles/markbooks in the School TEAMs folder, as communicated by the Deputy Principal. • All clean assessment instruments, expected responses and TLAP/TAS documents are stored in the school's Curriculum Assessment and Reporting Plan (CARP).
Drafting	<p>Teacher responsibility:</p> <ul style="list-style-type: none"> • provide feedback on a draft of each student's assessment; for written feedback this is to occur once only • indicate aspects that need to be improved and give feedback allowing students to refine their responses • indicate some key errors in spelling, grammar, punctuation and/or calculations, and remind students that the draft requires more editing, but should not edit or correct all errors in a draft • provide feedback only on a draft submitted by the draft due date • provide a summary of their feedback and advice to the whole class • return drafts within one week of the final due date • not award a notional result or level of achievement on the draft • keep evidence of drafts eg. copies of the draft submitted, notes on rehearsals or checkpoints, photographs of product development. This may be used as evidence of student achievement in the case of non-submission. <p>Student responsibility:</p> <ul style="list-style-type: none"> • submit a complete draft by the set time on the due date that is stated on the task sheet, via the School's preferred plagiarism-detection processes. <p>Parent responsibility:</p> <ul style="list-style-type: none"> • encourage and support their child to submit drafts on time • read drafts • provide oral feedback to the child on points such as spelling, grammar, punctuation and calculations • ensure private tutors adhere to this assessment policy, with respect to academic integrity. <p>Feedback on a draft must not:</p> <ul style="list-style-type: none"> • 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. <p><u>Failure to submit a draft</u> If no draft work is submitted, the class teacher will:</p> <ol style="list-style-type: none"> 1. contact the parent/carer and student using the 'Notice of Failure to Submit Assessment Draft' email template and a phone call/text message home. 2. record the 'contact' on OneSchool. 3. follow up to ensure the student submits their draft by the end of the next lesson, however no feedback will be given to a late submission.
Managing response lengths	<p>Teacher responsibility:</p> <ul style="list-style-type: none"> • develop valid assessment instruments of suitable scope and scale to allow students to produce a complete response within the required length indicated by the syllabus • implement teaching strategies that provide students with opportunities to learn effective skills for responding to assessment instruments using genres within the subject • if a student submits a response outside of the response length conditions, the teacher will mark only the work up to the required length, excluding evidence over the prescribed limit, and annotate on the response to clearly indicate the evidence used to determine a mark. In Senior School, the teacher will also note on the ISMG/criteria sheet "school policy on managing response length has been implemented". • For assessment that is group work, the

	<p>decision of management will be at the discretion of the Head of Department, in consultation with the Deputy Principal.</p> <ul style="list-style-type: none"> • may provide students with examples of responses that are within the required length • may model how to create and edit a response that is relevant to the task and objectives being assessed to meet length requirements. <p><u>Teachers should not:</u></p> <ul style="list-style-type: none"> • penalise students for submitting a response that does not meet the response length conditions by arbitrarily reducing their result • Allow students to edit work after the due date to make it meet the response length requirements. <p>Student responsibility:</p> <ul style="list-style-type: none"> • develop responses of the required length • document the length of their response using a word count, page count or time • apply feedback about length from their drafts and edit responses to meet requirements for length.
<p>Authenticating student responses including use of Artificial Intelligence</p>	<p>Satisfactory use for AI by students include:</p> <ul style="list-style-type: none"> • research • providing creative inspiration or suggestions to assist students in starting their assignments or projects • recommending authoritative sources of information relevant to the subject matter • generating study resources, including quizzes or flashcards, to aid in consolidation and revision of information • demonstrating grammar, sentence construction, and language skills to enhance students' writing abilities • task comprehension. <p>Teacher responsibility:</p> <p>When developing an assessment instrument:</p> <ul style="list-style-type: none"> • set an assessment task that requires each student to produce a unique response • vary assessment tasks each year so students are unable to use student responses from previous years • provide class time for students to work on the assessment task and for teachers to monitor the development of the response. <p>During the assessment process:</p> <ul style="list-style-type: none"> • monitor or collect progressive samples of each student's work at various stages. This could be documented by checklists or photographs • interview or consult with each student at checkpoints during the development of the response • use the School's preferred plagiarism-detection processes for final submissions, and when requested on the assessment task sheet at draft submissions. <p>On submission of final responses:</p> <ul style="list-style-type: none"> • directly compare responses of students who have worked together in groups • use internal quality assurance processes such as cross-marking • uses the authentication strategies reflective of syllabus requirements, which will be specified on the assessment instrument. <p>Student responsibility:</p> <ul style="list-style-type: none"> • demonstrate authenticity of their work including complying with processes established for the task such as: <ul style="list-style-type: none"> –complete responses during the designated class time to ensure teachers are able to observe the development of work –provide work required at set checkpoint dates and draft date –use the School's preferred plagiarism-detection processes for final submissions, and when requested on the assessment task sheet at draft submissions –participate in HoD requested interviews during and/or after submissions to verify authenticity. <p>Parents/Carers responsibility:</p> <p>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 the guidelines for establishing authorship.</p> <p>Concerns of Integrity or AI misuse:</p> <p>If a teacher suspects that a submitted assessment response is not the student's own work, they will confer with their Head of Department. Student work that contains suspected evidence of using artificial intelligence to demonstrate learning on their behalf will be provided with a further opportunity to authenticate their response. These opportunities may include:</p> <ul style="list-style-type: none"> • student-teacher conferencing • multiple choice questions by the HoD to the student about the task or the student response • further stimulus provided by the student to demonstrate understanding • the use of version history and/or tracking from the Office 365 Applications. <p>All student submissions that are confirmed not their own work will be recorded on OneSchool as an academic misconduct.</p>
<p>Managing Integrity breaches including misuse of Artificial Intelligence (AI)</p>	<p>Academic Integrity at Draft or Checkpoint:</p> <p>Where a teacher, in conference with their Head of Department, identifies academic integrity or misuse of AI, the steps forward to resolve may include:</p> <ul style="list-style-type: none"> • Meet with the Head of Department to discuss actions and resolution. • Only parts of the assessment that are confirmed the student's original ideas by the due date will be given feedback. • If the entirety of the assessment submission has been deemed plagiarised, no feedback will be given. However, a draft/checkpoint work still must be submitted within 24 hours in order for the School to retain response evidence. • At the discretion of the Deputy Principal and only for first integrity misconduct, attend an appointment with the Head of Department to be provided with an opportunity to re-submit original work under supervised conditions

	<p>that aligns to the draft and checkpoint concepts. This must occur within 24 hours of the submission date. Repeat academic misconduct will not be provided this option.</p> <ul style="list-style-type: none"> All student submissions that are confirmed misusing AI will be recorded on OneSchool as an academic misconduct, with referral to Head of Department and Deputy Principal. Parents/carers and student will be notified using the School <i>Notice of Academic Misconduct</i> email and phone call/text message home. <p>Academic Integrity at Final Submission: Where a teacher, in conference with their Head of Department, identifies academic integrity or misuse of AI, the steps forward to resolve may include:</p> <ul style="list-style-type: none"> Meet with the Head of Department to discuss actions and resolution. Only parts of the assessment that are confirmed the student's original ideas will be marked. If the entirety of the assessment submission has been deemed plagiarised, the student's draft or any class work on or before the due date will be graded. In circumstances where a student is enrolled in a subject but does not submit an original final response to an assessment (other than unseen examinations) and has not given evidence at prior checkpoints, a 'Not-Rated' (NR) must be recorded. In circumstances where a student response is judged as NR, the student will not meet the requirements for that subject. At the discretion of the Deputy Principal and only for first integrity misconduct, attend an appointment with the Head of Department to be provided with an opportunity to re-submit original work under supervised conditions that aligns to the draft and checkpoint concepts. This must occur within 24 hours of the submission date. Repeat academic misconduct will not be provided this option. All student submissions that are confirmed misusing AI will be recorded on OneSchool as an academic misconduct, with referral to Head of Department and Deputy Principal. Parents/carers and student will be notified using the School <i>Notice of Academic Misconduct</i> email and phone call/text message home.
<p>Access arrangements and reasonable adjustments, including illness and misadventure (AARA)</p>	<p>All students seeking adjustments to assessment conditions, including extensions to assignments, must submit an application prior to the due date to the Head of Department (extensions), Guidance (AARA), Head of Diverse Learning (AARA) or Deputy Principal. District State High School is committed to reducing barriers to success for all students.</p> <p>Students are not eligible for AARA (including illness and misadventure) on the following grounds:</p> <ul style="list-style-type: none"> 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.
<p>Managing non-submission of assessment by the due date</p>	<p>Teacher responsibility:</p> <ul style="list-style-type: none"> collect progressive evidence of work at set checkpoints including one draft provide details on time of submission and submission process on the task sheet if a non-submission occurs, the teacher will communicate with parents/carer and student, via <i>Failure to submit assessment</i> email and a phone call/text message home, and record in OneSchool as an 'academic misconduct incident' with a referral to Head of Department and Deputy Principal will not award a lower result, mark or standard as a penalty for late or non-submission, as evidence is to be matched to the relevant syllabus marking guides or standards when a student submits an assessment piece after the due date set by the school, a result will be allocated using evidence available on or before the due date, e.g. class work, drafts, rehearsal notes, photographs of student work. to be awarded a result (A – E, or zero or higher marks) there must be some evidence collected before or on the due date. Should the student not have any evidence to be assessed on, a not rated (NR) result will be given. <p>Faculty Head of Department responsibility:</p> <ul style="list-style-type: none"> if student has no evidence to be marked on by the due date, the Head of Department will meet with the student to resolve support the teacher when needed with student management and parent contact. <p>Student responsibility:</p> <ul style="list-style-type: none"> follow the submission specifications on the task sheet, including submitting by the set time on the due date, using the School's preferred plagiarism-detection processes, or as indicated on the task sheet submit the Assessment Task Sheet which is supplied by the class teacher when issuing the assessment if requiring an extension for valid reasons, will follow the process as outlined in this assessment policy if a non-submission without an approved extension occurs by the due date, the student will resolve by submitting immediately, understanding that only evidence before the due date will receive a mark.

MANAGING ACADEMIC MISCONDUCT

Types of misconduct		Management Procedure
Collusion	<p>When:</p> <ul style="list-style-type: none"> • 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. 	<p><u>Assignments</u></p> <ul style="list-style-type: none"> • Where parts of the task have been plagiarised, results will be awarded using only the parts of the responses that is the student's own work. • Where the whole task has been plagiarised, results will be awarded using any evidence from the preparation of the response that is available (eg draft or checkpoints) and that is verifiably the student's own work and that was gathered in the conditions specified by the syllabus. • Where there is no evidence that is verified as the student's own work, a result of Not Rated will be given. • The teacher will notify the parent/carer and student, record an 'academic misconduct incident' in OneSchool and advise the faculty Head of Department. <p><u>Group work</u></p> <ul style="list-style-type: none"> • The teacher may use supplementary evidence to determine individual contributions. This will be documented on the marking guide. <p><u>Exams</u></p> <ul style="list-style-type: none"> • Evidence of the misconduct is to be recorded by the teacher or supervisor. • Student will be instructed to continue with the exam. • The results will be awarded using any evidence from the exam that has not been influenced by the misconduct. • If no evidence of student's own work can be found, the student will be given a Not Rated result. • The teacher will notify the parent/carer and student, record an 'academic misconduct incident' in OneSchool and advise the faculty Head of Department. <p><u>Technology</u></p> <p>Prior to entry into an exam, digital devices that enable students to communicate and/or interact with the web will be removed.</p> <p>A medical certificate must be provided and the exam sat the first day the student is back at school. If this is not possible due to the nature of the assessment task or group item it will need to be rescheduled at the teacher discretion, and a comparable exam may be required.</p> <p>If a medical certificate or proof of extenuating circumstances is not provided, an extension cannot be awarded an extension and will be given a Not Rated result.</p> <p>The student's draft copy is graded.</p> <p>Evidence collected during preparation time or earlier check points will be graded. If no evidence is provided, a NR (not-rated) will be given.</p> <p>Students will only be marked for the response within the length conditions.</p>
Cheating while under supervised conditions	<p>A student:</p> <ul style="list-style-type: none"> • begins to write during perusal time or continues to write after the instruction to stop writing is given • uses unauthorised equipment, materials, or AI • has any notation written on their body, clothing or any object brought into an assessment room • communicates with any person other than a supervisor during an examination, e.g. through speaking, signing, electronic device or other means, such as passing notes, coded messages, making gestures or sharing equipment with another student. 	
Contract cheating	<p>A student:</p> <ul style="list-style-type: none"> • Pays for a person or a service to complete a response to an assessment • Sells or trades a response to an assessment. 	
Copying work	<p>A student:</p> <ul style="list-style-type: none"> • 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. 	
Disclosing or receiving information about an assessment	<p>A student:</p> <ul style="list-style-type: none"> • 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	<p>A student:</p> <ul style="list-style-type: none"> • Invents or exaggerates data • Lists incorrect or fictitious references. 	
Impersonation	<p>A student:</p> <ul style="list-style-type: none"> • Arranges for another person to complete a response to an assessment in their place, eg. Impersonating the student in a performance or supervised assessment • Completes a response to an assessment in place of another student. 	
Misconduct during an exam	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 or creates work using AI without attribution (this may include text, audio or audiovisual material, figures/tables, design, images, information or ideas). Plagiarism also includes the use of a translator, including an online translator, as the work produced is not the work of the student.	
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	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.	
Student does not attend an exam	A student does not attend an exam.	
Student is absent on due date	Student is absent on due date.	
Student submits a draft but no final copy	Draft submitted but no final copy.	
Student submits no draft and no final copy	No draft and no final copy submitted.	
Managing response length	A student exceeds the length of a task.	

