



# ASSESSMENT AND ACADEMIC INTEGRITY POLICY

## Introduction

Assessment is the ongoing process of gathering, analysing and reflecting on evidence to make informed judgments about the achievement or capabilities of individuals and cohorts. Assessment plays an integral role in improving learning and informing teaching. Its fundamental purpose is to establish where learners are in an aspect of their learning at the time of assessment (Masters, 2014).

The Alice Springs (Mparntwe) Education Declaration defines three broad purposes for assessment:

**Assessment for learning:** enabling teachers to use information about student progress to inform their teaching.

**Assessment as learning:** enables students to reflect on and monitor their progress to inform their future learning goals.

**Assessment of learning:** assisting teachers to use evidence of student learning to assess student achievement against goals and standards.

Academic integrity is a core value of education and central to the core values of Assumption College, Warwick.

Academic integrity involves upholding ethical standards in all aspects of academic work, including learning and teaching. It involves acting with the principles of honesty, fairness, trust and responsibility and requires respect for knowledge and its development. Academic integrity is foundational to the work of the whole College community, including students, teachers, curriculum leaders and administrators. Parents, carers and others who support students in their learning must also adhere to these guidelines for academic integrity.

## Scope

This policy applies to all Junior and Senior Years students graduating under the new Queensland Certificate of Education since 2020 and beyond.

It does not apply to situations involving specific educational needs, access arrangements, or reasonable adjustments (AARA).

## Drafts and feedback

### Drafts

A draft is a preliminary version of a student's response to an assessment instrument, which may be written, spoken/signed, physical, visual or virtual. The type of draft students submit differs depending on the subject and assessment technique. For example, if an assessment instrument requires a presentation as the response, a draft might be a recording of this presentation. The quality of a draft may vary from a brief outline to a response that is nearing completion. Where requested, students' drafts must be as close as possible to the final response for submission. A draft can be used to provide feedback on a response and authenticate student work. Before submitting a draft, students may be required to develop an outline or discuss their approach with the class teacher.

### Minimum Standard for Drafts

Drafts are essential for the class teacher to check on progress and provide quality feedback to students prior to submitting the completed assessment task. In addition, drafts indicate the student's willingness to engage and commit to a subject and provide a mechanism for authenticating student work.

Each task sheet will specify a draft due date and outline what is expected as an acceptable draft.

When a submitted draft does not meet the acceptable minimum requirement (or if no draft is submitted), the student will be required to attend an Academic Catch-Up. In Years 11 and 12, failure to attend and commit to this support session may lead to your continued enrolment in that subject being reviewed.

### **Providing feedback on draft student responses**

Viewing and providing feedback on a draft encourages students to reflect on strategies they might use to refine their responses. In providing feedback on a draft, teachers will indicate aspects of the response that need to be improved or developed to meet the requirements of the assessment instrument, ISMG (individualised subject marking guide), instrument-specific standards or syllabus standards.

Feedback on a draft will not compromise the authenticity of student work. Teachers will not introduce new ideas, language or research to improve the quality of student responses.

Providing feedback on a draft is a consultative process, not a marking process. Teachers will not allocate a notional result for draft student responses.

Students may be advised 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 APA referencing style used at the College (and outlined in the College diary)
- consider the draft due date as the *final* opportunity to submit a draft

Teachers may:

- provide written or verbal feedback (via Canvas) or feedback through questioning
- provide a summary of feedback or advice to the whole class
- indicate some key errors in spelling, grammar, punctuation and calculations, and remind students that the draft requires more editing, but will not edit or correct all errors in a draft. Editing and proofreading for spelling, grammar and punctuation is not a part of the draft feedback process

Teachers will:

- only provide feedback on a draft submitted by the draft due date
- only provide feedback on one or two drafts (detailed on task sheets) of each student's response in Years 7 - 9
- only provide feedback on a maximum of one draft of each student's response in Years 10 -12
- synchronise 'draft time', including the return of drafts, across all classes if there is more than one class completing the assessment instrument (this requirement may be modified if a student submits a draft well before the due date)
- provide feedback at least one whole week (7 days) before the due date

## **Submitting assessment**

### **The process**

The submission process for assessment consists of two stages:

1. Submit a digital draft – to Canvas (via Turnitin) where practicable by the draft due date.
2. Submit the final digital response – to Canvas (via Turnitin) where practicable by the final due date.
3. Draft and final due dates will be clearly outlined on task sheets and in Canvas.

Where hard copy drafts and final responses are required (e.g. folios or products for practical subjects), they may also be given to

the teacher in person. Teachers are required to ensure that submission has occurred. If the teacher or the student is absent on the due date or there is no lesson on the due date, the digital submission process must still be followed. Hard copy drafts or final responses must be signed in at the Junior and Senior Years Office/Reception.

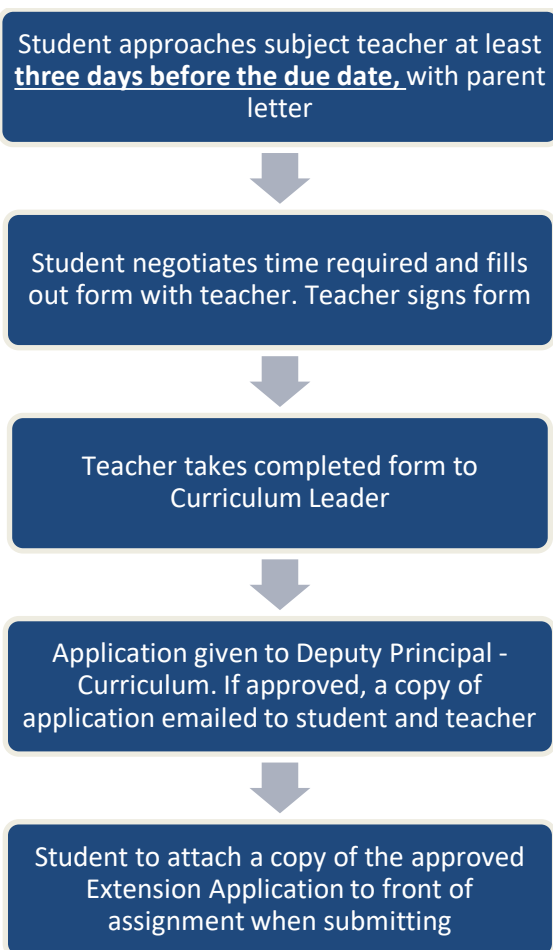
## Absence from internal assessment, including examinations

### a. Advance Notice

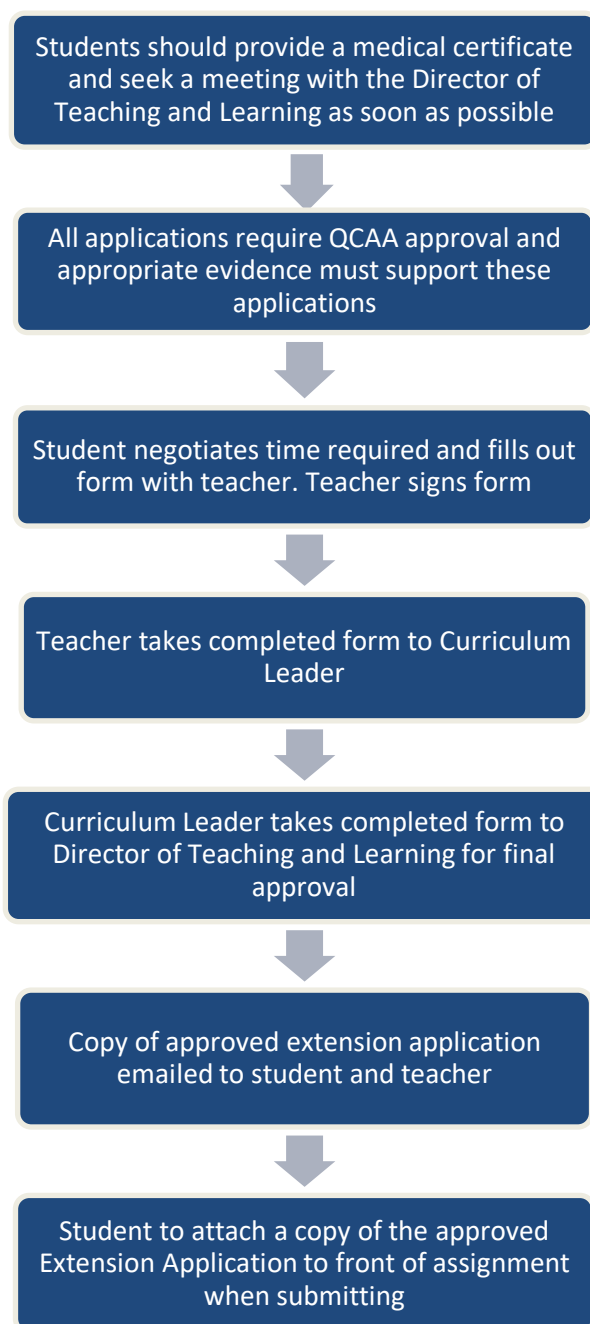
Assumption College recognises that some students may require extensions for assessment due to circumstances that may impact their opportunity to engage in learning and be assessed fairly. These circumstances may include medical situations, bereavement, prolonged illness, family circumstances, and school-sanctioned or representative academic or sporting events. A student in Years 7 – 12 who wishes to request a modification to the due date of an assessment instrument must complete an Extension Form at least three days before the submission of the draft, final response or examination. In Years 7 – 10, evidence (e.g. a signed note from home) must be submitted with the application. In Years 11 – 12, a medical certificate or other documentary evidence is required to accompany the form (note the QCAA policy regarding illness and misadventure below for restrictions regarding assessment in Units 1 - 4).

## Assessment Extension Flowchart

### YEARS 7-10



### YEARS 11-12



## **b. Unforeseen Circumstances**

Unforeseen circumstances regarding illness and misadventure include illness, injury, incidents on the day of the assessment, family circumstances and bereavement. Technology failure is not an unforeseen circumstance, as students must maintain backups by saving their work to their OneDrive.

Years 7 – 10 students may submit a draft, a final response or sit an internal examination late without penalty when the following supporting documentation is produced:

- written note from a parent explaining the situation or
- written advice/note from a relevant College professional or Pastoral Leader or
- a medical certificate is also accepted (but not expected in our College community where securing a medical appointment can be challenging)

Years 11 – 12 students may submit a draft, a final response or sit an internal examination late without penalty when the following supporting documentation is produced:

- a valid medical certificate, or
- for non-medical situations, written evidence from a relevant independent professional or another independent third party

Note the *QCAA policy regarding illness and misadventure* below for documentation requirements involving absence from assessment in Units 1 - 4.

## **c. QCAA policy regarding illness and misadventure**

The following pre-conditions must be satisfied to warrant an extension for assessment in Units 1 – 4:

- the illness or event is unforeseen and beyond the student's control. An adverse effect must be demonstrated
- the situation cannot be of the student's own choosing or that of their parents/carers, such as a family holiday
- an illness and misadventure application cannot be made for the same condition or circumstances for which QCAA-approved AARA has been approved unless it can be demonstrated that a significant deterioration or complication of the condition occurred that diminished the student's performance in external assessment.

If the illness or misadventure affects internal assessment for Units 3 or 4, the QCAA will require supporting documentation that includes the following:

- diagnosed illness, condition or event
- date of diagnosis, onset or occurrence
- symptoms, treatment or course of action related to the condition or event
- explanation of the probable effect of the illness, condition or event on the student's participation in the assessment
- for non-medical claims, written evidence from a relevant independent professional or other independent third party, such as a witness or police report.

Supporting documentation must be submitted as close to the assessment event as possible, and where relevant, before the submission of provisional marks for confirmation:

Internal Assessment 1 – mid-March

Internal Assessments 2 & 3 – mid-August

## **Absence from external assessment, including examinations**

The QCAA advises students to attend every external assessment. However, the QCAA does not expect students to attend an external assessment against specific written medical advice. When students are in doubt about their attendance to complete an external assessment, they should contact the Deputy Principal—Curriculum and Organisation (or the school external assessment (SEA) coordinator).

A student who is ill but able to attend the external assessment should inform the College (or external assessment supervisor) of their illness as soon as practical. This may be before, during or immediately after the external assessment session.

An *Application for Illness and misadventure* submission for external assessment may be made by a student when performance in an external assessment is affected by an illness or circumstances beyond their control, occurring in the lead-up to or during the external assessment schedule. An illness and misadventure application cannot be made for the same condition or circumstances for which QCAA-approved AARA have been approved unless it can be demonstrated that a significant deterioration or complication of the condition occurred that diminished the student's performance in external assessment. Applications can be submitted from 14 days before the start of the assessment period to 7 days after the assessment. No alternative arrangements can be made if a student does not attend a scheduled written examination.

## **Dealing with non-submission**

### **Late and non-submission of drafts**

#### **Late submission of a draft**

A student who submits a draft after the due date (and who does not have an approved extension) will be referred to the relevant Curriculum Leader. Students will not receive teacher feedback on late draft responses.

#### **Non-submission of a draft**

A student who does not submit a draft or submits a draft that does not meet the conditions specified on the task sheet on the draft due date will be given an Academic Catch-Up by the class teacher (or nominated teacher if the class teacher is unavailable) during the first break the following day. By the end of the Academic Catch-Up, the student must submit the draft to the class teacher (and the nominated teacher if this applies) by email. As per the policy for late submission of a draft, the student will not receive teacher feedback on a late draft response and will be referred to the relevant Curriculum Leader. In Years 11 and 12, this may also lead to your continued enrolment in that subject being reviewed.

If the draft is not submitted by the end of the Academic Catch-Up, the teacher will refer the matter directly to the Director of Teaching and Learning. The student will be required to complete the draft at the first available opportunity. This may be after school, or the student may be internally suspended from classes to complete the draft.

The student's parent/carer and the relevant Pastoral Leader will be notified of the failure to meet the draft due date. As per the policy for late submission of a draft, students will not receive teacher feedback on the draft response.

### **Late and non-submission of internal assessment, including examinations**

To receive an overall subject result for a course of study, a student must complete all required internal assessments outlined in the respective syllabus or unit plan.

#### **Late submission of a final student response**

When a student submits a response to an assessment instrument after the due date, a result will be allocated using the evidence available on or before the due date, e.g. class work, drafts, rehearsal notes, photographs of student work, and teacher observations.

A student who submits a final response after the due date will be referred to the relevant Curriculum Leader. The student's parent/carer and the appropriate Pastoral Leader will be notified of the failure to meet the final response due date, and the Director of Teaching and Learning will give the student an Academic Detention.

### Non-submission of a final student response

When a student does not submit a response to an assessment instrument, a result will be allocated using the evidence available on or before the due date, e.g. class work, drafts, rehearsal notes, photographs of student work, and teacher observations.

The student will be required to produce a final response at the first available opportunity, as arranged by the Director of Teaching and Learning. This may be after school on the same day, or the student may be internally suspended from classes to complete the response.

The student's parent/carer and the relevant Pastoral Leader will be notified of the failure to meet the final response due date, and the Director of Teaching and Learning will give the student an Academic Detention.

### Late and non-submission of external assessment, including examinations (Years 11 and 12)

All external assessments completed for General subjects are summative. Students must complete external assessments on the dates published on the QCAA website.

#### Late submission of a student response – external assessment

If a student arrives late for an external assessment, they must report to the external assessment supervisor as soon as possible. Students who arrive within 40 minutes of the scheduled starting time for the external assessment are permitted to gain entry into the assessment venue to complete the assessment. No extra time to complete the external assessment is granted if a student arrives late.

#### Non-submission of a student response – external assessment

Students must attend all components of the external examination to receive a result. If a student is absent from either the written or oral component of the examination, no result is issued. No alternative arrangements can be made if a student does not attend a scheduled written examination.

(Note: A student who cannot attend the oral component of a language examination must notify the QCAA as soon as practical.)

An overall subject result for a course of study may not be allocated if a student does not submit or complete the external assessment.

### Length of student responses

	Word Length	Page Count
<b>Inclusions</b>	<ul style="list-style-type: none"><li>all words in the text of the response</li><li>title, headings and subheadings</li><li>tables, figures, maps and diagrams containing information other than raw or processed data</li><li>quotations</li><li>footnotes and endnotes (unless used for bibliographical purposes)</li></ul>	<ul style="list-style-type: none"><li>all pages that are used as evidence when marking a response</li></ul>
<b>Exclusions</b>	<ul style="list-style-type: none"><li>title pages</li><li>contents pages</li><li>abstract</li><li>raw or processed data in tables, figures and diagrams</li><li>bibliography</li><li>reference list</li><li>appendices*</li><li>page numbers</li><li>in-text citations</li></ul>	<ul style="list-style-type: none"><li>title pages</li><li>contents pages</li><li>abstract</li><li>bibliography</li><li>reference list</li><li>appendices*</li></ul>

\* Appendices (plural) should contain only supplementary material that will not be directly used as evidence when marking the response. (Appendix – singular)

## Authenticating student responses

### Strategies

Schools are required to have several strategies in place to ensure the authenticity of student responses. To establish authorship of student responses, teachers will use the following strategies, as a minimum:

- monitor, collect or observe progressive samples of each student's work at various stages
- directly compare the responses of students who have worked together in groups
- for text, analyse final student responses using plagiarism and artificial intelligence detection software (*Turnitin*)
- use internal quality assurance processes such as cross-marking if there is more than one class for a subject cohort

Students will be required to:

- complete responses during the designated class time to ensure teachers are able to observe the development of work and authenticate student responses
- participate in the following authentication processes:
  - sign and submit a declaration of authenticity when required
  - submit a draft (all extended written responses must be submitted to Canvas via plagiarism and artificial intelligence detection software, *Turnitin*)
  - submit the final response to Canvas via plagiarism and artificial intelligence detection software, *Turnitin*
- complete any course/information session about academic integrity when required.

Students may also be required to document the development of their response in a journal or logbook if it is a requirement of the syllabus or unit plan.

Parents/carers are required to:

- 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 draft student responses.

### Inability to Establish Authorship

To make judgments about student achievement, teachers must have sufficient evidence of the student's knowledge and skills to match 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 work, judgments about achievement can be made by:

- providing an opportunity for the student to demonstrate that the submitted response is their own work;
- making 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;
- the teacher marking what work they deem as the student's own work. If there is not sufficient evidence, the student may receive a No Result.

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

A student who submits a final response for which the authorship cannot be established will be referred to the Director of Teaching and Learning. The student will receive an Academic Detention, and the student's parent/carer may be notified.

When the authenticity of a student's work is challenged, students must be able to demonstrate the work they submit is their own.

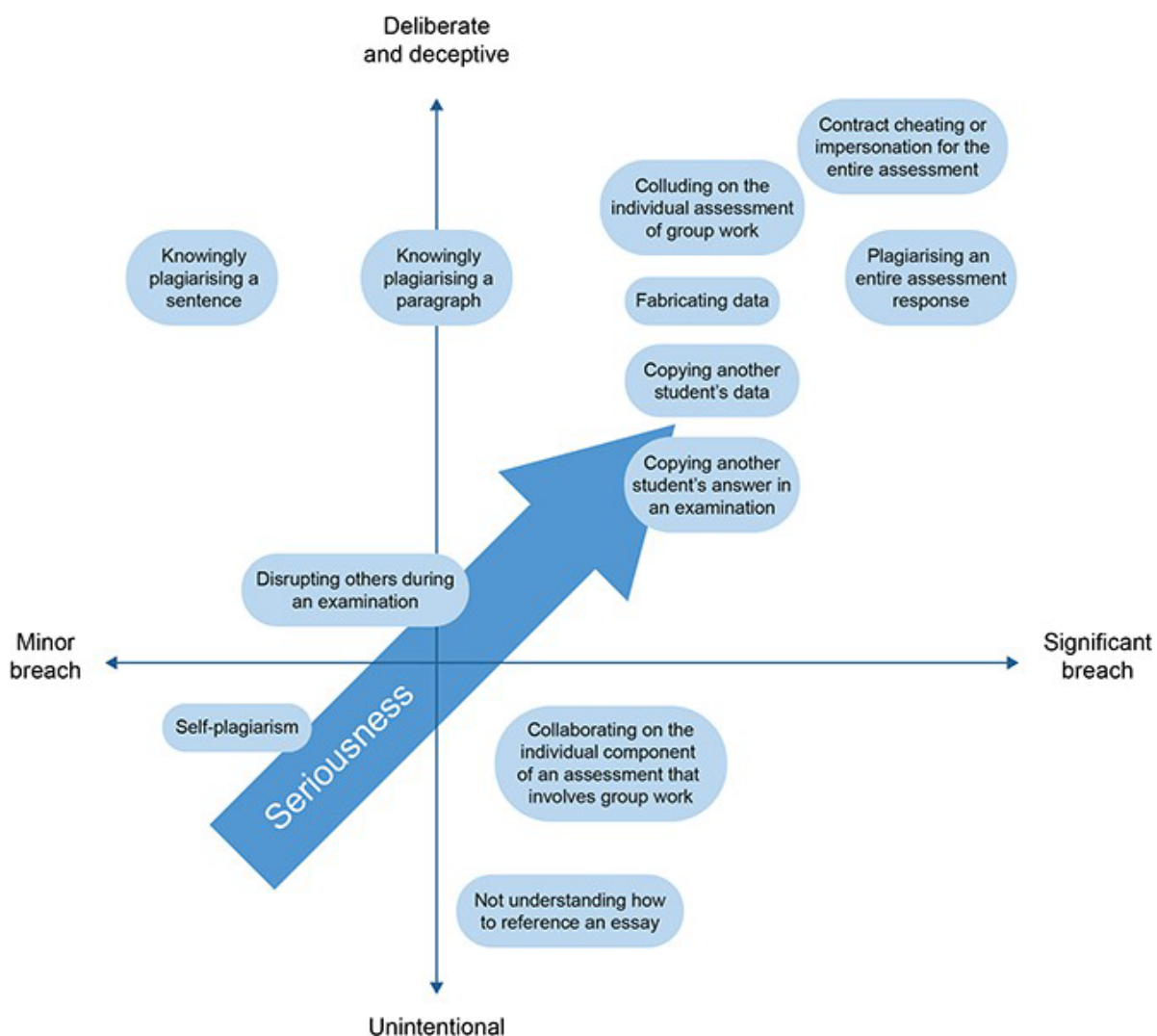
We recommend students:

- keep copies of drafts and reference material used;
- do not approach students, teachers, tutors or other experts and ask for assistance that lies outside their comprehension of the task sheet and marking criteria;
- do not allow other students to view or copy their material;
- complete as much work in class as possible, demonstrating to teachers the authenticity of the work;
- provide a draft copy of their work by the due date;
- be able to answer questions relating to the development and content of their submitted work.

## Academic misconduct

Academic misconduct incorporates a broad range of behaviours in which students inappropriately and falsely demonstrate their learning. Academic misconduct may be considered along a continuum of breaches that vary in the significance of misconduct and intent.

### Continuum of Academic Misconduct





## TYPES OF ACADEMIC MISCONDUCT AND EXAMPLES OF BEHAVIOURS

Type of misconduct	Examples
<b>Cheating while under supervised conditions</b>	<ul style="list-style-type: none"> <li>beginning to write during perusal time or continuing to write after the instruction to stop work is given</li> <li>using unauthorised equipment or materials</li> <li>having any notation written on the body, clothing or any object brought into an assessment room</li> <li>communicating with any person other than a supervisor during an examination, e.g. through speaking, electronic device or other means such as passing notes, making gestures or sharing equipment with another student</li> </ul>
<b>Collusion</b>	<ul style="list-style-type: none"> <li>when working in a group to produce a response, submitting that response as an individual work by one or multiple students</li> <li>assisting another student to commit an act of academic misconduct</li> <li>giving or receiving a response to an assessment</li> </ul>
<b>Contract cheating/ significant contribution of help</b>	<ul style="list-style-type: none"> <li>arranging for a tutor/parent/carer or any person in a supporting role to complete or contribute significantly to the response</li> <li>paying for someone or a service to complete a response to an assessment</li> <li>selling or trading a response to an assessment</li> </ul>
<b>Copying work</b>	<ul style="list-style-type: none"> <li>deliberately or knowingly making it possible for another student to copy responses</li> <li>looking at another student's work during an examination</li> <li>copying another student's work during an examination</li> </ul>
<b>Disclosing or receiving information about an assessment</b>	<ul style="list-style-type: none"> <li>giving or accessing 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>making any attempt to give or receive access to secure assessment materials</li> </ul>
<b>Fabricating</b>	<ul style="list-style-type: none"> <li>inventing or exaggerating data</li> <li>listing incorrect or fictitious references</li> </ul>
<b>Impersonation</b>	<ul style="list-style-type: none"> <li>Arranging for another person to complete a response to an assessment in place of the student, e.g. impersonating the student in a performance or supervised assessment.</li> <li>Completing a response to an assessment in place of another student.</li> </ul>
<b>Misconduct during an examination</b>	<ul style="list-style-type: none"> <li>distracting and/or disrupting others in an assessment room</li> </ul>
<b>Plagiarism or lack of referencing</b>	<ul style="list-style-type: none"> <li>completely or partially copying or altering 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)</li> <li>Using AI to generate a response, or parts of a response without attribution</li> </ul>
<b>Self-plagiarism</b>	<ul style="list-style-type: none"> <li>Duplicating work or part of work already submitted as a response to an assessment instrument in the same or any other subject</li> </ul>

Assumption College proactively uses strategies to minimise opportunities for academic misconduct, including:

- developing curriculum and assessment that allows for the identification of individual work
- fostering learning environments that encourage mutual trust and respect for developing individual work by appropriately acknowledging the ideas, work or interpretation of others
- giving students access to resources that enable them to self-assess their compliance with academic integrity guidelines before submitting responses
- using QCAA-developed online courses and school-developed programs to help students and teachers understand the importance of academic integrity

The 'Continuum of academic misconduct' diagram will be used as a guide when making decisions about the seriousness and intent of an incidence of academic misconduct. When deciding how to manage the breach, the College will consider the severity of the breach and whether it was unintentional or deliberate and deceptive.

A student who engages in intentional or deliberate and deceptive academic misconduct will receive an Academic Detention. The student's parent/carer and the relevant Pastoral Leader will also be notified.

Students should also be aware that academic misconduct in a General or Applied subject (Years 11 -12) may mean they will not receive an overall subject result for a course of study. This may jeopardise their eligibility for a Queensland Certificate of Education (QCE) and may affect their Australian Tertiary Admission Rank (ATAR) calculation.

## **Artificial Intelligence**

Artificial intelligence refers to the ability of systems or computers to do things that would normally require human intelligence. AI is used in many products and services we use daily, from search engines to smartphone assistance – in short, it is an established feature of our lives.

### **Generative AI**

Generative AI can understand instructions and produce or deliver meaningful content. It uses the data it was trained on to generate new data that has similar characteristics. Generative AI products are widely available, and are expected to keep changing and improving quickly. Currently, the most popular generative AI tool is ChatGPT.

### **Misuse of AI for Assessment**

The use of AI by students for assessment must not compromise the authenticity of their responses. AI tools should not encourage shortcuts, undermine the integrity of assessment processes, or undermine a student's ability to think for themselves. Where AI is permitted to be used by students for assessment, it must not be for aspects of a task formally evaluated using the marking guide.

This Assessment Policy clearly outlines expectations and consequences for students in relation to academic integrity, and the misuse of AI directly relates to breaches of the policy.

### **Extent and acceptable use of AI by students**

The following must be satisfied for AI to be used by students:

- Students must not use AI to generate responses to assessment tasks as this is considered plagiarism, which is a breach of this Assessment and Academic Integrity Policy.
- Students must use AI tools in accordance with teachers' instructions and educational purposes.
- Responsible and respectful behaviour is expected when interacting with AI-generated content.
- Students should adhere to data protection and privacy guidelines and seek guidance when unsure.
- Ethical considerations, such as proper attribution and fair usage, must be applied to AI-generated content. This applies to any information generated by AI, including, but not limited to, text, images, video, and audio.
- When permitted to use AI by their teacher or when it is accessed outside the College, students must attribute AI-generated information where an AI tool has been used in ways that do not compromise the authenticity of their assessment responses. (Guidance on citing AI-generated content below).
- Students must produce a transcript of cited material from Generative-AI upon teacher request to verify the accuracy of their citation.

As generative AI produces material that is not recoverable, the material itself cannot be cited — but since it is not information communicated by a person, it cannot be treated as personal communication.

Instead, a reference in-text to the use of the software is needed, along with a citation to the software. If using content generated by the software, use quotation marks or a block quote (italicised and indented) just like any other quoted text.

## **Referencing AI – Example of text generation**

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

ChatGPT was used to summarise the results of the articles and found there was "no statistically significant difference between the two methods" (OpenAI, 2024).

### **In the reference list:**

OpenAI. (2024). ChatGPT (Mar 14 version) [Large language model]. <https://chat.openai.com/chat>

AI tools can support student learning in various ways, as long as this use does not compromise the authenticity of their assessment responses.

The purpose of integrating AI into student learning is to enhance educational experiences, foster critical thinking, and prepare students for the digital age in which we live. AI tools can empower learners in innovative ways, or if misused, can hinder their learning and disempower them well into their futures. At Assumption College, we strive to empower our learners now and for the rest of their lives.