



Policy Document

Learning and Assessment

PURPOSE

This policy provides information for teachers, students and parents/carers about roles, responsibilities, processes and procedures to ensure the integrity of assessment. Assessment plays an integral role in improving learning and informing teaching. Its fundamental purpose is to assist in identifying where learners are in an aspect of their learning.

AIM

This policy outlines the procedures for submission of work and completion of all assessment items (including exams) in order to:

- Maximise the opportunity for students to demonstrate what they know and can do.
- Ensure fairness to all students.
- Ensure the mandatory completion of courses of study to achieve a result.

PRINCIPLES

The following principles form the foundation of beliefs about assessment practices.

Assessment should be:

- **aligned** with curriculum and pedagogy
- **equitable** for all students
- **evidence-based**, using established standards/continua to make defensible and comparable judgments about students' learning
- **ongoing**, with a range and balance of evidence compiled over time to reflect the depth and breadth of students' learning
- **transparent**, to enhance professional and public confidence in the processes used, the information obtained and the decisions made
- **informative** of where students are in their learning.

High-quality assessment is characterised by three attributes:

- **validity**, through alignment with what is taught, learned and assessed
- **accessibility**, so that each student is given opportunities to demonstrate what they know and can do
- **reliability**, so that assessment results are consistent, dependable or repeatable.

| RESPONSIBILITIES – ASSESSMENT | | |
|---|---|--|
| Teachers | Students | Parents/Guardians |
| <ul style="list-style-type: none"> • In school-based assessment, teachers are accountable for designing assessment programs and making judgments about the standards achieved by their students within the assessment and reporting timeframes. • Teachers will support students by providing them, where appropriate, with modelling, scaffolding, and annotated exemplar responses. They will engage students in feedback and reflection on their assessment, and will be able to articulate reasoning behind judgments of the standards achieved. • Teachers are responsible for informing parents when students do not provide work to support a judgment of achievement, and are likely to be awarded with a Not-Rated (N) level of achievement on their report card. | <ul style="list-style-type: none"> • All students are responsible for submitting draft and assessment items on or before the due date, unless an extension has been approved. • All students are responsible for arriving on time on the day for examinations, unless special consideration has been formally arranged. • All students must show academic integrity. | <ul style="list-style-type: none"> • Support and encourage their children to complete and submit all drafts and assessment by the due date. • Inform the teacher of any difficulties relating to the completion of assessment tasks and provide documentary evidence (including medical certificates) where necessary. |

INTERNAL QUALITY ASSURANCE PROCESSES

Internal moderation processes are consistently applied across the school. Assessment instruments are peer reviewed and quality assured by subject teachers and Heads of Departments.

CHANGING SUBJECTS

Students who change subjects may be required to complete assessment to 'catch up' and be assigned credit for the course. This will be negotiated with the relevant Head of Department.

SUBMISSION OF ASSIGNMENTS AND DUE DATES

1. Class time is made available to complete aspects of assessment tasks and therefore all students will have at least a partially completed assessment task to submit on the due date.

2. All assessment that contributes to decision-making about student academic performance must satisfy the following criteria:

- a) Submitted work must be the students' own work.
- b) A hard copy of the assessment must be presented/submitted by the end of the subject lesson on the due date.
- c) If a digital submission is required (E.g., Turnitin) then a digital submission must also be submitted by the end of the subject lesson on the due date.

3. If a student is absent for either part or whole day on the due date, then every effort must be made to submit the assignment by the due date and time. This can be done by emailing the teacher by 6.00pm on the due date.

Extensions

An extension of time to complete an assessment task will be granted ONLY in cases of genuine prolonged illness or exceptional circumstances (e.g., bereavement). Technology issues are not to be considered an extenuating circumstance given access to email, OneDrive and the use of USBs. Family holidays and sporting or extra-curricular activities are also not to be considered an extenuating circumstance. Students who have been approved for an AARA are still required to follow the extension application process below.

Parents/guardians who believe their student needs an extension of time should follow the steps below.

| Extension Application Process | |
|--|--|
| Year 7 – 10 Students | Year 11 – 12 Students |
| Step 1: Contact the appropriate Head of Department PRIOR to the due date to discuss the relevant circumstances. | Step 1: Contact the Deputy Principal Senior Schooling PRIOR to the due date to discuss the relevant circumstances. |
| Step 2: Complete the student sections of the Application for Extension form , and attach supporting documentation (e.g., parental note). Submit this to your classroom teacher. | Step 2: Complete the student section of the Application for Extension form , and attach supporting documentation. <ul style="list-style-type: none">• Illness – a medical certificate is required• Extenuating circumstance – supporting evidence, such as a parental note, is required Submit this to your classroom teacher. |
| Step 3: Classroom teacher completes the teacher section of the Application for Extension form and provides this to the Head of Department. | Step 3: Classroom teacher completes the teacher section of the Application for Extension form and provides this to the Deputy Principal. |
| Step 4: Head of Department discusses with classroom teacher and then notifies the teacher and student if approved/not approved. | Step 4: Deputy Principal discusses with classroom teacher and then notifies the teacher and student if approved/not approved. |
| Step 5: Head of Department records extension in OneSchool. | Step 5: Deputy Principal records extension in OneSchool. |

Non-submission of assignment on due date

Students who fail to submit assignments on the due date, without an approved extension, are to be treated as follows:

- a) The teacher will make judgements on available evidence.
 - i. Available evidence may take form of previously submitted drafts, class work or other authenticated evidence.
- b) If no evidence is available, the student is to be given resources by the teacher in the relevant subject lesson and the student is to be given the lesson time to submit the task. This piece of work is to be assessed against the assignment criteria.
- c) If a student states that the assignment is completed but left at home, the student is to be informed that the assignment may be submitted up to 4:00pm at the school or emailed by 6:00pm on the due date. If this is not possible, the student will have to phone his/her parent and arrange for a parent to speak with the relevant Head of Department (Year 7-10 students) or Deputy Principal (Year 11 and 12 students). If this procedure is followed, the submitted assignment is to replace the previous evidence for assessment purposes.
- d) If no assignment is forthcoming, the evidence submitted on the due date will be deemed to be the item for assessment and treated in the usual way:
 - Marked and commented upon.
 - Credited towards completion of the course.
 - Credited towards the student's level of achievement for the course.

ACCESS ARRANGEMENTS AND REASONABLE ADJUSTMENTS (AARA)

AARA are provided to minimise 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 barriers fall into three broad categories:

- Permanent/long term
- Temporary/short term
- Intermittent/episodic.

Some common AARA include:

- alternative exam conditions, e.g., extra time, rest breaks and/or small group seating
- alternative-format papers, e.g. A4 to A3 enlargement, black-and-white materials
- assistive technology, e.g., screen reader and speech recognition application, magnification application
- a reader and/or scribe

Students who require AARA are encouraged to speak with their classroom teacher, case manager or the guidance officer. For Year 12 assessment, an AARA must be approved by QCAA and updated medical documentation is required. Please refer to the QCAA website for more information on the AARA process.

<https://www.qcaa.qld.edu.au/senior/assessment/aara>

MANAGING RESPONSE LENGTH

Students must ensure that assessment responses satisfy the designated length/duration requirements of the assessment instrument. All assessment items will indicate the required length of response as either: word length, time duration and/or page count. The evidence provided within a designated length/duration requirement will be considered for assessment purposes. Any evidence in excess of these limits will not be considered.

For assignments:

If students present an assessment response that exceeds the required response length the following will occur:

- At the earliest available time, the teacher will notify the student that they have exceeded the response length
- The student will then be given the opportunity to clearly indicate which part of the response they would like to redact from the response before a judgement is made on the evidence in the student response. This will be completed with the teacher on the original copy of the response.

For examinations and oral presentations:

If students present an assessment response that exceeds the required response length the following will occur:

- Teachers will mark from the beginning of the response up to the point where the response meets the required length, and excluding evidence after that point.

DRAFTING

Drafting is a preliminary version of an assessment response. It is a way in which students receive feedback from their teachers. There are various methods for feedback to be provided and this occurs naturally as part of the teaching and learning process.

Providing feedback is a consultative process, not a marking process. Feedback on a draft will not compromise the authenticity of student work.

Years 7-10: Drafting may occur in multiple forms and at various times depending on subject and assessment item.

Year 11-12: One draft will be provided with feedback by a subject teacher. A draft may differ in form depending on the subject and assessment technique; in writing or orally; to an individual or to the whole class; and/or through questioning.

EXAMINATIONS

1. Students will be notified of examination dates for each of their subjects at the beginning of each semester on a subject specific semester overview. The school calendar also shows when formal examination blocks will be held throughout the year for Year 10 -12 students. Students should avoid all appointments that clash with examination dates. Students who attend an external TAFE course or participate in a School-based Apprenticeship or Traineeship (SAT) are required to attend examinations even if they fall on a day that they would normally attend TAFE or a SAT.

2. If a student is absent (with or without a valid reason) from a scheduled examination, the following procedures will apply. It is the decision of the Head of Department if a "late paper" is to be the same paper, or an equivalent paper, that a student will be required to complete.

In-Class Assessments

By "in-class assessments", we mean any work done in a scheduled lesson or lessons at school. These may take an oral, written, practical or performance mode

- a) For written tasks, at the next lesson after the scheduled date, the student is to complete the required assessment task on that day as directed by the teacher.
- b) For oral, practical or performance tasks, the students will:
 - i. *For an individual task:*
At the next lesson after the scheduled date, the teacher will request the student to present the task during the lesson or to suit the requirements of the class and/or teacher's timetable. Where necessary a suitable audience may need to be organised by the student and/or teacher.
 - ii. *For a group task:*
Depending on the duration of absence of the student after the scheduled date and at the discretion of the Head of Department, the student may be requested to complete an alternative assessment task if reforming the original group is impractical.

Examination Blocks

| Missed Exam Procedure | |
|--|---|
| Year 7 – 10 Students | Year 11 and 12 Student |
| 1. The class teacher has a responsibility to notify the parent/caregiver of any student who has missed an exam. A written statement signed by a parent/guardian, or a medical certificate that explains why the student has been absent from the scheduled assessment task, must be provided by the student. | 1. The Head of Department has a responsibility to notify the parent/caregiver of any student who has missed an exam. A written statement signed by a parent/guardian, or a medical certificate that explains why the student has been absent from the scheduled assessment task, must be provided by the student to the Deputy Principal of Senior Schooling. |
| 2. The class teacher has a responsibility to notify the relevant Head of Department of the names of students who have not completed end of semester / unit examination tasks and discusses when the assessment task is to be rescheduled. | 2. Once a medical certificate or written statement is provided to the Deputy Principal, a time will then be negotiated to complete the missed exam. This should be as soon as possible after the missed exam. |
| 3. If a student is absent for a practical exam, the Head of Department will determine the possibility of an alternative examination session. If no session is possible, an alternative assessment task will be set by the Head of Department. | 3. If a student is absent for a practical exam, the Deputy Principal will liaise with the Head of Department to determine the possibility of an alternative examination session. If no session is possible, an alternative assessment task will be set by the Head of Department. |
| 4. If a known absence, the student must contact the school prior to the examination block. | 4. If a known absence, the student must contact the school prior to the examination block. |

If, in the opinion of the Principal, it is considered necessary, students may be required to complete alternative or additional assessment items, so that they may be deemed as having completed the course requirements, and thus, awarded a level of achievement.

It is the **RESPONSIBILITY** of the student to take the following steps when an exam has been missed.
(Failure to do so may result in credit not being awarded).

Absent for One or More Examinations:

- (a) On the day phone the central office and advise them of:
 - (1) Your Name
 - (2) Your Form Class
 - (3) Subject/s missed and teacher/s of subject
 - (4) Day, date and session exam/s have been missed
 - (5) Date of your return to school
 - (6) Reason of absence

- (b) On the day of your return:
 - (1) Visit the relevant Head of Department (Year 7 – 10 students) of the Deputy Principal of Senior Schooling (Year 11 and 12), to reschedule all missed exams and advise teachers.
 - (2) Submit required documentation (e.g., doctor's certificate)

Failure to comply with the policy above will be regarded as wilful disregard of school policy and:

- (a) Credit may not be awarded:
- (b) Your teacher will inform your parents of your failure to complete required exams

GENERATIVE ARTIFICIAL INTELLIGENCE (GEN AI)

What is Generative AI?

Traditional AI is the ability of computers or computer-controlled robots to perform tasks commonly associated with intelligence. Basically, if a human did it, it would be classified as intelligent. Advancements in AI have led to Generative AI, where systems using machine learning have been trained using large amounts of data to perform, mimic or imitate tasks. This technology focuses on creating new content, such as text and images, from existing information.

GenAI tools are evolving incredibly quickly and their impact on education and research is significant and ongoing. While GenAI can be a tremendous aid, it's still essential to stay engaged in whatever process or activity you are undertaking. AI can be a tool that can be used to enhance and supplement your efforts, but not as a replacement for critical thinking and personal understanding.

See also: Kniberg, H. (2024, January 21). Generative AI in a Nutshell - how to survive and thrive in the age of AI [Video]. YouTube.
<https://www.youtube.com/watch?v=2IK3DFHREfw>

QUT (2024, November 20). *Generative AI in Research and Teaching* <https://libguides.library.qut.edu.au/c.php?g=958007&p=6952833>

Guide for engaging with Generative AI

| Level of AI | | Level Description of AI | Examples of Learning & Assessment <small>*Including but not limited to</small> |
|-------------|---|---|---|
| 1 | NO AI | <p>The assessment task is completed entirely without AI assistance. This level ensures that student rely solely on their knowledge, understanding, and skills.</p> <p>AI must not be used at any point during the assessment.</p> | <ol style="list-style-type: none"> 1. Students complete a traditional multiple-choice exam. 2. Students write an in-class essay on an assigned topic. 3. Students solve a series of mathematical problems on paper during a timed examination. |
| 2 | AI-ASSISTED IDEA GENERATION AND STRUCTURING | <p>AI can be used in the assessment for brainstorming, creating structures, and generating ideas for improving work.</p> <p>No AI content is allowed in the final submission.</p> | <ol style="list-style-type: none"> 1. Students use AI to generate ideas. 2. Students use AI tools to brainstorm potential solutions and develop innovative ideas. 3. Students collaborate with AI to develop effective response structures. |
| 3 | AI-ASSISTED EDITING | <p>AI can be used to make improvements to the clarity and coherence of student-created work to improve the final output, but no new content can be generated using AI.</p> <p>AI can be used to edit your original work but AI content must be cited.</p> | <ol style="list-style-type: none"> 1. Students use AI to convert their handwritten notes into a typed copy. 2. Students use AI to organise their research findings. 3. Students use AI to assist with spelling, punctuation and grammatical structures. |
| 4 | AI TASK COMPLETION; HUMAN EVALUATION | <p>AI is used to complete certain elements of the task, with students providing discussion or commentary on the AI-generated content. This level requires critical engagement with AI-generated content and evaluating its output.</p> <p>AI can be used to complete specified tasks in the assessment item. Any AI-created content, including prompts, must be cited.</p> | <ol style="list-style-type: none"> 1. If the task permits, students can use AI tools to generate content and/or structure. 2. If students use AI to generate content and/or structure, evaluation of the purpose of these must be provided. |
| 5 | FULL AI | <p>AI should be used as a 'co-constructor' in order to meet the requirements of the assessment, allowing for a collaborative approach with AI and enhancing creativity.</p> <p>AI can be used throughout the assessment item. Any AI-created content, including prompts, must be cited.</p> | <ol style="list-style-type: none"> 1. Students provide AI with their research and ideas, then use the AI-generated synthesis to create an assessment item. 2. Students supply AI with their concepts and requirements to generate a visual representation or image. |

Acknowledgement: Furze, L. (2022). *The AI Assessment Scale: From no AI to full AI*.

<https://leonfurze.com/2023/04/29/the-ai-assessment-scale-from-no-ai-to-full-ai/>

Referencing Generative AI

At Wavell SHS, the use of Artificial Intelligence tools in assessment tasks will be considered academic misconduct unless the assessment task specifically directs students to use AI in some capacity. As with any resource, any use of Generative AI must be referenced.

APA 7th - Internet sources - Generative AI (e.g., ChatGPT)

In-text citation

Template: (Author, Year)

Example: (OpenAI, 2023)

Reference List

Template: Author, A.A. (Year). Title (Version x.x) [Format/Description]. Publisher. <https://xxxxxxxxx.xxx>

Example: OpenAI. (2023). ChatGPT (May 24 version) [Large language model]. <https://chat.openai.com/chat>

Images

Template:

Figure X

[AI generated image of...]

[IMAGE]

Note. Image generated using [name of GenAI tool/software], year (URL)

Example:

Figure 1

[AI generated image of a kitten sleeping on a cushion surrounded by books]



Note. Image generated using Microsoft Copilot, 2024 (<https://copilot.microsoft.com/>)

Documenting Prompts and Outputs

Template:

I acknowledge the use of [insert AI system\(s\)/tool\(s\) \[add link\]](#) to [add how the AI was used](#). The prompts entered into [AI system\(s\)/tool\(s\) on date](#) include:

- List the prompts.

Example:

I acknowledge the use of [ChatGPT \[https://chat.openai.com/\]](https://chat.openai.com/) to [generate ideas and material for background research and project planning in the drafting of this assignment](#). The following prompts were entered into [ChatGPT on 30th March 2023](#):

- Explain the evidence for the existence of life outside of our solar system.

ACADEMIC MISCONDUCT POLICY

Academic Integrity

Staff will consistently apply policies to develop academic integrity and minimise academic misconduct, as well as develop assessment that enables identification of individual work.

Students must conduct their studies at Wavell State High School honestly, ethically and in accordance with accepted standards of academic conduct. Any contrary behaviour is academic misconduct, for which the school may penalise a student.

Types of academic misconduct and examples of behaviours:

| Type of misconduct | Examples |
|--|---|
| Cheating while under supervised conditions | A student: <ul style="list-style-type: none"> • 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. |
| Collusion | When: <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. |
| Contract cheating/ significant contribution of help | A student: <ul style="list-style-type: none"> • arranges for a tutor, parent/carer or any person in a supporting role to complete or contribute significantly to the response • 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 or looks at or copies another student's work during an exam. |
| Disclosing or receiving information about an assessment | A student makes any attempt to give or access unauthorised information that compromises the integrity of the assessment. |
| Fabricating | A student invents or exaggerates data or 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. |
| 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 or creates work using Generative AI tools without attribution. This may include text audio or audio-visual material, figures, tables, design, images or informative text. Plagiarism also includes the use of a translator, including an online translator, as the work produced is not the work of the student. |
| Generative Artificial Intelligence | A student's use of Generative Artificial Intelligence tools in assessment tasks will be considered academic misconduct unless the assessment task specifically directs students to use AI in some capacity, and the use of AI is cited. This may include false or misleading information generated from the use of Generative AI. This includes the use of Generative AI to alter images or recordings to adapt unreferenced material or adopt identities of other presenters or performers for audio, visual and audio-visual assessment responses. |

Reporting of Academic Misconduct

All teachers have a professional responsibility to report suspected Academic Misconduct to the relevant Head of Department. All reports of suspected academic misconduct from the school community or wider community should be referred to the relevant Head of Department. These cases should always be investigated thoroughly with evidence gathered.

Students are provided with checkpoints and/or drafts to demonstrate the development of their response and its authenticity over time. Student work that is suspected to have been completed as a result of certain types of academic misconduct will be provided with a further opportunity to authenticate their response. These opportunities may include:

- Student-teacher conferencing
- Multiple choice questions about the task or the student response
- Further stimulus for the student to demonstrate understanding
- The use of version history from the Office 365 Applications

The onus is on the student to be able to demonstrate authentic development of their response over time.

Consequences of Academic Misconduct

- If cheating in a test or examination is established, then students may not be rated for that part of the assessment or whole depending upon the circumstances. Students who knowingly allow another student access to their work during an assessment task may be similarly penalised.
- The AI generated section of work will be clearly labelled on the script. Students will be required to demonstrate where they sourced information from and for what purpose.
- The plagiarised section of work will be clearly labelled on the script and will be disregarded in the awarding of criteria standards.
- All incidents of Academic Misconduct should be communicated to Parents/Caregivers, and both an Academic Infringement and a Record of Contact should be recorded on the student's OneSchool profile.
- In the most serious of incidents, other disciplinary action including Suspension may occur.

The following considerations can be used to assist in assessing whether the academic dishonesty is minor or major:

- **Extent** - how important is the case to the overall Level of Achievement of the student and how much is involved - words, paragraphs, half an assignment etc.
- **Level** - Consideration given to the year level of the student.
- **Knowledge** - student's exposure to the accepted practices.
- **History** - whether the student has been found guilty of academic dishonesty in the past.
- **Review of Consequences** - If students, parents or teachers feel that the case has not been dealt with fairly or consistently, they should appeal to the Deputy Principals or Principal.

The Learning and Assessment Policy is available on the school website and in the student planner.



Application for Extension - Year 7 - 10

Empowering Learners. Empowering Futures.

Step One - Student to complete

I have contacted the appropriate Head of Department PRIOR to the due date to discuss the relevant circumstance.

Step Two - Student to complete

Name:

Date request submitted:

Form:

Subject:

Teacher:

Due date of assessment:

Assessment type:

Reason for extension:

Documentary evidence attached:

Student's Signature:

Parent's Signature:

Step Three - Teacher to complete

Work effort during set preparation time:

General Comment:

Number of lessons missed: Teacher: Teacher's Signature:

Step Four - Head of Department to complete

This application for extension is:

Date now due:

Comment

Head of department:

HoD's Signature:

Entered on OneSchool as contact and referred teacher.

NOTE: This completed form and documentary evidence must be submitted with the final piece of assessment.



Application for Extension - Year 11 - 12

Empowering Learners. Empowering Futures.

Step One - Student to complete

I have contacted the Deputy Principal Senior Schooling PRIOR to the due date to discuss the relevant circumstance.

Step Two - Student to complete

Name:

Date request submitted:

Form:

Subject:

Teacher:

Due date of assessment:

Assessment type:

Reason for extension:

Documentary evidence attached:

Student's Signature:

Parent's Signature:

Step Three - Teacher to complete

Work effort during set preparation time:

General Comment:

Number of lessons missed: Teacher: Teacher's Signature:

Step Four - Deputy Principal to complete

This application for extension is:

Date now due:

Comment:

Deputy Principal:

Deputy Principal's Signature:

Entered on OneSchool as contact and referred teacher.

NOTE: This completed form and documentary evidence must be submitted with the final piece of assessment.