



Trinity College
BEENLEIGH



Trinity College Assessment Policy

2023-2024



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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).

The framework for the policy is developed from the QCE and QCIA policy and procedures handbook available from <https://www.qcaa.qld.edu.au/senior/certificates-and-qualifications/qce-qcia-handbook> applies to Applied, Applied (Essential), General, General (Extension) subjects, and Short Courses across all faculties.

Purpose

Trinity College is committed to an educational philosophy that encourages all students to achieve personal excellence by developing their talents and abilities. This policy aims to promote effective communication about Assessment and Reporting at Trinity College in an inclusive and unbiased manner.

As a College, we prioritise understanding and enhancing our assessment and reporting practices about Achievement Standards, Competence Indicators, and Performance Standards, and how this information is shared with parents and guardians. This policy aims to ensure consistency in approach and assessment and reporting standards across the College, encompassing all students from Reception through to Year 12. Whether implementing the Australian Curriculum, the QCEC Framework for Religious Education, or programs within the Queensland Certificate of Education (QCE), Trinity College's assessment is inquiry-based and aligned with relevant performance standards. These principles should be reflected in teaching programs, assessment practices, and the reports and feedback provided to parents/guardians.

Assessment processes should be transparent, valid, and consistent, providing students and families with informative feedback about their child's progress. This will be achieved through effective communication with staff, parents/guardians, and students. Students need to know what they need to achieve, by when, and how their work will be assessed. They should have a clear understanding of the criteria for assessment and the performance standards, enabling constructive dialogue about areas for improvement and how to enhance their learning experience.

Principles

Trinity College's expectations for teaching, learning and assessment are grounded in the principles of academic integrity and excellence.

At Trinity College, Assessment is 'front-ended'. In other words, the assessment task is designed before finalising the teaching and learning sequence. Formative and summative tasks are evident in all unit plans for teachers to provide constructive feedback.

Assessment includes any examination, practical demonstration, performance or product that allows students to demonstrate the objectives described in the syllabus. Assessment should be:

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

Three attributes characterise high-quality assessment:

- 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.

The role of assessment is to provide information to improve student learning:

- **Assessment of Learning**
 - Assessment of learning occurs when teachers use evidence of student learning to make judgements about student achievement against goals, outcomes and standards.
- **Assessment for Learning**
 - Assessment for learning occurs when teachers and students use evidence of individual progress to inform future learning and teaching.
 - Teachers and students use this information about learning to advance and broaden individual progress and achievement by designing future learning possibilities, which build on each student's prior learning.
- **Assessment as Learning**
 - Assessment as learning occurs when students reflect on and monitor their progress to inform their future learning goals.
 - Assessment as learning enables students to build knowledge of themselves as learners and become more aware of how they learn.
- **Formative Assessment Tasks – Assessment for Learning**
 - Using pre-assessment to guide teaching for the unit
 - Using assessment to help prepare students for summative assessment pieces
 - Using assessment to help students to develop strategies for their learning
- **Summative Assessment Tasks - Assessment of Learning**
 - Designed to give students ample opportunity to demonstrate their acquisition of concepts, knowledge and skills covered in the unit of study.
 - Assessment data needs to be used to inform future teaching.
 - Task and assessment sheets are developed for each summative task.
 - Assessment tasks (and learning activities) are varied in nature and take into account different learning needs, abilities and styles.
 - Teachers need to provide meaningful feedback to students for ideal progress.

Formative assessment completion

For all subjects, students are expected to engage in the learning in the subject or course of study, including the course objectives. Students produce evidence of achievement in response to the assessment planned for each unit. Schools gather evidence of learning and match this to the relevant standards to make judgments.

Summative assessment completion in Years 11 and 12

In order to achieve an overall result, a student must complete both Units 3 and 4, providing responses to each of the summative internal assessments and the external assessment for the subject. A student cannot repeat one summative unit only.

Senior Short courses

There must be evidence of student responses to each summative internal assessment to achieve a course result.

Expectations about engaging in learning and assessment

Trinity College has high expectations of academic integrity and student learning. Staff are supported to complete the academic integrity courses and the accreditation courses provided by the QCAA. Trinity College encourages all staff to review these courses annually and to apply for QCAA assessor roles.

Students are required to complete the academic integrity courses provided by the QCAA. To ensure consistent application of the assessment policy, it will be revisited at the beginning of each school year in subject classes, and relevant processes will be revisited:

- when the assessment schedule is published
- when each task is handed to students; and
- in the newsletter and by email in response to phases of the assessment cycle;

Trinity College emphasises the importance of sound academic practices and student responsibility. Our procedures are grounded in the principles that students can demonstrate what they know and can do by the due date when they understand:

- forward planning - understanding the components of a task and how long each component might take to complete;
- time management - implementing a plan to achieve the assessment outcome, incorporating adjustments to this as needed. Allowing for unexpected events such as issues with technology or changes in personal circumstances;
- note-taking and summarising - synthesising research or gathering information into a new idea or summary;
- referencing - appropriately acknowledging the ideas, work or interpretation of others;
- choosing appropriate examples - selecting appropriate quotes or examples to support an argument;
- argue or communicate meaning;
- editing - refining their own work: and
- checking - self-assessing compliance with academic integrity guidelines before submitting responses.

The whole school community, staff, students, parents, and caregivers have roles and responsibilities in this context.

QCAA QCE Handbook References:

[Section 1.2.4](#) [Section 2](#) [Section 8.5.1](#)



Promoting academic integrity

Trinity College promotes academic integrity by developing students' skills and modelling appropriate academic practices. The following whole school procedures support this endeavour.

Due dates

Trinity College is responsible for gathering evidence of student achievement **on or before 6pm on the due date** for internal assessment instruments. The assessment schedule will:

- align with syllabus requirements;
- provide sufficient working time for students to complete the task;
- allow for internal quality assurance processes
- enable timelines for QCAA quality assurance processes to be met;
- be clear to teachers, students and parents/carers;
- be consistently applied;
- be clearly communicated by the end of week two of each semester; and
- give consideration to the allocation of workload.

Teachers will notify students of an assignment in writing via the Semester Planner and Task Sheet, including the following information:

- clear and specific statement of the assigned task
- length, structure, time, method of presentation, etc
- specific dates/week for the presentation of drafts and final copy
- the standards required for a specific level of achievement, including evaluation criteria.

Student Responsibility

All students will be provided with their assessment schedule for the semester by Week 3. Students are responsible for recording these dates in their diaries and adhering to these due dates. Students are responsible for planning and managing their time to meet the due dates.

Students and parents can find teacher and Curriculum Leader emails to help with communication through the School Portal.

Assignment Extensions/Exemptions (AARA)

An extension/exemption from an assignment can only be granted in the following situations:

1. Long-term illness (Medical certificate required for students in Years 10 to 12)
2. Family bereavement or difficulties (Documentation required)
3. Exceptional circumstances as determined by the Curriculum Leader /Assistant Principal

Any request for an extension is to be made to the Curriculum Leader at least two days prior to the due date using the appropriate form obtained from the Student Reception. The granting of extensions is at the discretion of the Curriculum Leader /Assistant Principal.

Trinity College is required to adhere to QCAA policies about due dates.

QCAA QCE Handbook References:

[Section 8.5.2](#) [Section 8.5.3](#)

Drafting of Assessments and Checkpoints

Drafting assignments is a standard procedure employed by most schools to help ensure the authenticity of student work. It also assists the school in collecting evidence during the assessment and grading process. A draft is a preliminary version of a student's response to an assessment instrument. The quality of a draft may vary from a brief outline to a response that is nearing completion. 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.

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 rehearsal of this presentation. In practical and VET subjects, this may be a completion checkpoint and may involve the submission of photographs or completed modules.

Only students who have a pre-approved Access Arrangements and Reasonable Adjustments (AARA) form may hand in the draft for an assessment task after the due date for the task.

Drafting Feedback

Teachers may use a range of suitable strategies to provide feedback on the draft response. Drafting is a consultative process, not a marking process, and due care must be taken by the teacher not to compromise the authenticity of the student's work. The strategy chosen to deliver feedback to students may differ depending on the mode of response. Possible strategies include:

- written feedback
- verbal feedback
- feedback provided through questioning
- a summary of feedback and advice to the whole class.

Late or Non-Submission Of Drafts

The following procedure will take place if a student has not significantly completed their draft or associated work and submitted in person by the class lesson on the due date or via Teams by **6pm on the due date**:

1. The College will contact a parent/guardian via email concerning their child's non-submission and
2. breach of the College's Assessment Policy;
3. The student will complete a supervised lunchtime tutorial in the library to work through the issues of non-submission with a Curriculum Leader and to complete the draft and/or checkpoint requirements. Students who complete this before the tutorial will need to attend the session to verify the submission; and
4. Only students with a pre-approved Variation to Assessment or AARA may hand in the draft/checkpoint submission for an assessment task after the due date.

Submission of Final Assessment

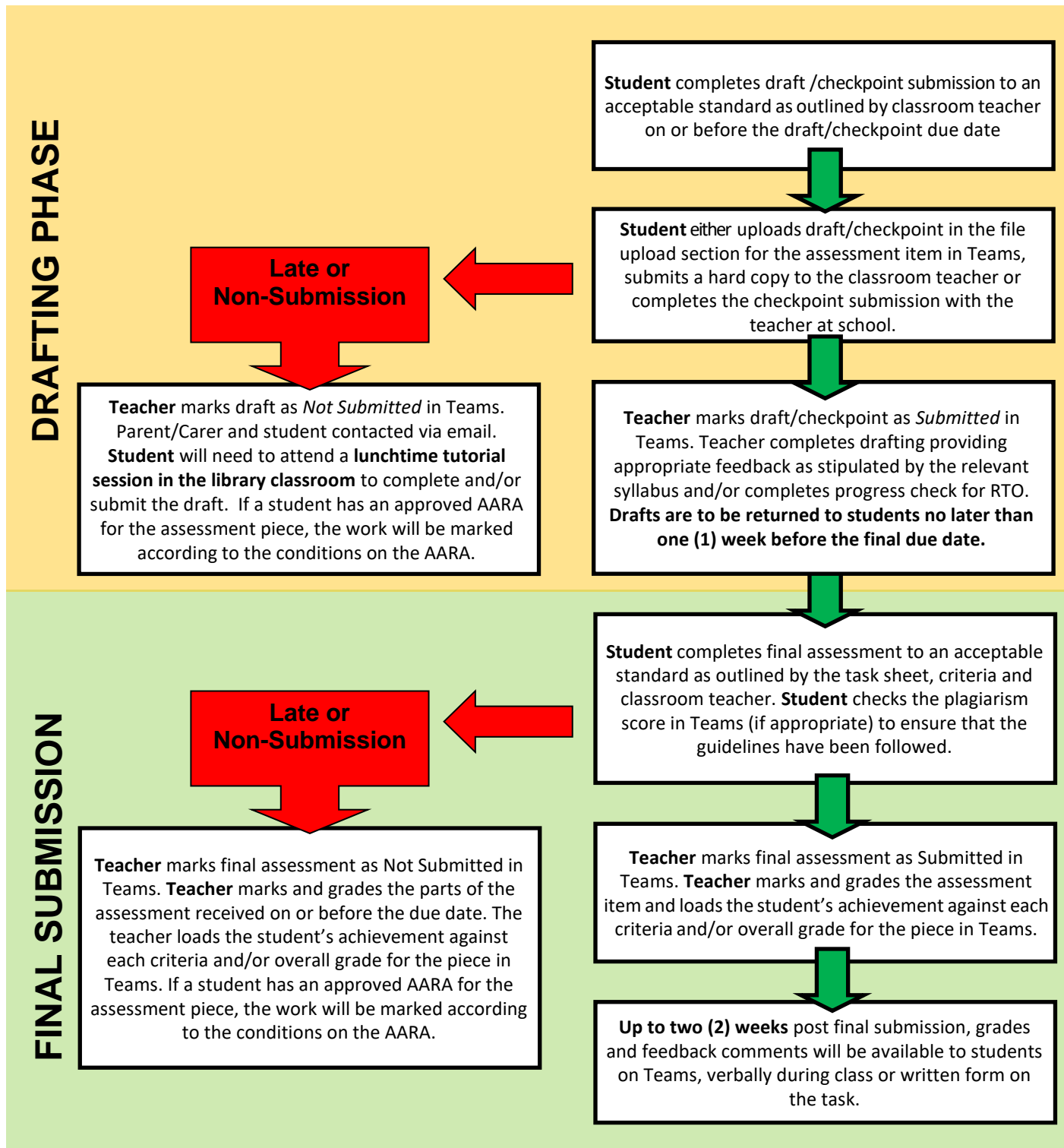
Judgments of student achievement in subjects are made by matching a body of evidence provided by students' responses to assessment instruments to the standards associated with exit criteria or achievement standards outlined in the relevant syllabus. The Queensland Curriculum and Assessment Authority (QCAA) makes it clear that student assessment can only be judged on the evidence available **on or before the due date** unless there is a QCAA (Years 11 and 12) or School approved (Years 7 to 10) AARA. According to QCAA policy, a semester unit of credit for a subject on the Senior Statement may not be awarded if non-submission of assessment tasks means that substantive requirements have not been met.

Late or Non-Submission of Final /Good Copy Submission of Assessment and Competencies

The following procedure will take place if a student has not completed their final assessment or good copy in person by the class lesson on the due date or via Teams by **5pm on the due date**:

1. The student's level of achievement or grade for the assessment will be determined from **any work or drafts submitted on or before the due date**, as per the QCAA guidelines; and
2. Only students with a pre-approved Variation to Assessment or AARA may hand in the draft for an assessment task after the due date.

Submission of Assessment Flow Chart – Years 7 to 12



Submitting, collecting and storing assessment information

Trinity College is responsible for gathering evidence of student instruments, including drafts. Unless otherwise specified on the assessment task sheet, these will be **submitted by 6.00 pm on the due date via Microsoft Teams**, which then goes through Turnitin – the College's academic integrity software. Copies of drafts are to be collected and stored in student folios at the time of the draft due date to assist with authentication.

Awarding a Level of Achievement for Non-submission of a student response

- When a student does not submit a response to an assessment instrument on or before the due date set by the school, a result should be awarded using any evidence from the preparation of the response that is available on or before the due date, e.g., class work, a draft, rehearsal notes, photographs of student work, teacher observations.

- If a student is eligible for AARA and an extension of time is granted, this becomes the new due date for this student. Please note that this new date must be negotiated before the due date.
- It is not appropriate to 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.
- For Applied subjects, an E cannot be awarded when there is no evidence for that standard.
- For General and General (Extension) subjects, a mark of zero for the internal assessment instrument cannot be allocated if there is no evidence.
- In all these cases, the only result that can be awarded is Not-Rated (NR).

QCAA QCE Handbook References:

[Section 9](#)

Appropriate materials

Trinity College is a supportive and inclusive school. Material and texts are chosen with care in this context by students and staff.

QCAA QCE Handbook References:

[Section 7.1](#)

[Section 8.5.3](#)

Ensuring academic integrity

Trinity College has procedures to ensure 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.

Scaffolding

[Section 7.2.1](#)

Scaffolding for assessment is limited to:

- checkpoints that students can use to manage the completion of components of the assessment instrument;
- guiding students to make predictions and/or reflect on their learning to complete the requirements of the assessment instrument; and
- providing prompts and cues for students about the requirements for their response.

When scaffolding, it is important that the integrity of the requirements of the task or assessment instrument are maintained so a student response is their own.

The College has internal quality assurance processes for each assessment instrument. This process will check to ensure that scaffolding does not lead to a predetermined response. These quality assurance processes are coordinated by the Curriculum Leader.

Across the phases of learning there will be a gradual release of responsibility to students.

Checkpoints

[Section 8.5.3](#)

The monitoring of student progress is detailed by checkpoints on task sheets. Teachers will use these checkpoints to identify and support students to complete their assessment. Prompt communication with Curriculum Leaders and parents, about potential issues will help resolve any potential assessment completion issues.

Drafting

[Section 7.2.2](#)

[Section 8.3](#)

Drafting is an important part of teaching and learning. Types of drafts differ depending on subject, for example: written draft; rehearsal of a performance piece; or a product in development. Drafts are used as evidence of student achievement in the case of illness or misadventure, or non-submission for other reasons.

Feedback on draft:

- must not compromise authenticity of student response by adding ideas;
- must not edit or correct grammar and spelling but note in feedback;
- is provided on a maximum of one draft of each student's response;
- is a consultative process, not a marking process;
- will be provided within one week of submission of draft;
- a copy of the feedback is stored with a hard copy of the draft in the student's folio.

Parents/caregivers will be notified by email about non-submission of drafts and the processes to be followed

If a draft is not submitted by the due date then Parents are notified but no drafts are accepted after the deadline. Only drafts submitted by the due time will be given feedback. Individual cases will be taken on their merits due to illness or misadventure.

Managing response length

[Section 7.2.3](#)

Response lengths as specified by syllabus documents and guidelines must be followed. The procedures below support students in managing their response lengths:

- internal quality assurance processes to ensure valid assessment instruments of appropriate scope and scale;
- subject specific strategies about responding purposefully within the prescribed conditions of the task are embedded in teaching and learning programs;
- model responses within the required length are available and are used in learning programs; and feedback about length is provided by teachers at check points and on draft.

Students will:

- familiarise themselves with and adhere to prescribed word lengths as detailed on task sheets;
- apply feedback about length to their drafts; and
- edit responses to meet requirements for length.

After all these strategies have been implemented, if the student's response exceeds the word length required by the syllabus, teachers at Trinity College will mark only the work up to the required length, excluding evidence over the prescribed limit. And, annotate any such student work submitted for confirmation purposes to clearly indicate the evidence used to determine a mark.

Authenticating student responses
[Section 7.3.1.](#)

Accurate judgments of student achievement can only be made on genuine student assessment responses. Trinity College uses the strategies as selected from the instrument specific template as appropriate, across all subjects and phases of learning. There are additional Trinity College specific practices that are to be applied consistently that may include:

- assessment tasks changed from year to year;
- internal quality assurance processes comparing responses of students who work in groups and cross-marking in subjects with multiple cohorts;
- an assessment schedule that ensures sufficient time for completion of tasks and monitoring of development of responses.

Teachers will gather evidence at the prescribed checkpoints and at regular times throughout the assessment process. Evidence includes but is not limited to: unmarked drafts; class work; rehearsal notes; photographs of student work; and teacher observations.

The exact nature of the evidence is detailed in the checkpoints on the instrument specific task sheets.

Access arrangements and reasonable adjustments, including illness and misadventure (AARA)
[Section 6](#)

Trinity College is committed to reducing barriers to success for all students. Access arrangements 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. The College follows the processes as outlined in the QCE and QCIA policy and procedures handbook. All evidence that decisions are based on will be logged in the student's file. All AARA applications for summative assessment in Units 3 and 4 require QCAA approval.

If a student is eligible for AARA and an extension of time is granted, this becomes the new due date for this student.

It is not appropriate to 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.

- For Applied subjects, an E cannot be awarded when there is no evidence for that standard.
- For General and General (Extension) subjects, a mark of zero for the internal assessment instrument cannot be allocated if there is no evidence.
- For Short Courses, an E cannot be awarded when there is no evidence for that grade.
- In all these cases, the only result that can be awarded is Not-Rated (NR).

Students are not eligible for AARA on the following grounds:

- unfamiliarity with English language;
- teacher absence or other teacher related difficulties;
- matters that the student could have avoided;
- matters of the student's or parent's/carer's own choosing; or
- matters that the school could have avoided.

For any of the above grounds, when a student does not submit a response to an assessment instrument on or before the due date set by the school, a result is awarded using any evidence from the preparation of the response that is available on or before the due date.

Internal quality assurance processes
[Section 8.5.3](#)

Trinity College's quality management system includes two points of quality assurance in the assessment workflow. These are:

- Quality assurance of all assessment instruments before they are administered to students and in the case of internal assessment instruments for Units 3 and 4 prior to submission to the QCAA. Using quality assurance tools provided by the QCAA
- Quality assurance of judgments about student achievement contributing to results and reporting prior to results being provided. Curriculum Areas are free to choose the type of quality assurance processes, this will depend on the size of the cohort and number of classes.

Internal processes that may occur before students' results are provided are clearly communicated when assessment tasks are handed out. Students are also made aware of the external processes for external processes that may occur before their results are provided, for example: - all marks for summative internal assessment for General and General (Extension) subjects are provisional until they are confirmed through the confirmation process - results for Applied and Applied (Essential) subjects and Short Courses may be subject to advice from the QCAA.

External assessment
[Section 7.3.2](#)
[Section 10.3](#)
[Section 10.4](#)

External assessment is developed by QCAA-accredited external assessment writers, administered by schools under the direction of the QCAA, and independently marked by QCAA-accredited external assessment markers. Schools are required to follow the QCAA processes for external assessment.

Managing non-submission of assessment by the due date
[Section 8.5](#)

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.

Managing academic misconduct

Trinity College 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. In cases of academic misconduct results will be awarded using any evidence from the preparation of the response that is verifiably the student's own work and that was gathered in the conditions specified by the syllabus. In the case of exams, students will be awarded a Not Rated (NR). Where appropriate, the College's Behaviour Support policy may be implemented. The following are some examples of academic misconduct as defined in the [QCE and QCIA policy and procedures handbook](#).

Cheating while under supervised conditions

A student:

- begins to write during perusal time or continues to write after the instruction to stop writing is given
- uses unauthorised equipment or materials, including wearable technology,
- 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:

- 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
- student presents ideas or text produced by Artificial Intelligence (AI) as their own or the amount of assistance from the technology is such that the original work of the student cannot be substantiated.

Contract Cheating

A student:

- pays for a person or a service to complete a response to an assessment
- sells or trades a response to an assessment.

Copying

A student:

- deliberately or knowingly makes it possible for another student to copy responses
- looks at another student's work during an exam
- copies another student's work during an exam.

Disclosing or receiving information about an assessment

A student:

- gives or accesses unauthorised information that compromises the integrity of the assessment, such as stimulus or suggested answers/responses, prior to completing a response to an assessment
- makes any attempt to give or receive access to secure assessment materials.

Fabricating

A student:

- invents or exaggerates data
- lists incorrect or fictitious references.

Impersonation

A student arranges for another person to complete a response to an assessment in their place, e.g. impersonating the student in a performance or supervised assessment.

A student completes a response to an assessment in place of another student.

Misconduct during an examination

A student distracts and/or disrupts others in an assessment room.

Plagiarism or lack of referencing

A student completely or partially copies or alters the work of AI and/or another person's work without attribution (another person's work may include text, audio or audiovisual material, figures, tables, design, images, information or ideas).

Self-plagiarism

A student duplicates work or part of work already submitted as a response to an assessment instrument in the same or any other subject.

Significant contribution of help

A student arranges for, or allows, artificial intelligence (AI), a tutor, parent/carer or any person in a supporting role to complete or contribute significantly to the response.



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Inspiring Excellence
Creating Pathways



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