

Trinity College assessment policy

2020

Purpose

Trinity College is committed to an educational philosophy that encourages all students to achieve personal excellence by developing their talents and abilities.

This assessment policy incorporates the roles, responsibilities, processes and procedures used by Trinity College to ensure academic integrity in relation to the submission of work, the development of assessment and the completion of all assessment items (including exams).

Consequently it:

- provides information to students about expectations for assessment and their responsibilities
- includes guidelines and information for staff, including teachers, Curriculum Leaders and College Leadership about expectations and their roles and responsibilities
- is:
 - communicated clearly to teachers, students and parents/carers
 - enacted consistently across all subjects within the school
 - based on information in the school's principles and organisational structure, [QCE and QCIA policy and procedures handbook](#); and QCAA syllabuses

The roles and responsibilities outlined apply to all Trinity College students, parents/guardians and staff, and comply with policies and procedures set down by the QCAA and the college.

It includes procedures and processes for:

- promoting academic integrity;
- managing academic misconduct;
- applying for AARA;
- meeting deadlines for the submission of internal assessment instruments; and
- the administration of external assessment.

Principles

Trinity College expectations are grounded in the principles of academic integrity and excellence. This includes assessment.

Assessment can include any examination, practical demonstration, performance or product that allows students to demonstrate the objectives as described by the syllabus. Assessment should be:

- aligned with curriculum and pedagogy;
- accessible and equitable for all students;
- evidence-based, using established standards and instrument specific marking guides (ISMG) to make defensible and comparable judgments about student learning and achievement;
- transparent, to enhance professional and public confidence in the processes used, the information obtained and the decisions made; and
- informative about where students are in their learning.

Scope

The scope of this policy includes Applied, Applied (Essential), General, General (Extension) subjects, and Short Courses. The processes, procedures, roles and responsibilities are designed to build capacity as students work towards summative assessment completion. The framework for the procedures is developed from the [QCE and QCIA policies and procedures handbook](#).

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 assessment planned for each unit. Schools gather evidence of learning and match this to the relevant standards to make judgments.

Summative assessment completion - General and Applied

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.

Short courses

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

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.

	Policy and procedures
<p>Location of policy</p> <p>School Website</p>	<p>In order that all stakeholders in our school community are aware of the school assessment policy, it is centrally located on the school parent portal and student. Updates about assessment schedules are on the website.</p>
<p>Expectations about engaging in learning and assessment</p> <p>Refer to QCE and QCIA policy and procedures handbook</p>	<p>Trinity College has high expectations about 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.</p> <p>Students are required to complete the academic integrity courses provided by the QCAA.</p> <p>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:</p> <ul style="list-style-type: none"> • 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; <p>Trinity College emphasizes the importance of sound academic practices and student responsibility. Our procedures are grounded in the principles that students are able to demonstrate what they know and can do by the due date when they understand:</p> <ul style="list-style-type: none"> • 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 summarizing - synthesizing 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. <p>The whole school community; staff, students and parents and caregivers have roles and responsibilities in this context.</p>
	<p>Trinity College is responsible for gathering evidence of student achievement on or before the due date for internal assessment instruments. Assessment schedule</p>

<p style="text-align: center;">Due Dates</p> <p>See Section 8.2.7: Gathering evidence of student achievement.</p>	<p>will:</p> <ul style="list-style-type: none"> • 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 3 each semester; and • give consideration to allocation of workload. <p>Teachers will notify students of an assignment in writing including the following information:</p> <ul style="list-style-type: none"> • clear and specific statement of the assigned task • length, structure, time, method of presentation, etc • specific dates for presentation of drafts and final copy • the standards required for a specific level of achievement including evaluation criteria <p>Student Responsibility</p> <p>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.</p> <p>Students and parents can find teacher and Curriculum Leader emails to help with communication through the School Portal.</p> <p>Assignment Extensions/Exemptions</p> <p>An extension/exemption from an assignment can only be granted in the following situations:</p> <ol style="list-style-type: none"> 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 Curriculum <p>Any request for an extension is to be made to the Curriculum Leader at least 2 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 Curriculum.</p> <p>Trinity College is required to adhere to QCAA policies about due dates.</p>
<p style="text-align: center;">Submitting, collecting and storing</p> <p>See Section 9: Internal assessment – Quality assurance.</p>	<p>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 3pm on the due date via turnitin – the College’s academic integrity software. Teachers and students will receive an automated receipt noting time and date of submission (TBC)</p> <p>Copies of drafts are to be collected and stored in student folios at the time of the draft due date to assist with authentication.</p> <p>Non-submission of a student response</p> <p>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.</p> <p>If a student is eligible for AARA and an extension of time is granted, this becomes the new due date for this student.</p> <p>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.</p> <p>For Applied subjects, an E cannot be awarded when there is no evidence for that standard.</p> <p>For General and General (Extension) subjects, a mark of zero for the internal assessment instrument cannot be allocated if there is no evidence.</p> <p>In all these cases, the only result that can be awarded is Not-Rated (NR).</p>

Ensuring academic integrity

Trinity College has procedures to ensure that there is consistent application of the assessment policy and that staff and students optimise opportunities to understand academic integrity. The following procedures are to be applied in this context.

	Policy and procedures
<p>Scaffolding</p> <p>Section 8.2.3: Scaffolding.</p>	<p>Scaffolding for assessment is limited to:</p> <ul style="list-style-type: none"> • checkpoints that students can use to manage 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. <p>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.</p> <p>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.</p> <p>Across the phases of learning there will be a gradual release of responsibility to students</p>
<p>Checkpoints</p>	<p>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</p>
<p>Drafting</p> <p>see Section 8.2.5: Drafting.</p>	<p>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.</p> <p>Feedback on draft:</p> <ul style="list-style-type: none"> • 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 <u>maximum</u> of one draft of each student's response; • is a consultative process, not a marking process; • will be provided within 1 week of submission of draft; • a copy of the feedback is stored with a hard copy of the draft in the student's folio; <p>Parents/caregivers will be notified by email about non-submission of drafts and the processes to be followed</p> <p>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.</p>
<p>Managing response length</p> <p>see Section 8.2.6: Managing response length.</p>	<p>Response lengths as specified by syllabus documents and guidelines must be followed. The procedures below support students in managing their response lengths:</p> <ul style="list-style-type: none"> • internal quality assurance processes to ensure valid assessment instruments of appropriate scope and scale; <p>subject specific strategies about responding purposefully within the prescribed conditions of the task are embedded in teaching and learning programs;</p> <ul style="list-style-type: none"> • 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. <p>Students will:</p> <ul style="list-style-type: none"> • familiarise themselves with and adhere to prescribed word lengths as detailed on task sheets;

	<ul style="list-style-type: none"> • apply feedback about length to their drafts; and • edit responses to meet requirements for length
<p>Authenticating student responses see Section 8.2.8: Authenticating student responses.</p>	<p>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:</p> <ul style="list-style-type: none"> • 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. <p>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.</p> <p>The exact nature of the evidence is detailed in the checkpoints on the instrument specific task sheets</p>
<p>Access arrangements and reasonable adjustments Including illness and misadventure (AARA) For more information see sections 6</p>	<p>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.</p> <p>If a student is eligible for AARA and an extension of time is granted, this becomes the new due date for this student.</p> <p>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.</p> <ul style="list-style-type: none"> • 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). <p>j</p> <p>Students are not eligible for AARA on the following grounds:</p> <ul style="list-style-type: none"> • 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. <p>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</p>
<p>Internal quality assurance processes QCE and QCIA policy and procedures handbook (Section 9)</p>	<p>Trinity College's quality management system includes two points of quality assurance in the assessment workflow. These are:</p> <ul style="list-style-type: none"> • 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.

	<p>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.</p>
<p>External Assessment QCE and QCIA policy and procedures handbook (Section 10)</p>	<p>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.</p>

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 available 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	<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 unauthorized equipment or materials 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	<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.
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	<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 unauthorized 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	<ul style="list-style-type: none"> 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	<p>A student distracts and/or disrupts others in an assessment room.</p>
Plagiarism or lack of referencing	<p>A student completely or partially copies or alters another person's work without attribution (another person's work may include text, audio or audiovisual material, figures, tables, design, images, information or ideas).</p>
Self-plagiarism	<p>A student duplicates work or part of work already submitted as a response to an assessment instrument in the same or any other subject.</p>
Significant contribution of help	<p>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.</p>

