Student Learning and Welfare

Policy - Assessment

1. Purpose

This policy provides information for teachers, students and parents/carers about roles, responsibilities, processes and procedures to ensure the integrity of the assessment. The framework for the policy is developed from the QCE and QCIA policy and procedures handbook V4.0.

Challenge Trade and Business College (CTBC) acknowledges its responsibility to provide quality student outcomes. The assessment system requires academic staff to ensure that all assessment tasks are valid, fair, current and authentic. Regarding academic work undertaken and completed by students, it is the policy of CTBC to treat breaches of academic misconduct with utmost seriousness to promote values of honesty, trust, fairness, respect and responsibility. All students must be made aware of what constitutes academic misconduct under the definitions in this policy and the ramifications, both morally and practically, of misconduct.

2. Scope

The Assessment Policy applies to subjects studied in Years 11-12:

- Essential English
- Essential Maths
- Social and Community Skills

Assessment of Short Courses and Vocational Courses conducted by RTOs and attended by CTBC students as part of their studies are guided by an independent Training and Assessment Policy managed under the Standards for Registered Training Organisations (RTOs) 2015.

The Assessment Policy supports academic staff in ensuring academic integrity exists in all aspects of their planning, teaching, and assessing of students. It also supports students, their parents and carers in understanding what constitutes academic misconduct and any consequences for misconduct.

CTBC is also committed to the following:

- Including a range of pedagogical and assessment methods designed to accommodate the diversity of learners in line with subject specific TLAPs and QCE and QCIA guidelines.

- Incorporating assessment feedback to inform consistency and improvement of pedagogical and assessment practices in line with QCE and QCIA guidelines.

- Actively engaging in the validation of training and assessment tools, judgements of competence and industry relevance of training/assessment practices. All processes for pedagogy and assessment are in line with QCIA and QCAA guidelines.

3. Policy Statement

CTBC's expectations for teaching, learning and assessment are guided by the principles of academic integrity, honesty, trust, respect and responsibility and protecting the student's reputation as part of the CTBC learning community.

The term Assessment includes any formative and summative (QCE and QCIA policy and procedures handbook V4.0, Section 7.3.1):

- collection of work,
- examinations,
- extended response,
- investigation,
- practical demonstration,
- project,
- product,
- performances,
- learning journal.

That allows students to demonstrate the objectives described by the QCAA syllabus for that subject.

Assessment will be:

- Aligned with curriculum and pedagogy guided by the QCAA syllabus.
- Equitable for all students.
- Evidence-based, using QCAA established standards to make defensible and comparable judgements 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.

CTBC promotes academic integrity by developing students' skills and modelling appropriate educational practices. The following definitions support this endeavour by ensuring academic integrity.

4. Due Dates

Assessment tasks are to be submitted by 2:30pm on the due date. If assessment is submitted late on the due date, the students draft submission will be used for final grading.

5. Access arrangements and reasonable adjustments (AARA)

Eligibility for AARA is outlined in the QCE and QCIA policy and procedures handbook V4.0, Section 6.2.

6. Extensions

Extensions to assessments may be granted if a student is deemed eligible for AARA. Students and parents/carers must complete an Application for Extension if they wish to request an extension.

7. Definitions, Term. Acronyms

Where applicable, the definition is derived from the QCE and QCIA policy and procedures handbook V4.0.

CTBC	Challenge Trade and Business College
QCIA	Queensland Certificate of Individual Achievement
QCE	Queensland Certificate of Education
TLAP	Teaching, Learning and Assessment Plan
Scaffolding	QCE and QCIA policy and procedures handbook V4.0, Section 8.2.3) Scaffolding is an intentional instructional strategy through which teachers support students to develop greater independence in completing a task or responding to an assessment instrument. Scaffolding may be provided to individuals or a class of students. To develop students' knowledge and skills, teachers gradually release support and responsibility to students over the course of study. Scaffolding may include: - breaking a complex task, learning experience, concept or skill into discrete parts - modelling thought processes required to complete parts of an assessment instrument - pre-teaching vocabulary specific to the subject and assessment instrument - questioning to develop students' conceptions, describe interpretations or challenge opinions that inform a response - showing examples of responses and demonstrating the match to performance descriptors and the mode of response required - using visual frameworks or graphic organisers to plan responses.
Checkpoints	(QCE and QCIA policy and procedures handbook V4.0, Section 8.2.7) Checkpoints indicate the timelines for developing key components of a student's response and allow for gathering evidence at key junctures, e.g. declared due date for submission of a research question, a draft in the appropriate mode or submission of a final response for the assessment instrument.
Drafting	(QCE and QCIA policy and procedures handbook V4.0, Section 8.2.5) A draft is a preliminary version of a student's response to a task. A draft can be used to provide focused feedback on a response and to authenticate student work. Schools should have a school-based drafting policy with school-specific information about drafts. Drafts may be created in a variety of formats and modes:

	• a student may prepare several written drafts when developing and refining a response to the topic and then submit their best, complete or nearly complete draft for teacher feedback, e.g. in Ancient History • a student presenting a spoken task practises in class and receives feedback on the draft in the mode of the response, e.g. in English, a spoken/signed task • students practise performance in class and are given teacher feedback on a dress rehearsal, e.g. in Drama or Dance. Drafting allows teachers to monitor student work. Before submitting the complete or nearly complete draft in the mode required by the syllabus for feedback, students may be required to pass through other checkpoints, such as developing an outline or discussing their approach with the class teacher.
Managing response length	(QCE and QCIA policy and procedures handbook V4.0, Section 8.2.6) In developing a response to an assessment instrument, students must meet the conditions outlined in the syllabus. One of these conditions is the response length. Syllabuses describe assessment techniques and conditions for each assessment technique. Assessment instruments match syllabus requirements by indicating the required length of a response as either: • a range, e.g. word length (1000–1200 words), page count (9–11 pages), duration (5–8 minutes) or • a maximum, e.g. word length (up to 1000 words), page count (up to 10 pages). Response length information is provided to: • ensure equity of conditions for all students • indicate the scope and scale of the response required • support students to develop skills in managing the length, scope and scale of their responses appropriately • ensure that internal assessments developed for General, General (Extension) and Applied (Essential) subjects meet the requirements for endorsement • ensure that internal assessments developed for Applied subjects allow students to demonstrate the syllabus objectives across the range of standards and match the conditions described in the syllabus.
Authenticating student responses	(QCE and QCIA policy and procedures handbook V4.0, Section 8.2.8) Accurate judgements of student achievement can only be made on genuine student assessment responses. Schools and teachers should have strategies to ensure student responses' authenticity. Teachers are best positioned to determine the authenticity of student work. They are responsible for ensuring that it complies with syllabus requirements.

Academic Integrity	(QCE and QCIA policy and procedures handbook V4.0, Section 8.1) Academic integrity requires academic responsibilities to be approached in an honest, moral and ethical way. Schools, teachers, parents/carers and others who support students in their learning — including the QCAA — are responsible for promoting and maintaining academic integrity.

8. Managing academic misconduct

The table below lists Types of Misconduct and examples from the QCE and QCIA policy and handbook V4.0, Section 8.1.2. In the table, CTBC's response and procedure for managing academic misconduct are listed next to these.

Type of misconduct	Examples	CTBC Response
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 • has any notation written on their body, clothing, or any object brought into an assessment room or 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. • bringing a SIM-enabled device into the Exam Room.	The student will only be assessed on the assessment section not impacted by the misconduct. All other assessments will be considered null and void and receive no recognition against the assessment marking criteria. The College will investigate the misconduct, and an appropriate response will be made against the CTBC Behaviour Management Policy.
Collusion or significant contribution of help	**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 in committing an act of academic misconduct • a student gives or receives a response to an assessment either in hard or digital copy. • A student arranges for or allows a tutor, parent/carer or other people in a supporting role to complete or significantly contribute to a response.	Suppose evidence during the drafting and checkpoint phases of assessment suggests significant help. In that case, the student will not receive recognition for the assessment task. Only the original author (if determined) will receive recognition for the work considered authentic. All other assessment tasks completed by the students will be deemed null and void and will receive no recognition against the assessment marking criteria. The College will investigate the misconduct, and an appropriate

		response will be made against the CTBC Behaviour Management Policy. All students involved will receive a consistent consequence.
Contract cheating or impersonation	**A student:** • pays for a person or a service to complete a response to an assessment. • sells or trades a response to an assessment. • 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 • completes a response to an assessment in place of another student.	Suppose evidence during the drafting and checkpoint phases of assessment suggests contract cheating. In that case, the student will not receive recognition for the assessment task. The College will investigate the misconduct, and an appropriate response will be made against the CTBC Behaviour Management Policy.
Copying work and Self-plagiarism	**A student:** • deliberately or knowingly makes it possible for another student to copy responses • looks at another student's work during a supervised assessment and copies another student's work during a supervised assessment. • Duplicates work or part of work already submitted as a response to an assessment item in the same or any subject.	The assessment submission will be marked and awarded a grade if the original authorship is determined. Any student submitting plagiarised (copying or self-plagiarism) assessment will have only the authentic work marked and graded. The College will investigate the misconduct, and an appropriate response will be made against the CTBC Behaviour Management Policy. All students involved will receive a consistent consequence.
Disclosing or receiving information about an assessment	**A student or other person:** • gives or accesses unauthorised information that compromises the integrity of the assessment, such as stimulus or suggested answers/responses, before a response to an assessment is completed. • makes any attempt to give or receive access to secure assessment materials.	Any student who compromises an assessment instrument's viability will be subject to a consequence. Students deliberately benefitting or seeking to gain benefit from this type of misconduct would not receive a grade for the assessment item. The College will investigate the misconduct, and an appropriate response will be made against the CTBC Behaviour Management Policy. All students involved will receive a consistent consequence.
Fabricating or lack of referencing	**A student:** • invents or exaggerates data. • lists incorrect or fictitious references.	The student will be assessed accordingly at set standards for fabrication of work or lack of referencing.

9. References

Challenge Trade and Business College – Behaviour Management Policy (Version)

QCAA. (2021). *QCE and QCIA handbook*. [online] Available at:

https://www.qcaa.qld.edu.au/senior/certificates-and-qualifications/qce-qcia-handbook/6-aara/6.5-illness-misadventure.

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