



YEARS 11 and 12 ASSESSMENT POLICY

Rationale

Islamic College of Brisbane is committed to an educational philosophy that encourages all students to achieve personal excellence by developing their talents and abilities. This policy is designed to provide opportunities for teachers to gather evidence of students' work as they near summative assessment completion for the QCE.

For students, this means making sure that the work they submit is their own and that they follow ethical scholarship practices.

Parents/Carers and others who support students in their learning should also be aware of the guidelines for academic integrity.

Aims:	This policy ensures the assessments that are completed by students at specific points during the course of study are a genuine reflection of students' learning. Adherence to the policy will ensure that students are treated consistently, fairly and equitably when preparing for and completing assessment tasks. It safeguards the academic integrity of assessment and assures judgements are evidence-based using the standards. The policy secures transparency to meet the demands and requirements of authorities.	
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: www.qcaa.qld.edu.au/senior/certificates-and-qualifications/qce-qcia-handbook-2019 and applies to Applied, Applied (Essential), General subjects and Short Courses across all departments. The policy applies to all staff and students currently enrolled at Islamic College of Brisbane. It provides direction for the development and administration of student assessment.	
Status:	Authorised	Supersedes: Assessment Policy 2020
Authorised by:	CEO	Date of Authorisation:
References	<ul style="list-style-type: none"> • QCAA Developing a school assessment policy • Understanding K-12 assessment • Academic integrity • Quality assurance <p>Supporting information:</p> <ul style="list-style-type: none"> • Principles and attributes of assessment • Moderation process • College's reporting procedures 	
Review date:	1 year	Next Review Date: 14.03.2025
Policy owner	School governing body	

1.0 Principles

Islamic College of Brisbane expectations for teaching, learning and assessment are grounded in the principles of academic integrity and excellence.

Assessment includes 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
- Equitable for all students
- Evidence-based, using established standards and continua 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
- High quality demonstrating
 - a) validity through alignment of what is taught, learned and assessed
 - b) accessibility for each student to demonstrate what they know and can do
 - c) reliable so all assessment results are consistent, dependable or repeatable

2.0 Implementation of Moderation Processes

[Moderation](#) is an essential element of the planning process. The primary focus is consistency of judgment for teachers working with different classes.

Moderation in planning ensures all teachers become familiar with the work to be covered, teaching strategies to be used, the conditions for implementation of the unit and the assessment, and with the criteria for assessment.

Moderation in marking guarantees unbiased evidence-based judgements made on student work against year level standards.

The *moderation practice* provides quality assurance and consistency of standards for all students.

3.0 Academic Integrity

Academic integrity requires academic responsibilities to be approached in an honest, moral and ethical way. Schools, parents/carers and others who support students in their learning are responsible for promoting and maintaining academic integrity.

3.1 At Islamic College of Brisbane, we **promote academic integrity** when we:

- emphasis the importance of ethical academic conduct and scholarship
- ensure teachers, students and parents/carers have a clear shared understanding of expectations for academic integrity
- implement programs to improve students' academic skills
- explicitly teach the use of appropriate processes and materials in academic work, including an understanding of ownership of information, ideas and images
- communicate the consequences and implications of academic misconduct clearly through the school community

Islamic College of Brisbane promotes academic integrity by developing students' skills and modelling appropriate academic practices. The following whole-school approach supports this endeavour.

QCE and QCIA policy and procedures handbook	Policy and Procedures
Location and communication of policy	The College's Assessment Policy is located on the school's website and included in subject selection guides: To ensure the policy is consistently applied, it is revisited at the beginning of each semester. Relevant processes will be revisited: <ul style="list-style-type: none">• at each semester in Year 10• each Unit in Senior subject classes• when each task is handed to the students

<p>Expectations about engaging in learning and assessment. Section 1.2.4 Section 2</p>	<p>The College has high expectations for academic integrity and student participation and engagement in learning and assessment. Students become eligible for a QCE when they have accrued the set amount of learning at the set standard, in a set pattern, while meeting literacy and numeracy requirements. Students are required to complete all course and assessment requirements on or before the due date for their results to contribute credit to the QCE.</p> <p>Students are expected to:</p> <ul style="list-style-type: none"> • engage in the learning for the subject or course study. • produce evidence of achievement that is authenticated as their own work. • submit responses to scheduled assessment on or before the due date. • respond to feedback provided. • submit drafts. • attend the academic catch up sessions designed to ensure a satisfactory draft has been submitted
<p>Due dates Section 8.5.2 Section 8.5.3</p>	<p>The College is required to adhere to QCAA policies for gathering evidence of student achievement on or before the due date. All students will be notified of the due dates in the Assessment Schedule and on Student and Parent Portals by week 1 in each term. The assessment schedule will:</p> <ul style="list-style-type: none"> • align with syllabus requirements. • provide sufficient time for students to complete the task. • give consideration to allocation of workload. • allow for internal quality assurance processes. • be clearly communicated to all stakeholders. <p>Student responsibility:</p> <ul style="list-style-type: none"> • Record due dates in their diaries. • Plan and manage their time to meet due dates. • Inform the College as soon as possible if they have concerns about the assessment load and meeting due dates. <p>When a student is unable to meet a due date, the student/parent will:</p> <ul style="list-style-type: none"> • inform Subject Teacher and Head of Faculty. • provide the relevant documentation e.g. medical certificate. • adhere to the alternative arrangements for submission of assessment if applicable as decided by the HoF. • in cases of known absences from school prior to a due date then an extension for an assessment must be applied for in writing to the HoF at least five days prior to the due date. Parents / Carers will need to verify an absence by discussing it with the HoFs or HoS. If the application is denied, then the student will be required to complete and submit the assessment by the due date. <p>When a student is absent on the due date of an assignment, then student will:</p> <ul style="list-style-type: none"> • submit assignment by 11.45pm on the due date through the Learning Management System (LMS). If it is not practical to submit an assignment through LMS, then it must be submitted on the first day of student's return to school. Parents/Carer will need to verify an absence by discussing with the HoFs or HoS or a medical certificate. • a student who fails to submit an assessment by the due date and does not provide the appropriate documentation for an absence will receive an interim NR (Not Rated) grade for the assignment. The subject teacher will inform parents and the HoF in writing of the non-submission. <p>All final decisions are at the discretion of the Head of School and Chief Learning Officer.</p>
<p>Submitting, collecting and storing assessment information Section 9</p>	<p>Assessment task sheets will provide information about ICB's arrangements for submission of draft and final responses, including due dates, conditions and file types. All assessment evidence, including draft responses, will be submitted by their due date and where appropriate, via "Turn-it-in" academic integrity software. Draft and final responses for all internal assessment will be collected and stored electronically.</p>
<p>Appropriate materials Section 7.1 Section 8.5.3</p>	<p>Islamic College of Brisbane is a supportive, cultural and inclusive school. Material and texts are chosen with care in this context by staff and Imams</p>

3.2 At Islamic College of Brisbane, we **ensure academic integrity** through the 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.

Internal assessment administration	
QCE and QCIA policy and procedures handbook	Policy and Procedures
Scaffolding Section 7.2 Section 8.2	<p>Scaffolding for assessments help students understand the process for completing the task. <i>Scaffolding will:</i></p> <ul style="list-style-type: none"> • Maintain the integrity of the requirements of the task or assessment instrument. • Allow for unique student responses and not lead to a predetermined response. • Across the phases of learning, students will gradually be given more responsibility for understanding the processes required to complete their tasks. <p><i>Scaffolding may include:</i></p> <ul style="list-style-type: none"> • Breaking a complex task, learning experience, concept or skill into discrete parts • Modelling through 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 • Using visual frameworks or graphic organisers to plan responses
Checkpoints Section 8.2	<p>Checkpoints will:</p> <ul style="list-style-type: none"> • be detailed on student task sheets. • monitor student progress. • be used to establish student authorship. <p>Students will work on assessments at designated times and show evidence of progress at scheduled checkpoints.</p> <p>Teachers will use these checkpoints to identify and support students to complete their assessment.</p> <p>In accordance to our policy, HoFs and parents/carers will be contacted if checkpoints are not met.</p>
Drafting Section 7.2 Section 8.2.5	<p>Drafting is a key checkpoint. Types of drafts differ depending on subject e.g. written draft, rehearsal of a performance piece or a product in development. Drafts might be used as evidence of student achievement in the case of illness or misadventure, or non-submission for other reasons.</p> <p>Feedback on a draft is:</p> <ul style="list-style-type: none"> • provided on a maximum of one draft of each student's response. • a consultative process that indicates aspects of the response to be improved or further developed. • delivered in a consistent manner and format for all students. • provided within one week of a submission of a draft. <p>Feedback on a draft must not:</p> <ul style="list-style-type: none"> • compromise the authenticity of a student response. • introduce new ideas, language or research to improve the quality and integrity of the student work. • edit or correct spelling, grammar, punctuation and calculations. • allocate a mark. <p>A copy of the feedback will be stored electronically. Parents and carers will be notified through assessment alerts about non-submission of drafts and the processes to be followed.</p>
Managing response length Section 8.2.6	<p>Students must adhere to assessment response lengths as specified by syllabus documents. The procedures below support students to manage their response length.</p> <ul style="list-style-type: none"> • All assessment instruments indicate the required length of the response. • Teaching and learning programs embed subject-specific strategies about responding purposefully within the prescribed conditions of the task. • Model responses within the required length are available.

- Feedback about length is provided by teachers at checkpoints.
- After all these strategies have been implemented and the student's response exceeds the word length required by the syllabus, in final submission:
- Mark only the work up to the required length, excluding over the prescribed limit.
- In draft:
- Allow a student one lesson to redact their response to meet the required length before a judgement is made on the student work and annotate any such student work submitted for confirmation purposes to clearly indicate the evidence used to determine a mark.

	Word length	Page count
Inclusions	<ul style="list-style-type: none"> • all words in the text of the response • title, headings and subheadings • tables, figures, maps & diagrams containing information other than raw or processed data • quotations • footnotes and endnotes (unless uses for bibliographical purposes) 	<ul style="list-style-type: none"> • all pages that are used as evidence when marking a response
Exclusions	<ul style="list-style-type: none"> • title pages • contents pages • abstract • raw or processed data in tables, figures and diagrams • bibliography • reference list • appendices* • page numbers • in-text citations 	<ul style="list-style-type: none"> • title pages • contents pages • abstract • bibliography • reference list • appendixes*
*Appendixes should contain only supplementary material that will not be directly used as evidence when marking the response.		

Authenticating student responses
Section 8.2.8

Accurate judgements of student achievement can only be made on student assessment responses that are authenticated as their work.

Islamic College of Brisbane uses the authentication strategies promoted by the QCAA. The authentication strategies will be specified on assessment instruments and will be referred to when explaining the assessment task at the time of distribution in class. Strategies for establishing authorship.

Teachers can collect evidence during the development of responses to establish authorship of final responses. Teachers may:

- Monitor, collect or observe progressive samples of each student's work at various stages. This process could be documented using an authentication, record, checklist or photographs.
- Interview or consult with each student at checkpoints during the development of the response to ensure that it is based on the student's own work.

In cases where a student response is not authenticated as a student's own work, procedures for managing alleged academic misconduct will be followed.

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

Applications for AARA

Islamic College is committed to reducing barriers to success for all students. AARA 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 or participate in assessment.

The college follows the processes as outlined in the QCE and QCIA policy and procedures handbook available from: www.qcaa.qld.edu.au/senior/certificates-and-qualifications/qce-qcia-handbook-2019

The Chief Learning Officer manages all approval of AARA for students.

All AARA applications must be accompanied by the relevant supporting documentation (outlined in Section 6.4) and made as far in advance as possible to meet the QCAA published timelines. All evidence used to make decisions is recorded in the student's file by the Diverse Learning Secondary Coordinator.

Students are not eligible for AARA on the following grounds:

- unfamiliarity with the English language
- teacher absence to other teacher-related issues
- matters that the student could have avoided (e.g. misreading an examination timetable, misreading instructions in examinations)
- matters of the student's or parent's/carer's own choosing (e.g. family holidays, sporting or cultural activity commitments)
- matters that the school could have avoided (e.g. incorrect enrolment in a subject)

	<p>Applications for extensions to due dates for unforeseen illness and misadventure Students and parents/carers must contact the respective Head of Department as soon as possible and email the relevant supporting documentation as listed below:</p> <ul style="list-style-type: none"> • recent medical certificate • student statement
<p>Managing non-submission of assessment by the due date Section 11.1</p>	<p>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:</p> <ul style="list-style-type: none"> • Provided by the student for the purposes of authentication during the assessment preparation period is available, teachers make judgements based on this. • Was not provided by the student on or before the due date as specified by the college and no other evidence is available, 'Not-Rated' (NR) must be entered in the TASS mark book by the date published in the assessment calendar. <p>In circumstances where a student response is judged as NR, the student will not meet the requirements for that subject resulting in QCE points not being allocated or a successful completion record of the subject at the time of exit. This may affect ATAR calculations and/or meeting university or TAFE requirements.</p>
<p>Internal quality assurance processes Section 9</p>	<p>Moderation occurs when teachers engage in focused professional conversations to analyse the quality of student work against the achievement standards. They do so to improve the consistency of their decisions and to ensure their judgements are as valid, reliable and fair as possible. Moderation Process</p>
External assessment administration	
<p>QCE and QCIA policy and procedures handbook</p>	<p>Policy and Procedures</p>
<p>External assessment is developed by the QCAA for all General and General (Extension) subjects Section 10.0 <i>See also: External assessment – administration guide (provided to schools each year)</i></p>	<p>See the QCE and QCIA policy and procedures handbook and follow the External assessment – administration guide for processes, roles and responsibilities of the school external (SEA) coordinator, teachers and students</p>

4.0 Managing academic misconduct

Islamic College of Brisbane 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. The following are some examples of academic misconduct along with the procedures for managing them:

	Types of misconduct	Procedures for managing academ misconduct
<p>Cheating while under supervised conditions</p>	<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 unauthorised 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 	<p>For authorship issues When authorship of student work cannot be established, or a response is not entirely a student's own work the college will provide an opportunity for</p>

	speaking, signing, electronic device or other means such as passing notes, making gestures or sharing equipment with another student.	<p>the student to demonstrate that the submitted response is their own work.</p> <p>For all instances of academic misconduct</p> <p>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, on or before the due date.</p> <p>Student will complete the 'Academic integrity training'.</p> <p>Referencing style at ICB is Harvard</p> <p>In the final Assessment, any instance where a student is suspected of plagiarism must be referred directly to Head of School. No decisions or actions regarding the suspected plagiarism should be made without prior review.</p> <p>For instances of academic misconduct during examinations</p> <p>Students will be awarded a Not-Rated (NR).</p>
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 work	<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. 	
Fabricating	<p>A student:</p> <ul style="list-style-type: none"> invents or exaggerates data lists incorrect or fictitious references 	
Significant contribution of help	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.	
Plagiarism or lack of referencing	A student completely or partially copies or alters another person's work without attribution (another person's work may include text, audio or audio-visual material, figures, tables, design, images, information or ideas).	
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.	
Misconduct during an examination	A student distracts and/or disrupts others in an assessment room.	

5.0 Related school policy and procedures

5.1 Clash of schedule- assessment/examination on the same day as a co-curricular activity

The College will do what is possible to avoid scheduling examinations and/or assessment on the same day as co-curricular events such as sport or cultural activities. However, it is not always possible to avoid these clashes. It is expected that students maintain academic standards and expectations and complete the assessment pieces and / or examinations on the date scheduled in the Academic Calendar. Absences during these assessments and/or examinations may greatly affect your overall results.

5.2 Computer issues and loss of assignment

All students are required to store their work on OneDrive. This means that files are automatically backed up to the cloud and files can be recovered if they are lost or corrupted. Therefore, students cannot use technology as an excuse for not submitting work.

5.3 Expectations of behaviour during examinations

The following expectations apply to exams, where applicable:

- Student is responsible for time and organisational management. Student is expected to be prepared for exams with all the required equipment. During Years 5-10 exams, students should carry their items in a clear zip-lock bag.
- Student cannot communicate with or distract another student during an exam. Talking in an exam is an automatic consequence referral.
- Student cannot leave an exam early. Use the entire time and check your work and expand on responses if time permits.
- Student cannot bring devices, such as phones and smart watches, into an exam.
- Go to the bathroom before the exam. Permission to leave the exam room is only in exceptional circumstances.

- Raise your hand if you need assistance during the exam.
- Supervising teachers can only assist by reading the exam question to you. They cannot explain questions or help you with the answer.
- The senior exam block is a formal occasion. You must wear the school uniform.

Refer to other school policies as appropriate:

- School-based behaviour management policy
- Appropriate use of electronic devices and resources policy

Flow Chart of Assessment Policy

