



Islamic College of Brisbane

YEARS 4-10 ASSESSMENT POLICY

Policy Document | 2026

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Islamic College of Brisbane

Years 4–10 Assessment Policy

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Section 1: Policy Information

Policy Aspect	Details		
Rationale	<p>The purpose of the Years 4–10 Assessment Policy at Islamic College of Brisbane is to ensure assessment practices are fair, consistent, and supportive of student learning. The policy provides clear guidelines for assessment design, submission, and feedback to maintain high academic standards and integrity.</p> <p>Assessment decisions are based on evidence of student achievement and are aligned with Australian Curriculum, Assessment and Reporting Authority (ACARA) requirements. This policy supports consistency across subjects by promoting common procedures and expectations, helping students understand how their learning is assessed.</p> <p>By establishing transparent processes and responsibilities, the policy supports student success and wellbeing and ensures that assessment is conducted in a way that is equitable, accountable, and educationally sound.</p>		
Aims	<p>This policy aims to ensure that assessment completed by students accurately reflects their learning and achievement at designated points throughout their course of study. It provides a consistent, fair, and transparent framework for the preparation, completion, and submission of assessment tasks, while safeguarding academic integrity. The policy supports evidence-based judgements aligned with approved standards and ensures transparency in meeting the requirements of relevant authorities.</p>		
Scope	<p>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 a student’s overall grade. It applies to all subjects across Years 4–10 in both the Primary and Secondary departments. Adherence to the policy ensures students are treated consistently and equitably when preparing for and completing assessment tasks.</p>		
Status	<table border="0" style="width: 100%;"> <tr> <td style="width: 50%;">Authorised</td> <td style="width: 50%;">Supersedes: Assessment Policy 2020</td> </tr> </table>	Authorised	Supersedes: Assessment Policy 2020
Authorised	Supersedes: Assessment Policy 2020		
Authorised by	<table border="0" style="width: 100%;"> <tr> <td style="width: 50%;">CEO</td> <td style="width: 50%;">Date of Authorisation: February 2026</td> </tr> </table>	CEO	Date of Authorisation: February 2026
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Annual	Next Review Date: February 2027		
Policy Owner	School Governing Body		

Section 2: Principles of Assessment

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

Assessment includes any examination, practical demonstration, or product that allows students to demonstrate the objectives described by the relevant syllabus.

Assessment should be:

- a) **Aligned** — with curriculum and pedagogy
- b) **Equitable** — for all students
- c) **Evidence-based** — using established standards and continua to make defensible and comparable judgements about student learning
- d) **Ongoing** — with a range and balance of evidence compiled over time to reflect the depth and breadth of student learning
- e) **Transparent** — to enhance professional and public confidence in the processes used, the information obtained, and the decisions made
- f) **Informative** — of where students are in their learning
- g) **High quality** — demonstrating: (a) validity through alignment of what is taught, learned, and assessed; (b) accessibility so each student can demonstrate what they know and can do; and (c) reliability so that results are consistent and dependable

Section 3: Moderation Processes

Moderation is an essential element of the planning process. The primary focus is consistency of judgement for teachers working with different classes.

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

Moderation in marking guarantees unbiased, evidence-based judgements on student work against year-level standards. The moderation practice provides quality assurance and consistency of standards for all students.

Section 4: Understanding Academic Integrity

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

At Islamic College of Brisbane, our commitment to academic integrity is demonstrated through:

- h) **Cultivating a culture of honesty** — fostering an environment where ethical scholarship and authentic academic work are valued and expected
- i) **Building shared understanding** — establishing transparent communication between teachers, students, and parents/carers regarding academic honesty standards and expectations
- j) **Strengthening academic capabilities** — providing targeted skill-development initiatives that equip students with the tools and knowledge necessary for genuine academic achievement
- k) **Teaching proper attribution practices** — explicitly instructing students in correct research methodologies, including the recognition and acknowledgement of intellectual property, source material, and creative works
- l) **Ensuring accountability** — clearly articulating the potential consequences and broader implications of breaching academic integrity standards throughout the school community

Section 5: Policy Areas and Procedures

Policy Area	Policy and Procedures
Location and Communication of Policy	<p>The College’s Assessment Policy is published on the school website. To ensure the policy is consistently applied, the policy will be revisited</p> <ol style="list-style-type: none"> at the beginning of each semester when assessment calendars are published when each assessment task is distributed to students.
Expectations for Engaging in Learning and Assessment	<p>The College has high expectations for academic integrity, student participation, and engagement.</p> <p>Students are expected to:</p> <ol style="list-style-type: none"> Engage actively in the learning for each subject or course of 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 by teachers Submit drafts where required Attend academic catch-up sessions designed to ensure a satisfactory draft has been submitted
Promoting Academic Integrity	<p>At Islamic College of Brisbane, we promote academic integrity by:</p> <ol style="list-style-type: none"> Emphasising the importance of ethical academic conduct and scholarship Developing school processes to support sound academic practice Ensuring teachers, students, and parents/carers share a clear understanding of academic integrity expectations Implementing programs (Tool Kit) to improve students’ academic skills, including explicit teaching of appropriate research processes and referencing. Communicating the consequences and implications of academic misconduct clearly throughout the school community, with explicit reference to the use of AI
Scaffolding	<p>Scaffolding is designed to support students in understanding the process for completing assessment tasks without compromising the integrity of the assessment. Scaffolding will not lead to a predetermined response.</p> <p>Scaffolding may include:</p> <ol style="list-style-type: none"> Breaking a complex task into discrete parts Modelling processes required to complete parts of an assessment Pre-teaching vocabulary specific to the subject Using visual frameworks or graphic organisers to plan responses
Due Dates and Managing Non-Submission	<p>Due dates will be published in the Assessment Schedule/Planner and communicated by Week 2 of each term. Secondary students and their parents will receive notifications via Student Café and Parent Lounge, while primary students and their parents will be notified through ClassDojo or email.</p> <p>Student Responsibilities:</p> <ol 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 assessment load or meeting due dates <p>Assessment Extension and Absence Procedures</p> <p>When a student is unable to meet a due date, the student or parent/carer must:</p> <ol style="list-style-type: none"> Notify the Subject Teacher and Faculty Leader (Secondary) or Class Teacher (Primary) at the earliest opportunity Provide relevant supporting documentation (e.g., medical certificate or signed parental verification)

	<p>c) Comply with alternative submission arrangements as determined by the Faculty Leader or Class Teacher</p> <p>Extension Requests for Known Absences — Secondary: Submit a written extension request to the Faculty Leader at least three (3) working days prior to the due date, accompanied by a signed parental note or medical certificate. If the request is denied, the student must submit the assessment by the original due date.</p> <p>Extension Requests for Known Absences — Primary: Contact the Class Teacher to request an extension, providing appropriate parental verification.</p> <p>Extended Absence Due to Holidays or Travel — Primary: Parents/carers are reminded that scheduled assessment tasks are designed to be completed at school under teacher supervision and cannot generally be sent home or replicated for completion during or after an extended absence. Where a student is absent for an extended period due to a planned family holiday or travel, the Class Teacher will make reasonable adjustments where feasible; however, alternative assessment tasks cannot always be guaranteed. Parents/carers are strongly encouraged to avoid scheduling family travel during assessment periods. Please refer to the school calendar and assessment schedule when planning any extended absence.</p> <p>Submission Procedures for Absences on Due Date — Secondary: Submit the assessment by 11:59 PM on the due date via email, Microsoft Teams, or Student Café. Where electronic submission is not relevant or not possible in the required format, the assessment must be submitted on the first day the student returns to school. Parental verification or a medical certificate is required.</p> <p>Submission Procedures for Absences on Due Date — Primary: Submit the assessment on the first day of return to school. Parental verification or a medical certificate is required.</p> <p>Non-Submission Consequences: Students who do not submit an assessment by the prescribed due date will have their most recent submitted draft reviewed and assessed by the teacher for grading purposes. In circumstances where no draft has been submitted and no approved supporting documentation has been provided; students will receive an interim Not-Rated (NR) result. In such cases, the Subject Teacher or Class Teacher will formally notify parents/carers and the relevant Faculty Leader in writing.</p>
<p>Authenticating Student Responses</p>	<p>Accurate judgements of student achievement can only be made on authenticated work. Teachers will implement strategies throughout the assessment process to establish authorship of student responses.</p> <p>Authentication strategies may include:</p> <ul style="list-style-type: none"> a) Monitoring planning, drafts, and progressive samples of student work b) Reviewing version history (e.g., OneDrive) c) Interviewing or consulting with students at checkpoints d) Observing work completed in class or through validation tasks e) Using academic integrity software such as Turnitin (Years 5–10) <p>Students are expected to plan their responses appropriately and reference or cite sources in accordance with the College’s academic integrity requirements.</p> <p>If authorship cannot be verified, the College will provide the student with an opportunity to demonstrate that the work is their own. Work that cannot be authenticated may be excluded from marking.</p>
<p>Checkpoints</p>	<p>Checkpoints identify key stages in the assessment development process. Teachers use checkpoints to:</p> <ul style="list-style-type: none"> a) Monitor student progress b) Confirm student authorship

	<p>c) Provide appropriate support to ensure successful completion of assessment tasks Subject Teachers (Secondary) and Class Teachers (Primary) will contact parents/carers if checkpoints are not met.</p>
<p>Drafting and Feedback</p>	<p>Drafting is a key checkpoint in the assessment process. The format of drafts varies by subject (e.g., written drafts, performance rehearsals, or works in progress). Drafts may be used as evidence of student achievement in cases of illness, misadventure, or non-submission.</p> <p>Feedback on Drafts (Years 4–10):</p> <ul style="list-style-type: none"> a) Written feedback is provided on one draft only per student response b) Feedback highlights areas for improvement and further development c) A consistent format is used for all students d) Feedback is returned within one week of submission e) Teachers may provide additional verbal guidance at any stage <p>Feedback will not:</p> <ul style="list-style-type: none"> a) Compromise the authenticity of the student’s work b) Introduce new ideas, language, or research c) Edit or correct spelling, grammar, punctuation, or calculations d) Allocate a mark <p>A copy of the feedback will be stored with the draft in the student file. Parents/carers will be notified by the Subject or Class Teacher of any non-submission of drafts and the required follow-up process.</p>
<p>Managing Response Length</p>	<p>Students must adhere to the assessment response lengths specified in the relevant syllabus document.</p> <p>Assessment Length Implementation Guidelines:</p> <ul style="list-style-type: none"> a) All assessment instruments will clearly state the required response length b) Teaching and learning programmes will embed subject-specific strategies to support students in responding purposefully within prescribed conditions c) Model responses reflecting the required length will be provided where appropriate d) Teachers will provide formative feedback on response length at designated checkpoints <p>If a student submits a response that exceeds the prescribed length, teachers will apply one of the following approaches:</p> <ul style="list-style-type: none"> a) Mark only the work up to the maximum specified length, excluding any content beyond the limit; or b) Provide the student with one supervised lesson to redact the response to meet the required length prior to final judgement <p>Any redacted work submitted for confirmation purposes must be clearly annotated to indicate the evidence used to determine the mark.</p>
<p>Submitting, Collecting, and Storing Assessment</p>	<p>Assessment task sheets will clearly outline submission requirements, including due dates, submission format, file type, and assessment conditions.</p> <p>Submission (Years 4–10):</p> <p>Where appropriate, students will submit assessment responses electronically via Turnitin.</p> <p>Collection and Storage:</p> <p>All assessment evidence will be collected and securely stored in the designated student assessment folder in accordance with school record-keeping requirements.</p> <p>Technology and Backup Requirements:</p> <ul style="list-style-type: none"> a) Students are responsible for maintaining a secure backup of their work using the school-approved cloud storage system (e.g., OneDrive) b) Technology failure will not generally be accepted as a valid reason for non-submission where appropriate backup procedures have not been followed
<p>Internal Quality Assurance Processes</p>	<p>The school implements internal quality assurance processes to ensure that assessment judgements are valid, reliable, equitable, and aligned with the relevant achievement standards.</p>

	<p>Moderation: Teachers engage in structured professional dialogue to analyse and compare student responses against achievement standards.</p> <p>Moderation processes may include:</p> <ul style="list-style-type: none"> a) Blind marking b) Peer review c) Borderline review d) Distributed marking e) Cross marking <p>These processes support consistency of teacher judgement within and across subject areas.</p>
Appropriate Materials	ICB is a supportive, culturally responsive, and inclusive Islamic school. Materials, texts, and assessment resources are carefully selected by staff in consultation with leadership and Imams to ensure alignment with Islamic values, age-appropriate content, and recognised curriculum standards.

Section 6: Understanding Academic Misconduct

ICB upholds the values of honesty, fairness, and Amanah (trust and moral responsibility). All students are expected to submit work that is their own and completed in accordance with assessment conditions.

Academic misconduct occurs when a student attempts to gain, or gains, an unfair academic advantage. Misconduct includes both completed and attempted actions.

Type of Misconduct	Description	Procedures
Cheating Under Supervised Conditions	<p>During supervised assessment, misconduct includes:</p> <ul style="list-style-type: none"> a) Starting the assessment before the instructed commencement time or continuing to work after the instructed finishing time. b) Using or possessing unauthorised materials or devices c) Accessing stored or digital information where prohibited d) Communicating with or looking at another student’s work e) Copying or allowing work to be copied f) Impersonation or submitting work completed by another person 	<p>If cheating is identified during an assessment, supervising staff may move the student to a different seat and confiscate any unauthorised materials or devices. The teacher should annotate the test paper to indicate where the incident was identified. Where appropriate, the student may be allowed to continue under supervision. All incidents must be documented and submitted with an incident report.</p> <p>Authorship and Verification: Where authorship cannot be established, the College may require the student to demonstrate that the work is their own.</p> <p>Results will be awarded using only evidence that is verifiably the student’s own work, gathered under specified conditions and by the due date.</p> <p>Work that cannot be authenticated will not be included in marking.</p> <p>Consequences:</p>
Collusion	Working with others to produce work that is submitted as individual work or assisting another student to commit misconduct.	
Contract Cheating and Significant Assistance	Engaging another person, service, technology, tutor, parent/carer, or external party to complete, contribute to, or significantly modify an assessment task.	
Copying Work	Deliberately copying or allowing copying of another student’s work.	
Disclosing Information	Giving or accessing unauthorised assessment information (e.g., stimulus materials or answers) before task completion.	
Fabricating	Falsifying or inventing data, research, evidence, or assessment information.	

Plagiarism or Lack of Referencing	Presenting another person’s ideas, words, or work as one’s own without appropriate acknowledgement. This includes failure to reference sources and unauthorised use of artificial intelligence.	<ul style="list-style-type: none"> a) All suspected plagiarism or serious breaches must be referred to the Head of School b) No final decision will be made without review and procedural fairness c) Students may be required to complete Academic Integrity training d) Misconduct during examinations may result in a Not Rated (NR) outcome
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.	
Impersonation	Presenting another person’s ideas, words, or work as one’s own without appropriate acknowledgement. This includes failure to reference sources and unauthorised use of artificial intelligence.	
Misconduct During an Examination	Distracting and/or disrupting others in an assessment room.	

Section 7: Artificial Intelligence (AI) in Assessment

As technology evolves, ICB prepares students for responsible digital engagement while upholding the values of honesty and Amanah. Artificial intelligence (AI) tools (e.g., ChatGPT, Copilot, Gemini) may be used only in accordance with teacher direction and assessment conditions.

AI Principle	Detail
Principles of AI Use	<ul style="list-style-type: none"> a) AI is a support tool for learning, not a substitute for independent thinking or original work b) Use of AI must be transparent and comply with teacher instructions c) Students must be able to explain and demonstrate understanding of all submitted work
Acceptable Uses (Learning Tool)	<p>Students may use AI for:</p> <ul style="list-style-type: none"> a) Brainstorming: Generating initial ideas b) Clarification: Asking for explanations of concepts c) Editing support: Checking grammar (not rewriting entire texts) d) Planning: Creating study schedules or outlines
Prohibited Use (Academic Misconduct)	<p>It is a breach of academic integrity to:</p> <ul style="list-style-type: none"> a) Copy, paste, or submit AI-generated content as one’s own work b) Use AI to write responses, solve problems, or complete assessment tasks where independent work is required c) Use AI during supervised assessments or examinations d) Submit work that the student cannot adequately explain
Acknowledging AI Use	Where AI is used to assist learning, its use must be acknowledged in a simple statement (e.g., “AI was used to assist with brainstorming.”)
Authentication	Refer to the Authenticating Student Responses section under Policy and Procedures above.

Section 8: Related School Policies and Procedures

Situation	Procedure
Absent on the Day of an Examination	<p>Years 7–10: Parent/caregiver must notify the subject teacher. The teacher will arrange a time for completion. Failure to comply may result in an interview with the Head of Secondary.</p> <p>Years 4–6: Parent/caregiver must notify the classroom teacher, who will arrange a time for completion.</p>
Absent on the Day an Assignment is Due	<p>Parent/carers must notify the College.</p> <p>Secondary: The student must email the teacher advising of the absence. The assignment must be submitted by 11:59 PM on the due date via the LMS or email. Otherwise, the draft on file will be assessed.</p> <p>Primary: Submit the assignment on the first day of return to school.</p>
Clash of Schedule	<p>The College will aim to avoid scheduling assessments or examinations on the same day as co-curricular activities.</p> <ol style="list-style-type: none"> Where clashes occur, academic assessment takes priority Students are expected to complete tasks and examinations on the scheduled date Absences must be approved in advance; failure to complete scheduled assessment may affect results
Computer Issues and Loss of Work	<p>Students must store all work on OneDrive for automatic backup. Technology failure is not an acceptable reason for late or missing submissions.</p> <p>If work is lost on or before the due date, students may use the lesson time to recreate the piece; otherwise, the draft on file will be assessed.</p>
Behaviour During Examinations	<p>Students are responsible for managing their time and organisation during examinations.</p> <p>Years 7–10:</p> <ol style="list-style-type: none"> Bring all required equipment No communication, collaboration, or distractions; breaches will incur automatic consequences Students must remain until the end of the examination unless otherwise authorised Phones, smartwatches, and other devices are prohibited Raise your hand for assistance; teachers may read questions but will not explain answers

Section 9: Related College Policies

- School-Based Behaviour Management Policy
- Appropriate Use of Electronic Devices and Resources Policy
- Student Attendance and Absence Procedures
- Academic Integrity and Misconduct Policy

Section 10: Quick Reference Guides

Quick Reference Guide for Students (Years 4–10)

Assessment Dates and Submission

- Check your assessment schedule and Student Café by Week 2 each term
- Write all due dates in your diary and plan ahead
- Submit on time — late submissions without documentation receive an NR (Not Rated) grade
- If you are absent, notify your teacher and submit electronically by 11:59 PM or on your first day back

Drafts, Feedback, and Checkpoints

- Submit your draft by the checkpoint date — your teacher will provide written feedback on one draft only
- Read your feedback carefully and use it to improve your final response
- Feedback will not rewrite your work or give you answers — it guides your thinking
- If you miss a checkpoint, your teacher will contact your parents/carers

Academic Integrity and Honesty

- Always submit your own work
- Reference and cite all sources you use
- Do not copy another student's work or allow yours to be copied
- Do not use AI tools to write or complete your assessment task
- If you use AI for brainstorming or clarification, acknowledge it
- Work that cannot be verified as your own may not be marked

AI Tools — What Is and Isn't Allowed

- AI may be used for: brainstorming ideas, clarifying concepts, checking grammar
- AI must NOT be used to write, solve, or complete any assessment task
- AI is NOT permitted during supervised assessments or examinations
- You must be able to explain all work you submit
- Always tell your teacher if and how you used AI

Technology and Backup

- Save all work to OneDrive — this is your responsibility
- Technology failure is not an excuse for late or missing submissions
- If work is lost, you may recreate it in class; otherwise your draft will be assessed

Extended Absences and Holidays

- Primary: Assessment tasks are completed at school and generally cannot be sent home or replicated after extended absences
- If your family is planning travel during the school term, contact your teacher early
- Plan holidays around the school calendar — check assessment periods before booking
- Alternative assessments after extended holidays cannot always be guaranteed

Quick Reference Guide for Parents and Carers

Supporting Your Child's Assessment

- a) Assessment schedules are published on Student Café and Parent Lounge by Week 2 each term
- b) Encourage your child to record due dates and plan ahead
- c) Please notify the College as early as possible if your child is unwell or cannot submit on time
- d) If your child is absent on an exam or due date, contact the teacher directly

Academic Integrity — Your Role

- a) Encourage your child to complete all work independently
- b) Providing significant assistance with assessment tasks is considered academic misconduct
- c) Tutors, parents, and external parties must not complete or substantially rewrite any assessment
- d) If you are unsure what support is appropriate, speak with the class teacher

AI Tools — What Parents Should Know

- a) Students may use AI tools (e.g., ChatGPT) only as permitted by the teacher
- b) AI must not be used to write or complete assessment tasks
- c) Submitting AI-generated work as a student's own is considered academic misconduct
- d) Encourage your child to ask their teacher before using any AI tool for schoolwork

Extended Holidays and Travel

- a) We respectfully ask that family travel be planned around the school calendar and assessment periods
- b) Assessment tasks for primary students are completed at school under teacher supervision and cannot generally be replicated or sent home following extended absences
- c) The College is unable to guarantee alternative assessments for students who miss scheduled tasks due to planned holidays
- d) If travel is unavoidable, please contact the Class Teacher as early as possible to discuss options






When to Contact the School

- a) If your child is absent on a due date or exam day — notify the teacher immediately
- b) If your child needs an extension — contact the teacher or Faculty Leader at least 3 days before the due date (Secondary) or as soon as possible (Primary)
- c) If you have concerns about assessment workload, contact the teacher or Faculty Leader
- d) If you believe an academic integrity matter has occurred, contact the Head of School




Section 12: Infographic Guide for Students

Student Quick Reference Guide





YOUR RESPONSIBILITIES

-  Engage actively in learning
-  Submit your own original work
-  Meet all due dates
-  Ask for help early
-  Back up your work on OneDrive

IF YOU ARE ABSENT

-  Notify your teacher ASAP
-  Provide medical certificate/parent note
-  Submit electronically by 11:59 PM



ACADEMIC INTEGRITY: DO ✓

-  Use your own words
-  Reference all sources
-  Acknowledge AI (if allowed)
-  Collaborate only when permitted




AI RULES

Only use when approved by teacher - For brainstorming/clarification only - Must acknowledge usage - You must be able to explain your work.





KEY DATES

-  Schedules posted Week 2 each term
-  Check Student Café regularly

DRAFTS & CHECKPOINTS

-  Submit ONE draft per assessment
-  Attend all checkpoint meetings
-  Feedback provided within 1 week

ACADEMIC INTEGRITY: DON'T ✗

-  Copy from others
-  Use AI to write your work
-  Submit someone else's work
-  Use unauthorized items in exams

Need an Extension? Request 3 days before due date. Provide documentation to Faculty Leader (Secondary) or Class Teacher (Primary).

Section 12: Infographic Guide for Parents



Parent/Carer Quick Reference Guide

How you can support your child's success while maintaining academic integrity:

✓ APPROPRIATE HELP (Encouraged)	✗ INAPPROPRIATE HELP (Misconduct)
<ul style="list-style-type: none"> • Helping them plan and organize time • Discussing ideas and concepts • Proofreading for basic errors (spelling, grammar) • Asking questions to deepen understanding • Ensuring they have a quiet study space • Checking assessment calendars 	<ul style="list-style-type: none"> • Writing or rewriting sections of their work • Completing tasks for them • Hiring tutors to do the work for them • Significantly editing or restructuring responses

YOUR RESPONSIBILITIES

- Monitor assessment due dates (posted Week 2 each term).
- Ensure your child backs up work on OneDrive regularly.
- Contact teachers early if concerns arise.
- Provide medical certificates/notes when required for absences.

IF YOUR CHILD IS ABSENT

Notify the school immediately • Contact subject/class teacher • Provide medical documentation • Work can be submitted electronically by **11:59 PM** on the due date.

EXTENSION REQUESTS

Must be submitted **3 days before due date**. Requires parent's note or medical certificate - Submit to Faculty Leaders (Secondary) or Class Teacher (Primary).

Contact Information: Subject Teacher (First Point of Contact) • Faculty Leader (Secondary Issues) • Class Teacher (Primary Issues) • Head of School (Serious Matters).

ASSESSMENT SCHEDULING & COMMUNICATION

Years 4–10 Assessment Policy

Teacher Responsibilities, Compliance Requirements & Procedural Obligations

Islamic College of Brisbane | Internal Staff Resource | 2026

WEEK 2, EACH TERM	SEMESTER START	CALENDARS PUBLISHED	EACH TASK DISTRIBUTED
Publish assessment schedule/Planner to Student Cafe, Parent Lounge and Class Dojo	Re-communicate assessment policy expectations with class	Revisit policy again with students and families	Revisit policy; task sheet must state due date, format, length & conditions

DRAFTING, FEEDBACK & CHECKPOINTS

FEEDBACK MUST INCLUDE

- Written feedback on ONE draft only per student
- Highlights areas for improvement and further development
- Consistent format used for all students
- Returned within ONE WEEK of draft submission
- Verbal guidance may be given at any stage

FEEDBACK MUST NOT

- Rewrite or compromise the student's work
- Introduce new ideas, language or research
- Edit spelling, grammar or punctuation
- Allocate or indicate a mark

CHECKPOINT DUTIES

- Monitor student progress at each checkpoint stage
- Confirm student authorship at checkpoints
- Provide appropriate support to ensure successful task completion
- Contact parents/carers in writing if checkpoints are not met
- Store copy of written feedback with draft in the student's file

AUTHENTICATION OF STUDENT WORK

STRATEGIES TO VERIFY AUTHORSHIP

- Monitor planning, drafts and progressive samples of student work
- Review OneDrive version history
- Student interviews or consultations at checkpoints
- Observe in-class work or validation tasks
- Use Turnitin (Years 5-10)

IF AUTHORSHIP CANNOT BE VERIFIED

Provide the student an opportunity to demonstrate ownership. Work that remains unverifiable may be excluded from marking.

Document all actions and notify accordingly.

LATE SUBMISSIONS, EXTENSIONS & ABSENCES

NON-SUBMISSION

- Review and assess the student's most recent submitted draft
- If NO draft submitted AND no approved documentation: issue interim (NR) for secondary OR (N) for Primary
- Notify parents/carers in writing

EXTENSIONS - SECONDARY

- Receive written request at least 3 working days before due date
- Require parent note or medical certificate

EXTENSIONS - PRIMARY

- Receive parent/carer contact requesting extension
- Require parental verification

<ul style="list-style-type: none"> – Notify Faculty Leader in writing 	<ul style="list-style-type: none"> – Communicate decision to student; if denied, original due date stands 	<ul style="list-style-type: none"> – Arrange alternative where feasible
<p>ABSENT ON DUE DATE - SECONDARY</p> <ul style="list-style-type: none"> – Accept electronic submission by 11:59 PM on due date – If not received: assess draft on file – Require parental verification or medical certificate 	<p>ABSENT ON DUE DATE - PRIMARY</p> <ul style="list-style-type: none"> – Assessment submitted on first day of return – Require parental verification or medical certificate 	
<p>Technology failure: Not an acceptable reason for non-submission where OneDrive backup has not been followed. Students may recreate work in lesson time; otherwise the draft on file is assessed.</p>		

ACADEMIC MISCONDUCT & AI MISUSE

<p>DURING SUPERVISED ASSESSMENT</p> <ul style="list-style-type: none"> – Move student to a different seat if cheating identified – Confiscate unauthorised materials or devices – Annotate the test paper at the point of incident – Allow continuation under supervision where appropriate – Document all incidents; submit formal incident report 	<p>REFERRAL & CONSEQUENCES</p> <ul style="list-style-type: none"> – Refer all suspected plagiarism / serious breaches to Head of School – No final decision made without procedural fairness – Student may be required to complete Academic Integrity training – Misconduct during exams may result in NR outcome
<p>AI IN ASSESSMENT - TEACHER DIRECTION REQUIRED</p> <ul style="list-style-type: none"> – Explicitly direct students on permissible AI use for each task – Permitted uses (learning tool only): brainstorming, concept clarification, grammar checking – Enforce prohibition of AI during all supervised assessments and examinations – Treat submission of AI-generated work as academic misconduct; refer to Head of School – Authenticate all work where AI use is suspected; require student to explain submitted work – Ensure students acknowledge AI use in a written statement where permitted 	

MODERATION & QUALITY ASSURANCE

<p>MODERATION OBLIGATIONS</p> <p>Engage in structured professional dialogue to analyse and compare student responses against achievement standards. Ensure consistency of judgement within and across subject areas.</p> <p>PROCESSES MAY INCLUDE</p> <ul style="list-style-type: none"> – Blind marking – Peer review – Borderline review – Distributed marking – Cross marking

RECORD KEEPING & RESPONSE LENGTH MANAGEMENT

<p>RECORD KEEPING</p>	<p>MANAGING RESPONSE LENGTH</p>
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- Store draft + feedback copy in the student's assessment folder
- Maintain incident reports for all misconduct events
- All assessment evidence held in designated student folder per school record-keeping requirements

- State required response length on every task sheet
- Provide model responses at required length where appropriate
- Give formative feedback on length at checkpoints
- If exceeded: mark up to limit OR give one supervised lesson to redact; annotate redacted work clearly

Teacher Compliance Checklist — Non-Negotiable Actions

<input type="checkbox"/> Publish assessment schedule by Week 2 each term	<input type="checkbox"/> Revisit policy at semester start, calendar publish, and each task distribution
<input type="checkbox"/> Task sheets clearly state due date, format, response length, and conditions	<input type="checkbox"/> Provide written feedback on one draft only, returned within one week
<input type="checkbox"/> Store draft and feedback copy in student file after each task	<input type="checkbox"/> Contact parents/carers in writing if checkpoints are not met
<input type="checkbox"/> Issue NR grade (if no draft exists) and notify parents/carers and Faculty Leader for non-submissions	<input type="checkbox"/> Process extension requests received at least 3 working days before due date (Secondary)
<input type="checkbox"/> Apply authentication strategies throughout every assessment cycle	<input type="checkbox"/> Document all misconduct incidents; refer serious cases to Head of School
<input type="checkbox"/> Explicitly direct permitted AI use for each task; enforce prohibition in supervised conditions	<input type="checkbox"/> Participate in moderation processes each assessment cycle