



Marymount College

Burleigh Waters

MIDDLE YEARS ASSESSMENT POLICY

Updated May 2023

An assessment may be in the form of:

- an assignment completed during school time or at home
- an in-class written response that is completed during school time
- an exam which is a written piece of work or a practical (that may be performance based) that is supervised by a teacher and is completed in class time which is designed to evaluate knowledge and skills covering contents of a subject.

Students must be familiar with the Assessment Calendar that is available on the Student and Parent Portals. It is the student's responsibility to retain the necessary task sheets distributed by their teacher (hard copy or digital).

Exam – Illness or Absenteeism

- Parents are expected to contact the College immediately if a student is absent from school when an exam is scheduled.
- Students who are absent from in-class tasks or exams, must provide valid reasons for their absence via the assessment variation form and be prepared to sit for the task or exam when they return to school.
- In exceptional circumstances, an exam may be waived by the Curriculum Leader or Assistant Principal - Junior Curriculum.

Assignment Principles

- Students must keep a copy of all assignments submitted electronically in OneDrive.
- Written scripts must be submitted for orals on the due date. The order of presentation will be decided by the teacher. Students must be present on the set day and be prepared to present.
- If a task sheet specifies a due date for submitting a **hard copy draft**, students must submit two copies of the draft, one of which will be returned with feedback. Teachers will keep the other copy.
- Students should always have some evidence of work in progress to show to their teacher if necessary.

Assignment – Late Submissions

Failure to submit an assignment on the due date will result in an email being issued to parents. A grade may be awarded on the draft copy, evidence of work as seen by the teacher, or a ZERO grade may be awarded.

- If a student is absent on this date, they may submit their assignment electronically to the classroom teacher via email or through Microsoft Teams or arrange with the classroom teacher for it to be delivered to SAO by 3pm.
- An assignment or oral is deemed to be late if the student fails to submit it on the due date, unless the student has completed the variation form on the day of submission or there are mitigating circumstances e.g. family bereavement or other grounds judged to be reasonable for an assessment variation.

- Computer failure on the night before an assignment is due is not a reasonable excuse for late submission. All student work should be saved on OneDrive. The above procedures also apply to practical or performance-based assessment.

Repeated absences on due dates for students will be monitored by the Curriculum Leader and Assistant Principal – Junior Curriculum.

Students with a record of absences on assessment test dates and due dates will be required to substantiate those and further absences with a medical certificate.

Special Provision(s)

- Students with specific educational needs are entitled to Special Provision(s) aligned to the individual learning plan (ILP). *Special Provision means making reasonable adjustments to conditions of assessments to ensure equitable opportunities for all students.*

Leave From School – During Assessment

Students are expected to be at school every day during the term. Leave from school for sporting, cultural or family events must be requested in writing to the Principal and students are required to complete an assessment variation form.

Please note that a family holiday is **NOT** an approved absence.

If leave conflicts with any assessment, the Assistant Principal—Junior Curriculum will decide, in consultation with Curriculum Leaders and subject teacher, an appropriate date for the assessment to be completed.

Extensions

- Extensions will generally be considered only on medical or other serious grounds.
- Applications for extension must be made **before** the due date through the Assessment Variation Form. The Curriculum Leader and AP – Junior Curriculum will then determine if the request will be granted.

Academic Integrity

Academic integrity means approaching one's academic responsibilities in an honest, moral, and ethical way. For dealing with cases of failure to maintain academic integrity, students will be penalised and the misconduct will be reviewed.

For students, this means making sure that the work they submit is their own and that they follow ethical scholarship practices, such as referencing. Students also have a responsibility to read and understand requirements of each assessment piece.

For teachers, this means modelling integrity for students, teaching and adhering to QCAA policies, procedures and guidelines in approaching assessment responsibilities, including administering assessment.

Parents/carers and others who support students in their learning should be aware of the guidelines for academic integrity and monitor their child's work habits. Schools must communicate information about academic integrity and academic misconduct to their school community on a regular basis.

Students complete assessment to demonstrate what they know and can do at specific points during a course of study. When students genuinely demonstrate their learning, they achieve results based on their own work and effort. Subject results indicate a standard achieved across the range of assessments required by the syllabus.

Types of academic 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 speaking, signing, electronic device or other means such as passing notes, making gestures or sharing equipment with another student. 	<p>Consequences for Academic Misconduct</p> <p>For dealing with cases of failure to maintain academic integrity, it must be determined whether the case represents a minor or major breach.</p> <p>The Curriculum Leader, in conjunction with the classroom teacher, are responsible for determining if a case is minor or major. The following considerations can be used to assist in assessing whether the breach is minor or major:</p> <ul style="list-style-type: none"> • Extent – how much of the assessment item is in question (for example, a few sentences or several paragraphs); and what proportion of the entire unit does this assessment item represent • Knowledge – the student’s exposure to the accepted practices (e.g. Year 7 student VS Year 9 student) • Repetition – whether the student has been found to have breached the principles of academic integrity in the past. <p>Major Cases</p> <p>The classroom teacher must match the appropriate achievement standards to the sections of the assessment item that can be verified as the student’s own work, identifying the sections which misconduct has occurred and disregarding them when applying the achievement standards from the syllabus. Depending on the quantity of misconduct in the assessment, the assessment piece may be recorded as a ZERO grade.</p> <p>Minor Cases</p> <p>Minor cases of failing to maintain academic integrity include, but are not limited to:</p>
<p>Collusion</p>	<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 to, or receives from, another person, a response to an assessment. 	
<p>Contract cheating</p>	<p>A student:</p> <ul style="list-style-type: none"> • pays for a person or a service (e.g. tutor) to complete a response to an assessment • sells or trades a response to an assessment. 	
<p>Copying work</p>	<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. 	
<p>Disclosing or receiving information</p>	<p>A student:</p> <ul style="list-style-type: none"> • gives or accesses unauthorised information, such as the answers 	

about an assessment	<p>to an examination, prior to completing a response to an assessment.</p> <ul style="list-style-type: none"> • makes any attempt to give or receive access to secure assessment materials. 	<ul style="list-style-type: none"> • incidental plagiarism (inadequate, incorrect or inconsistent citation and/or referencing of sources, paraphrasing too close to the original) • minor copying of material, such as copying up to a few sentences (note that this may sometimes be inadvertent)
Fabricating	<p>A student:</p> <ul style="list-style-type: none"> • invents or exaggerates data • lists incorrect or fictitious references. 	
Misconduct during an examination	<ul style="list-style-type: none"> • A student distracts and/or disrupts others in an assessment room. 	<p>Where it is determined that a minor breach of academic integrity has occurred, the classroom teacher must match the appropriate achievement standard/s to the student response according to the appropriate criteria for the assessment item, and provide an explanation if low marks have been given against specific criteria relating to appropriate referencing or acknowledgment of source material.</p>
Plagiarism or lack of referencing	<ul style="list-style-type: none"> • 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). 	
AI and AI paraphrasing	<ul style="list-style-type: none"> • A student completely or partially copies or paraphrases information using AI software. 	
Significant contribution of help	<ul style="list-style-type: none"> • A student arranges for a tutor, parent/carer or any person in a supporting role to complete or contribute significantly to the response. 	<div style="border: 2px solid black; padding: 10px;"> <p style="text-align: center;"><u>PLEASE NOTE</u></p> <p>Students must not knowingly or carelessly make their work available to other students. This enables someone to cheat, for which there are consequences for <u>all</u> students involved.</p> <p>At all stages Parents/Guardians must be notified. All incidents will be recorded and referred to CL or AP for consequence.</p> </div>