

UNITY COLLEGE



YEAR 7-10 ASSESSMENT POLICY

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UNITY COLLEGE

Assessment policy

Section 1 | General Information

- 1.1 Policy Scope
- 1.2 Principles of Assessment
- 1.3 Promoting Academic Integrity
- 1.4 High-quality assessment is characterised by three attributes

Section 2 | Draft Feedback

- 2.1 What is a Draft?
- 2.2 Feedback

Section 3 | Academic

- 3.1 Integrity

Section 4 | Academic Misconduct

- 4.1 Defining Academic Misconduct

Section 5 | Additional Misconduct Categories

- 5.1 Contract Cheating
- 5.2 Fabricating
- 5.3 Impersonation
- 5.4 Significant Contribution of Help

Section 6 | Cheating During an Examination

Section 7 | Non-submission of Draft

- 7.1 Non-submission of Draft or Evidence of Progress

Section 8 | Final Assessment Non-Submission Process

- 8.1 Unexplained Failure to Submit
- 8.2 Extended Absence due to Illness
- 8.3 Illness on the day of the assessment submission
- 8.4 Students with Access Arrangements and Reasonable Adjustments (NCCD)
- 8.5 Student Absence due to Family Holiday
- 8.6 Examination Absence

Section 9 | Draft and Assessment Non-Submission Processes

Section 10 | Homework Club

YEAR 7-10 ASSESSMENT POLICY & PROTOCOLS GUIDE

Assessment Process & Procedures for Parents & Students

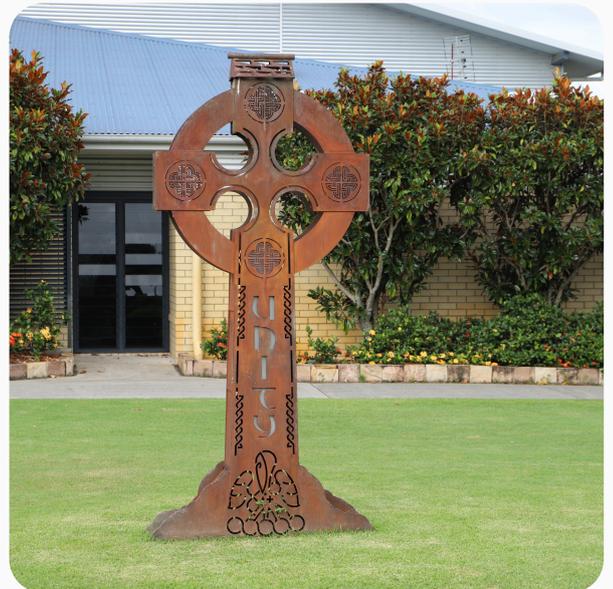
Section 1 | General Information

1.1 Policy Scope

Unity College 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 build capacity as students work towards the demands of assessment in their Senior Years of schooling. The policy provides information for teachers, students and parents/carers about the roles, responsibilities, processes, and procedures that ensure the integrity of summative assessment across the College.

1.2 Principles of Assessment

Unity College 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 may, where applicable, include evidence of progress, such as draft submissions in the event of a non-submission of work by the due date.



1.3 Promoting Academic Integrity

Assessment is designed to be:

- aligned with curriculum and pedagogy.
- equitable for all students evidence-based, using established standards and continua to make defensible and comparable judgments 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.

1.4 High-quality assessment is characterised by three attributes:

- validity, through alignment between what is taught, learnt, and assessed.
- accessibility, so that each student is given opportunities to demonstrate what they know and can do.
- reliability, so that assessment results are consistent, dependable, or repeatable.

Section 2 | Assessment Drafting

2.1 What is a Draft?

A draft is a preliminary version of a response to an assessment task. It should contain most of the features of the final response. Teachers can use a student's draft response to confirm that a student's assessment is their own, as the draft shows the progression of a student's thinking. Students may be expected to present a draft in a variety of formats or modes. These may include written, spoken and/or electronic and multi-media recording. Teachers may present feedback on draft submissions in a variety of ways, e.g. Orally, in writing, to an individual or to the whole class, and/or through questioning. Teacher feedback on a draft may include advice to:

- consider other aspects of the text, report, performance or activity they are creating or responding to
- develop their response to show more awareness of the audience
- give priority to the most important points by rearranging the sequence and structure of ideas
- conduct further investigation to support an argument or communicate meaning
- adhere more closely to the referencing style required in the task document specifications.

2.2 Feedback

When giving feedback on a draft, a teacher:

- May provide feedback on a maximum of one draft of each student's response
- For a written response, may indicate key errors in spelling, grammar, punctuation and calculations, and remind the student that the draft requires more editing, but should not edit or correct all errors in the draft
- For a spoken response, may indicate ways to improve spoken/signed and nonverbal features in a student's presentation
- Should encourage the student to reflect on strategies they might use to refine their response, drawing attention to aspects of the response that need to be improved or developed to meet the requirements
- May not introduce new ideas, language or research to improve the quality of the student response, because feedback on a draft must not compromise the authenticity of student work
- Should not allocate or indicate a result for the draft as providing feedback is a consultative process, not a marking process
- Will ensure timely return of the draft submission to facilitate a final submission turnaround by the student of no less than 5 days



Section 3 | Academic Integrity

3.1 Promoting Academic Integrity

The College places a significant emphasis on the review of draft submission for assignments to ensure that potential breaches of integrity are identified early, and additional guidance is provided to students at risk of submitting a final assignment that contravenes the expected integrity standards. In some instances, students who are unable to sit an examination on the scheduled date may not be permitted to sit that assessment instrument prior to their cohort, however this is at the discretion of the relevant Teaching and Learning Leader. With the recent developments in Artificial Intelligence, it is also imperative that students acknowledge their sources and demonstrate academic integrity as an extension of personal and professional integrity. Unity College expects students to acknowledge their use of other sources, including AI, using appropriate referencing protocols.



Section 4 | Academic Misconduct

4.1 Defining Academic Misconduct

In most circumstances, evidence of plagiarism and/or work not attributable to the student will be identified during the draft submission phase. In such cases the teacher will discuss the areas of concern with the student and may require student attendance at Draft Catch-up Room sessions to demonstrate a satisfactory re-write/re-work of their draft (see previous section 'Failure to submit a draft').

Student collusion is identified when more than one student works to produce a response when that assessment item demands an individual response; or when a student assists another student by giving a response to an assessment for the purpose of copying that response.

- Where evidence of plagiarism, collusion, or work that is not authentically owned by the student is identified in the final assessment submission then only the portion/s of the submission deemed to be the student's own work will be assessed and a grade awarded based on that assessment. This consequence is also applicable where a student has received a response for the purpose of being copied and has subsequently submitted that response (in part or in whole) as their own.
- Where a student has provided a response for the purpose of being copied by another student, the penalty for the student providing the response may result in an alternate demonstration of learning under supervised conditions being required, pending a review of the circumstances for the academic integrity breach.

Section 5 | Additional Misconduct Categories

The following categories of misconduct in relation to the submission of assignments must be referred to the Year Level Leader to determine the most appropriate consequence management for the behaviour in consultation with the teacher and Teaching & Learning Leader of the subject.

5.1 Contract Cheating

When a student pays for someone to complete a response to an assessment or sells or trades a response to an assessment.

5.2 Fabricating

When a student invents or exaggerates data and/or lists incorrect or fictitious references.

5.3 Impersonation

When a student arranges for another person to complete a response in their place.

5.4 Significant Contribution of Help

When 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.



Section 6 | Cheating During an Examination

The examination supervisor will note the point of student progress on the examination paper where the cheating behaviour was observed. The examination paper will be reviewed by the relevant Teaching Learning Leader, and a judgement will be made as to the viable grade/result in consultation with the class teacher of the student. The class teacher of the student must notify the parents of the behaviour if there is a subsequent effect on the assessable item.

Section 7 | Non-submission of Draft

7.1 Non-submission of Draft or Evidence of Progress

Failure of a student to submit a complete draft of a required assignment on or before the due date (without prior extension approval and/or illness on the due date) will result in the teacher activating the following process:

- An Engage entry will be recorded using the category 'Academic Disengagement'.
- An e-mail notification will be sent to parents/carers, the relevant Teaching Learning Leader, Year Level Leader and Pastoral Care teacher, as well as the student themselves with the relevant information about the student's failure to submit a draft.
- An e-mail will be sent by the Assistant Principal Teaching and Learning confirming attendance at Homework Club for academic support.

During Homework Club, students will report to the Learning Resource Centre from 3pm until 4pm where they will complete their draft with academic support, which will then be submitted to their teacher for feedback. Students who submit prior to Homework Club, will still be required to attend Homework Club to discuss study strategies and support.

Should a student fail to attend Homework Club as directed, they will be withdrawn at break times to produce/complete their draft. This process is managed by Assistant Principal Learning and Teaching.



Section 8 | Final Assessment Non-Submission Process

8.1 Unexplained Failure to Submit

In cases where students do not submit a response to an assessment instrument the due date, judgments should be made using evidence available on or before the due date' Therefore, any failure to submit a required assignment in its final form, without a prior approved extension request, or without a verified medical extension/exemption, will result in the assessment of the existing draft/evidence of progress and a grade awarded from this assessment.

8.2 Extended Absence due to Illness

In all cases of a verified absence due to illness on the day of, or during the week prior to final submission, an extension on assignment submission can be granted by the subject teacher. Verification for Year 7 - 10 students can be in the form of either a medical certificate or parent correspondence. This extension must be equal to the number of days that the student was unable to work on their submission during the week leading up to the due date. In extenuating cases of prolonged absence prior to the week of the due date, parent should consult the subject teacher to determine a fair and reasonable adjustment to the due date and/or the scope of the assessment submission.

8.3 Illness on the day of the assessment submission

For electronic submissions, students are expected to upload their submission via Teams Assignments as soon as is reasonable, in consideration of the specific circumstances of their illness. Non-electronic submissions must be provided to the teacher on the day of the student return to school.

8.4 Students with Access Arrangements and Reasonable Adjustments (NCCD)

Teachers should be aware of any modifications to assessment scaffolding, delivery, drafting, submission timelines, or examination modifications for students with adjustment needs. Variations to policy implementation may apply in these situations.

8.5 Student Absence due to Family Holiday

Students must notify the College of any planned absence due to family holidays in advance. Assignment extensions are generally not applicable in these circumstances and the policy is for the student to submit the assignment prior to departure.

Failure of a student to notify the teacher of a planned absence and subsequently fail to submit an assignment prior to departure will result in the assessment of the draft evidence of progress. This may also result in the College being unable to report on a student across one or more subjects.

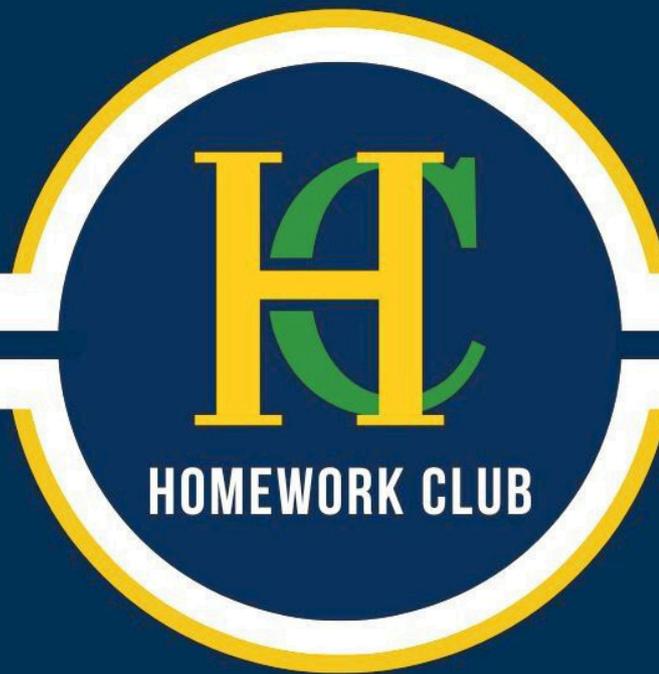
8.6 Examination Absence

If a student is absent for an examination, then they must sit the examination at the first available time upon their return to school. This can be done during the next class, in a separate space or at another mutually agreed time. Examinations will be adjusted to ensure validity and security.

Section 9 | Draft and Assessment Non-Submission Processes



SECTION 10| Homework Club



YEARS 7 - 12 HOMEWORK CLUB

LEARNING RESOURCE CENTRE

WEDNESDAYS 3PM - 4PM

Staff Supervised

LRC HOURS M-T: 7.45-4.00 F: 7.45-3.30



Academic support is offered through the College's initiative of Homework Club.

Homework Club is available to all secondary students wishing to access additional staff support or simply have a space to complete their studies. Homework Club also provides academic support for students who have failed to submit a draft or final. This support is a part of the College's academic support policy (see Section 4.7)

Please Note: This document is subject to change to ensure alignment with any updates to the QCAA QCE-QCIA Policies and Procedures Handbook.



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