Assessment Policy- Academic Integrity

Ensuring academic integrity

Burnside State High School is committed to responsible education across all year levels. Through the year levels there will be a gradual release of responsibility to students. Burnside State High School has procedures to ensure that there is a consistent application of the school assessment policy and, that staff and students optimise opportunities to understand academic integrity. The following information is to be applied in this context.

Assessment administration

	Policy and procedures
Scaffolding	Scaffolding for assessment is limited to: • Teachers explain assessment tasks and deconstruct criteria or in senior General Subjects deconstruct the Instrument Specific Marking Guides (ISMG) with students to help them understand the requirements of the assessment task; • Checkpoints that students can use to manage the completion of components of the assessment instrument; • Guiding students to make predictions and/or reflect on their learning to complete the requirements of the assessment instrument; and • Providing prompts and cues for students about the requirements for their response. When providing scaffolding, it is important that the integrity of the task's requirements or assessment instrument are maintained so that a student response is their own. The school has processes for each assessment instrument to ensure that scaffolding does not lead to a predetermined response. These quality assurance processes are coordinated by the Head of Department and are entered into the school calendar. Across the phases of learning there will be a gradual release of responsibility to students.
Checkpoints	Monitoring of student progress is supported by checkpoints on task sheets. Teachers will use these checkpoints to assist students to complete their assessment. Prompt communication with Heads of Department and parents about concerns will help resolve any assessment completion issues.
Drafting	Drafting is an important part of teaching and learning. Types of drafts differ depending on subject, including: written drafts; rehearsal of performance pieces; or a product in development. Drafts are used as evidence of student achievement in the case of illness or non-submission for other reasons. A draft must be submitted by the due draft date to receive feedback from the teacher, unless a student is eligible for AARA (Access Arrangements and Reasonable Adjustments) and an extension of time is granted. In year 11 & 12 students must submit their draft digitally to the subject teacher as per task checkpoint instructions (email, QLearn, SharePoint, Teams etc.) as this will be kept in case of non-submission. If a draft is accepted as hard copy the teacher must keep a copy of it in case of non-submission. Feedback on draft: • Is provided on a maximum of one draft of each student's response • Is a consultative process — not a marking process — students will not be allocated a mark, result or grade for a draft. • Teachers will indicate aspects of a student's response that need to be improved or developed. • Will be provided within 1 week of submission of draft. Failure to submit a draft by the designated date will result in a student receiving global verbal feedback as opposed to specific written feedback. Any draft that is not a student's own work will require a re-submission without any written feedback. Teachers are not permitted to; • correct all punctuation, grammar, spelling and calculations but may note some key errors through written and/or verbal feedback; • compromise the authenticity of a student response Parents and caregivers are notified about non-submission of drafts or poor-quality drafts by the teacher. Remedial suggestions will be offered.

Managing response length	When students respond to an assessment task, they should develop a response that matches the length required: not too long or too short. Assessment response lengths must be followed as stated in the assessment conditions and may vary across subjects and assessment instruments. The procedures below support students in managing their response lengths: • Internal quality assurance processes to ensure valid assessment instruments of appropriate scope and scale; • Assessment cover sheets that provide clear assessment conditions and task requirements; • Subject specific strategies about responding purposefully to each task and its components are embedded in teaching and learning; • Feedback about length is provided by teachers at checkpoints and on a draft submission; The following processes will be applied in situations where a student exceeds the assessment response length: • Where a student submits an assessment on the due date that exceeds the word length, duration of time, or page count as required by the syllabus, the teacher will mark only the work that meets the required length (excluding evidence outside the required length). • Redacting- teachers may provide a short time for a student to redact their work to meet the word limit, e.g. 15 minutes in the next lesson. Students cannot add anything new. Students will: • Familiarise themselves with and adhere to prescribed word lengths as detailed on task sheets; • Apply feedback about length to their drafts; and • Edit responses to meet requirements for length.
Authenticating student responses	Accurate judgments of student achievement can only be made on genuine student assessment responses. Burnside State High School's authentication practices include: • Assessment tasks changing year to year; • Internal quality assurance processes comparing responses of students who work in groups and cross-marking in subjects with multiple cohorts; and • An assessment schedule that ensures sufficient time for completion of tasks and monitoring of development of responses. • Students being able to answer unassisted questions about their work or content choices during checkpoints and upon submission. • To make judgements about student achievement, there must be sufficient evidence of the student's own knowledge and skills to match to the marking guide. Responses that are not the student's own must not be used to make a judgement. Parts of the response that can be identified as the student's work will be used to make a judgement about the student's knowledge and skills. If extensive plagiarism is evident, other consequences may be applied as outlined in the Student Code of Conduct. • If there is limited work that can be authenticated as your own you may receive a very low score, or even zero. In some cases, a not rated (NR) may be awarded for an assessment and therefore students will not receive a subject result for that subject. Authenticity Declaration To further verify the ownership of assessment tasks, student may be required to sign an Authenticity Declaration. This will be included either on the task sheet or as a separate component of the assessment documentation.
Referencing	Students must appropriately acknowledge in their work the inclusion or use of others' ideas, words, and information (including charts, tables, graphs, and other illustrative materials), using the Harvard Referencing System. Referencing acknowledges the work of others who have helped you consider the topic. Referencing helps your reader consider the sources you have used in your research and can add credibility to a submission. Referencing appropriately ensures that you avoid accusations of plagiarism. • In-text referencing and bibliographic requirements will be explained as part of the assessment task/criteria sheet. • Information on the Harvard Referencing System is available online, from classroom teachers and from the student diary. Copyright Copyright allows the creator of original work to control how their work is used. Students that follow copyright processes do need to seek permission from the copyright owner, however students do need to acknowledge and reference the creators work appropriately. Creative Commons licensing system allows creators of content to openly licence their content which specifies how their content can be used without needing to seek permission. Students can find openly licensed materials by searching for Creative Commons licensed material.

Artificial Intelligence	Burnside State High School recognises that artificial intelligence (AI) tools such as generative AI and translators are rapidly changing the way schools engage in teaching, learning and assessment. To provide a high-quality curriculum and authentic assessment opportunities to students, academic work must be approached in an honest, moral and ethical way for standards to be effective. AI tools including chatbots: • Can be useful for planning, researching, editing and refining work • Can't be used to generate a response on behalf of a student. All student work will be authenticated through a series of checkpoints that are present on their assessment tasks and can include verbal questioning and conferencing after submission to help establish authorship.
Access arrangements and reasonable adjustments including illness and misadventure (AARA)	Burnside State High School is committed to access arrangements. These 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 to or participate in assessment. In the senior phase of learning (year 10, 11, 12), Burnside State High School follows the processes as outlined in the QCE and QCIA policy and procedures handbook. Decisions made and all relevant evidence used, will be included in the student's file on OneSchool and in the main office. In senior, all Access Arrangements and Reasonable Adjustment (AARA) applications for summative assessment in Units 3 and 4 (General and Applied subjects) require QCAA approval. Students wishing to apply for access arrangements should do so at the earliest time. Students must be able to supply evidence to support their application. Further information can be found in the Burnside State High School- AARA Policy and Procedure.docx and school website.
Final submissions	Final submission must be made to teacher by date stated on the assessment task unless having a revised due date due to an approved AARA. In the event of a pending AARA application, students need to submit their assessment on the due date and advise their teacher of the pending AARA application. Students will submit their assessment to the subject teacher as per assessment instructions (email, QLearn, SharePoint etc.) All assessments will be due to the class teacher during a prescribed lesson on the due date.
Managing non-submission of assessment by the due date	In the case of non-submission on or before the due date, teachers will include progressive evidence of student responses in student folios as it is gathered at the prescribed task checkpoints. Draft or checkpoint versions of the student work will be included in the folio if these were the only evidence of student work and were used to award a provisional mark. If needed other evidence of student work may be used to award a provisional mark and this will be included in student folios. This evidence includes but is not limited to: • Class work; • Rehearsal notes; • Photographs of student work; and • Teacher observations. **Computer/Equipment Failure** No special consideration will be given for computer failure, corrupt files, or equipment malfunction and this will not be accepted as an excuse for non-submission of a draft or final assessment piece. Students are responsible for securing their electronic files. Multiple back-ups are recommended through multiple hardware, emailing, cloud storage. If a student is eligible for AARA and an extension of time is granted, this becomes the new due date for this student. Students are not eligible for AARA on the following grounds: • Unfamiliarity with English language; • Teacher absence or other teacher related difficulties; • Matters that the student could have avoided; • Matters of the student's or parent's/carer's own choosing; or • Matters that the school could have avoided. For any of the above, when a student does not submit a response to an assessment instrument on or before the due date set by the school, a result is awarded using any evidence from the preparation of the response that is available on or before the due date. Teacher's enter all late assessment in OneSchool contacts after parent contact and refer to student welfare HOD. In the unlikely event that no evidence is provided by the student on or before the due date as specified by the school and no other evidence is available, a 'Not-Rated' (NR) may be awarded after appropriate consultation with a Head of Department.

	Exams Senior students who are absent from summative exams through illness or other special circumstances, must provide a medical certificate and complete an AARA application form, detailing the reason for the absence. On return to school, the student will sit a comparable exam. Junior students who are absent from exams must provide a note from parents upon return and complete an application for Assessment, Extension, Exemption or Special Provisions form (see below). On return to school, the student will sit the exam (if possible) at the earliest possible time determined by the teacher.
Internal quality assurance processes	Burnside State High School's quality management system includes two points of quality assurance in the assessment workflow. The timing of these processes are negotiated within faculties and are entered into the school calendar by the Head of Department. These are: • Quality assurance of all assessment instruments before they are administered to students. In senior the internal assessment instruments for General Subjects in Units 3 and 4 are quality assured prior to submission to the QCAA using quality assurance tools provided by the QCAA. • Processes of quality assurance of teacher judgments about student achievement prior to results being provided. Faculties are free to choose the type of quality assurance processes; this will depend on the size of the cohort and number of classes. Internal processes that may occur before students' results are provided are clearly communicated when assessment tasks are handed out. Senior students, in both General and Applied subjects, are made aware of external processes that may occur before their subject results are provided, for example: - all marks for summative internal assessment for General and General (Extension) subjects are provisional until they are confirmed through the confirmation process – results for Applied and Applied (Essential) subjects and Short Courses may be subject to advice from the QCAA.
Managing academic misconduct	Academic misconduct is when someone attempts to gain or give an **unfair academic advantage** to themselves or to others. Academic misconduct includes a broad range of behaviours including **cheating**, **plagiarism, collusion** and **copying work**. Any student that engages in academic misconduct will: • Have consequences applied as outlined in the Burnside State High School Student Code of Conduct; • Only be awarded marks based on work that the teacher or school can authenticate as the student's own work; • Be required to complete/re-attempt the Academic Integrity course (year 11& 12 only)
QCAA Academic Integrity Course	Students within the senior phase of learning will be required to complete a self-paced course located in a student's QCAA myQCE Learning Account: https://myqce.qcaa.qld.edu.au/your-qce-pathway