Middle School Assessment Policy

Status:	Current	Supersedes: All previous Rockhampton Girls Grammar School Assessment Policies
Authorised by:	Girls Grammar Executive	Date of Authorisation: January 2024
References:	• *PARENT & STUDENT HANDBOOK (RGGS-252-GDL)* • *ENROLMENT CONTRACT (RGGS-011-POL)* • *Rockhampton Girls Grammar School Student Planner*	
Review Date:	This policy will be reviewed every two (2) years, or as appropriate, to take account of new legislation or changes to school's operations and practices and to make sure it remains appropriate to the changing environment.	Next Review Date: January 2026
Policy Owner:	Principal in conjunction with Deputy Principal – Studies	Access: All Staff – Policies Procedures and Forms\LEARNING AND TEACHING DOCUMENTS\POLICIES & PROCEDURES

PURPOSE OF THE POLICY

The purpose of this policy is to set down Rockhampton Girls Grammar School guidelines for the setting and completion of assessments for Year 7 to Year 10 students before the commencement of assessment contributing to the Queensland Certificate of Education (QCE). For Year 10 subjects that contribute to the QCE, the Senior School assessment policy will apply.

WHO MUST COMPLY WITH THIS POLICY?

- Students
- Teachers
- Parents/Carers

SCOPE

The policy applies to all school assessments in all subjects for all students. It covers deadlines, method of submission, absenteeism, late and non-submitted work, plagiarism and requests for alternate dates.

RESPONSIBILITIES

Responsibilities of Students

Students are expected to be familiar with all aspects of the Middle School Assessment Policy. Students must adhere to all guidelines established.

Responsibilities of Teachers

Students will receive an outline of the term's assessment in each subject via the school website. Any change to the term outline will be communicated to students through subject teachers after consultation with the Deputy Principal - Studies.

All assessments must state task conditions including:
- The date given
- The date due
- Checkpoint dates
- The type and length of response required
- Suitable reference material where appropriate
- Time allowed for assessment
- Marking criteria

Regular reminders are to be given and checks on progress made so that students can be assisted to meet deadlines.

Years 7 to 10 assessment procedures must be in line with ACARA documentation.

Student assessment must be initially retained for reviewing. Year 7 to 10 assessment should then be destroyed at the conclusion of the relevant academic year.

Responsibilities of Parents and Carers

Parents need to apply for leave for their daughter(s) well in advance to the Deputy Principal - Studies. Parents need to be aware of the definition of 'controllable reasons'. Controllable reasons are defined as circumstances or events that can be reasonably controlled by the parents or student.

PROCEDURES

Drafting of student assessment responses

A draft is a body of evidence that is provided by students in response to assessment instruments. This should be a response that is intended to be submitted. It may be the student's second or third attempt at the task. Before submitting a draft, students will be required to submit various progress checks at set checkpoint dates as outlined in the task requirements. Submission of student work at checkpoints and

drafts allow teachers to monitor student work and help students improve the quality of their responses. Drafting is a formalised process whereby teachers provide students with structured feedback. Note that it is important to make the distinction between feedback given as part of the teaching and learning process and structured feedback given as part of an assessment response. The purpose of viewing student checkpoints and drafts is to provide students with feedback so that improvements can be made to the response. Teachers use the objectives and instrument-specific standards to help students identify areas to review and suggest strategies students might use to improve their work. Drafting feedback should ask the student to reflect on strategies they might use to refine their work. It is a consultation process, not a marking process, and teachers will not award a standard for a work in draft form.

Increasing independence develops as students accept greater responsibility for their own learning. To achieve this, teachers will progressively reduce both the number of drafts for feedback and the number of annotations and corrections provided as a student progresses through the Middle School.

When providing feedback on drafts, teachers should indicate aspects of the response which need to be improved or developed in order to meet the objectives and instrument-specific standards. Teachers may also provide a summary of their feedback and advice to the whole class.

It is essential for students to complete a draft of their assessment. Where directed by the teacher, students are to submit drafts and assessments through Teams on or before due dates. Where Teams is not appropriate, the method of submission will be directed by the teacher. If student submission of the final assessment piece is not received by the due date, the teacher will mark the draft version of the assessment piece. The only exception will be if an extension has been granted in writing by the teacher and Director of Secondary or Deputy Principal - Studies.

The table below gives an example draft submission strategy.

Example draft submission strategy Instrument	Year 7 to 10
Written	• teacher consultation • structured feedback highlighting areas of weakness • submit outline and/or • submit up to two drafts (a second draft only upon request from the student in appropriate circumstances)
Spoken/Multimodal*	• teacher consultation • submit one draft • provide structured feedback during rehearsal / development

*A multimodal presentation is one that uses a combination of modes, such as visual, electronic, physical, audio and/or spoken modes. It must combine a minimum of two modes, with both significantly contributing to the presentation and assessment decisions. Possible multimodal presentations include documentaries, digital presentations, e.g. webpages, computer simulations and presentations using software.

Submission of Assessment (Assignments and Drafts)
Where directed to by the teacher, assignments will be submitted by students by the due date and time through Teams incorporating 'Turnitin'. Where Teams is not appropriate, the teacher will direct the format of submission. Turnitin's Originality Check allows teachers to check students' work for improper citation or potential plagiarism by comparing it against continuously updated databases. Every Originality Report provides teachers with the opportunity to teach their students proper citation methods as well as to safeguard their students' academic integrity.

Submission of Assessment (Examinations and Practical Performances)
Practical performances and examinations will be undertaken by students on the date prescribed by the teacher.

Pre and post-deadline Requests for Extensions to Deadlines (Assignments, Examinations and Practical Performances)

Claims for extension of time due to illness or injury will be considered by the Deputy Principal - Studies or Director of Secondary on merit. Students need to complete a 'Request for alternate assessment date' form via the Resources tab on the School website prior to the assessment due date. Decisions about the request will be made by the Deputy Principal - Studies or Director of Secondary in consultation with the subject teacher. In the case of examinations, in order to maintain academic integrity, students will not be permitted to sit early.

Late or Non-Submission of Assessment (Assignments, Examinations and Practical Performances)

If a student does not submit a response to an assessment item by the due date (or an approved alternate date) teacher judgement will be made using evidence available on or before the due date. Contact with the parents/carers from the classroom teacher will be made. In the instance of incomplete assessment, a student's overall level of achievement will be decided upon in accordance with the existing evidence in the student folio. No penalty for lateness will apply. An 'E' response cannot be awarded for work not submitted as there is no evidence to support such a level of achievement. If insufficient evidence exists to allow a grade to be assigned at the due date, a grade of 'Not Rated' (NR) will be applied.

Student Absence for Assessment due to Controllable Reasons

If a student is absent for an assessment due to a controllable reason, the school will not provide further opportunities for that assessment upon their return. In the case of examinations, in order to maintain academic integrity, students will not be permitted to sit early. Controllable reasons are defined as circumstances or events that can be reasonably controlled by the parents or student. For instance, going on a family holiday is deemed to be a controllable reason for absence.

Assigning of Grades

Judgments are to be made by matching student responses to assessment instruments with Australian Curriculum Achievement Standards. All students must be aware of QCAA standards elaborations criteria for grading.

Failure of Technology

Technology failure and poor or no home internet access are not usually considered to be legitimate reasons for non-submission on the due date. Students are expected to take adequate precautions to guard against losing computer files and against poor or no home internet access. Student work saved correctly on the school network is backed up each day by the school. It is the student's responsibility to save work in the correct manner.

Plagiarism

Plagiarism is the act of representing another's work or ideas as your own. Rockhampton Girls Grammar School treats instances of plagiarism seriously. Students are responsible for ensuring all work is their own original creation; or, where research has been conducted, that sources are correctly acknowledged through APA referencing conventions.

Teaching staff are collectively responsible for supporting students to understand what plagiarism is and why it is unacceptable. Teachers are expected to explicitly teach APA referencing conventions to ensure that students are equipped with the tools to properly acknowledge sources of information and ideas.

In the event that a student is found to have plagiarised another's work, the classroom teacher is to inform the Deputy Principal - Studies or Director of Secondary and provide evidence of plagiarism (e.g. highlighted or annotated copies of student work and original source). The student will be expected to meet with the Deputy Principal - Studies or Director of Secondary to discuss the incident.

Teachers may not penalise a student for plagiarising by assigning a lower grade to the original submission. A teacher may assign a grade based only on the work that they are able to verify is the original creation of the student. If insufficient verified original work is present, a grade of 'Not Rated' (NR) will be given.

Artificial Intelligence (AI)

Artificial Intelligence (AI) misuse is a form of academic misconduct which may include:

- Plagiarism: Using AI-generated content to submit someone else's work as a student's own
- Automated Cheating: Employing AI applications to generate partial or full responses or solutions for assessments.
- Automated Writing: Utilizing AI applications to generate partial or full essays or other academic content without proper attribution or authorship, leading to a misrepresentation of student academic abilities.

Where AI is suspected to have been used in the partial or full production of an assessment response, a teacher may use various techniques to authenticate the student response. These include AI detection software and individual student conferencing. Only work that can be verified as the students original academic work can be used to assign a grade. If insufficient evidence exists to assign an A-E grade, NR will be assigned.