

## Assessment Policy Principles

### Rationale

An assessment policy:

1. Sets out expectations and practices which are consistent across all areas of the curriculum (transparency)
2. Communicates to all students, care givers and teachers (expectations)
3. Guides all staff in ensuring that the assessment process is consistent and inclusive for all (fairness).

### Principles of Assessment

The QACI Assessment Policy aligns with specific assessment criteria as stated in the International Baccalaureate Organisation (IB) Handbook of Procedures for the Diploma Programme (DP). For Year 10 (Pre-IB) these principles are considered along with reporting requirements for Australia's National Curriculum.

1. The primary role of assessment, other than summative IB Assessment, is to support and guide learning for students. It is a diagnostic and development tool that assists staff to differentiate learning for each individual student's needs.
2. All dates for assessment will be communicated to students, parents and carers in the OneSchool Assessment Planner.
3. Information on each course of study, such as units of study and sequence of the course, will be made available to students through subject handbook and online syllabuses.
4. Assessment will be both a planned and integral part of the teaching and learning program.
5. No task will be set unless adequate resources are available on-campus for all students or unless easily accessible to all students outside the school. Students will be advised of pathways for accessing resources both within the school, in external libraries and via online sources for all assessment.
6. All assessment tasks will contain an element of class time so that a student's progress can be monitored, and authorship verified. Monitoring dates will be set so work-in-progress or drafts can be submitted for feedback and guidance.

### IB Diploma Assessment Criteria

All assessment items are designed to judge a student's work in relation to set criteria. This philosophy aligns with the IB Assessment Principles and is applied to both formative and summative tasks.

### Formative Assessment

These assessment tasks prepare students for summative assessment which will contribute to the IB Diploma. Formative assessment:

- scaffolded and monitored over time
- criteria based
- feedback provided
- independence of the learner is developed
- backward-map skills development for summative assessment.

The nature and conditions of the assessment will also serve to build assessment knowledge and technique. The nature of assessment will reflect the stage the student is at in their learning, relevant to the final summative IB assessment.

## Summative Assessment

Summative Assessment directly contributes to the final IB Diploma qualification.

It provides differentiated information about actual student achievements – this can inform both students/parents/carers/external parties through certification as well as being used as a tool for professional development.

## Timing of Assessment

The school carefully considers the timing of internal assessment to maintain an inclusive approach to the workload and wellbeing of all students. The school provides feedback to all students on their fullest and latest knowledge and skill within each subject.

At QACI, formal assessment blocks are scheduled throughout the school year and are communicated through the student assessment planner. These assessment blocks model and mirror the guidelines of the formal summative IB examination session and assist students to develop their exam techniques and skills.

## Inclusive Assessment Arrangements (IAA)

In line with *QACI Inclusion Policy*, all young people should have opportunities to demonstrate their abilities in learning and assessment conditions that are as fair as possible. Arrangements are provided to any young person who requires support and where the need can be justified based on the eligibility criteria articulated in the IB Access and Inclusion Policy, and Learning Diversity and Inclusion in IB Programmes.

## Academic Integrity

In all situations associated with assessment, the school's *Academic Integrity Policy* will apply.

All assessment tasks should contain an element of class time when a student's progress can be monitored and authorship verified.

An authentic piece of work is based on the student's individual assessment items and original ideas, along with the ideas and work of others being fully acknowledged. All assessment completed by a student, whether written or oral, must wholly and authentically use that student's own language and expression. Where sources are used or referred to, whether in the form of direct quotation or paraphrase, such sources must be fully and appropriately acknowledged.

Students must acknowledge:

- All ideas and work of other persons
- Rendition of another person's words presented in a new style and integrated grammatically into the writing
- Email messages, websites
- Electronic media
- Sources of all photographs, maps, illustrations, computer programs, data, graphs, audio-visual
- Verbatim (word for word) quotes
- Works of art including music, film, dance, theatre arts, and visual arts.

## Malpractice

Students are expected to act in a responsible and ethical manner throughout their participation in the International Baccalaureate Diploma Programme. In particular, students must avoid any form of malpractice. The IB defines malpractice as 'behaviour that results in, or may result in, the candidate or any other candidate gaining an unfair advantage in one or more assessment components.' Malpractice most commonly involves collusion or plagiarism.

# Assessment Communication Protocols

## Assessment Calendars

Information and coordination of assessment will be communicated to students and the school community in these ways:

- 1. OneSchool Assessment Planner.**

This individualised planner will include Formative and Summative Assessment tasks.

- 2. Assessment Block Schedule** (coordinated by Deputy Principal)

QACI has an assessment block for assignment submissions, orals and examinations throughout the academic school year.

All submissions and examinations in the assessment block will be programmed, coordinated and communicated by the Deputy Principal.

## Variation to Whole Cohort Assessment

Variations to published assessment dates are well considered and kept to a minimum.

All variations will be approved by the School Leadership Team. This includes final draft dates for summative IB assessment.

Variations to assessment will be communicated directly to students, parents and carers via electronic communication a minimum of five (5) full school days prior to the new date if the assessment date is brought forward. OneSchool Assessment Planners will be adjusted to reflect these new approved dates.

## Feedback Cycles and Reporting

### Moderation of Student Work

For each assessment item, formative and summative, teachers engage in a collaborative process to moderate grading against the set criteria to ensure consistent standards for all students, classes and teachers. At times this may also involve “blind marking” where teachers assess students from other classes before engaging in the moderation process.

To ensure teachers’ judgement of criteria remains consistent with IB expectations and standards, QACI expects teachers to evaluate the externally marked items from the previous examination period (returned via the Enquiry Upon Result process).

### Academic Reporting

QACI uses OneSchool for student and reporting data.

Students, parents and carers receive an academic report outlining student levels of achievement, effort and behaviour following formal assessment periods.

Throughout the year teachers will communicate with students, parents and carers to share information about student progress and improvement strategies.

Academic reports are distributed via email to parents and carers and are available to students via OneSchool. Hard copy reports are also available on request.

### Parent-Student-Teacher-Conferences

Formal face-to-face Parent-Student-Teacher Conferences are held twice a year. Concerns regarding student progress will be addressed at point in time and early contact with parents to inform these concerns is our expected practice. Parents are welcome to meet with teachers at other times to discuss student progress and wellbeing.

## Assignment Protocols

The approved QACI assessment task sheet must be used. This task sheet template includes:

- Detailed description of the task requirements
- Parameters of the task
- Monitoring and final submission details
- Inserts provided by teacher that may assist the student

Students must also upload their *Declaration of Originality* with each submission.

For formal summative IB submissions, the relevant IB cover sheets and documentation must be used.

There will always be a minimum of two (2) key dates for submissions of assignments.

1. **Final Monitoring / Final Draft:** If a final draft is applicable, documented feedback will be provided by teacher prior to submission for a final grade. This draft should demonstrate understanding of the expectations of the task. The final monitoring / final draft date must be no less than two (2) weeks before the due submission date. This reasonable time between the final monitoring date and the final submission date, is to allow for teachers to provide supportive intervention if a student is at risk of not completing the task by the final submission date.
2. **Final Submission deadline:** Tasks submitted after this date must be approved through the extension process.

## Assessment Conditions - Formative and Summative Tasks

### Teachers must ensure:

- Sufficient in-class time under teacher supervision is allocated to enable teachers the opportunity to verify authorship of student work and provide diagnostic feedback and guidance.
- Sufficient time is allowed for planning, research, writing and submitting monitored work.
- Adequate resources for the completion of submissions are readily accessible either within the school, externally or via online sources and students are advised of access methods.
- The processes required to complete the assignment should be taught prior to the assignment being commenced.
- Students that require IAAs are given the opportunity to access appropriate support / assistance to complete the assignment.

### Monitoring and Drafts

#### Aims

- Provide information to students, parents and carers about the progress of the assessment
- To support students in their organisation for completion of assessment by the due date
- To achieve an outcome which is indicative of the student's ability
- Monitoring dates will be set so work-in-progress or drafts can be submitted for feedback and guidance. The number of monitoring dates will vary depending on the duration and development of the learner.

# Final Submission Expectations

## IB Formatting Guidance

The purpose of these guidelines is to make the script as easy as possible to read and mark for the examiner.

- Arial font size 12 (where language / script support it)
- Chinese / Mandarin – SimSun
- Japanese – MS Mincho
- Korean - batang
- Double – line spacing
- Numbered pages
- Portrait orientation (rather than landscape) – except where necessary to accommodate a specific item such as a graph or illustration
- Saving and naming files
- **Students are NOT to include** their names, candidate numbers or schools in their document, including headers, footers, title pages
- **ALL** assessment items should be saved in the following format

**<surname> <Firstname> <subject> <task> <year>**

**E.g. Carozza John Film Independent Study 2024**

## Electronic Submissions

When students submit tasks electronically, they must upload the *Declaration of Originality* as a separate file via the nominated platform.

## e-Coursework – Submitting Summative IB Tasks

Summative internal assessment items and all external assessment items will be submitted to the IB electronically. Each student will be provided with their IB personal code and password in readiness for the upload process.

Teachers authenticate the assessment item prior to the task is submitted to the IB.

## Consent and Authenticity of own work forms

All students will complete an IB consent form to allow QACI to submit their assessment tasks on their behalf where required.

## Effective Citing and Referencing

- 100% of coursework received by the IB will be checked via new text matching software to support the principles of academic integrity. Any potential breaches will be investigated by the IB and may result in the withdrawal of a grade for the subject.
- When candidates upload their own work, they are required to declare “that this work is my own work and is the final version. I have acknowledged each use of the words or ideas of another person, whether written, oral or visual”
- If the IB DP coordinator or teacher is uploading on behalf of a student, then this authentication has been previously uploaded by each student. The IB has the right to ask for proof of student authentication.

## Technical specifications: File sizes and file types

The following table indicates maximum permissible file sizes and file types.

	Films / video / screencast	Audio	Images	Documents	Zipped file
Maximum files size	500MB	60MB or 60mins	5MB	50MB	750MB
Acceptable file types	.mp4 .mov (codec H264) .mpv	.mp3 .m4a	.jpg .jpeg .png .tif	.doc .docx .pdf (non-editable) .rtf	.7z .rar .tar .zip

## Orals and Group Presentation Protocols

For formal summative IB orals or presentations, IB procedures will apply. Absences from these assessment activities will require an *Application for Extension* through the Head of Department, Guidance Officer, Deputy Principal, Principal.

- All students must be prepared to present their Oral / Group Presentation on the specified due date as listed in the calendar
- Where Oral / Group Presentations may take several lessons, the order in which students will present will be determined by draw or nomination
- The teacher will publish a formal schedule to all students and issue this to all students.

## Examination Protocols

### In-Class Examinations

Every effort will be made by the supervisor to ensure the integrity of the examination. The supervisor will:

- Arrange seating to minimise the opportunity for academic dishonesty
- Actively supervise the students
- Ensure students do not have access to books and materials which may give an unfair advantage
- Ensure IAA arrangements are administered aligned to approved conditions

### Formal Assessment Blocks / Mock Exams

QACI has designated formal assessment blocks. Because IB examination protocols are mandated, time is undertaken to intensively prepare students at QACI. Information sessions, mock examinations and observance of IB protocols are essential to enable students to mentally prepare and practice the skills to participate in the IB examination session.

In an assessment block, the normal timetable is suspended and the school is centrally programmed for students to undertake assessment under conditions that will reflect the formal IB examination requirements and conditions.

### Unfair Means during an Examination

The Academic Integrity Policy will apply for all formal examinations.

# Extension and Absence Protocols

## Application for Extension

If a task is recorded on the OneSchool calendar issued to students and an extension is required, inclusive of final drafts, it must be obtained through the faculty Head of Department (HOD), Guidance Officer, Deputy Principal or Principal. All other checkpoint / monitoring dates associated with an assessment item can be negotiated through the class teacher.

An extension may only be approved by the HOD, Deputy Principal, Guidance Officer or Principal and will involve the completion of the *Application for Extension* Microsoft Form, located on the Student Intranet site. Students should be prepared to show evidence of preparatory work.

## Student Absence on due date

### If a student is absent on due date of a draft or final submission of written and oral presentations

1. The student uploads the submission to school electronically for written submissions

AND

1. The parent or carer contacts the school to explain the circumstances and plan for submission or application for extension.
2. Supply a medical certificate to support application if appropriate.

### Consequences for a student not submitting a Draft

Teachers will contact parents if a student does not submit a draft or a draft which is incomplete. This contact will be documented as a OneSchool Contact with a referral to HOD.

Where legitimate extenuating circumstances apply the student/parent may seek an extension on the draft. Some examples of legitimate extenuating circumstances might include:

- Illness;
- Family emergencies;
- Natural disasters;
- Traffic accidents.

Some non-examples might include:

- Employment or prior commitments;
- Forgetting to upload;
- Wishing for more time to complete the work to a better standard.

Notwithstanding an approved extension, a student who fails to submit a final draft on the specified date will forfeit the ability to receive feedback.

### Submission

All draft and final assessment submissions will be due by 11:50pm on the due date specified on the task sheet.

All submissions should be uploaded to Managebac. In the event that Managebac is not functioning, students must email their teacher by 11:50pm.

**Failure to submit:** Where students fail to submit an assessment on or before the due date the time the draft will be marked. Where there are legitimate extenuating circumstances an extension may be sought.

## Student Absence for Examinations

If a student is unable to complete an examination due to adverse circumstances (e.g. illness, car accident):

1. Contact QACI immediately
2. Discuss circumstances with Deputy Principal / IB DP Coordinator
3. Obtain medical certificate or other official documentation for the date of absence

If a student falls ill during an examination, the student will alert the invigilator who will notify the Deputy Principal / IB DP Coordinator immediately after the examination.

## Student Absence Summative IB Assessment

If a student is absent for a formal summative IB assessment, the IB procedures will apply. Students will follow the Application for Extension process and will supply a medical certificate where appropriate.



# Appendix 1 - Academic Integrity

## Foundation

QACI supports and promotes the principles of properly conducted academic research and respect for integrity in all forms of assessment. As an International Baccalaureate World School, QACI acknowledges the International Baccalaureate's advocacy of ethical behaviour as an essential part of the IB Diploma Program when conducting academic research and submitting authentic work. We value the concept of intellectual property and the requirement to hold students accountable for the ethical use of the ideas and words of others.

## Purpose

QACI's culture of honesty and integrity is integral to our purpose of developing 'ethical future path makers'. This is underpinned by QACI's statement of purpose: to create innovative and creative thinkers seeking opportunities to ignite curiosity, develop global and inter-cultural perspectives and foster a love of lifelong learning.

*International Baccalaureate Programmes encourage students to inquire and think critically and creatively, and to present their thinking in a variety of ways. They should be able to make their thoughts and their learning visible and explicit, show how they have constructed their ideas, and demonstrate the views they have followed or rejected. This is essentially what scholarship and academic honesty are: making knowledge, understanding and thinking transparent.*

## Principles

Elements of Academic Integrity: An authentic piece of work is based on the candidate's individual and original ideas with the ideas and work of others fully acknowledged. Therefore, all submissions, whether written or oral, completed by a candidate for assessment must wholly and authentically use that candidate's own language and expression. Where sources are used or referred to, whether in the form of direct quotation or paraphrase, such sources must be fully and appropriately acknowledged. Candidates must acknowledge:

- all ideas and work of other persons;
- rendition of another person's words presented in a new style and integrated grammatically into the writing;
- sources of all photographs, maps, illustrations, computer programs, data, graphs, audio-visual;
- verbatim (word for word) quote;
- works of art including music, film, dance, theatre arts, and visual arts;
- use of artificial intelligence tools.

Conventions for citing and acknowledging original authorship

QACI aligns with the IB's position and does not mandate a specific referencing style. Students may use the referencing style of their choice, or the style recommended by their teacher. Further information on effective citing and referencing can be found in the QUT Cite/Write Referencing Guide.

## What is academic misconduct?

The IB describes academic misconduct as *deliberate or inadvertent behaviour that has the potential to result in the student, or anyone else, gaining an unfair advantage in one or more components of assessment. Behaviour that may disadvantage another student is also regarded as academic misconduct.*

Categories of academic misconduct in the IB:

Plagiarism is defined as the representation, intentionally or unwittingly, of the ideas, words or work of another person or artificial intelligence tool without proper, clear and explicit acknowledgement. The use of translated materials, unless indicated and acknowledged, is also considered plagiarism.

Collusion is defined as supporting academic misconduct by another student, for examples allowing one's work to be copied or submitted for assessment by another.

Misconduct during an IB examination includes taking unauthorised material into an examination room, disruptive behaviour and communicating with others during the examination.

Communication about the content of an examination 24 hours before or after an examination with others outside their school community is also considered a breach to IB regulations.

Duplication of work is defined as the presentation of the same work for different assessment components and/or Diploma Programme requirements.

### **Teachers and IB DP Coordinators must not engage in the following actions:**

- The unauthorised rescheduling of an examination
- Failing to keep exam papers secure prior to an examination
- Providing undue assistance in the production of any work that contributes to the assessment requirements of the IB Diploma
- Leaving candidates unsupervised during an examination
- Allowing additional time in examinations without administration or IB approval
- Releasing an IB examination paper, or disclosing information about the paper, within 24 hours after the examination

## **Roles and Responsibilities**

### **Deputy Principal / IB DP Coordinator**

- Understands what constitutes academic integrity and an authentic piece of work
- Knows the consequences of being found guilty of malpractice
- Establishes a school culture that actively encourages academic integrity
- Supports the IBO fully in the prevention, detection and investigation of malpractice.
- Understands additional responsibilities in the event of a candidate being investigated malpractice.

### **Teachers**

- Provide instruction and scaffolding necessary for students to use ethical practices including opportunities for feedback via the drafting process
- Provide students with consistent advice on good academic practice whenever necessary
- Support QACI's Academic Integrity Policy and comply with the QACI standard for acknowledging sources
- Confirm to the best of their knowledge, that all students' work submitted for assessment is the authentic work of the student
- Provide students clear guidelines on academic writing and referencing styles required in each subject
- Provide clear information on assessment requirements in each Unit Outline, especially concerning aspects involving individual and/or collective assessment
- Provide clear guidelines on group work, especially concerning assessment and division of tasks among group members and monitoring of group work to ensure fair assessment.

### **Students**

- Have ultimate responsibility for ensuring that all work submitted for assessment is authentic, with the work or ideas of others fully and correctly acknowledged using appropriate referencing system available in the set referencing text
- Are responsible for complying with the [QACI Assessment Policy](#) regarding meeting deadlines and absences
- Should seek clarity from teachers during the submission process and regarding any aspect of Academic Integrity guidelines.

### **Parents**

- Ensure the oversight of the Academic Integrity of their young person's academic work through awareness

of this policy

- Familiarise themselves with the five fundamentals of academic integrity which are honesty, trust, fairness, respect and responsibility
- Policy and the development of good academic research practices.

## QACI Process and Procedures:

- The Academic Integrity Policy has been developed in accordance with the IB Diploma Programme general regulations
- The Academic Integrity Policy is published on the QACI website
- All faculties implement and monitor the policy and associated referencing protocols
- Students will upload the *Declaration of Originality* with each assessment submission
- Teachers will provide further advice and guidance to students on implementation of the Academic Integrity.

*QACI maintains that through proactive teaching and learning and consistent and persistent practices any behaviour which may lead to academic misconduct will be identified early and rectified before and incident occurs.*

## Investigation of Intentional Academic Misconduct

The HOD will investigate any suspected malpractice through the following process:

- If malpractice is suspected the teacher will notify the HOD with supporting documentation. The classroom teacher will not make an open allegation to the student and any suspicion of malpractice will be kept confidential to the process.
- The HOD will determine whether malpractice has taken place based on information gathered through the investigation. The investigation will include reviewing Turnitin reports, interviewing the student and allowing the student to provide explanation. The HOD will liaise with the Deputy Principal / IB DP Coordinator.
- If evidence of malpractice is confirmed, The Deputy Principal / IB Coordinator will inform the student and parents of the misconduct and the consequences.
- Copies of all records of investigation, correspondence and the assessment item will be kept on OneSchool.

## Copies of Academic Misconduct

### A. Formative Submissions

Following investigation of an allegation of academic misconduct it is established that a student has committed academic misconduct, then the following consequences will be applied. It is important to note that this is for formative assessment only. The IB does not discriminate between intentional and unintentional academic misconduct. Penalty Matrices will be applied for all summative assessment submissions where academic misconduct has been identified, as described below in *Section B Summative Assessment*.

- If academic misconduct is identified prior to the formal submission date, then the work will be required to be revised and resubmitted in time to meet the formal assessment due date.
- If academic misconduct is detected, once the assessment has been formally submitted on the due date and confirmed following investigation, an E/zero will be recorded on the appropriate mark sheet and no grade will be awarded for the task concerned. The end of term/semester report will be inclusive of the failing grade awarded for the task concerned.

### B. Summative Submissions

If any part or whole of the student's work is suspected of not being authentic, that work must not be submitted to the IB. One of the following courses of action may be followed:

- If academic misconduct is identified prior to the formal submission date to QACI and prior to IB submission, then the work will be required to be revised and resubmitted in time to meet the formal

assessment due date.

- If the student fails to revise and resubmit their assessment that component should be awarded an “F” on the IB internal assessment mark entry system or marked as non-submission in the case of externally assessed components, such as the extended essay, or theory of knowledge essay. As a consequence the student would not be eligible for a final grade in the subject concerned and This may seriously impact the student’s eligibility for the Diploma under IB rules.
- If teachers detect malpractice after work has been formally submitted and accepted for assessment to the IB, the HOD and Deputy Principal / IB DP Coordinator must be informed. The IB will be notified and penalty matrices will be applied.
- The IB Diploma or Course results may be withdrawn or voided from a candidate at any time if academic misconduct is subsequently established.

**The IB Penalty Matrices can be found in the *IB Academic Integrity Policy* under Section 2.2.**

## **Appropriate Use of Generative Artificial Intelligence**

QACI and the International Baccalaureate acknowledge that artificial intelligence is now part of educational practices that present both opportunities and challenges.

Teachers will use artificial intelligence applications within classes and will advise students about the appropriate use of these tools. Some examples might include:

- Brainstorming;
- Research;
- Critiquing work;
- Creative transformations of students' own work.

However, students need to be aware that the IB does not regard any work produced—even only in part— by such tools to be their own. Therefore, as with any quote or material from another source, it must be clear that any AI-generated text, image or graph included in a piece of work has been copied from such software. The software must be credited in the body of the text and appropriately referenced in the bibliography. If this is not done, the student would be misrepresenting content—as it was not originally written by them— which is a form of academic misconduct.

### **Students should be informed of the following rules:**

- If they use the text (or any other product) produced by an AI tool—be that by copying or paraphrasing that text or modifying an image—they must clearly reference the AI tool in the body of their work and add it to the bibliography.
- The in-text citation should contain quotation marks using the referencing style already in use by the school and the citation should also contain the prompt given to the AI tool and the date the AI generated the text.
- The use of generative AI tools, for example Grammarly Go, Pro Writing Aid, Quillbot, to paraphrase or edit students’ own work is considered a form of plagiarism.
- All formative and summative assessment submitted will be checked through Turnitin. It is important to note that students can only see the overall similarity report however this does not show students the percentage of work generated by artificial intelligence. This is available for teachers to view and will form a routine part of assessment submission.

The IB will always consider the use of software to support access and inclusion requirements for students. Please refer to the Access and inclusion policy for more details. The IB allows students to use basic tools to support their spelling and grammar when this is not what is being assessed.

*Policy reviewed: December 2023, Updated: February 2024.*

*Policy reviewed annually in November by the accountable personnel as outlined in the Organisational Chart.*