

Assessment Policy – 2026

San Sisto College

About this policy

This policy helps students, teachers, and parents/carers understand how assessment works at San Sisto College. It explains everyone's responsibilities and the steps we each follow to make sure assessment is fair, consistent, and meaningful. The guiding curriculum document for Brisbane Catholic Education is Curriculum Compass – 2026.

- **For Years 7 to 10**, assessment is based on the Australian Curriculum (ACARA) and Queensland Curriculum and Assessment Authority (QCAA) guidelines. These help students build strong learning habits and prepare for senior studies.
- **For Years 11 and 12**, assessment follows the rules set out in the QCE and QCIA Policy and Procedures Handbook. These assessments count toward the Queensland Certificate of Education (QCE) and include subjects like Applied, Applied (Essential), General, General (Extension), and Short Courses. San Sisto College follows the guidelines outlined in this document: [QCE and QCIA policy and procedures handbook v6.0 | Queensland Curriculum and Assessment Authority](#)

Purpose

At San Sisto College, we believe every student has unique talents and strengths. Our goal is to help you grow, learn, and do your best—both in the classroom and beyond. This assessment policy is here to support you as you work towards completing your assessments across every year level. It's all about helping you build confidence, skills, and success for your future.

Principles

Assessment at San Sisto College is:

- Aligned with curriculum and pedagogy
- Equitable and inclusive
- Based on evidence and standards
- Ongoing and reflective of student growth
- Transparent and trustworthy

It is also:

- Valid – aligned with what is taught and assessed
- Accessible – allows all students to demonstrate learning
- Reliable – consistent and dependable in results

Purpose of assessment

Assessment is a process of collecting and analysing evidence to make informed judgments. At San Sisto College, assessment techniques include (but are not limited to):

- Projects
- Investigations
- Extended responses
- Performances
- Products
- Examinations

Engaging in Learning and Assessment

San Sisto Students must:

- Engage actively in learning
- Complete all course objectives
- Provide evidence of achievement through planned assessments
- Produce work that is authenticated as their own work.

To emphasise the importance of sound academic practices, you will complete the QCAA academic integrity courses at key junctures throughout years 7 to 12.

Access Arrangements and Reasonable Adjustments (Years 7 to 12)

Access Arrangements and Reasonable Adjustments (AARA) are designed to support students who face barriers to completing assessments. These may include disabilities, impairments, medical conditions, or other challenges that affect your ability to demonstrate what you have learned. This process is student-led.

Making AARA decisions involves providing adjustments that help you access and respond to assessments fairly. These adjustments can include changes to how the task is presented, how you respond, when or how long you have to complete it, and the environment or format of the assessment. Importantly, any adjustments must still meet the goals of the assessment and not change what is being assessed.

AARA eligibility is based on specific conditions. You may be eligible if you have long-term or chronic conditions, short-term injuries, or experience illness or misadventure. However, some reasons are not accepted, such as unfamiliarity with the language or avoidable issues like holidays or misreading instructions.

Document currency is important when applying for AARA. For long-term conditions, documentation must be dated no earlier than January 1 of Year 10. For short-term conditions, documentation must be recent—within six months for internal assessments or after April 30 for external assessments.

AARA applications are managed by different teams depending on the type of conditions. The Learning Enhancement team handles long-term conditions, while the Assistant Principals manage short-term conditions. All applications must be submitted ahead of time to ensure appropriate support is in place. In Years 7 to 10, students receiving extra time will be facilitated by the classroom teacher, in the classroom.

If the student requires a typing provision (for extended response only) the individual classroom teacher is to arrange this through IT and is to be administered in the classroom.

Any change to this is on a case-by-case basis and decided upon by the Learning Enhancement Team and is on the provision of a reasonable adjustment.

1. Assessment issue and response development guidelines

1.1 Assessment issue

Where possible/practical (e.g. electronic issue), assessment tasks will be issued at 9.00am to all students in the cohort.

1.2 Scaffolding

Scaffolding in assessment helps you understand how to approach and complete a task. When provided, it gives structured support that:

- Maintains the integrity of the task or assessment requirements
- Encourages individual student responses rather than leading to one “correct” answer

As you progress through separate phases of learning, you will gradually take on more responsibility for understanding and managing the processes needed to complete tasks independently.

1.3 Checkpoints

Checkpoints are built into your assessments to help guide your progress. These checkpoints will:

- Be clearly explained on your task sheet
- Help track how you’re going with your work
- Show that the work you submit is your own

You may be given time in class to work on your assessment and will need to show what you have done at each checkpoint. Teachers will use these checkpoints to support you and make sure you are on track. For written assessment, this will be through Teams.

If you miss a checkpoint, your teacher will email your parent/caregiver explaining that you have missed your checkpoint and that you will need additional support or intervention to help you complete your assessment on time.

If you do not submit a final response, your checkpoint may be used to determine a result.

1.4 Drafting

A draft is a type of checkpoint that may be offered on an assessment task in Years 7 to 10 to support a student’s response development. In Years 11 to 12, drafting is a key checkpoint. Types of drafts will differ depending on the subject. Drafts must be complete, or near complete. They must be submitted by the due date listed on the assessment task sheet **by 9.00am**. For written assessment, this will be through Teams.

If you do not submit a draft:

- **Years 7 to 10** - You will be given a 48-hour window to submit your draft, provided your family emails the Learning Area Leader with a reasonable explanation for this late submission.

- **Years 11 and 12** - Your teacher will email your parent/caregiver explaining that you are still required to submit a draft as a checkpoint, but the teacher is not obliged to give written feedback on the response and may give verbal feedback only.

Teacher feedback on a draft is:

- Provided on a maximum of one draft of each response
- A process where the teacher will indicate aspects of the response that needs to be improved or further developed.
- Given in a consistent manner and format to all students in the class/cohort. Examples of the manner of feedback include:
 - Whole class feedback
 - Individual written feedback
 - Checklist
 - Student teacher conferencing
 - Self-assessment
 - Rubric based feedback
- If individual feedback is given, it must be provided within one week of the draft due date.

Teachers will also indicate if the student's response exceeds the word length required for the task, using the QCIA handbook to determine the response length (See Appendix A for the method used to determine this).

The teacher feedback will not:

- Compromise (adjust/change) the authenticity of the original student response.
- Introduce any new ideas to improve the quality of the work
- Edit or correct spelling/grammar/punctuation – but may identify that there are errors
- Allocate a mark

A copy of the feedback will be stored (in a manner depending on the subject).

If you do not submit a final response, your draft may be used to determine a result.

1.5 Assessment response

You must adhere to the assessment response length as specified on your task sheet (if indicated on the assessment task sheet and/or where required by the syllabus). If you exceed the response length, the teacher will either:

- Mark only the work up to the required length and exclude anything beyond this, or:
- Allow you to redact (reduce) your response to meet the required length, prior to marking it and annotating your work to show what parts were not included in the marking. This method is not permitted for exams.

1.6 Examination protocols

When you sit an examination under supervised conditions, you must stay in the exam room for the entire duration of the assessment. You are not permitted to leave the examination room early. The only exception is for Year 12 External Examinations or in the case of illness. You must follow the directions of the staff and only bring the permitted equipment into the examination room.

1.7 Extension Requests

If you are unable to complete an assessment by the due date due to illness, personal circumstances, or other valid reasons, you must apply for an extension.

To do this, you must submit an electronic extension request form (available in the school portal – forms) at least three working days (3 days) prior to the due date, along with appropriate supporting documentation (such as a medical certificate or a letter from a parent/carer). The request will be reviewed by your teacher or the relevant school staff, and you will be notified of the outcome. Extensions are not automatically granted and must be based on genuine need, so it is important to communicate early and provide clear evidence.

1.8 Illness / misadventure

If you're unwell or something unexpected happens on the day of your exam or the day your assignment is due, in Years 11 and 12 you must provide to San Sisto College documentation that includes a diagnosis/symptoms, the date your illness or issue began and how it affected your ability to sit your assessment. The letter must be from an independent professional (not a family member or friend). You may be eligible for Illness and Misadventure support through AARA (Access Arrangements and Reasonable Adjustments).

If you are unwell or something unexpected happens on the day of your exam or the day your assignment is due, in Years 7 to 10 your parent/caregiver must contact your teacher to advise of the illness/issue. Be ready to sit your exam the day you return.

1.9 AI Scale for assessment

San Sisto College supports the QCAA and BCE's determination that assessment and learning experiences should equip our learners to engage with AI ethically and actively, through Copilot 13+. Each assessment task will include an AI Scale, indicating the permissible use of AI for each task (See Appendix B).

2. Assessment final submission guidelines

2.1 Due date / time

Due dates for final responses, checkpoints, and drafts are published in the year level assessment calendar. All learners will be provided with their assessment calendar by the end of Week 3 each term. You will be expected to record due dates in your diaries, plan and manage your time to meet these due dates and inform the school as soon as possible if you have concerns about assessment load or not meeting due dates.

All assessments are due by **9.00am** on the date published in the assessment calendar, using the submission method identified on the individual task sheet, or in the lesson indicated on the task sheet. For written assessment, this will be through Teams.

2.2 Non submission

If you do not submit your response by **9.00am** on the date published in the assessment calendar, using the submission method identified on the individual task sheet (Teams for written work), your

checkpoint and/or draft evidence will be marked as your final response. No final submissions will be accepted after the due date without an extension approved by the Learning Area Leader.

Where this does not exist, you will be provided with one period (60 minutes) under supervision to produce a response which will be marked as your final response.

Where this provision cannot be provided (e.g., due to extended absence, other circumstances), you will be awarded an NR (Not Rated) or subsequently DNR (Do not report) on your report.

2.3 Suspected academic misconduct

Only the work that has been written by you can be used to award a result. San Sisto College uses the authentication strategies promoted by the QCAA. The authentication strategies are clearly listed on each task sheet. In cases where it is suspected that the work cannot be authenticated as your own, San Sisto College will use our academic misconduct procedure (Section 2.4 of this document). This procedure is followed for the following types of misconduct:

- Cheating while under supervised conditions (e.g. writing during perusal time, using unauthorized equipment, writing/notations on the body, communicating with other people in the exam room)
- Collusion (e.g. more than one student producing a response, a student getting assistance to commit an act of academic misconduct, giving or receiving a response to an assessment)
- Contract cheating (e.g. paying someone to complete a response, selling or trading a response).
- Copying work (e.g. deliberately or knowingly making it possible for another person to copy responses, looking at someone else's work during an exam, copying someone else's work during an exam).
- Disclosing or receiving information about an assessment (e.g. gives or accesses unauthorised information that compromises the integrity of the assessment, such as stimulus or suggested answers/responses, before a response to an assessment is completed, makes any attempt to give or receive access to secure assessment materials).
- Fabricating (e.g. invents or exaggerates data, lists incorrect or fictitious references e.g. AI generated references).
- Impersonation (e.g. a student arranges for another person to complete a response to an assessment in their place, e.g. impersonating the student in a performance or supervised assessment, a student completes a response to an assessment in place of another student).
- Misconduct during an examination (e.g. a student distracts and/or disrupts others in an assessment room)
- Plagiarism/lack of referencing (e.g. A student completely or partially copies or alters another person's work without attribution (another person's work may include text, use of AI not permitted in the task, audio or audiovisual material, figures, tables, design, images, information or ideas. Plagiarism also includes the use of AI beyond the AI scale on the task sheet, the use of a translator, including an online translator, as the work produced is not the work of the student)
- Self-plagiarism (e.g. A student duplicates work, or part of work, already submitted as a response to an assessment instrument in the same or any other subject).
- Significant contribution of help (e.g. a student or other person arranges for, or allows a tutor, parent/carer, or any person in a supporting role to complete or contribute significantly to the response).

2.4 Academic misconduct procedure

For authorship issues:

- When authorship of student work cannot be established or a response is not entirely a student's own work, the college will provide an opportunity for the student to demonstrate that the submitted response is their own work. This will be through a structured "Veritas" Conversation (See Appendix C).

For all instances of academic misconduct:

- Results will be awarded using any evidence from the preparation of the response that is available that is verifiably the student's own work and that was gathered in the conditions specified by the syllabus, on or before the due date.

For instances of academic misconduct during examinations:

- Students will be awarded a Not-Rated (NR). See the *QCE and QCIA policy and procedures handbook* (Section 8.1.2 and Section 8.2.1). Where appropriate, the school's behaviour management policy will be implemented.

3.0 Results

Moderated individual task results will be provided to you within three (3) weeks of an assessment submission.

To receive unit / report card aggregate results:

- In Years 7 to 10, you must complete all assessments within the unit/semester of study.
- In Units 1 and 2 (Year 11) you must complete all assessments.
- Units 3 & 4 (Year 12): You must complete all internal and external assessments.
- Failure to submit without approval may result in an NR (Not Rated), or a DNR (Do Not Report).

In Years 7 to 10, you will receive judgements using an A-E scale. The five-point scale will be defined against the Achievement Standard from the approved curriculum. This is designed to ensure consistency in reporting, clarity in expectations, and greater alignment with national standards.

In Years 11 and 12 the following applies for reporting:

General subjects

- You will receive a provisional numerical achievement based upon a school decision around the match between evidence in student work and the instrument specific marking guide (ISMG) for the task.

Applied subjects

- You receive a provisional Overall Achievement result based upon a school decision around the match between evidence in student work from the unit to the relevant subject syllabus Standards against an A-E scale.

VET qualifications

- Teachers and RTO providers will indicate if you are up to date with your competencies (based upon set coursework), and if you are currently on-track to complete their VET qualification.

Failure to comply with this policy

A range of consequences may apply depending on the non-compliance. These include (but are not limited to):

- No rating for subject units.
- Lack of progression for subject options at SET planning, subject selection junctures.
- Ineligibility for QCE or ATAR.
- Involvement of parent conversation.
- Application of the student behaviour support policy.

Appendix A – Determining response length

For a written response:

	Word length	Page count
Inclusions	<ul style="list-style-type: none"> all words in the text of the response title, headings and subheadings tables, figures, maps and diagrams containing information other than raw or processed data quotations footnotes and endnotes (unless used for bibliographical purposes) 	<ul style="list-style-type: none"> all pages that are used as evidence when marking a response
Exclusions	<ul style="list-style-type: none"> title pages contents pages abstract visual elements associated with the genre* raw or processed data in tables, figures and diagrams numbers, symbols, equations and calculations bibliography/reference list appendixes† page numbers in-text citations 	<ul style="list-style-type: none"> title pages contents pages abstract bibliography/reference list appendixes† blank pages

* For example, by-lines, banners, captions and call-outs used in genre-related written responses
 †Appendixes should contain only supplementary material that will not be directly used as evidence when marking the response.

For a non-written response:

	Response length — duration	Notes
Inclusions	<ul style="list-style-type: none"> Any items that form part of the response and chosen by the student for inclusion in the multimodal or presentation including introductory slides or excerpts such as video or music Any required referencing of texts or citations chosen for inclusion, e.g. as a note on a slide in a multimodal presentation 	See 'After assessment is submitted'
Exclusions	Extraneous recording prior to the beginning of the response, e.g. setting up microphones, waiting for an audience to settle, talking about setting up.	The exclusions for written responses do not apply as they are not relevant to a timed response.

In a case where this appendix varies with the current version of the QCIA handbook, the QCIA handbook will be used.

(Source: QCAA QCIA Handbook v6.0 [8.2 Integrating learning and assessment | Queensland Curriculum and Assessment Authority.](#))

Appendix B – AI Scale for Assessment

AI Assessment Scale (AIAS)

AI Assessment Scale (AIAS)			AI's role	Student's role
1	No AI	The assessment is completed entirely without AI assistance in a controlled environment, ensuring that students rely solely on their existing knowledge, understanding, and skills. You must not use AI at any point during the assessment. You must demonstrate your core skills and knowledge.		Developing and drawing upon own ideas and skills
2	AI Planning	AI may be used for pre-task activities such as brainstorming, outlining and initial research. This level focuses on the effective use of AI for planning, synthesis, and ideation, but assessments should emphasise the ability to develop and refine these ideas independently. You may use AI for planning, idea development and research. Your final submission should show how you have developed and refined these ideas.	Explaining, unpacking, brainstorming, outlining, planning and initial research	Refining and developing own ideas for submission
3	AI Collaboration	AI may be used to help complete the task, including idea generation, drafting, feedback, and refinement. Students should critically evaluate and modify the AI suggested outputs, demonstrating their understanding. You may use AI to assist with specific tasks such as drafting text, refining and evaluating your work. You must critically evaluate and modify any AI-generated content you use.	Feedback, refining, editing and partial drafting	Critically evaluate and modify, retain unique voice and content ownership
4	Full AI	AI may be used to complete any elements of the task, with students directing AI to achieve the assessment goals. Assessments at this level may also require engagement with AI to achieve goals and solve problems. You will use AI extensively throughout your work either as you wish, or as specifically directed in your assessment. Focus on directing AI to achieve your goals while demonstrating your critical thinking.	Full drafting and sample response completion	Full oversight through prompting and clear, reflective documentation
5	AI Exploration	AI is used creatively to enhance problem-solving, generate novel insights, or develop innovative solutions to solve problems. Students and educators co-design assessments to explore unique AI applications within the field of study. You should use AI creatively to solve the task, potentially co-designing new approaches with your instructor.	Co-designing and innovating, novel insights and solution development, creative and exploratory relationship with thorough documentation and reflection	

Furze, L. (2024, August 28). Updating the AI assessment scale. Leon Furze. [Updating the AI Assessment Scale – Leon Furze](#)

(Source: BCE Curriculum Compass – 2026)

Appendix C – Veritas Conversation

What is a Veritas Conversation?

A Veritas Conversation is a short, supportive, individual chat with your teacher learning area leader after you submit an assessment. Your parents may be present for this conversation at your request. It's designed to:

- Confirm that the work you submitted is genuinely yours
- Check that you understand the content and skills related to the task
- Support academic honesty and fairness for everyone

What Happens in a Veritas Conversation?

During the conversation, your teacher might:

- Ask you to explain parts of your work
- Ask you to talk through how you approached the task
- Check your understanding of key ideas or methods used
- Ask for evidence of how you created and drafted your response

It's not a test — it's a chance to show that you've done the work and understand it.

Possible outcomes

Validated

- The student demonstrates clear understanding of the task and how the work was completed
- The student can explain their ideas, process, and decisions confidently
- No concerns about authorship or academic integrity
- Outcome: No further action required; assessment stands as submitted

Further Clarification Required

- The student shows partial understanding or struggles to explain parts of their work
- There are minor inconsistencies or gaps in their explanation
- May indicate over-reliance on external help or tools (e.g. AI, editing services)
- Outcome: Student is provided one period (60 minutes) to resubmit under supervision.

Concerns Identified

- The student cannot explain key elements of their work
- There is evidence or strong suspicion of academic misconduct (e.g. plagiarism, impersonation, excessive external input)
- Outcome: Only the work that has been verified as the student's own work will be marked and result awarded. Parent notified.