

Cavendish Road SHS: Years 10 – 12 Assessment Integrity & Responsible Use of AI Policy (Draft 27.02.26)

Purpose

To ensure that assessment evidence accurately reflects each student's own learning while explicitly teaching students to use Artificial Intelligence (AI) tools ethically, responsibly and transparently. This policy aims to:

- Always ensure students receive credit for their hard work with strategies in place to avoid authentication issues with submitted assignments
- Protects the validity and reliability of assessment
- Builds student capability in academic integrity
- Provides clear processes for identifying and addressing inappropriate AI use
- Aligns with Learning@Cav principles of feedback, reflection and student ownership.

Guiding Principles

- Student responses to assessment tasks must represent their own thinking and learning
- Generative AI is a tool that can support learning but cannot replace student authorship in assessment
- Students submitting checkpoints and a formal draft are essential safeguards for authenticity
- Teachers and Heads of Department use a variety of tools and strategies to support students to authenticate student work.

Acceptable vs Unacceptable AI Use

Acceptable Use: <ul style="list-style-type: none">• Brainstorming ideas• Clarifying concepts• Generating practice questions• Research starting points (not final answers).	Unacceptable Use: <ul style="list-style-type: none">• Submitting generative AI work as student's own thinking and original work• Misrepresenting AI-assisted work as one's own• Using generative AI to reduce word count to ensure your response is within the task word limit.
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Assessment Design Requirements — To ensure authenticity, all assessments should include:

Checkpoints <p>Some of the following:</p> <ul style="list-style-type: none">• Proposal or planning submission, graphic organiser• Annotated research notes• Tracking of student progress using Word / OneDrive• Teacher formal feedback on draft / conference.	Drafting Process <ul style="list-style-type: none">• Formal Draft submitted to Turnitin including to monitor for plagiarism and potential AI use• Notify student of any generative AI work detected• Discuss with the student how to resolve – re-do these sections. A re-write of generative AI text does not represent a student's own thinking and learning.
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Academic Integrity – All students complete the QCAA Academic Integrity Course by the end of February Year 11. This course is self-paced and divided into four parts:

1. What academic integrity is and why it is important
2. What academic misconduct is and how to avoid it
3. Developing effective academic practice of accurately representing contributions from other sources, including collaboration and content created using AI tools
4. Developing effective academic practice of ensuring all work submitted for assessment is original.

Authenticating student work

For school-based assessment, teachers make judgments to determine students' achievements. It is essential that these judgments are based on accurate and authentic assessment information. The school uses a variety of strategies to authenticate student work, which include:

- Allocating classroom time on a task so the teacher is familiar with each student's work in progress and can regularly monitor and discuss aspects of the work with students
- Requiring students to document specific stages of the development of work, e.g. topic choice, listing resources and conducting preliminary research in class
- Collecting digital copies of each student's work at regular checkpoints
- Collecting a formal draft of the assessment task for the purpose of providing feedback on student progress and for a preliminary verification of authenticity
- Submitting the formal Draft and Final assignment into Turnitin to monitor for plagiarism and potential AI use in place of students' own words.

Where these strategies flag issues with the authorship of the student work at the Draft stage, the teacher will share and discuss these issues with the student providing feedback on how to correct the identified issues prior to the Final assignment being submitted. Where the teacher is not able to resolve the issue with the student, the Head of Department will contact parents to discuss further.

Where the above authentication strategies flag issues with the authorship of the student work at the Final stage, either similar to issues at the Draft stage or with new authorship issues, the Head of Department will interview the student to give them an opportunity to demonstrate authorship and that the work submitted is their work. Where it is confirmed that a student has submitted work that is not their own, only the elements of task that are their own original work will be assessed against the marking guide. Contact with parents will be made to inform them of the situation.

It is intended that this supportive approach with students will assist them in developing effective academic practices and always ensure that the work submitted for assessment is their own.