

Section 57: Sancta Maria College Authenticity

Authenticity is the assurance that evidence of achievement produced by a learner is their own.

Teachers/Assessors must verify that the work submitted for an assessment has been produced by the learner. Assessors must consider (and manage) the potential for work to have been copied, borrowed from another learner, photocopied from a book or downloaded from the internet.

Assessment activities are publicly available to be downloaded from websites such as TKI and materials purchased from commercial suppliers and subject associations may have been quality assured by NZQA's Quality Assured Assessment Materials process. The QAAM does not assure authenticity. Managing authenticity for public source materials includes changing specific figures, measurements, or data sources, setting a different context/topic to be investigated or a different text to read or perform. Assessors must manage authenticity issues for all assessments regardless of source.

It is appropriate for learners to learn from others and to gather information from a variety of sources. However, assessors must be clear that the work to be assessed has been processed and produced by the learner.

Care must be taken to ensure that teachers or assessors do not assist learners to complete work for assessment. The assessed work must be the work of the learner including when performance is in a group context, or conditions allow for open book assessment. For example, whole-class brainstorming cannot include the answers to specific questions in an assessment but could include topics that learners then go on to research individually.

Further Authenticity Support – NZQA website

[NZQA Support Information for Authenticity](#)

Section 58: Preventing Use of Chat-GPT and/or Artificial Intelligence Generators:

Chat-GPT and other similar artificial intelligence (AI) tools can answer questions, provide advice on most topics in well-written English, write computer code, musical scores and more. As AI tools become more embedded into teaching and learning, faculties will need to decide on what stance they wish to take in each course, or in individual assessment standard, regarding the use of Chat GPT or other AI generative tools.

This should be communicated clearly to students **BEFORE** an assessment begins. It is recommended that teachers discuss the implications of using such tools at the beginning of the course or assignment. The following examples should then be written on the front of assessment cover page:

AI generative tools are NOT PERMITTED

In this assessment, you are prohibited from using generative artificial intelligence software such as ChatGPT or similar. You are expected to complete your assessments without assistance from others, including automated tools.

AI generative tools are PERMITTED WITH ACKNOWLEDGEMENT OR % amount.

In this assessment, you are allowed to use generative artificial intelligence software such as ChatGPT or other AI tools. However, you must acknowledge any such tools. If you use AI please include screenshots of all prompts and responses along with a reference to the tool used.

Suggestions to Teachers/HODs on how to check if you suspect AI has been used:

- Consider using AI detector tools. (Turnitin, AICheatCheck, GPT Zero)
- These are not 100% accurate and students are finding workarounds (Quillbot, Grammarly, wordtune) such as improved prompts as well as using paraphrasing tools to rewrite what the AI has created.
- Check whether references are correct and accurate. AI software can sometimes insert references that have no relation to the task or are even made up.
- Check for a 'referencing' i.e., a range of references or obscure references that a student wouldn't normally access.
- Check that quotations appear in the referenced material.

Preventing Use of Chat-GPT and/or Artificial Intelligence

Generators:

Suggestions to limit the opportunity for students to use AI:

- Set reflective tasks – Describe three key skills we have learnt so far this term. How have you applied them to solve X problem?
- Set application of questions that connect to self and the task (example: Wider implication for self, family)
- Have students use specific quotes and apply to specific situations or Achievement standard.
- Have students use personal examples and experiences or local context of application.
- Set tasks that use knowledge or texts you have used in class – Using the texts shared with you during this topic, explain...
- Set tasks that involve both written and oral components.
- Set regular, small, low-stake in-class assessments that can either count as a partial grade or allow you to recognise your student's voice and writing capabilities.
- Complete assessment in classroom lesson on paper giving small, scaffolded questions per hour. Then students hand in at end of lesson. Use text to type applications (PDFsimpli) to convert written work to text if students writing is not easy to read.

Consider that if the assessment can be answered using AI then was the question worthy of being asked?

Key principles of authenticating assessment:

- Use your knowledge of your students and their learning knowing a student's capability prior to any assessment submissions is key.
- Fit your authenticity measures to the student, and the standard, and the circumstances. If in doubt, follow up – conference with the student ask them to explain their assessment verbally and consult with colleagues.

A mix of different authenticity processes may be used, including:

- Tracking student progress towards the completion of assessments using milestones or checkpoints, rather than relying on a single point to measure authenticity. Short tests, homework collected over a term.
- Using office 365 or google docs to track when students have accessed their assessment and if large bodies of work have been added in a small period of time, sharing of documents can also be monitored by using these tools.
- Using digital tools such as revision history to monitor work in progress (use the Assignment function in Teams to make this easier)
- Talking with the student to check their understanding of what they have submitted before awarding a final grade.

Preventing Use of Chat-GPT and/or Artificial Intelligence

Generators:

When you are still getting to know your students:

- Your knowledge of your students is a fundamental tool for maintaining authenticity. If you don't know your students well enough yet to recognise their authentic work, consider what other sources of information may be available. For example – verbal questioning, related evidence from class work and drafts.
- Assessment opportunities should be part of a coherent programme of learning and assessment that displays rather than one-off events. This allows you to judge when students are ready to be assessed.

Step by Step Procedure if Academic Misconduct is suspected:

1. If there is a question about authenticity, then the class teacher shows the suspect work to the Curriculum Leader (Head of Department).
2. The Curriculum Leader (Head of Department) will collect all supporting data and collate and outline areas of discrepancy and gather all possible evidence.
3. Curriculum Leader (Head of Department) will complete academic misconduct form.
4. The HOD or teacher of student will interview the student and decide about whether Academic misconduct has taken place and if so the level/severity of Academic Misconduct.
5. The HOD will give the completed forms to the principal's nominee during a meeting to discuss next steps.
6. The student will meet with the Principal's Nominee and the student will be given an opportunity to explain the HOD's/Teacher's findings and whether there is a fair explanation and the level of intent by the student (intentional or unintentional).
7. The student, Curriculum leader (Head of Department) and parents will be informed of the final decision.
8. Formal letter sent to parents and student if the student has performed academic misconduct.
9. Academic misconduct form is signed by the student, HOD and Principals nominee.
10. Students may use the appeals process if they want to query the decision of the Principal's Nominee. The process will then be completed by SLT and complete an investigation and interview the student.
11. If no appeal or after appeal student is still accused, the students name and type of misconduct will be added to an Academic Misconduct Register (Only seen by Principals Nominee and Data Manager)

The penalties for academic misconduct are scaled on three levels of academic misconduct. Please refer to Academic Misconduct Matrix for full description.

Section 59: Sancta Maria College Strategies used to ensure authenticity include:

Overall Ideas to manage student Authenticity:

- Modifying assessments available from publicly available sources
- Changing the context of the assessment from year to year
- Supervising the research process by including regular checkpoints
- Requiring plans, resource material and draft work to be submitted with the final product.
- Keeping on-going work on site
- Oral questioning to confirm a student's understanding or requiring a repeat performance where there is doubt.
- Being familiar with or controlling the resources available
- Students work within lesson and drafts work is submitted to teachers.
- Controlling group work by breaking the task into group and individual components
- Requiring a signature on an authenticity statement to highlight the issue for both parents and students.

Field trips and research-based work:

- Changing the context or content for assessment from one year to the next so that students cannot use material from a previous year, for example, biology field-trip wetlands context one year, seashore the following.
- Retaining student work for at least a full calendar year so that work cannot be copied.
- Collecting notes taken at the end of a field trip and redistributing these for writing up to ensure the write up is the student's own.
- Keeping on-going work on site.
- Specifying and being familiar with the resources/websites from which the research will be done.
- Restricting use of reference material to class time.
- Verification of research carried out by an authorised offsite person (e.g. librarian)

Group work:

of students working in groups should only be carried out when no other method is practicable. The following practices will increase authenticity when group work is necessary:

- Breaking the assessment down into its component parts and separating the group aspects from individual written parts (e.g. conduct an experiment in groups of three, write up independently under test conditions).
- Each student independently signing an attestation sheet that all members of a group did or did not contribute to the activity. If doubts are raised, a 'call back' is used (see below).

Sancta Maria College Strategies used to ensure authenticity include:

Modifying assessments Assignment work

- Regular checking/conferencing with students as part of regular teaching and noting progress made so that later a typical or unexpected performance can be checked. Monitoring the research process by setting dates for regular checkpoints (milestones), for example, handing in a work plan at an early stage, first draft completed, final product. These dates should be listed on the assignment given to students.
- Where possible teachers keep copies of drafts before the final piece of work is submitted.
- Requiring plans, resource material and draft work to be submitted with the final product.
- Students should acknowledge all resources used.
- Where a final performance produces results that raise suspicion in a teacher's mind, a
 - 'call-back' may be used where the student is asked to do any or all of:
- Repeating the performance, for example, manipulate data using a computer.
- Describing the processes followed, for example, describe the website visited and the information gathered (or repeat steps taken under observation)
- Providing evidence that they did carry out a particular process, for example, confirmation from a local resident that they were interviewed.

Single assessment events: (Test, Exam, Performance)

- This involves carrying out the assessment under examination, test conditions or performance conditions and includes some or all of the following:
- Active supervision of group by assessor
- Separating students
- Talking and no student interaction permitted
- No reference to other materials, including electronic devices unless expressly permitted.
- Supervisor/teacher notes student's movement or any issues with equipment
- All Test and Exams must follow exactly same as NZQA external assessment conditions.