



Cambridge High School – Authenticity of Student Work Guidelines

NZQA define authenticity as “*the assurance that evidence of achievement produced by a learner is their own.*” Schools must manage authenticity of student work and have written procedures in place to follow where possible breaches of assessment rules are identified. Written procedures must be based on the principles of natural justice; any student who is identified as breaching assessment rules has the right to:

- A fair process and decision-making
- Be informed
- Participate and be heard
- Privacy

The Aakonga Guidelines for National Assessment 2023 set out CHS policy for Assessment Rules and Authenticity (page 11). These guidelines are an addendum to the current written policy and relate to possible breaches of assessment rules by the use of Artificial Intelligence (AI) tools. These Authenticity of Student Work Guidelines apply to all work produced by CHS students from Year 9 to Year 13, regardless of whether their work is being used for NCEA assessment purposes.

a) Use of AI tools in the classroom

AI generators such as ChatGPT, Magic Write and Moonbeam are powerful tools that are coming into common use in education and industry, as many professions engage with the ways this tool can assist with their work. Rather than blocking the use of these tools, we aim to educate our students on their appropriate use. We acknowledge that they are easily accessible and can be potentially useful in supplementing learning. Valid uses could include providing an introductory level of understanding of a topic, producing basic research results on themes or ideas or producing answers to questions when studying in the way you would otherwise use an online tutor.

In the event an AI generator has terms of use, these terms of use must be followed by all CHS staff. For example, OpenAI [terms of use](#) state “You must be at least 13 years old to use the Services. If you are under 18 you must have parent or legal guardian’s permission to use the Services.”

CHS policy is that teachers and students may use AI generators as part of the teaching and learning process; if their use is in accordance with the AI generator’s terms of use. Any parental consents for use of AI generators must be approved by the Principal’s Nominee. If all terms of use are met, and AI generators are to be used, clear instructions for student use must be approved through consultation with the Head of Faculty and Principal’s Nominee.



Expectations around referencing of work vary by Achievement Standard therefore clear expectations for referencing in assessed work will be set out by the teacher in adherence to the *Cambridge High School Referencing of Work* policy.

As overall professional judgement will underpin our decisions around authenticity, it is important that teachers keep evidence of each student's own work prior to completed assessments as this will be used as a baseline measure.

b) Nature of assessments

To help manage authenticity of student work, teachers are encouraged to review the way in which assessments are run. Examples could be:

- Provide tasks which require students to write more about their own personal reflections on a topic;
- Use a variety of assessment methods which do not solely rely on written text. For example, classroom participation, oral presentations, group work, ongoing projects / tasks completed within the classroom;
- Establish set checkpoints where student progress can be monitored and feedback given. It is recommended that copies of checkpoint submissions are retained by staff so that comparisons between the checkpoint(s) and final submission document can be made where there are concerns over authenticity of student work; and
- Where written work is required, limit the opportunities for students to complete their work to within the class time provided.

For any assessments, research topics or questions requiring longer responses (for all Years 9 to 13), changing / updating the tasks regularly is required so that previous student responses and NCEA exemplars cannot be used or integrated into current student responses.

It is also important that student work is only produced through their CHS accounts on OneDrive / Teams. This protects the student in the event of work being lost and allows the school the ability to electronically monitor the progress of the student's work.

c) Breach of Authenticity Procedures

Where possible breaches of assessment rules relating to authenticity are identified, the following process must be followed:

1. Apply teacher judgement in the first instance. Where there are concerns work submitted is not a student's own work:
 - a. The classroom teacher should review the work submitted and compare it to the baseline evidence collected on the individual student's performance.
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Sources used could include classwork, checkpoint submissions, class participation and / or the student's prior year work from within the subject area. Prior years' work can include checkpoints and submitted work for measuring consistency and likely progression over the timeframe. The submitted work of concern can also be compared to work that would be expected of a student working at that level, for example measuring against NZQA exemplars and subject association resources;

- b. The submitted work is peer reviewed by another subject specialist who is confident in assessing students at the required level;
- c. The Head of Faculty is notified of the investigation by the classroom teacher and its outcome is recorded by the HoF on the Faculty Breach of Authenticity Investigation Document.

Under the principles of natural justice, students have the right to privacy. Therefore, any investigation of student work is confidential and must not be discussed outside of those teachers who are part of the investigation. **Students must not be approached by teachers about any authenticity concerns at this stage.**

2. If further investigation is deemed necessary by the Head of Faculty:
 - a. The HoF may source baseline work from other subject areas to compare the student's submitted work against;
 - b. The student's work can be run through one of the following sites:
 - ChatGPT itself
 - <https://demo.aicheatcheck.com/>
 - AI Writing Check <https://aiwritingcheck.org/>

In the event other AI checking tools are deemed more appropriate by the school, they will supersede the above sites.

Screen shots of all work run through these sites and the results must be retained as evidence which could be used in reaching a conclusion on whether it is likely that authenticity has or has not been breached.

3. Where the HoF has concluded, based on the evidence gathered, that a breach of authenticity by a student is likely to have occurred, their concerns must be raised with the Principal's Nominee for consideration.
 4. If the HoF and Principal's Nominee deem that it is likely there has been a breach of authenticity in student work, the student will be interviewed by the HoF / Teacher in Charge (TIC) and Principal's Nominee to discuss the concerns.
 5. Following a full and fair investigation, the Principal's Nominee will notify the student of the outcome. The following steps will then be taken:
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- a. If authenticity is deemed not to be breached – the appropriate grade will be awarded, a note of the investigation outcome plus all supporting evidence will be retained by the Principal’s Nominee but no record of the investigation will be made on KAMAR.
- b. If authenticity is deemed to have been breached – Not Achieved will be awarded, a note of the investigation outcome plus all supporting evidence will be retained by the Principal’s Nominee and an entry will be made on KAMAR. Parents may be informed of the situation.

Students have the right of appeal against the Not Achieved grade, in accordance with the Authenticity of Student Work 2023 document. Any appeal must be made within seven days of receipt of the notification that credits will not be awarded.

The CHS Concerns and Complaints Process should be followed in the event the student or their caregivers wish to further question the outcome or process followed.
