Assessment Policy and Procedures

JUNIOR: Years 7, 8 and 9
SENIOR: Years 10, 11 and 12

I have read and understood the College's *Assessment Policy and Procedures* document regarding student procedures. I understand that this policy applies to all students across Years 7 – 12 in all subjects I will undertake at St John's College.

SIGNATURE: _____

NAME: _____

COLLEGE ASSESSMENT POLICY: At St John's College, students will be given clear guidelines of the expectations regarding assessment to enable and support them to comply with Queensland Curriculum and Assessment Authority (QCAA) requirements, syllabus guidelines and school work programs.

These guidelines are created and applied in the context of the Gospel values of justice, fairness, equity, compassion and understanding to maximise students' learning and their potential for success. This document has been developed from a process of extensive community consultation and with reference to the following Queensland Curriculum and Assessment Authority (QCAA) endorsed documents:

- QCE and QCIA policy and procedures handbook 2019 for senior secondary schools (relevant sections have been included in Appendix 2 of this document)
- ACARA Student Diversity provisions (available through https://www.acara.edu.au/curriculum/student-diversity)

Parents and Students should make themselves familiar with these documents to ensure that they are able to meet the academic requirements for progression. It should be noted that whilst this school-wide policy has been designed to meet the requirements of the QCAA Senior Schooling System, the College does reserve the right to use substantial discretion in implementing this policy throughout Years 7 – 9.

MAIN CONTACTS:

- Class teachers - for initial information about assessment policies and procedures.

- Curriculum Leaders – for the application and approval of any Access Arrangements and Reasonable Adjustments (special provisions) relating to assessment across all year levels. (Note that Curriculum Leaders are the only people who can approve such adjustments, along with members of the Senior Leadership Team as required).

- Pastoral Leaders, College Counsellor and College Learning Support Staff – for assistance in liaising with teachers and Curriculum Leaders and assistance in obtaining the required supporting documentation to accompany applications for Access Arrangements and Reasonable Adjustments. (Note that whilst these people can assist, the Curriculum Leaders are the only people who can approve such adjustments, along with members of the Senior Leadership Team as required).

GENERAL SUMMARY OF STUDENT ASSESSMENT EXPECTATIONS AT ST JOHN'S COLLEGE.

(Please note that individual departments may also have additional expectations for students in those specific subject areas. Students and parents will be informed of these as necessary)

1: BEFORE ASSESSMENT IS DUE

Students are expected to:

a) Obtain a task sheet for each assessment item from their teacher and maintain safe possession of this until submissions are due.

b) consult with their teacher **BEFORE** the task is due to clarify what is expected and required of them.

c) be seen to be working in class on tasks (both indirectly and directly related to the assessment). It is not acceptable to say that all of their work is being completed at home.

d) conference plans and edited drafts with their teacher within set time frames if relevant to particular subjects.

e) be prepared to submit a hard copy of their draft to be stored on file at a **specific CHECK DATE** in the development stage of the assessment and be prepared to show evidence of sufficient work if requested.

f) be aware that parents will be contacted if there are concerns regarding student progress.

g) keep copies of all their brainstorming, plans, notes, drawing and drafts etc in a safe place for final submission of assessment task.

h) be expected to save their work in at least two different spaces. One of these **MUST** be in their **OneDrive** (or similar) account; the other may be on a portable storage or expansion device (eg USB or portable hard drive or on their laptop computer).

2: SUBMITTING ASSESSMENT ON TIME

Students are expected to:

a) submit their work on time as specified on the task sheet, through both a hard copy and through the online Turnitin program.

b) be aware that the online Turnitin program will allocate the actual date and time of their submission. If their work is submitted to Turnitin after the due date and time, their drafts or progress work may be marked **as the final piece** as per the College's Assessment Policy (see below).

c) be aware that malfunction of computer equipment is NOT an acceptable excuse for non-submission of any work,

including notes and drafts. (***See Point 1h above.***)

If students are NOT able to meet the general submission requirements applied to all students, they may be entitled to apply for special provisions. In order to do this, they will need to satisfy the relevant Curriculum Middle Leader that they meet the criteria to be entitled to Access Arrangements and Reasonable Adjustments. Whilst all discussions in relation to these areas would be held with the relevant Curriculum Middle Leader, the guidelines below provide a general overview of what could be expected from students:

a) if additional time is required to complete non-examination work, they are expected to follow appropriate procedures and request extensions prior to the due date. *See Point 3: Assessment Extension* for further details.

b) If a student is absent on the due date for any assessment piece, without notification before the absence to the Curriculum Middle Leader, they would be expected to have supporting documentation available from an outside provider (for example, medical certificate) to explain the absence. In circumstances such as this, Curriculum Middle Leaders will outline submissions requirements, which could be:

(i) complete the task immediately upon returning to school (particularly with Years 10, 11 and 12 examinations, practical work, spoken and multimodal tasks) or as soon as possible if a more suitable time is able to be negotiated with the Curriculum Middle Leader.

(ii) submit an electronic copy of their work by 9.00 am on the day the assessment is due, and they must then submit a hard copy upon immediate return to school.

(iii) drafts or progress work may be marked as the final piece of work.

(iv) parents will be contacted in all situations to organise any Access Arrangements and Reasonable Adjustments.

(v) If there is a complete non-submission of any assessment piece, the student can be deemed to have failed to complete course requirements for the semester. This may have an impact on future subject choices and the ability of College staff to provide results for this subject. Additionally, for Years 10, 11 and 12 students, the inability to make a result judgment according to QCAA policy requirements could have an impact on the credits which a student will accrue towards their QCE, QCIA and ATAR results.

3: ASSESSMENT EXTENSION

In extenuating circumstances, and in accordance with the provisions for Access Arrangements and Reasonable Adjustments, an extension may be granted **prior to the due date**. Only in unexpected circumstances will an extension be considered within 24 hours of the due date. **Permission for extension can only be granted by the Curriculum Middle Leader for the relevant subject area**.

Students are expected to:

a) collect a ***Request for Access Arrangements and Reasonable Adjustments Form*** from the office, the College

website or Parent Portal. All students will be emailed this form at the beginning of the school year. (Appendix 1);*and*

b) complete the student section of the form with detailed reasons for the extension; *and*

c) attach supporting documentation, such as a parent letter with supporting documentation (Years 7, 8 and 9 only) or evidence from an outside provider - for example, doctor's certificate (For Years 10, 11 and 12, all applications must have evidence from an outside provider); *and*

d) submit the form to the Curriculum Middle Leader of that subject area for their consideration and decision.

NOTE – Submitting a Request for Access Arrangements and Reasonable Adjustments Form does NOT guarantee that alternative arrangements will be approved. All applications are assessed on merit by the Curriculum Middle Leaders before advising of a final decision. For Years 10, 11 and 12 students, some requests for Access Arrangements and Reasonable Adjustments will require QCAA approval. Whilst the school can submit applications, there are no guarantees that the QCAA will approve any special provisions (for example, the QCAA has indicated that it will not recognise an absence for a student to go on a family holiday as a valid reason to miss submitting assessment.)

4: SUBMITTING ASSESSMENT

Students are expected to:

a) provide plans, notes and drafts as evidence of progress in completing assessment items, even if these are not clearly stated as part of task conditions. These must clearly support ideas and research in the written work.

b) accurately complete and sign a subject specific authenticity statement, where applicable.

c) reference all their research work correctly using APA Referencing (see Diary for examples) or specific subject requirements. For other work, sources must be verified.

d) take responsibility to ensure they have a task and criteria sheet which is to be submitted with the final hard copy assessment task. Copies of assessment tasks will be stored on the St John's College School Portal and/or emailed to students' BCE email addresses.

e) print off the hard copy of their assessment task **PRIOR** to the beginning of the class unless otherwise negotiated with the subject teacher.

f) ensure that all assignment work (including spoken transcripts) is submitted in both a **HARD COPY** and an **ELECTRONIC COPY**:

❖ The **HARD COPY** of the assessment must be directly submitted **to the teacher for whom it is intended** as the assessment will be counted as not submitted if it is lost or misplaced, due to being submitted to anyone other than the appropriate teacher.

❖ The **ELECTRONIC COPY** of the assessment must be submitted through the online Turnitin program by the due time and date as outlined on the task sheet. Students must also be able to provide teachers with an electronic copy if requested by the subject teacher.

g) be aware that if they send an assessment by email to their teacher, it is their responsibility to check if an assignment has been received and they may be required to provide proof of the time and date that the original email was sent.

h) be aware that if assessment is emailed to their teacher, this may not be graded if it is not submitted through the online Turnitin program **and** if students do not submit a **hard copy** with attached task and criteria sheets.

5: SPOKEN / MULTIMODAL ASSESSMENT TASKS

NOTE – All department areas which undertake spoken / multimodal assessment tasks will provide students with an outline of that department's expectations in relation to this type of assessment well before due dates for any such assessment pieces.

In most circumstances in most departments, students could be expected to:

a) submit a copy of the outline or transcript (according to task conditions) through the online Turnitin program by the due time and date and provide an identical copy to the teacher on or before the due date.

b) submit task and criteria sheets, with transcripts and documentation on the due date regardless of the date of presentation.

c) present on the set date as designated by their teacher. Spoken assessment may sometimes occur over a few days due to timetable restrictions. However, students may be notified of their individual set date in some tasks.

d) be aware that they are not permitted to view other students' presentations until they submit their transcript.

e) discuss with their teacher AND the Curriculum Middle Leader if they feel unable to meet the presentation requirements for these types of assessment pieces (examples could include verified anxiety about presenting in front of a group or diagnosed speech difficulties). In such cases, students will be required to submit a *Request for Access Arrangements and Reasonable Adjustments Form*, with appropriate evidence, for the Curriculum Middle Leader to approve. **This MUST be done AT LEAST ONE WEEK BEFORE THE DUE DATE for non-written pieces.**

f) meet any alternative arrangements which are decided by the Curriculum Middle Leader, in consultation with other relevant stakeholders as needed. These will be advised to both the student and their parent/s. For Years 10, 11 and 12 students, some requests for Access Arrangements and Reasonable Adjustments will require QCAA approval. Whilst the school can submit applications, there are no guarantees that the QCAA will approve any special provisions.

6: EXAMINATIONS/ASSESSMENT DATES AND TIMES – SENIOR STUDENTS.

Years 10, 11 and 12 students have very strict requirements from the QCAA to meet in order to obtain credits towards their Senior studies. These include the completion of all assessment in a manner which is comparable to other students in the course. Students are expected to:

a) complete **subject** examinations and assessments on the scheduled date **and** at the scheduled time.

b) complete a *Request for Access Arrangements and Reasonable Adjustments Form* if they are unable to complete assessment at the designated time. This **MUST** be done **PRIOR** to the scheduled date of the assessment or examination. Students must support this request with a **medical certificate or other formal documentation from an outside provider.** Consideration will be given to the student's academic application by the Curriculum Middle Leader when considering such requests. Students must then adhere to the alternative negotiated date and/or time for the missed assessment and/or examination item. Repeat requests for alternative dates will be monitored. For Years 10, 11 and 12 students, some requests for Access Arrangements and Reasonable Adjustments will require QCAA approval. Whilst the school can submit applications, there are no guarantees that the QCAA will approve any special provisions (for example, the QCAA has indicated that it will not recognise an absence for a student to go on a family holiday as a valid reason to miss examinations.)

c) be aware that Queensland Curriculum and Assessment Authority (QCAA) Policy will be applied if a student misses an assessment or examination without a medical certificate or other formal documentation.

d) Complete the task immediately upon returning to school or as soon as possible if a more suitable time is able to be negotiated with the Curriculum Middle Leader.

7: EXAMINATIONS CONDITIONS

Under the new Senior Schooling System being implemented in Queensland from 2019, External Examinations will be an important area of assessment in many subjects. In preparation for the expectations of these requirements, all students and teachers – in all year levels - should adhere to the following formal examination conditions:

a) No student is permitted to leave the examination room during an examination without teacher supervision.

b) No student is permitted to leave the examination room prior to the set finish time.

c) Students are not permitted to communicate with other students during the examination. If a student wishes to communicate, he/she must raise his/her hand and speak to a supervisor.

d) Students are not permitted to borrow equipment from other students during the examination.

e) Students must only bring the designated equipment specified by the Curriculum Middle Leader or teacher into the examination room. All other bags, books, computers, phones, wallets or other personal belongings **MUST** be stored in a student's locker prior to entering the examination room.

f) Students must bring all necessary equipment into the examination room in a clear plastic bag.

g) Mobile phones and any other electronic devices are prohibited in the examination room. Any student found with such a device, **turned on or off**, will be deemed to have broken examination rules.

8: ENSURING ACADEMIC INTEGRITY OF STUDENT WORK

Students are expected to:

a) consult with their teacher, diary or librarian for guidelines on referencing (APA Referencing Guidelines) and creating bibliographies / reference lists.

b) accurately complete and sign a subject specific academic integrity statement, where applicable.

c) be able to always show and explain their planning and process work in the classroom leading up to an assessment, as proof of academic integrity. This could include their planning, note taking, design, composition, analysis, online tutoring print outs, proofreading and editing of all assignment work.

d) ensure that they can produce clear evidence to authenticate their own work.

e) complete any required QCAA Online Courses relating to Academic Integrity (Years 10, 11 and 12 students only) by due dates.

f) Complete all assessment items – both examinations and other assessment types – in a manner which conforms to the Academic Integrity requirements outlined by both the QCAA (See Appendix 2) and College requirements.

9: PLAGIARISM

Plagiarism is a specific type of Academic Misconduct and is unacceptable at St John's College.

The QCAA paper "Strategies for Authenticating Student Work" states*: "Plagiarism involves students submitting the work of others as their own, without appropriate acknowledgement or referencing of the original work."*

Students are expected to be aware that plagiarism can include:

a) word-for-word copying of phrases, sentences or paragraphs from one or more sources without acknowledgement

b) closely paraphrasing sentences or paragraphs from one or more sources without acknowledgement

c) using another person's ideas, work or research data without acknowledgement

d) copying computer files in whole or in part without indicating their origin

e) submitting work which has been produced by someone else on the student's behalf as if it were the work of the student

f) producing work in conjunction with other people (other students, a tutor, parents) when it is purported to be the student's own independent work.

Students will be subject to one or more of the following penalties depending on the nature and extent of the plagiarism. These penalties will apply where plagiarism is suspected and the student cannot immediately produce their plans, drafts, designs or compositions in support of their work (see Section 8 above). These penalties, suggested in the QCAA paper on "Strategies for Authenticating Student Work" help to ensure that the grade awarded is fair and equitable, not only for the student in question, but for all students.

If a student CANNOT authenticate their own work or if plagiarism is suspected, students will be:

a) requested to provide further evidence of similar achievement through the submission of additional work; **and/or**

b) required to provide extra responses to tasks, under conditions considered necessary to ensure authenticity of

student work; **and/or**

c) assessed only on student-authored work: the plagiarised portion of the assessment will be notionally deleted from the work; **and/or**

d) requested to submit a completely new response, which capitalises on the earlier learning. This could involve a change in one or more of the following: purpose of the new task; subject matter of the new task; roles and responsibilities of people involved in the new task; mode of the new task (eg from writing to speaking); or medium of the new task (eg transforming material for audio or visual)

e) For students undertaking Internal Assessment pieces in Units 3 and 4 in Senior Schooling, plagiarism could mean that no marks are able to be allocated for some, or all, of the designated requirements in that assessment piece.

10: MENTAL HEALTH AND WELL-BEING

St John's College acknowledges that student mental health and well-being are important areas of consideration in ensuring students are able to suitably complete their Senior School studies. There are special provisions available for the completion of assessment in such circumstances where these issues are identified. These can be accessed by completing the Request for Access Arrangements and Reasonable Adjustments Form.

Students would be expected to:

a) provide evidence of the mental health issue **in advance of the due date**. Such evidence can be presented to Curriculum Leaders / Pastoral Leaders / Counsellors / AP. It must meet the QCAA requirements including:

- A specific statement detailing the mental health condition (e.g. anxiety; depression);
- The date medical treatment for this condition commenced;
- The nature of on-going treatment (e.g. Mental Health Plan being enacted; medication)

b) work with Curriculum Leaders (and other staff) to implement alternative / adapted conditions to complete required assessment in order meet QCAA requirements for obtaining an Exit Result.

c) understand that, for Years 10, 11 and 12 students, some requests for Access Arrangements and Reasonable Adjustments will require QCAA approval. Whilst the school can submit applications, there are no guarantees that the QCAA will approve any special provisions.

10: SUPPORTING DOCUMENTATION

In line with the requirements of the QCAA, all supporting documentation from outside providers for Requests for Access Arrangements and Reasonable Adjustments should include the following information where possible:

- the illness, condition or event (including details of a diagnosis, date of diagnosis, onset or occurrence)
- symptoms, treatment or course of action related to the condition or event
- explanation of the probable effect of the illness, condition or event on the student's participation in the assessment
- for non-medical claims, written evidence from a relevant independent professional or other independent third party, such as a witness or police report.

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REQUEST FOR ACCESS ARRANGEMENTS AND REASONABLE ADJUSTMENTS FORM.

Any request for Access Arrangements and Reasonable Adjustments should initially be discussed with and the request submitted to students' subject teacher. **This should be done:**

(a) **For Years 7, 8 and 9 students - A MINIMUM OF 24 HOURS prior to the indicated submission due date for an assessment.**

(b) **For Years 10, 11 and 12 students - A MINIMUM OF 72 HOURS prior to the indicated submission due date for an assessment (earlier submission will be required if QCAA approval is needed).**

(c) **For any assessment item involving spoken or multimodal presentations – A MINIMUM OF 1 WEEK prior to the indicated submission due date for an assessment (earlier submission will be required if QCAA approval is needed).**

Any request for an extension of time on the due date is not appropriate, unless there are unexpected and unavoidable medical reasons for such a submission.

Students should be able to show some evidence of a willingness to complete the assessment by the indicated submission date (e.g. notes, first draft, etc.). Final approval of any Access Arrangements and Reasonable Adjustments will be made by the relevant **Curriculum Middle Leader** in consultation with the **subject teacher**.

A record of this application will be kept on file and recorded in the College's AARA Database. For students in Years 10, 11 and 12, please note that this information may also be uploaded into the QCAA Student Management System and will be accessible by QCAA staff.

STUDENT'S NAME: ....

SUBJECT: ....

SUBJECT TEACHER: ....

Date assessment issued: .... /……………. /…………. Date assessment due: ……………/…………….. /………………..

Assessment Task: ....

Reason(s) for Request for Access Arrangements and Reasonable Adjustments:

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Supporting evidence:

All applications must be accompanied by suitable evidence from an outside provider to be considered. (Note – For Years 10, 11 and 12 students, all supporting evidence must fully meet QCAA guidelines before approval can be considered)

Supporting evidence is attached: Yes / No

If No: Supporting evidence available from: Year Level Leader   Assistant Principal   Deputy Principal   Counsellor

Signed (person holding the evidence): …………………………………………………………………….. Date ……../……../……….

Access Arrangements and Reasonable Adjustments being requested:

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Signed – Student: ………………………………………………………………… Date: ……………... / ……………………/……………….

Parent/Carer: …………………………………………………………………… Date: …………..../ …………………/…………………

APPENDIX 2 – SECTIONS 6 AND 7 OF QCE AND QCIA POLICY AND PROCEDURES HANDBOOK 2019.

(Further information is available from https://www.qcaa.qld.edu.au/senior/senior-qce)

QCE and QCIA policy and procedures handbook 2019 v1.0

For senior secondary schools

October 2018

6 ACCESS ARRANGEMENTS AND REASONABLE ADJUSTMENTS (AARA)

The Queensland Curriculum and Assessment Authority (QCAA) recognises that some students have disability, impairment and/or medical conditions, or experience other circumstances that may be a barrier to their performance in assessment. Access arrangements and reasonable adjustments (AARA) are designed to assist these students.

AARA minimise barriers for eligible students to demonstrate their learning, knowledge and skill in assessment. Schools use the information in this handbook to inform their decisions about appropriate adjustments and arrangements for Applied, Applied (Essential), General, General (Extension), Short Course and Senior External Examination assessments.

Access arrangements are action/s taken by the school so that a student with an eligible impairment that may not be covered by the definition of disability can access assessment. Reasonable adjustments are action/s taken by the school so that an eligible student with impairment as a result of disability and/or medical conditions or experiencing other circumstances creating a barrier to the completion of assessment can be assessed.

The *Disability Discrimination Act 1992* (DDA) and the Disability Standards for Education 2005 (DSE) seek to eliminate, where possible, discrimination against people with disabilities.

Compliance with these documents ensures students are provided with opportunities to realise potential through participation in education and training.

The application of AARA to student assessment is based on the functional impact of the condition for which AARA are sought. Students with the same condition may experience highly varied impacts on their education, and their ability to demonstrate their learning, knowledge and skill in assessments. To this end, this section does not include examples of every possible circumstance for AARA; it provides information for schools to make decisions to support their students' needs.

The QCAA encourages schools to develop a school-based AARA process that supports the early identification of students with existing long-term and chronic conditions so that schools and students can confidently negotiate and implement AARA according to the guidelines. Similarly, adjustments required due to temporary medical conditions or injuries should be identified and managed as soon as possible to enable access within assessment timelines.

6.1 PRINCIPLES

The following principles inform the decisions schools make about AARA.

- Consultation — Decisions are made in consultation with the eligible student and, when appropriate, parents/carers, relevant school staff and the QCAA. Schools ensure they maintain respect for the dignity and privacy of the student, parents/carers and associates throughout the application and implementation of AARA.
- Timeliness — AARA are planned and negotiated as early as possible so that eligible students are supported appropriately to participate in, and complete the requirements for, a course of

study and assessment. Schools identify and minimise barriers that prevent students from demonstrating their current knowledge and skills. Reasonable adjustments are made to assessment conditions to make assessment accessible for all students (see DSE s. 3.4) so that students have opportunities to demonstrate the assessed knowledge and skills.

- Standards-based assessment — The relevant exit or reporting standards are used to make judgments about student achievement. The school is required to maintain the intent and rigour of assessment and any other requirements or components that are inherent or essential to a course of study (see DSE s. 3.4). Assessment standards and instrument-specific marking guides (ISMGs) are used to make judgments about student work and are not modified. Actual achievement is assessed using evidence provided in student responses, rather than perceived ability or potential achievement.
- Effects of AARA — Schools consider the effect of AARA on the student, including the effect on the student's ability to achieve learning outcomes, participate in courses of study and the effect on their independence and demonstration of their knowledge and skills. Students should have opportunities to demonstrate a response to assessment that is their own work. AARA are applied on a case-by-case basis with both the individual student needs and the assessment technique or task taken into consideration. Schools consider the identified disability, impairment and/or medical condition and the functional impact on the student's capacity to undertake particular requirements of an assessment. A student may not need or want adjustments for some assessment techniques or instruments, or may need different adjustments in different assessments.
- Flexibility — Schools review the AARA provided and assess whether changes are needed over the duration of a student's schooling to allow for the changing needs of the student over time.

Schools make decisions about AARA for Units 1 and 2. They ensure that for Applied, Applied (Essential) and General subjects the AARA implemented for an eligible student for assessment in Units 1 and 2 are aligned to those that are available for summative assessment in Units 3 and 4. The provision of AARA for assessment in Units 1 and 2 by a school is not a guarantee that students will be provided the same access or the same adjustments for assessment in Units 3 and 4.

6.2 ROLES AND RESPONSIBILITIES FOR AARA

Under the Australian Government's Disability Standards for Education 2005 (DSE), educational authorities such as the QCAA, and education institutions such as schools, learning providers and school registered training organisations (RTOs) are obliged to make access arrangements and reasonable adjustments (AARA), and are responsible for consulting with students and parents/carers about AARA.

6.2.1 SCHOOLS

Each school is responsible for administering assessment within the requirements of the relevant syllabus and meeting quality assurance processes for Applied, Applied (Essential), General and General (Extension), General (Senior External Examinations) subjects and Short Courses. In making decisions about AARA, schools are required to consider what access arrangements or adjustments to assessment conditions are reasonable in the context of the eligible student's disability, impairment, medical condition or circumstances.

For each application, AARA are considered for all the student's enrolled subjects. AARA may vary by subject depending on the assessment requirements of the subject.

Schools:

- check the accuracy of information supplied in the AARA application (see Section 6.5: Application and notification process)
- consider whether a student's application for AARA is consistent with eligibility requirements and clarify with QCAA officers as required complete the online application and submit supporting documentation by the due date via the QCAA Portal
- advise the student, parents/carers and assessment supervisor of any principal-reported and QCAA-approved AARA, including providing them with any written notifications from the QCAA.

The principal or principal's delegate may identify a suitable school staff member for managing applications for AARA.

For external assessment, when a student is enrolled with more than one learning provider, the main learning provider is responsible for submitting the application for AARA on behalf of the student.

Schools may contact the QCAA for more information about AARA by emailing aara@qcaa.qld.edu.au.

6.2.2 THE QCAA

The QCAA sets and amends the directions for assessment under its powers and functions listed in the *Education (Queensland Curriculum and Assessment Authority) Act 2014* and the Education (Queensland Curriculum and Assessment Authority) Regulation 2014 (QCAA Regulation). The QCAA is authorised to approve AARA for summative internal assessment, external assessment, Short Courses and Senior External Examinations.

The QCAA:

- supports schools in understanding eligibility and the application process for AARA
- consults with relevant school staff about student applications for AARA
- monitors notifications of principal-reported AARA from schools
- determines QCAA-approved AARA and notifies schools of decisions via the QCAA Portal.

6.3 ELIGIBILITY

6.3.1 ELIGIBILITY FOR AARA

AARA are provided to minimise, as much as possible, barriers for a student whose disability, impairment, medical condition or other circumstances may affect their ability to read, respond to or participate in assessment.

These barriers fall into three broad categories:

- permanent
- temporary
- intermittent.

The QCAA uses broad application categories for AARA eligibility:

- cognitive
- physical
- sensory
- social/emotional.

The definition of 'disability' used in the DDA is broad. It includes physical, intellectual, psychiatric, sensory, neurological and learning disabilities. It also includes physical disfigurement, and the presence in the body of disease-causing organisms.

Students may also be eligible for AARA where illness and misadventure (i.e. unforeseen circumstances) or other situations may prevent students from demonstrating their learning, knowledge and skill in internal and/or external summative assessment. The QCAA will also consider applications for certain cultural obligations or personal circumstances (see Section 6.6: Illness and misadventure).

For more information about supporting documentation required for different eligibility categories and possible adjustments see Section 6.5.1: Supporting documentation.

6.3.2 INELIGIBILITY

Students are **not** eligible for AARA on the following grounds:

- unfamiliarity with the English language
- teacher absence or other teacher-related difficulties
- matters that the student could have avoided (e.g. misreading an examination timetable, misreading instructions in examinations)
- matters of the student's or parent's/carer's own choosing (e.g. family holidays)
- matters that the school could have avoided (e.g. incorrect enrolment in a subject).

6.4 REPORTING AND APPROVING AARA

Access arrangements and reasonable adjustments (AARA) for summative assessment in Applied, Applied (Essential), General, General (Extension), General (Senior External Examination) syllabuses and Short Courses may be either principal-reported or QCAA-approved.

6.4.1 PRINCIPAL-REPORTED AARA

Principal-reported AARA are specific practical arrangements and adjustments authorised by the principal or principal's delegate for an eligible student.

In approving AARA, a principal or principal's delegate must:

- be reasonably satisfied that the need for the AARA exists
- be able to provide evidence to justify the decision.

Schools must notify the QCAA, via the QCAA Portal, of principal-reported AARA for students undertaking summative internal assessment in Units 3 and 4 of Applied, Applied (Essentials), General and General (Extension) subjects, and for summative external assessment in General, General (Extension) and General (Senior External Examination) subjects.

Schools retain supporting documentation for principal-reported AARA (see Section 6.5:1 Supporting documentation). Schools may be required to supply a copy of supporting documentation as part of the quality assurance processes for AARA or as part of a review process (see Section 6.8: Reviewing a QCAA-approved AARA decision).

The QCAA publishes timelines for principal-reported AARA to enable schools to meet their reporting requirements.

6.4.2 QCAA-APPROVED AARA

The QCAA is responsible for approving identified AARA for students undertaking summative assessment in Units 3 and 4 of Applied, Applied (Essential), General and General (Extension) subjects, summative assessment for Short Courses and for external assessment in General, General (Extension) and General (Senior External Examination) subjects, as defined in the table below.

QCAA-approved AARA are specific practical arrangements and adjustments that can only be approved by the QCAA following consideration of supporting documentation submitted with the AARA application via the QCAA Portal.

Schools must submit applications for QCAA-approved and/or notify principal-reported AARA to the QCAA on students' behalf, via the QCAA Portal.

ADJUSTMENTS FOR WHICH SCHOOLS ARE REQUIRED TO APPLY TO THE QCAA:

Type of assessment	Adjustment
Summative assessment — internal and external	• extra time and/or rest breaks
Summative external assessment or Senior External Examination	• extra time and/or rest breaks • format of papers • assistance • assistive technology, including the use of a computer • a reader and/or scribe • a change of venue (changes to rooms should be recorded)

6.4.3 MAKING DECISIONS ABOUT AARA

Principles are responsible for making decisions about the type of AARA and for following guidelines about recording information and seeking QCAA approval. When making decisions for principal reported AARA or when QCAA approval is required, they make decisions based on the particular context for an eligible individual student, for a particular assessment. Principals consider the limitations and restrictions and functional impact of the disability, impairment, medical condition or other circumstances and the specific types of adjustments that allow each student to access the assessment and/or demonstrate what they know or can do. The decisions about adjustments may not be the same for every student or the same for each student for every assessment.

The adjustment/s should not prevent the student from demonstrating the objectives of the assessment.

The decisions may involve an adjustment to:

- how the instrument is presented to the student (e.g. for a student with a hearing impairment verbal instructions may be provided as written instructions)
- how the student responds to the assessment (e.g. a student with dyspraxia may complete the assessment using a computer with approved software)
- the time allowed (e.g. a student with attention deficit hyperactivity disorder (ADHD) may have 5 minutes per half-hour extra time provided in supervised assessment)

- the scheduling (e.g. a student completes an assessment at a later time than others because of a car accident on the day of the assessment)
- the environment in which the assessment is undertaken (e.g. a student may sit in a different room to the other students as they need a reader)
- the mode of the assessment (e.g. a student with diagnosed anxiety may complete a spoken assessment by pre-recording their response, rather than responding in front of the class).

6.4.4 POSSIBLE ACCESS ARRANGEMENTS AND REASONABLE ADJUSTMENTS

The following table summarises possible principal-reported and QCAA-approved AARA. It is not exhaustive. Schools are encouraged to contact the QCAA for pre-application advice about students' needs for any adjustments not listed. Email aara@qcaa.qld.edu.au.

SUMMARY OF POSSIBLE PRINCIPAL-REPORTED AND QCAA-APPROVED AARA

AARA	Description of possible adjustments to assessment and/or conditions	Approval type		
		Summative internal assessment	Summative external assessment	Senior External Examination
Alternative format papers	Examples include: • braille • A4 to A3 enlargement • electronic format • large print papers, e.g. N18, N24, N36 • black-and-white materials.	Principal-reported	QCAA-approved	QCAA-approved
Assistance	Examples include: • a teacher aide assisting with manipulation of equipment and other practical tasks • a supervisor using the student's name in reading assessment instructions, providing support and reassurance, and prompting the student to start or continue writing / undertaking the assessment task.	Principal-reported	QCAA-approved	QCAA-approved
Assistive technology	Examples include: • amplification system • speech-to-text application • magnification application. The types of assistive technology that the student may use to complete assessment will depend on variable factors, including the nature and severity of the student's	Principal-reported	QCAA-approved	QCAA-approved

	disability and/or impairment and the functional impact related to the type and purpose of the assessment instrument.			
Bite-sized food	The student may take a sufficient quantity of bite-sized food in a clear container into the assessment room. Food must be unobtrusive in nature, i.e. not crunchy, strong-smelling or wrapped in noisy packaging.	Principal-reported	Principal-reported	Principal-reported

AARA	Description of possible adjustments to assessment and/or conditions	Approval type		
		Summative internal assessment	Summative external assessment	Senior External Examination
Comparable assessment	An alternative comparable assessment that has not previously been administered to students in the subject cohort, may be administered on a different date.	Principal-reported	Not applicable	Not applicable
Computer	Desktop computer or laptop computer with an approved software application.	Principal-reported	QCAA-approved	QCAA-approved
	Further information about computers and document formatting is supplied with the AARA decision letter for external assessment and is also available in the *Computers* information sheet via the QCAA Portal. Schools should provide this information sheet to eligible students.			
Drink	A drink, other than water, that is required for a medical reason into the assessment room in a clear, unlabelled bottle.	Principal-reported	Principal-reported	Principal-reported
Diabetes management	Examples include: • bite-sized food • drink • blood-glucose monitoring equipment • rest breaks to eat, measure blood-glucose level or access toilet facilities • medication • varied seating and rest time for the practical aspects of managing the condition.	Principal-reported	Principal-reported	Principal-reported
	Further information is available in the *Diabetes management* information sheet via the QCAA Portal. Schools are to provide this information sheet to eligible students.			
Extension	An extension to the due date for submission or completion of an: • extended response project *or* • performance *or* • non-examination.	Principal-reported	Not applicable	Not applicable
Extra time	Additional working time at the rate of five minutes per half hour of examination assessment time.	QCAA-approved	QCAA-approved	QCAA-approved

Individual instructions	A clean, unannotated copy of the written instructions. The written instructions will be available for external assessment as a PDF document via the QCAA Portal for each subject. Schools should provide this document to eligible students.	Principal-reported	Principal-reported	Principal-reported
Medication	Only prescribed medication may be taken into the assessment room in a clear container.	Principal-reported	Principal-reported	Principal-reported

AARA	Description of possible adjustments to assessment and/or conditions	Approval type		
		Summative internal assessment	Summative external assessment	Senior External Examination
Physical equipment and environment	Examples include: • specialised desk or chair • cushion or pillow • crutches • heat or cold pack • towel • lighting • ventilation • temperature • other physical aid.	Principal-reported Not reportable as AARA if this is approved equipment for the assessment	Principal-reported	Principal-reported
Reader	A reader that reads the assessment or the student's response aloud as often as the student requests.	Principal-reported	QCAA-approved	QCAA-approved
	Further information is supplied with the AARA decision letter for external assessment and is also available in the *Readers and scribes* information sheet via the QCAA Portal. Schools should provide this information sheet to eligible students.			
Rest breaks	Time to rest at the rate of five minutes per half hour of assessment time, taken at any time during the assessment.	QCAA-approved	QCAA-approved	QCAA-approved
	Further information is supplied in the *Rest breaks* information sheet via the QCAA Portal. Schools should provide this information sheet to eligible students.			
Scribe	Work with someone who transcribes the student's verbal response or directions during the assessment.	Principal-reported	QCAA-approved	QCAA-approved
	Further information is supplied with the AARA decision letter for external assessment, and is also available in the *Readers and scribes* information sheet via the QCAA Portal. Schools should provide this information sheet to eligible students.			

| Varied seating | Varied seating, if needed, is determined by the school external assessment (SEA) coordinator or supervisor. Options include:

 • single student supervision (separate from the main assessment room at the same assessment venue, e.g. if using a reader)

 • small group supervision (separate from the main assessment room at the same assessment venue, e.g. the group of students needs rest breaks)

 • seated at the back, front or side of the main assessment room, e.g. a student with a back injury is seated at the back so that they can stand periodically. | Principal-reported | Principal-reported | Principal-reported |

AARA	Description of possible adjustments to assessment and/or conditions	Approval type		
		Summative internal assessment	Summative external assessment	Senior External Examination
Variation to venue	Changes to the assessment venue or assessment room may be made due to severe weather conditions or other incidents. Room changes are not required to be reported unless they impact on the assessment or students, e.g. during an assessment. Schools are required to keep records of student assessment locations through seating plans or other means, as appropriate. Changes need not be separately reported unless they impact on students, e.g. during an assessment.	Principal-reported	QCAA-approved	QCAA-approved
Vision aids	Examples include: • coloured transparency overlay • different lighting • other vision aids.	Principal-reported	Principal-reported	Principal-reported

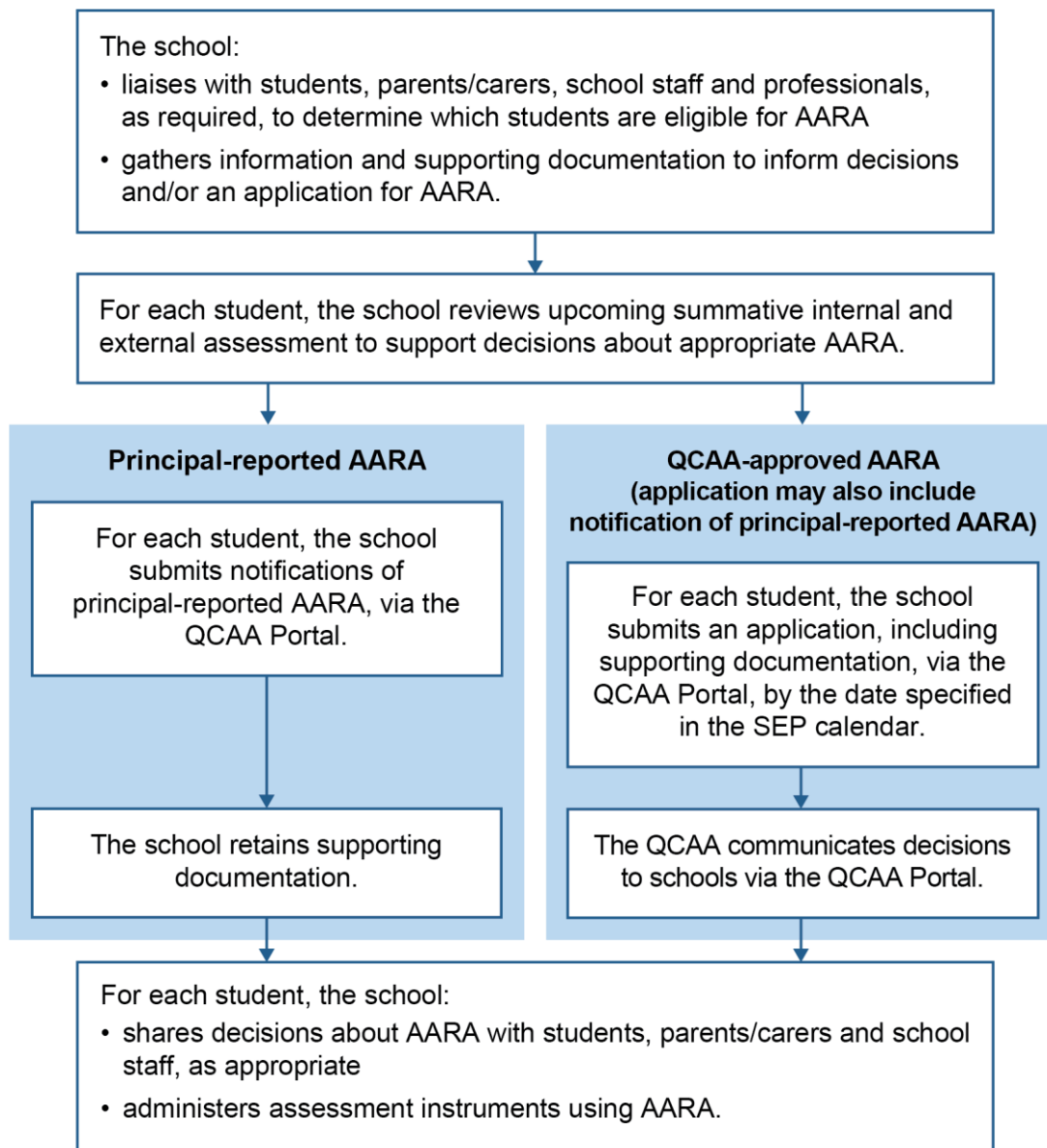## 6.5   APPLICATION AND NOTIFICATION PROCESSES

Schools must submit applications for QCAA-approved and/or notify principal-reported AARA to the QCAA on students' behalf, via the QCAA Portal.

Early applications for all AARA are recommended to ensure timely decisions and confidence for students. Applications submitted close to the due date for assessment should not be for known long-term conditions.

Schools must submit an application to the QCAA, via the QCAA Portal, for QCAA-approved AARA for students undertaking summative internal and external assessment in Units 3 and 4 of Applied and General subjects, and for assessment in General (Senior External Examination) subjects and Short Courses.

For more information see Section 6.5.1: Supporting documentation.

Schools must notify the QCAA, via the QCAA Portal, of principal-reported AARA for students undertaking summative internal assessment in Units 3 and 4 of Applied and General syllabuses, and for assessment in General and General (Senior External Examination) subjects and Short Courses.

The school:
- liaises with students, parents/carers, school staff and professionals, as required, to determine which students are eligible for AARA
- gathers information and supporting documentation to inform decisions and/or an application for AARA.

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For each student, the school reviews upcoming summative internal and external assessment to support decisions about appropriate AARA.

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Principal-reported AARA

For each student, the school submits notifications of principal-reported AARA, via the QCAA Portal.

↓

The school retains supporting documentation.

QCAA-approved AARA
(application may also include notification of principal-reported AARA)

For each student, the school submits an application, including supporting documentation, via the QCAA Portal, by the date specified in the SEP calendar.

↓

The QCAA communicates decisions to schools via the QCAA Portal.

↓

For each student, the school:
- shares decisions about AARA with students, parents/carers and school staff, as appropriate
- administers assessment instruments using AARA.

TIMELINES FOR PRINCIPAL-REPORTED AND QCAA-APPROVED AARA

Type of AARA	Unit 3 and 4 General subjects — internal assessments	Unit 3 and 4 General subjects external assessments *and* General (SEE) subjects
Alternative format papers, e.g. • braille • large print	Due dates are determined by the school.	**Applications are due by the end of February in the summative year**. Late applications may not be considered, as significant advance notice is required for design and production.
QCAA-approved AARA (including in combination with principal-reported AARA)	For existing long-term and chronic conditions — applications are due by completion of Units 1 and 2. For all others, applications are due **as soon as possible** before the assessment event.	For existing long-term and chronic conditions — applications are due **by the end of Term 1** in the summative year. For short-term conditions or temporary injuries that are unlikely to resolve before mid-October — applications are due **by the end of Week 5 Term 3** in the summative

		year.

Type of AARA	Unit 3 and 4 General subjects — internal assessments	Unit 3 and 4 General subjects external assessments *and* General (SEE) subjects
Principal-reported AARA only	Notification is due prior to the relevant confirmation event (see Section 9.4.1: Confirmation process).	Notification is due **by the end of Term 3** in the assessment year.

6.5.1 SUPPORTING DOCUMENTATION

School statement

A school statement is to be submitted with all applications for QCAA-approved AARA. It provides, for each student requiring AARA:

- a detailed overview of the observed impact of the student's disability and/or medical condition on the student's functioning during timed assessment
- a description of how the disability, impairment and/or medical condition is a barrier to the student's access to the assessment and/or to the student's ability to communicate a response to assessment
- a list of the student's previous use of AARA in the school environment and the effectiveness of each AARA in removing barriers for the student in accessing assessment and demonstrating what they know and can do. Students should have AARA in place during teaching and learning for the disability, impairment and/or medical condition.

The school statement should be prepared by the staff member most familiar with the needs of the student in relation to their disability, impairment and/or medical condition.

Except with the prior written agreement of the QCAA, applications for QCAA-approved AARA that are submitted by the main learning provider without an appropriate school statement will be declined until the appropriate evidence is provided.

Student statement (optional)

The student may choose to submit a statement with the application for QCAA-approved AARA about how their disability, impairment and/or medical condition affects them in assessment.

However, the absence of a student statement does not disadvantage an AARA application.

MEDICAL REPORT

Notifications of principal-reported AARA and applications for QCAA-approved AARA require the submission of a medical report that provides:

- diagnosis of disability and/or medical condition
- date of diagnosis
- date of occurrence or onset of the disability and/or medical condition
- symptoms, treatment or course of action related to the disability and/or medical condition
- information about how the diagnosed disability, impairment and/or medical condition affects the student participating in assessment, particularly timed assessment when considering external assessment
- professional recommendations regarding AARA.

The medical report must be completed on the QCAA's medical report template that can be accessed via the QCAA Portal.

The medical report must be completed by a relevant practitioner who is a general practitioner (GP), medical specialist, or psychologist (registered under Queensland's *Medical Practitioners Registration Act 2001* and/or Queensland's *Psychologists Registration Act* 2001), and who is not related to the student or employed by the school.

Schools contact the QCAA for advice if a student is unable to provide a medical report.

EVIDENCE OF VERIFIED DISABILITY

When a student has been verified as part of the Education Adjustment Program (EAP) or an equivalent process, the formal notification of EAP provided by the relevant education authority may substitute for a medical report. This may be considered only when the notification covers the duration of the student's enrolment in subjects for Units 3 and 4 in Applied and General subjects, or the General and General (Extension) subject summative external assessment and Senior External Examination schedules in November, as applicable.

Except with the prior written agreement of the QCAA, in cases when verification has expired an updated medical report is required (see Section 6.5.2: Currency of supporting documentation).

OTHER EVIDENCE

For eligible students, supporting documentation may also include:

- teacher observations
- results from standardised academic testing.

Where the condition is not medical, students may supply other relevant evidence including:

- police reports
- official notices.

Schools are to contact QCAA for further advice where the evidence requirements cannot be met due to extenuating circumstances.

For principal-reported AARA, schools are required to keep supporting documentation at the school and may be required to supply the documentation as part of the quality assurance processes for AARA or as part of a review.

6.5.2 CURRENCY OF SUPPORTING DOCUMENTATION

School statements should be current — they should be written at the time the application for AARA is submitted.

The currency of supporting medical documentation depends on the diagnosed disability, impairment and/or medical condition.

LONG-TERM CONDITIONS THAT ARE UNLIKELY TO IMPROVE OVER TIME

Except in exceptional circumstances, and with the prior written agreement of the QCAA, for long-term conditions when the student is not covered by current Education Adjustment Program (EAP) verification or equivalent, medical documentation must be dated no earlier than 1 January of the year of the student's Year 10 enrolment. This means that from the perspective of their Year 12

external assessment schedule, the maximum age of supporting medical documentation allowable is two years and 10 months.

Where an application has been submitted in the case of a student with a long-term condition and the condition deteriorates subsequent to the application decision, a further application may be submitted that provides updated information regarding the student's condition.

SHORT-TERM CONDITIONS OR TEMPORARY INJURIES

Short-term conditions may improve or deteriorate over time depending on a range of influences and factors. Except in exceptional circumstances, and with the prior written agreement of the QCAA, supporting medical documentation for short-term conditions or temporary injuries, including mental health conditions such as anxiety and depression, is to be dated:

- for summative internal assessments in all subjects and Short Courses, no earlier than six months prior to the relevant Unit 3 or 4 assessment event
- for summative external assessments, or the Senior External Examination, no earlier than

  1 April of the assessment year. The QCAA may require an updated medical report closer to the assessment schedule.

The following table is a summary of documentation requirements for AARA. The list of possible AARA is not exhaustive and depends on a student's individual circumstances.

SUMMARY OF AARA DOCUMENTATION REQUIREMENTS

Eligibility category	Examples of possible AARA	Supporting documentation required	Currency of supporting documentation for AARA applications — Units 3 and 4	
			Summative internal assessment	Summative external assessment and SEE
Cognitive	• Computer • Extra time • Reader • Rest breaks • Scribe	• Medical report • School statement	• No earlier than Year 10	• No earlier than Year 10
Physical	• Assistance • Computer • Extra time • Rest breaks	• Medical report *or* EAP verification covering Unit 3 and 4 assessments • School statement	• Long-term conditions: No earlier than Year 10 • Temporary conditions: No earlier than six months prior to the relevant assessment event	• Long-term conditions: No earlier than Year 10 • Temporary conditions: No earlier than 1 April of the assessment year. An additional, updated medical report may be required.

| Sensory | • Alternative format papers
• Assistance
• Assistive technology e.g. amplification system,

magnification applications
• Extra time
• Individual instructions
• Rest breaks | • Medical report
or
• EAP verification covering Unit 3 and 4 assessments
• School statement | • Long-term conditions: No earlier than Year 10
• Temporary conditions: No earlier than six months prior to the relevant assessment event | • Long-term conditions: No earlier than Year 10
• Temporary conditions: No earlier than 1 April of the assessment year |

Eligibility category	Examples of possible AARA	Supporting documentation required	Currency of supporting documentation for AARA applications — Units 3 and 4	
			Summative internal assessment	Summative external assessment and SEE
Social/ emotional	• Alternative venue • Assistance • Rest breaks	• Medical report *or* EAP verification covering Unit 3 and 4 assessments School statement	• Anxiety and depressive conditions: No earlier than six months prior to the relevant assessment event. • Other conditions: No earlier than Year 10	• Anxiety and depressive conditions: No earlier than 1 April of the assessment year. An additional, updated medical report may be required. • Other conditions: No earlier than Year 10

6.6 ILLNESS AND MISADVENTURE

Students whose ability to attend or participate in an assessment is adversely affected by illness or an unexpected event may be eligible for provisions for illness and misadventure. Illness and misadventure can affect a single student or a group of students.

The following principles apply:

- The illness or event is unforeseen and beyond the student's control.
- An adverse effect must be demonstrated.
- The situation cannot be of the student's own choosing or that of their parents/carers, such as a family holiday.
- Schools implement principal-reported AARA when possible, before considering an application for illness and misadventure.
- An illness and misadventure application cannot be made for the same condition or circumstances for which QCAA-approved AARA have been approved, unless it can be demonstrated that a significant deterioration or complication of the condition occurred that diminished the student's performance in external assessment.

NON-ATTENDANCE DURING INTERNAL ASSESSMENT

A student who is ill and unable to attend school for internal assessment should inform the principal's delegate or assessment supervisor as soon as practical. This may be before, during or immediately after the assessment session.

Principal-reported AARA must be implemented to provide opportunities for the student to complete the assessment. Arrangements such as comparable assessment and extensions may be considered when illness or misadventure is established.

Where the school has attempted to implement principal-reported AARA, or principal-reported AARA is unable to be implemented due to the illness or event, and therefore the student is unable to provide a response to a summative internal assessment, the school may use evidence gathered by the student's teacher during the assessment preparation time, for example, draft work, to make a judgment about the student's work. This evidence should only be used once other AARA have been exhausted. This evidence should be available for quality assurance processes.

Where the school is unable to provide any evidence of a student response gathered during the assessment preparation time, and the student is unable to provide a response to a summative internal assessment with AARA, but has completed the required learning as outlined in the relevant syllabus or course, the school or student should complete an application for illness and misadventure provisions (see Section 6.6.1: Illness and misadventure — internal assessment)

GROUPS OF STUDENTS

When a group of students is affected by an illness or adverse and unforeseen event leading up to or during the summative internal assessment schedule, or during an internal assessment session, principal-reported AARA should be implemented to provide opportunities for students to complete the assessment. Arrangements such as comparable assessment and extensions may be considered when illness or misadventure is established.

Schools ensure that student provisional marks are submitted to the QCAA for confirmation by the dates outlined in the SEP calendar.

6.6.1 ILLNESS AND MISADVENTURE — INTERNAL ASSESSMENT

An illness and misadventure application should only be made once all principal-reported AARA have been exhausted. Schools complete the application and provide supporting documentation (see Section 6.6.3: Supporting documentation) via the QCAA Portal.

6.6.2 ILLNESS AND MISADVENTURE — EXTERNAL ASSESSMENT

The QCAA advises students to attend every external assessment. However, the QCAA does not expect students to attend an external assessment against specific written medical advice. When students are in doubt about attendance to complete an external assessment, they should contact the school external assessment (SEA) coordinator (see Section 10.4: External assessment roles and responsibilities).

ILLNESS DURING EXTERNAL ASSESSMENT

A student who is ill but able to attend the external assessment should inform the external assessment supervisor of their illness as soon as practical. This may be before, during or immediately after the external assessment session.

SUBMITTING AN APPLICATION FOR ILLNESS AND MISADVENTURE FOR EXTERNAL ASSESSMENT

A submission for Illness and misadventure may be made by a student or the school on behalf of the student or groups of students when performance in an external assessment is affected by an illness or circumstances beyond their control, occurring in the lead up to or during the external assessment schedule, may submit an application for illness and misadventure.

An illness and misadventure application cannot be made for the same condition or circumstances for which QCAA-approved AARA have been approved, unless it can be demonstrated that a significant deterioration or complication of the condition occurred that diminished the student's performance in external assessment.

The QCAA will seek background information and a recommendation from the principal or the principal's delegate to verify a student's application for illness and misadventure.

6.6.3 SUPPORTING DOCUMENTATION

To make an informed decision about an illness and misadventure application, the QCAA requires a report that includes the following details:

- the illness, condition or event (including details of a diagnosis, where applicable)
- date of diagnosis, onset or occurrence
- symptoms, treatment or course of action related to the condition or event
- explanation of the probable effect of the illness, condition or event on the student's participation in the assessment
- for non-medical claims, written evidence from a relevant independent professional or other independent third party, such as a witness or police report.

CURRENCY OF SUPPORTING DOCUMENTATION

Supporting documentation must cover the date of the assessment for which the application is made.

TIMELINES FOR APPLICATIONS

Applications for internal assessments must be submitted as close to the assessment event as possible, and where relevant, before submitting provisional marks for confirmation (see Section 9.4.2: Confirmation timelines).

Applications for external assessments can be submitted from 14 days before the start of the assessment period, to 7 days after the assessment.

6.7 SENIOR EXTERNAL EXAMINATION AARA

The QCAA determines eligibility for and approval of AARA on an individual basis for all Senior External Examinations.

Schools submit applications on behalf of their enrolled students to the QCAA. Independent adult students not enrolled with a main learning provider should contact the QCAA for advice about submitting an application for AARA.

The QCAA may approve AARA for disability, impairment and/or a medical condition that would affect examination performance if a student were to attend an examination under standard conditions.

Students must attend all components of the examination to receive a result in a Senior External Examination. If a student is absent from either the written or oral component of a language examination, no result is issued.

No alternative arrangements can be made if a student does not attend a scheduled written examination.

A student who cannot attend the oral component of a language examination must notify the QCAA as soon as practical. Reasons for non-attendance may include illness or misadventure. A telephone examination may be arranged in extenuating circumstances. To support an application for illness and misadventure for the oral component of an examination, the following supporting documentation is required:

- a medical certificate that covers the oral examination date
- for non-medical claims, written evidence from a relevant independent professional or other independent third party.

The student must submit the appropriate documentation to the QCAA within seven days of the date of the oral examination.

6.8   REVIEWING A QCAA-APPROVED AARA DECISION

A school may request a review of a decision about QCAA-approved AARA. The process and timeline for this review will depend on the type of assessment i.e. — internal or external. These processes and timelines will be communicated by the QCAA.

7 ACADEMIC INTEGRITY

7.1 UNDERSTANDING ACADEMIC INTEGRITY

Academic integrity requires academic responsibilities to be approached in an honest, moral and ethical way. Schools, teachers, parents/carers and others who support students in their learning

— including the Queensland Curriculum and Assessment Authority (QCAA) — have responsibility for promoting and maintaining academic integrity. The QCAA recognises that schools and their staff act with integrity and uphold high standards of professional conduct in adhering to the procedures and guidelines in this handbook.

Schools promote academic integrity when they:

- emphasise the importance of ethical academic conduct and scholarship
- develop school processes to support sound academic practice
- ensure teachers, students and parents/carers have a clear shared understanding of expectations for academic integrity
- implement programs to improve students' academic skills
- explicitly teach the use of appropriate processes and materials in academic work, including an understanding of ownership of information, ideas and images
- communicate the consequences and implications of academic misconduct clearly throughout the school community.

When students genuinely demonstrate their learning they achieve results based on their own work and effort. These results may lead to benefits such as certification, employment, university entry or awards.

7.1.1 RESPONSIBILITIES FOR PROMOTING ACADEMIC INTEGRITY

Schools are responsible for fostering a learning environment that encourages mutual trust and respect. In doing so, schools develop processes for teaching, learning and assessment and develop an assessment policy (see Section 8.5: Developing school assessment policies).

Schools:

- develop and regularly review school assessment policies and procedures ensuring alignment with QCAA policies
- consistently apply policies to develop academic integrity and minimise academic misconduct
- develop assessment that enables identification of individual work
- decide on a style of referencing to be used for student responses and explicitly teach this style of referencing to students.
- model academic integrity, e.g. by practising appropriate research, referencing, and adherence to copyright laws as a school community
- communicate the school's expectations for academic integrity and policies for academic misconduct clearly to students and parents/carers
- use QCAA-developed resources and school-developed programs to help students and teachers understand the importance of academic integrity.

7.1.2 UNDERSTANDING ACADEMIC MISCONDUCT

Academic misconduct incorporates a broad range of behaviours by which students inappropriately and falsely demonstrate their learning. Schools are responsible for managing school-based processes and consequences through a school-developed assessment policy when there is evidence of academic misconduct in internal assessment (see Section 8.5: Developing school assessment policies). Schools should use proactive strategies to minimise opportunities for academic misconduct.

TYPES OF ACADEMIC MISCONDUCT AND EXAMPLES OF BEHAVIOURS

Type of misconduct	Examples
Cheating while under supervised conditions	A student: • begins to write during perusal time or continues to write after the instruction to stop writing is given • uses unauthorised equipment or materials • has any notation written on the body, clothing or any object brought into an assessment room • communicates with any person other than a supervisor during an examination, e.g. through speaking, signing, electronic device or other means such as passing notes, making gestures or sharing equipment with another student.
Collusion	When: • more than one student works to produce a response and that response is submitted as individual work by one or multiple students • a student assists another student to commit an act of academic misconduct • a student gives or receives a response to an assessment.
Contract cheating/ significant contribution of help	A student: • arranges for a tutor, parent/carer or any person in a supporting role to complete or contribute significantly to the response • pays for a person or a service to complete a response to an assessment • sells or trades a response to an assessment.
Copying work	A student: • deliberately or knowingly makes it possible for another student to copy responses • looks at another student's work during an exam • copies another student's work during an exam.
Disclosing or receiving information about an assessment	A student: • gives or accesses unauthorised information that compromises the integrity of the assessment, such as stimulus or suggested answers/responses, prior to completing a response to an assessment • makes any attempt to give or receive access to secure assessment materials.

Fabricating	A student: • invents or exaggerates data • lists incorrect or fictitious references.

Type of misconduct	Examples
Impersonation	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	A student distracts and/or disrupts others in an assessment room.
Plagiarism or lack of referencing	A student completely or partially copies or alters another person's work without attribution (another person's work may include text, audio or audiovisual material, figures, tables, design, images, information or ideas).
Self-plagiarism	A student duplicates work or part of work already submitted as a response to an assessment instrument in the same or any other subject.

7.2 PROMOTING ACADEMIC INTEGRITY

Schools and teachers can promote academic integrity by developing students' skills and modelling appropriate academic practice.

Students are able to demonstrate what they know and can do by the due date when they understand:

- forward planning — understanding the components of a task and how long each component might take to complete
- time management — implementing a plan to achieve the assessment outcome, incorporating adjustments to this as needed. Allowing for unexpected events such as issues with technology or changes in personal circumstances
- note-taking and summarising — synthesising research or gathering information into a new idea or summary
- referencing — appropriately acknowledging the ideas, work or interpretation of others
- choosing appropriate examples — selecting appropriate quotes or examples to support an argument or communicate meaning
- editing — refining their own work
- checking — self-assessing compliance with academic integrity guidelines before submitting responses.

7.2.1 SCAFFOLDING

SCAFFOLDING FOR TEACHING AND LEARNING

Scaffolding is an intentional instructional strategy through which teachers support students to develop greater independence in completing a task or responding to an assessment instrument. Scaffolding may be provided to individuals or to a class of students.

To develop students' knowledge and skills, teachers gradually release support and responsibility to students over a course of study.

Scaffolding may include:

- breaking a complex task, learning experience, concept or skill into discrete parts
- modelling thought processes required to complete parts of an assessment instrument
- pre-teaching vocabulary specific to the subject and assessment instrument
- questioning to develop students' conceptions, describe interpretations or challenge opinions that inform a response
- showing examples of responses and demonstrating the match to performance descriptors
- using visual frameworks or graphic organisers to plan responses.

SCAFFOLDING FOR ASSESSMENT INSTRUMENTS

When scaffolding in an assessment context, it is important that the integrity of the requirements of the task or assessment instrument are maintained so a student's response is their own.

Scaffolding or task instructions should not lead to a predetermined response or interfere with students' ability to demonstrate their knowledge and understanding of the relevant criteria.

Scaffolding for assessment instruments in Units 3 and 4 should refer to processes or presentation of the response. It should avoid repeating cognitions or the task description.

Scaffolding may include:

- providing a timeline or checkpoints that students can use to manage completion of components of the assessment instrument
- guiding students to make predictions and/or reflect on their learning to complete the requirements of the assessment instrument
- providing prompts and cues for students about the requirements for their response.

7.2.2 DRAFTING

A draft is a preliminary version of a student's response to an assessment instrument. The quality of a draft may vary from a brief outline to a response that is nearing completion. A draft can be used to provide feedback on a response as well as to authenticate student work.

Before submitting a draft, students may be required to develop an outline or discuss their approach with the class teacher.

The type of draft students submit differs depending on the subject and assessment technique. For example, if an assessment instrument requires a presentation as the response, a draft might be a rehearsal of this presentation.

Schools should have a school-based drafting policy with school-specific information about drafts.

PROVIDING FEEDBACK ON A DRAFT

Teachers provide feedback on a maximum of one draft of each student's response.

Providing feedback is a consultative process, not a marking process. Teachers should not allocate a result for the draft student response.

Feedback on a draft must not compromise the authenticity of student work. Teachers may not introduce new ideas, language or research to improve the quality of student responses. Similarly, teachers may indicate some key errors in spelling, grammar, punctuation and calculations, and remind students that the draft requires more editing, but should not edit or correct all errors in a draft.

Feedback should encourage a student to reflect on strategies they might use to refine their response. In providing feedback on a draft, teachers indicate aspects of the response that need to be improved or developed to meet the requirements of the assessment instrument, ISMG, instrument-specific standards or syllabus standards. Students may be advised to:

- consider other aspects of the text, report, performance or activity they are creating or responding to
- develop their response to show more awareness of the audience
- give priority to the most important points by rearranging the sequence and structure of ideas
- conduct further investigation to support an argument or communicate meaning
- adhere more closely to the referencing style selected by the school.

Teachers may use a range of suitable strategies to provide feedback on the draft response. The strategy chosen may differ depending on the mode of response. Possible strategies include:

- written feedback
- verbal feedback
- feedback provided through questioning
- a summary of feedback and advice to the whole class.

For more information about feedback in the broader context of a teaching, learning and assessment program, and the characteristics of effective feedback see Section 8.3: Feedback.

7.2.3 MANAGING RESPONSE LENGTH

All assessment instruments indicate the required length of a response as a word length, duration of time, or page count. This information is provided to:

- indicate the depth of the response required
- encourage conciseness of the response
- ensure equity of conditions for all students
- meet the requirements for endorsement, where applicable.

Schools should develop school-based policies and procedures that encourage students to respond to assessment instruments within the required length.

Teachers:

- develop valid assessment instruments (appropriate for endorsement where applicable) of suitable scope and scale to allow students to produce a complete response within the required length indicated by the syllabus
- implement teaching strategies that provide students with opportunities to learn effective skills for responding to assessment instruments using genres within the subject
- provide students with examples of responses that are within the required length
- model how to edit a response:
  - to meet length requirements
  - for relevance to the task and objectives being assessed
  - to respond to draft feedback

- provide students with feedback if the draft response is longer or shorter than the required length
- if a student submits a response that exceeds the required length, implement a strategy, such as not reading/viewing the response after the required length, e.g.
  - mark the student's response using information up to the required length
  - annotate on the student's response where they have stopped reading/viewing
  - note that the student's response has exceeded the required length.

Students:

- respond to draft feedback to manage the length of their response
- develop a response of the required length (neither significantly over or under the required length)
- document the length of their response using a word count, page count or time.

GUIDELINES ABOUT THE LENGTH OF A RESPONSE

Elements to be included in or excluded from the word length or page count of a written response are provided in the following table:

	Word length	Page count
Inclusions	- 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)	all pages that are used as evidence when marking a response
Exclusions	- title pages - contents pages - abstract - raw or processed data in tables, figures and diagrams - bibliography - reference list - appendixes* - page numbers - in-text citations	- title pages - contents pages - abstract - bibliography - reference list - appendixes*

* Appendixes should contain only supplementary material that will not be directly used as evidence when marking the response.

7.3 ENSURING ACADEMIC INTEGRITY IN ASSESSMENT

7.3.1 AUTHENTICATING STUDENT RESPONSES

Accurate judgments of student achievement can only be made on genuine student assessment responses. Schools and teachers should have strategies in place to ensure authenticity of

student responses. Teachers are best positioned to determine authenticity of student work and are responsible for ensuring that it complies with syllabus requirements.

STRATEGIES FOR ESTABLISHING AUTHORSHIP

When developing an assessment instrument, schools should consider how student authorship of final responses will be established. Teachers may:

- set an assessment task that requires each student to produce a unique response
- vary assessment tasks each year so students are unable to use other students' responses from previous years
- set aside sufficient class time for students to complete the assessment task and for teachers to monitor the development of the response.

Teachers can collect evidence during the development of responses in order to establish authorship of final responses. Teachers may:

- monitor, collect or observe progressive samples of each student's work at various stages. This process could be documented using an authentication record, checklist or photographs
- interview or consult with each student at checkpoints during the development of the response to ensure that it is based on the student's own work.

To establish authorship of final responses, teachers may:

- directly compare the responses of students who have worked together in groups
- for text, analyse final student responses using plagiarism-detection software, if available
- interview a sample of students after their responses have been submitted to determine their understanding of and familiarity with their responses
- use internal quality assurance processes such as cross-marking if there is more than one class for a subject cohort.

RESPONSIBILITIES FOR ESTABLISHING AUTHORSHIP

Teachers, students and parents/carers have specific responsibilities for establishing authorship of responses.

Teachers:

- take reasonable steps to ensure that each student's work is their own across a range of conditions, particularly when students have access to electronic resources, are preparing responses to collaborative tasks, and have access to others' ideas and work
- collect evidence of the authenticity of student responses throughout the process (such as classwork, outlines, plans or a draft).

Students:

- complete responses during the designated class time to ensure teachers are able to observe the development of work and authenticate student responses
- participate in authentication processes as required by schools, such as to:
  - sign a declaration of authenticity
  - submit a draft
  - submit the final response using plagiarism-detection software, where required
  - participate in interviews during and after the development of the final response.

Parents/carers:

- support the efforts of teachers and students to authenticate student responses by ensuring that tutors, family members or others who support students are aware of and follow the guidelines for drafting and providing feedback on a draft student response (see Section 7.2.2: Drafting).

To make judgments about student achievement, schools must have sufficient evidence of the student's own knowledge and skills to match with the relevant instrument-specific marking guide (ISMG), instrument-specific standards or syllabus standards.

Responses that are not the student's own cannot be used to make a judgment. When authorship of student work cannot be established, or a response is not entirely a student's own work, schools:

- provide an opportunity for the student to demonstrate that the submitted response is their own work
- make a judgment about the student's knowledge and skills using the parts of the response that can be identified as the student's own work.

In these instances, judgments about student achievement are made using the available student work and relevant ISMG, instrument-specific standards or syllabus standards.

7.3.2 ADMINISTERING EXTERNAL ASSESSMENTS

The QCAA publishes rules and expectations on the QCAA website each year to help schools prepare for external assessment. The *External assessment — administration guide* allows schools to administer the assessments using a consistent approach across the state, and ensuring student responses are their own.

The academic responsibilities inherent in assessment administration should be approached by all parties in an honest, moral and ethical way.

Schools:

- communicate rules and expectations for external assessment to their school community, including teachers, students and parents/carers
- maintain the security of external assessment materials
- provide supervision and conditions that comply with the external assessment schedule and guidelines.

School external assessment (SEA) coordinators:

- ensure that all external assessment guidelines and rules are shared with and understood by teachers and students
- supervise external assessment, ensuring no undue assistance is provided that contributes to a student's assessment response.

Teachers:

- comply with rules and expectations when supervising the external assessment
- inform students that the SEA coordinator will be advised of any alleged incident of academic misconduct
- report incidents of suspected or observed academic misconduct to the SEA coordinator.

Students:

- read and comply with the external assessment student rules and information provided by the school
- understand the importance of academic integrity when completing external assessment and what constitutes academic misconduct (see Section 7.1.2: Understanding academic misconduct)
- are aware that if unauthorised material is taken into an assessment room, regardless of whether an attempt is made to use that material, they are in breach of the regulations.

Breaches of the external assessment rules are a form of academic misconduct.

If an alleged incident of academic misconduct by a student is detected, the SEA coordinator is to:

- permit the student to complete the assessment
- inform the student that an academic misconduct incident report must be completed and submitted to the QCAA
- report an alleged incident of academic misconduct to the QCAA:
    - complete an academic misconduct incident report that includes:
        - a statement from the SEA coordinator and/or invigilator/s which may include witness statements and any relevant circumstances leading up to the incident and details of the discussion after the completion of the assessment
        - a seating plan of each assessment room at all assessment venues
    - return it to the QCAA either with the completed external assessment responses or within 24 hours of the alleged incident occurring, whichever is sooner.

External assessment — administration guide directions must be adhered to by all school staff and students. Non-compliance will be investigated by the QCAA. Examples of non-compliance include:

- rescheduling an external assessment without authorisation from the QCAA
- not keeping the external assessment materials secure prior to the scheduled assessment time
- accessing external assessment materials, the assessment venue or assessment room without authorisation from the school or QCAA
- opening external assessment packages before the time appointed by the QCAA
- providing a student with undue assistance in the production of any work that contributes to their external assessment response
- leaving students unsupervised or inadequately supervised during external assessment
- allowing additional time for external assessment without authorisation from the QCAA
- administering unapproved access arrangements and reasonable adjustments (AARA).

For more information about the administration of external assessment, see Section 10: External assessment.