



SENIOR ASSESSMENT POLICY

THE GAP STATE HIGH SCHOOL

SENIOR ASSESSMENT POLICY

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Overview

This policy encompasses the administering of assessment items in Year 10, 11 & 12, including the processes and procedures involved with block exams. This policy provides information for teacher, students and parents/carers about roles, responsibilities, processes and procedures to ensure the integrity of assessment. Assessment plays an integral role in improving learning and informing teaching. Its fundamental purpose is to assist in identifying where learners are in an aspect of their learning.

Purpose

The function of this policy is to outline the procedures and processes pertaining to students and their associated school activities in Years 10, 11, and 12, including International Students.

The policy outlines:

- Assessment Requirements
- Exam Procedures
- AARA requirements

This policy has been developed in conjunction and accordance with Queensland Curriculum and Assessment Authority Assessment Policy and Procedures Handbook.

Principles

The following principles form the foundation of beliefs about assessment practices.

Assessment should be:

- aligned with curriculum and pedagogy
- equitable for all students
- evidence-based, using established standards/continua to make defensible and comparable judgments about students' learning
- ongoing, with a range and balance of evidence compiled over time to reflect the depth and breadth of students' learning
- transparent, to enhance professional and public confidence in the processes used, the information obtained and the decisions made
- informative of where students are in their learning.

High-quality assessment is characterised by three attributes:

- validity, through alignment with what is taught, learned and assessed
- accessibility, so that each student is given opportunities to demonstrate what they know and can do
- reliability, so that assessment results are consistent, dependable or repeatable.

Responsibilities – Assessment

Teachers

In school-based assessment, teachers are accountable for designing assessment programs and making judgments about the standards achieved by their students within the assessment and reporting timeframes.

- Teachers will support students by providing them, where appropriate, with modelling, scaffolding, and annotated exemplar responses. They will engage students in feedback and reflection on their assessment, and will be able to articulate reasoning behind judgments of the standards achieved.





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- Teachers are responsible for informing parents when students do not provide work to support a judgment of achievement, and are likely to be awarded with a Not-Rated (N) level of achievement on their report card.

Students

- All students are responsible for submitting both draft and assessment items on or before the due date.
- All students are responsible for arriving on time on the due day for examinations, unless special consideration has been formally arranged.
- All students must show academic integrity.
- If required, complete an AARA as soon as practically possible.

Parents/Guardians

- Support and encourage their children to complete and submit all drafts and assessment by the due date.
- Inform the teacher of any difficulties relating to the completion of assessment tasks and provide documentary evidence where necessary.

Key Policy Documents

- QCE and QCIA Policy and Procedures Handbook. The *QCE and QCIA policies and procedures handbook* is available to teachers, principals and other school staff via the new Noticeboard application in QCAA Portal.
- Curriculum framework for Education Queensland schools: Years 1-10 Assessment: Policy and Guidelines
- Australian Curriculum, Assessment and Reporting Authority - <http://www.acara.edu.au/assessment/assessment.html>
- Subject Area Syllabus documents QCAA - <https://www.qcaa.qld.edu.au/senior/senior-qce>
- Education Services for Overseas Students Act 2000 <https://www.legislation.gov.au/Series/C2004A00757>
- National Code of Practice for Providers of Education and Training to Overseas Students 2018 <https://www.legislation.gov.au/Details/F2017L01182>
- Department of Education International documents;
 - Welfare Policy
 - Attendance Policy
 - Course Programs Policy
 - Transfer Policy
 - DEI Initiate Suspension and Cancellation of Enrolment Policy
 - Student Initiated Deferred Suspension and Cancellation of Enrolment Policy.





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Engaging in learning and assessment

Students are expected to engage in learning in the subject or course of study, including all course objectives. They produce evidence of achievement in response to assessment planned for each unit, pair of units or course.

Credit towards a QCE can only be accrued for successful completion of the equivalent of whole units or pairs of units. For example, for Applied and General subjects, students complete Unit 1 and/or Unit 2 or Units 3 and 4 as a pair of units.

In order to receive an overall subject result for Units 3 and 4, students must:

- complete Units 3 and 4 as a pair
- provide responses to each summative internal assessment and, for Applied (Essential) subjects, the common internal assessment (CIA)
- for General or General (Extension) subjects, complete all aspects of the summative external assessment, on the date published on the QCAA website
- for a General (Senior External Examination) subject, complete all requirements of the Senior External Examination.

Where there is no evidence of a response to each summative internal assessment on or before the due date, where no AARA has been approved, and where an NR is recorded, a subject result cannot be allocated.

Changing subjects

To receive QCE credit for a unit or unit pair, a student needs to complete all of the learning and assessment as outlined in the syllabus, or in their school's approved study plan for that subject. For example, if a student considers changing from General Mathematics to Essential Mathematics after the beginning of Unit 3, the student needs to complete all learning and assessment required for Essential Mathematics Units 3 and 4, as they are different subjects, with a different syllabus, subject matter and endorsed assessment. If part of the learning and some internal assessment for a unit is completed in one subject, it does not contribute to the completion of the learning and assessment in another subject.

If a unit or pair of units is incomplete, due to non-completion of assessment, a unit or subject result cannot be awarded and no credit towards the QCE will accrue for the unit/s.

Assessment Schedule

A schedule of due dates for assessment will be provided for all senior subjects at the start of each semester via the Assessment Calendar. This will include when students are provided with the assessment, or notice of assessment as well as due dates for drafting / checking and final submission / completion date. This allows students to avoid all appointments that clash with due dates.

Some changes may occur due to extenuating or unforeseen circumstances, whereby students will be given adequate notice in writing by the relevant Head of Department (HOD). Any changes to the assessment schedule must occur in consultation with the Head of Senior Schooling and the Deputy Principal Senior Schooling.





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Academic Integrity

Academic integrity requires academic responsibilities to be approached in an honest, moral and ethical way. All students entering into the Senior School, must complete the QCAA Academic Integrity online course which can be found at www.myqce.qcaa.qld.edu.au

Strategies for establishing authorship

When developing an assessment instrument, schools should consider how student authorship of final responses would 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



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- participate in authentication processes as required by schools, such as to sign a declaration of authenticity
- submit a draft
- submit the final response using DayMap (Turnitin integrated)
- 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

Understanding Academic Misconduct

Academic misconduct incorporates a broad range of behaviours by which students inappropriately and falsely demonstrate their learning.

Types of academic misconduct and examples of behaviours

Type of misconduct	Examples
Artificial Intelligence / ChatGPT etc.	A student: <ul style="list-style-type: none"> • engages with an AI Chatbot to gain assistance with writing assessment for them.
Cheating while under supervised conditions	A student: <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • 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.

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Copying work	A student: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> invents or exaggerates data lists incorrect or fictitious references.
Impersonation	A student: <ul style="list-style-type: none"> 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. 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 audio-visual 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.

Students who fail to maintain academic integrity may be subject to disciplinary action.

Referencing

You use acknowledgement of sources to acknowledge **direct quotation, statistics** or **key ideas** from another person's writing that you use in your writing. Similar information taken from non-print sources such as a speech or a television program should also be sourced. If you do not acknowledge the source of these ideas you will be guilty of plagiarism (taking and using another person's writing etc. as your own).

Referencing is a list of all sources used in preparing your essay or assignment. This list **must** include all books and articles noted in acknowledged sources throughout the piece of writing and **should** also include any other sources used in your research. The reason for the bibliography is to show the sources of your information and inform



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interested readers where they may find further information.

Immediately after you:

- quote from a guest speaker or book in a piece of writing OR
- take an idea (not actually a quotation) and use it in a piece of writing OR
- quote statistics or figures in a piece of writing

You should give the following information in brackets before continuing your essay:

- Author's surname
- Date of publication
- Page

E.g. (Jones, 1946, p.6) or (Smith, 2-5-'93, p.7)

This enables anyone reading your essay to check the source of your ideas. However, they will only be able to do this properly if you also complete a detailed bibliography with your essay or assignment. Acknowledgements must be able to be cross referenced with your bibliography.

Referencing is placed at the very end of the essay or assignment on a separate sheet. It lists all sources used alphabetically by:

- Author (surname or name of the organisation)
- Title (if there is no authors name)

REFERENCING IS TO BE THE APA (American Psychological Association) SYSTEM.

Drafting

A draft is a preliminary version of a student's response to a task. A draft can be used both to provide focused feedback on a response and to authenticate student work.

Drafting is considered an important requirement that meets the QCAA requirements of authentication of students work. Students are expected to take advantage of the drafting processes relevant to the subject area. QCAA permits the submission of only one draft and to provide feedback. Thereby ensuring a 'full final copy' is submitted at draft stage will assist in improving the quality of responses to assessment items.

In most subjects, students will be required to submit a draft copy of assignments at an agreed time prior to the submission of the final piece of assessment. The draft submitted should be of a final submission standard. This enables more authentic feedback to be provided to assist in the production of quality work.

A minor incident will be recorded on OneSchool, including contact records and referral to relevant Head of Department, for students who fail to submit a requested draft.

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



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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.

Managing response length

All assessment instruments indicate the required length of a response as a word length, duration of time, or page count.

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 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 and marking the response after 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.

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Students:

- respond to draft feedback to manage the length of their response
- develop a response of the required length
- document the length of their response using a word count, page count or time.

Students should note that there is no tolerance of +/- 10% in regard to response length.

Determining 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	<ul style="list-style-type: none"> ▪ all words in the text of the response ▪ title, headings and subheadings ▪ tables, figures, maps and diagrams containing information other than raw or processed data ▪ quotations ▪ footnotes and endnotes (unless used for bibliographical purposes) 	<ul style="list-style-type: none"> ▪ All pages that are used as evidence when marking a response
Exclusions	<ul style="list-style-type: none"> ▪ title pages ▪ contents pages ▪ abstract ▪ visual elements associated with the genre* ▪ raw or processed data in tables, figures and diagrams ▪ numbers, symbols, equations and calculations ▪ bibliography / reference list ▪ appendixes† ▪ page numbers ▪ in-text citations 	<ul style="list-style-type: none"> ▪ title pages ▪ contents pages ▪ abstract ▪ bibliography/ reference list ▪ appendixes† ▪ blank pages
<p>* For example, by-lines, banners, captions and call-outs used in genre-related written responses. † Appendixes should contain only supplementary material that will not be directly used as evidence when marking the response.</p>		

Internal quality assurance

The reliability and comparability of school-based assessment results is assured through the unique processes of endorsement and confirmation. In endorsement, the QCAA checks that assessment instrument design meets the requirements of the syllabus. It ensures that all summative assessments provide sufficient opportunities for students to demonstrate syllabus requirements and builds teachers' capacity to develop high-quality assessments. In confirmation, QCAA-trained assessors independently review QCAA-selected samples of student work for every General subject in every school to ensure that they have been marked consistently and accurately.

Teachers at The Gap SHS also partake in moderation processes prior to the uploading of student results to QCAA Student Management to ensure student work is marked consistently and accurately.





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Internal Assessment Review Request

If at the time of receiving their result, a student is of the belief that their awarded mark against the Instrument Specific Marking Guide (ISMG) does not match their submitted work, they are required to first discuss their concerns with their classroom teacher. The classroom teacher will be able to explain and justify the mark given against the ISMG.

If the student is still of the belief that the result does not match their submitted work, the student is then required to complete the "Senior Internal Assessment Mark Review Request" form within 3 days and discuss with the relevant Head of Department. A copy of this form can be found on the final pages of this policy document.

Examinations

Students will be notified of each examination for each of their subjects on the assessment calendar. Students should therefore avoid all appointments that clash with examination dates.

Late

Students who arrive late to an internal assessment (exam) will be permitted entry to the exam, but will not receive extra time to complete the exam. Students will be expected to comply with the scheduled finish time for the exam.

Exam Obligations

Assessment must be presented in the format indicated on the task sheet for the assessment item.

If a student completes their exam on a computer, the student will need to continuously save their work themselves and be responsible for backing up work regularly, to avoid loss of assessment in the event of technical difficulties. If a student on an AARA requires access to a computer for exam completion, a device will be provided to the student for the purpose of completing the assessment.

Missed Exams

School-approved absences

Students may engage in a range of learning experiences or activities that exist outside traditional school-based activities. These activities may involve prolonged absences from school, do not meet the requirements for AARA or illness and misadventure applications and may coincide with scheduled assessment periods.

Examples of school-approved absences may include:

- school excursions that cannot be scheduled at another time, e.g. performances being viewed as part of the assessment program
- school, district, regional, state or national representation for school-supported sport
- school, district, regional, state or national representation for artistic endeavours
- student exchange programs
- audition or entrance exams (state, interstate or international).

The list of examples is not an exhaustive list and schools should seek advice from the QCAA in unusual circumstances before approving student absences, particularly if absences will have an impact on the completion of assessment.

Situations that are of the student's or parent/carer's own choosing (e.g. Family holidays) are **not eligible** for consideration.



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If the school approves the absence and the student will be absent the day assessment is due, the following actions apply:

- for examinations — schools offer a comparable examination **before the due date**. Schools are to implement processes that maintain the integrity of the original assessment for the remaining cohort. The school follows the required processes if a comparable assessment instrument is used for summative internal assessment in Unit 3 or 4.
- for non-examinations — students are required to submit/present the assessment **on or before the due date**.

If a student is participating in a state or national representative activity during the external examination period, they may submit a variation to venue application.

Applying for a school-approved absence

Students must complete a 'Request for a school-approved absence' form to advise the school of an unavoidable impending absence as soon as possible after they become aware of it. Documentary evidence must be supplied.

School suspension

Students on suspension, at the discretion of the appropriate Deputy Principal and Head of Department, will be given the opportunity to complete any examination as scheduled during their suspension period.

Illness and Misadventure

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. The student and parent are then required to complete an AARA and required documentation for review. 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.

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 via the QCAA Portal.



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Assessment other than exams

Notice of Assessment

Students receiving assessment will all have the opportunity to receive the task on the same day. All tasks will be centrally distributed from Senior Schooling via DayMap.

Submission

When a student does not submit a response to an assessment instrument on or before the due date set by the school, a result will be awarded using evidence available on or before the due date e.g. class work, a draft, rehearsal notes, photographs of student work, teacher observations.

If a student is eligible for AARA and an extension of time is granted, this becomes the new due date for this student.

Submission and Completion of Assessment Item

Class time is made available for partial completion of any assessment task. Hence all students will have at least a partially completed assessment task to submit on the due date.

Timely submission of assessments is essential for students to demonstrate mandatory aspects of the course and in order for feedback to be given. **All due dates for assessment items are to be strictly observed. All submissions are due by 3.30pm on the due date via DayMap.**

Handing in Written Assessment Items

As part of the teaching and learning process all students will complete assessment items for all courses of study they are undertaking.

Some subjects may require 3-Dimensional tasks to be handed in (e.g. Art, ITD) others may require physical performances to be conducted as an assessment piece (e.g. Drama, HPE). However, all subjects at some stage will require a written assignment to be submitted

When completing a written assignment all students should follow the process below.

The Writing Process:

1. Brainstorming ideas (can be handwritten)
2. Drafting
3. Editing with and without teacher conferencing
4. Rewriting which takes on board the feedback supplied during conferencing (handwritten or typed)
5. Publishing your final copy (typed). Please ensure you use appropriate font, spacing and sizing for the task.

Handing in your Submission:

1. Assessment Item cover sheet with your name on it.
2. Final copy of your completed essay / task including authorship statement signed by student
3. Any drafts showing teacher conferencing
4. Any initial planning / brainstorming

When all items are put together in order they should **all be stapled together in the top left-hand corner of the page**





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(one staple only).

Display folders or plastic sleeves are not necessary unless stated as part of the task requirements.

Finally hand it on the due date. Any requests for extension must be made to the Deputy Principal with supporting evidence (e.g. Medical certificate) prior to the due date.

Extensions

An extension of time to complete an assessment task will be granted only in cases of genuine prolonged illness or exceptional circumstances. Parents/guardians who believe that their student/child has a case for an extension of time should apply using an AARA application **prior to the due date** to discuss relevant circumstances. Acceptable evidence, supported by documentation, must be presented alongside the completed AARA form. Each case will be considered on its merit.

Students who are absent with a genuine reason on the date an assessment task is due must make every effort to submit the assessment task on that day. The submission should be done electronically using DayMap or by email to the class teacher. The parent or guardian of the student absent on the due date for the assessment task must contact the school office on the day the assessment task is due to explain the situation. Should a student be absent for any reason, acceptable evidence, supported by documentation, must be presented. Students on suspension are required to submit assessment by the due date. The submission should be done electronically using DayMap.

Late or non-submission

It is not appropriate to award a lower result, mark or standard as a penalty for late or non-submission, as evidence is to be matched to the relevant syllabus marking guides or standards.

- For Applied subjects, an E cannot be awarded when there is no evidence for that standard.
- For General and General (extension) subjects, a mark of zero for the internal assessment instrument cannot be allocated if there is no evidence.
- For Short Courses, an E cannot be awarded when there is no evidence for that grade.
- In all these cases, the only result that can be awarded is Not-Rated (NR)

A minor incident will be recorded on OneSchool, including contact records and referral to relevant Head of Department, for students who fail to submit a requested final copy of assignment.

If no final copy is submitted, the teacher will use evidence that they have gathered of the course of the assessment period. If no evidence is available, the teacher will award an 'N' and no credit for that Unit will be achieved. If a student receives an 'N' for any assessment in the Unit 3 and 4 pair, no credit will be awarded for the whole two units.

Oral Presentations

In the interests of fairness and equity, the transcripts and other material for live oral assignments are due in the first nominated lesson, regardless of when the oral assignment will be presented.





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Submission Obligations

Assignments must be presented in the format indicated on the task sheet for the assessment item.

If a student completes their assignment on a computer, the student will need to keep clear evidence to reasonably substantiate the completion of the assessment item in the event of technical difficulties. Failure of technology is not an approved reason for an extension.

Turnitin (integrated into DayMap)

Students submit via DayMap. All submissions will be authenticated via Turnitin. Teachers will be given access to originality reports. Students have the responsibility of authentication and to submit drafts and final submissions through DayMap by the due date. Failure to do so will bring into question academic integrity and may impact on the results awarded to the student.

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. AARAs minimise barriers for eligible students to demonstrate their learning, knowledge and skill in assessment.

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 following principles inform the decision the school will make about AARA.

- Consultation — Decisions are made in consultation with the eligible student and, when appropriate, parents/carers, relevant school staff and the QCAA.
- 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 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. 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



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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.

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 used broad application categories for AARA eligibility:

- Cognitive
- Physical
- Sensory
- Social / emotional

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.

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)



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- Failure of technology; all students are encouraged to back up assessment in multiple places.

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.

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

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:

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Type of assessment	Adjustment
Summative assessment – internal and external	<ul style="list-style-type: none"> ▪ extra time and/or rest breaks
Summative external assessment or Senior External Examination	<ul style="list-style-type: none"> ▪ 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)

Further information around AARA conditions can be found in the attached information sheets and also via the QCAA portal.

- Use of Computers
- Readers and Scribes
- Rest breaks

Application and Notification Process

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 QCE and QCIA policy and procedures handbook.

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.

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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 <i>and</i> 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.
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.

Supporting documentation

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.

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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 may be completed by a relevant practitioner who is a general practitioner (GP), medical specialist, or psychologist registered under the Health Practitioner Regulation Act 2010 (Qld), and who is not related to the student or employed by the school. Details of the diagnosis should be written by the practitioner who is best placed professionally to make the diagnosis.

The QCAA provides a medical report template, in the QCAA Portal, which may be used to complete the report but is not compulsory, that is, medical reports may use a different format, as long as they provide the required details. Furthermore, applications may not be medical in nature, in which case no medical report is needed.

Illness and misadventure

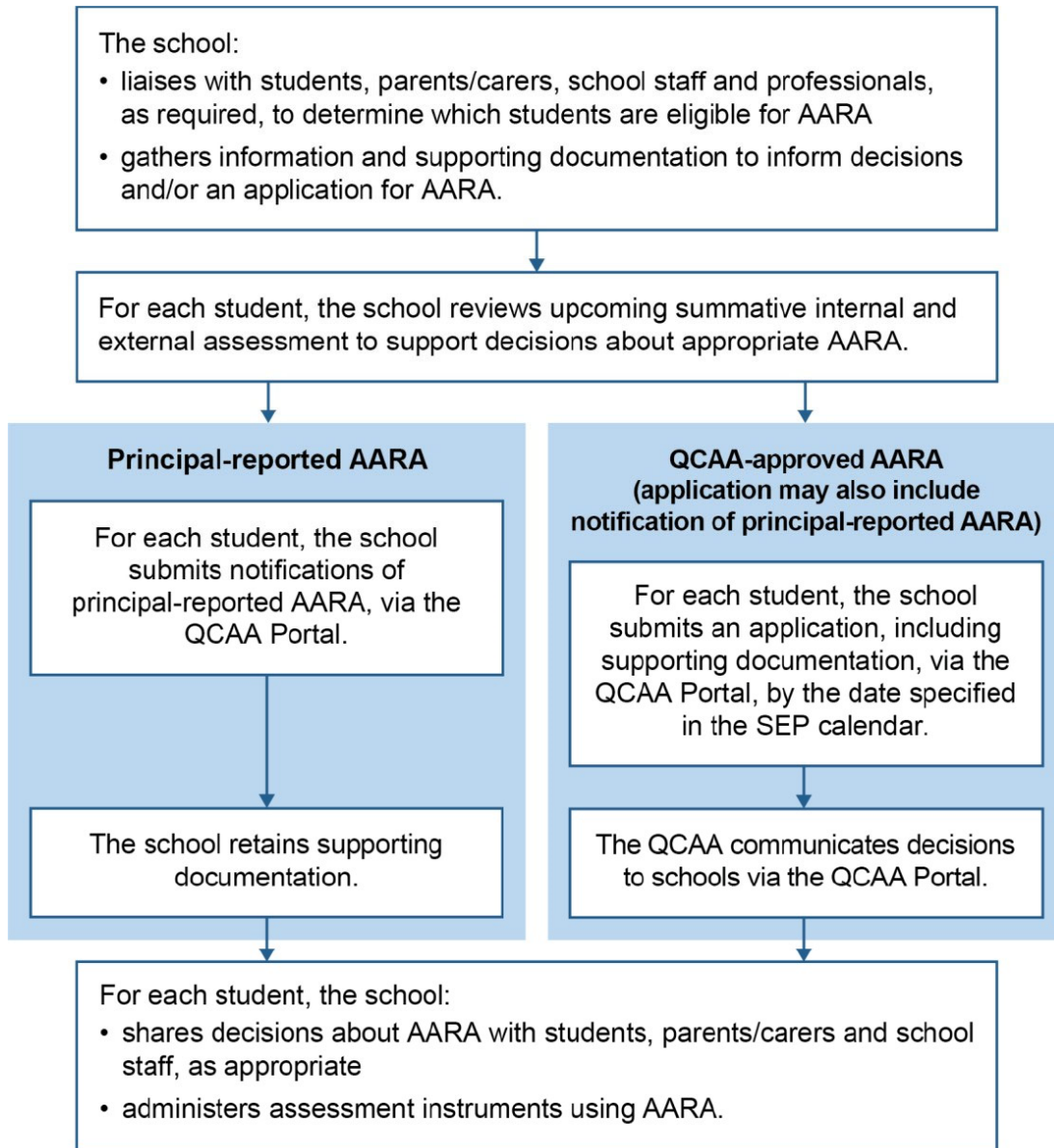
Students whose ability to attend or participate in an assessment is adversely affected by illness or an unexpected event may be eligible for provisions for illness and misadventure. Illness and misadventure can affect a single student or a group of students.

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.

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AARA Flowchart





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SENIOR INTERNAL ASSESSMENT MARK REVIEW REQUEST

Subject provisional marks will only be reviewed within **3 days*** of the marks being returned to students. The first step in the process is to discuss your marks with your teacher and have them sign below to indicate that you have spoken to them regarding the area of concern. If there is still a concern with the marks awarded, the specific areas on the ISMG are to be listed on page two, with supporting evidence before submission to the Head of Department for that curriculum area.

PLEASE NOTE: It is the students' responsibility to have the teacher signature completed below before submission for approval.
DISCLAIMER: * any extension beyond 3 days for review will be at HOD discretion.

STUDENT NAME:		Year Level:	
Subject Class Code: Eg ENG111A		Teacher:	
Item Name: Eg IA1 – Literary Article			
Current Mark: Numerical score/Total Eg 19/25			
Teacher Signature:		Date:	
Student Signature:		Date Submitted for review:	
ADMIN Use Only:			
Approving Delegate (HOD name): _____			Date:
Approving Delegate signature: _____			
IA Mark Review:	<input type="checkbox"/> Reviewed and no change <input type="checkbox"/> Reviewed and approved change to score. New Score: _____		
HOD Feedback:			
Student Management (if required)	<input type="checkbox"/> Marks corrected on ISMG <input type="checkbox"/> Marks corrected on markbook <input type="checkbox"/> QCAA student management updated		





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Reason for review request

In this section, provide specific evidence to support your request for a marks review. Include the specific aspect of the ISMG you believe has not been marked accurately, along with evidence from your response that demonstrates a match to a higher mark.

Please note that only aspects identified below will be reviewed, therefore ensure to be clear and concise with your evidence.

Aspect of the ISMG for review	Evidence from your response that matches a higher mark
Example <ul style="list-style-type: none"> Effective language choices for particular purposes 	Please note: you may highlight/annotate a copy of your response and attach to this request. I believe it should be marked as discerning because of my use of language below: <ul style="list-style-type: none"> “marked a pivotal turning point in humanity’s development” “theocratic worshippers abandoned their pious and covenanted ways” “credible and profound depiction”





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REQUEST FOR A SCHOOL-APPROVED ABSENCE

Students may engage in a range of learning experiences or activities that exist outside traditional school-based activities. These activities may involve prolonged absences from school, do not meet the requirements for AARA or illness and misadventure applications and may coincide with scheduled assessment periods.

Students are to complete this request form if they have an activity that is going to impact an examination. Completing this request form does not automatically grant approval. Situations that are of the student's or parent/carer's own choosing (e.g. family holidays) are not eligible for consideration.

If approved, the student will be required to sit a comparable assessment **before** the scheduled date.

This application must be submitted to the relevant Deputy Principal as soon as the student becomes aware of the impact or at least 2 weeks prior to the examination, whichever is earlier.

STUDENT NAME:	Year Level:
IMPACTED SUBJECT:	Teacher:
ASSESSMENT ITEM: (e.g. MAG IA3 Exam)	DATE OF EXAM:
Reason/Activity that is causing an impact (please select the most appropriate): <input type="checkbox"/> school, district, regional, state or national representation for school-supported sport <input type="checkbox"/> school, district, regional, state or national representation for artistic endeavours <input type="checkbox"/> student exchange programs <input type="checkbox"/> audition or entrance exams (state, interstate or international). <input type="checkbox"/> Other: _____	
Documentation must be attached in order for the request to be reviewed.	
Dates and length of absence: _____	
Student signature: _____	Date: _____
Parent signature: _____	Date: _____
Admin Use Only <input type="checkbox"/> Approved – new examination date communicated to student and parent <input type="checkbox"/> Denied – decision communicated to student and parent Approving Delegate: _____ Approving Delegate's signature: _____ Date: _____	

