



WHOLE SCHOOL ASSESSMENT POLICY



V1 2020

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ASSESSMENT POLICY

RATIONALE

Assessment is the purposeful, systematic and ongoing collection of information for use in making judgements about student progress and performance.

The assessment process involves:

- Providing students with opportunities to demonstrate learning.
- Gathering and recording evidence about student demonstrations of learning.
- Using the evidence to make overall judgments about students' learning.

PURPOSE

This policy is to inform students, parents and teachers of the key principles around assessment and assessment requirements at Redbank Plains State High School.

RELEVANCE TO RELATED LEGISLATION AND DETE POLICY

LEGISLATION

- Education (General Provisions) Act 2006
- Education (General Provisions) Regulation 2006
- Education (Queensland Curriculum and Assessment Authority) Act 2014
- Education (Queensland Curriculum and Assessment Authority) Regulation 2014
- Disability Discrimination Act 1992
- Anti-Discrimination Act 1991
- Disability Standards for Education 2005.

RELEVANT POLICY

- QCAA October 2018 - QCE & QCIA Policy and Procedures, 4.6.1 School-based assessment policy
- QCAA October 2018 - QCE & QCIA Policy and Procedures 7.1 – 7.8 Access arrangements and reasonable adjustments
- QCAA October 2018 - QCE & QCIA Policy and Procedures 4.1 – 4.6 Assessment
- QCAA October 2018 - QCE & QCIA Policy and Procedures 5.1 – 5.8 Internal assessment quality management system
- Roadmap for P-10 curriculum, teaching, assessment, and reporting – Department of Education, Training, and Employment (DETE) 2011.

OPERATION OF THE POLICY

AIMS OF THE POLICY

This policy outlines the procedures for submission of work and completion of all assessment items (including exams) in order to:

- Maximise the opportunity for students to demonstrate what they know and can do.
- Ensure fairness to all students.
- Comply with mandatory completion of courses of study to achieve a result.

BACKGROUND PRINCIPLES

Students must complete and submit all mandatory assessment items [as determined by the Curriculum Head of Department, the syllabus and the work program] to meet course requirements to be eligible for credit for any semester unit for each subject being studied.

The work submitted/completed must indicate every attempt has been made by the student to satisfy the specific assessment criteria.

Subsequent results will form part of the student’s assessment profile for the subjects and semester units studied leading to overall levels of achievement being awarded.

ASSESSMENT OF STUDENT PERFORMANCE

As defined by the Queensland Curriculum & Assessment Authority (QCAA), assessment is the ongoing process of gathering, analysing and reflecting on evidence to make informed judgments about the achievement or capabilities of individuals and cohorts.

Assessment plays an integral role in improving learning and informing teaching. Its fundamental purpose is to establish where learners are in an aspect of their learning at the time of assessment.

PURPOSES OF ASSESSMENT

Assessment information has multiple uses, including:

Feedback to teachers, such as:

- diagnostic evidence of students’ strengths, ways of learning, areas of development, the depth of their knowledge, and their conceptual understandings, which informs the teacher, so they know what students can do, and what subsequent teaching is required to progress student learning
- identification of students’ learning needs across a range and balance of assessments that enhances teachers’ ability to establish where students are in their learning and to help them attain higher levels of performance.

Feedback to students and parents/carers that

- provides clear, specific, meaningful and timely feedback, allowing reflection on the learning process and collaboration to support future learning and development
- provides evidence of student learning and advice for further progress, underpinning the provision of meaningful reports/statements to parents/carers and others
- enables development of lifelong learners by enabling students to identify and reflect on the progress they are making, which is crucial to building self-evaluation, self-efficacy and self-responsibility for in-depth and long-term learning
- allows for refinement of quality teaching, by supporting teacher reflection and professional learning
- provides information for certification.

ASSESSMENT TECHNIQUES MAY INCLUDE:

Assessment technique	Purpose
Examination	An examination is a supervised test that assesses the application of a range of cognitions to one or more provided items such as questions, scenarios, and/or problems. Student responses must be completed individually, under supervised conditions, and in a set timeframe.
Extended response	An extended response is an open-ended assessment technique that focuses on the interpretation, analysis, examination and/or evaluation of ideas and information in response to a particular situation or stimulus. While students may undertake some research when writing the extended response, it is not the focus of this technique. An extended response occurs over an extended and defined period of time.
Investigation	An investigation requires students to research a specific problem, question, issue, design challenge or hypothesis through the collection, analysis and synthesis of primary and/or secondary data. An investigation uses research or investigative practices to assess a range of cognitions in a particular context. An investigation occurs over an extended and defined period of time.

Performance	A performance is an assessment technique that requires students to demonstrate a range of cognitive, technical, creative and/or expressive skills, and to apply theoretical and conceptual understandings through the psychomotor domain. It involves student application of identified skills when responding to a task that involves solving a problem, providing a solution or conveying meaning or intent. A performance is developed over an extended and defined period of time.
Product	A product is an assessment technique that focuses on the output or result of a process requiring the application of a range of cognitive, physical, technical, creative and/or expressive skills, and theoretical and conceptual understandings. A product is developed over an extended and defined period of time.
Project	A project is an assessment technique that focuses on a problem-solving process requiring the application of a range of cognitive, technical and creative skills and theoretical understandings. The response is a coherent work that documents the iterative process undertaken to develop a solution to a problem and includes written paragraphs and annotations, diagrams, sketches, drawings, photographs, video, spoken presentations, physical prototypes and/or models. A project is developed over an extended and defined period of time.

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.
- 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.

Heads of Department

Heads of Department are accountable for quality assuring assessment items using both the QCAA's Principles of assessment and the QCAA's Attributes of quality assessment in years 7 – 12.

In years 11 and 12, Redbank Plains State High School Heads of Department, Executive Team and the QCAA are responsible for quality assessment items; ensuring all assessment: is valid, is clear and fair and meets the QCAA directives for assessment and submission of student results.

All 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 and oral presentations, unless extensions have been formally arranged through the AARA process.
- All students must show academic integrity.

Students in years 10 - 12

- Authentication of student work is mandatory.
- All procedures surrounding extensions to assessment must be followed and the relevant documentation submitted to the Curriculum Head of Department within the required timeframe.
- All student work is to be submitted through the assignment link on eLearn and the Safe Assign plagiarism detection tool by midnight on the due date.

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.

ASSESSMENT PLANNERS

Each semester, students will receive a printed individual Assessment Planner. In addition, students can also access the same schedule via their OneSchool account. Senior students studying General subjects from 2020 can check the QCAA for their published external examination exam timetable.

Changes to the calendar can occur only when the relevant Curriculum Head of Department recommends the change. Students will need to be given reasonable notice (1-2 weeks) of the change in due dates. Amendments will be published as necessary.

ASSESSMENT / ASSIGNMENT TASK SHEET

Students will be provided with an 'Assessment/Assignment Task Sheet' for each assessment / assignment. The task sheet will include the following information:

- Commencement Date
- Draft due date
- Final due date
- Criteria assessed
- Conditions
- Task instructions.

DURING IN-CLASS ASSESSMENT DEVELOPMENT TIME

Students

- Use time productively - focus on completing a reasonable amount of work each lesson.
- Ask teacher to clarify / explain things they don't understand.
- Work very quietly in class.
- Make appointments out of class time to talk to teacher.
- Complete the work requirements identified at each assessment checkpoint.

MANAGING THE LENGTH OF STUDENT RESPONSES

Teachers

- Implement strategies for when a student submits a response that exceeds the required length, such as not reading/viewing the response after they have judged that it has reached the required length, i.e.
 - Teachers annotate on the student's response where they have stopped reading/viewing and annotate on the assessment task sheet that the student's response has exceeded the required length.
 - Teachers mark the student's response using information up to the required length.

Students

- Develop responses that do not significantly exceed or are significantly under the required length and document the length of their response using a word count, page count or time.
- Students will be allowed to redact a response to meet the required length before a judgement is made on the evidence in the student response.

Determining word length of a response

Response requirements are expressed in syllabuses as a word length, duration of time, or page count and vary according to the technique and response type such as written, spoken/signed and multimodal or performance responses.

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

Table 1: Determining word length and page count of a written response

	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 ▪ raw or processed data in tables, figures and diagrams ▪ bibliography ▪ reference list ▪ appendixes* ▪ page numbers ▪ in-text citations 	<ul style="list-style-type: none"> ▪ 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.

DRAFTS

A draft is a preliminary version of a student’s response to an assessment. The quality of a draft may vary from a brief outline to a response that is nearing completion. Drafts can also be used to authenticate student work.

Teachers and other participants in the teaching, learning and assessment process play a significant role in providing feedback on draft student responses.

At Redbank Plains State High School it is compulsory for all students to submit a draft. Failure to do so will result in disciplinary action from the Head of Department.

RESPONSIBILITIES of Teachers

- Indicate some textual errors in the draft .
- Provide feedback on a **minimum** of one draft of each student’s assessment in years 7 – 10 and a **maximum** of one draft in years 11 and 12.
- Require more careful editing – teachers should not correct or edit all the textual errors in a draft. Editing and proofreading for spelling, grammar and punctuation is not a part of the draft feedback process.
- Provide a summary of their feedback and advice to the whole class.

RESPONSIBILITIES of Students

- Submit draft by the due date.
- Strive to submit a completed draft that meets the word limit.
- 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 research or substantiate points ensuring adherence to referencing style.
- Students in senior years in General Subjects are required to submit their drafts electronically.

RESPONSIBILITIES of Parents / Caregivers

- Encourage and support student to submit draft on time.
- Read draft.
- Provide oral feedback on the above mentioned points for teachers.

SUBMISSION OF DRAFTS

Students will be issued with timelines for submission of assignment drafts. When an assignment draft is due, students must submit a copy to their teacher. In year 11 and 12 the draft must be submitted electronically through the assignment link in eLearn and through Safe Assign. The 'draft' copy with feedback will be returned to the student. The student must submit the 'draft' with the 'final' submission. Should the student not make a final submission, this draft will be marked and graded as the final assessment.

Failure to submit a draft in Years 11 and 12

If no draft work is submitted, the class teacher will contact the parent/guardian/carer (within 48 hours). Students who do not submit a draft will be subject to disciplinary action from the Head of Department (see flowchart).

Should the student not make a final or draft submission, they may not receive a result for the task and may not receive a result for their semester's work. This could have implications for the student's enrolment and their continuation in a particular subject.

SUBMISSION OF ASSIGNMENTS

Years 7, 8, 9 – Submission of written assignments

- All written assignments are to be submitted to their class teacher by midnight on the due date. This can take the form of a written submission or an electronic submission.

Year 10, 11 and 12 - Submission of written assignments

- Students are able to submit assessment tasks electronically through the assignment link in eLearn and SAFE ASSIGN by midnight on the due date.
- Students must confer with their teacher or HOD for submission documentation specifications.
- If a student is absent on the day an assignment is due, QCAA procedures must be followed.
- Assessments will be available for class teachers the day after the due date.

Teachers refer to the [Flowchart – Assessment Policy](#) with regard to non- submission of assignments.

Submission of Digital / Electronic Assignment

- In year 11 and 12 it is the student's responsibility to make sure their work is submitted through Safe Assign to their teacher by midnight on the due date.
- If students do not have access to a computer at home they can utilise school computers in the school library or in the Senior Studies room during their lunch break to submit their assignment by the due date.
- *Note:* Technology failure (such as printer not working, work not being saved or computer malfunction etc.) is not considered acceptable grounds for extension.

Late submission of a student response (Years 7 – 10)

- When a student submits an assessment after the due date set by the school, a result should be allocated using evidence available on or before the due date, e.g. class work, drafts, rehearsal notes, photographs of student work, teacher observations.
- Students are required to have a signed note from their parents/guardians/carers.
- An N result will be awarded for students not completing all required assessment that enables the teacher to award an A – E.

Late and non-submission of Senior Assessment (Years 11 & 12)

To receive an overall subject result for a course of study in a General or Applied subject, a student must complete all required assessment outlined in the respective syllabus. If absent for any reason a medical certificate is required.

- For General subjects, a student must complete all summative assessments: in year 12 three summative internal assessments and one summative external assessment.
- For Applied subjects, a student must complete all summative internal assessments.

When a student does not submit a response to an assessment instrument, a result can only be allocated when evidence has been demonstrated. If it is an exam it should be completed at the next available opportunity.

- For General subjects, an overall subject result for a course of study may not be allocated if a student does not submit or complete the summative internal assessment.
- For Applied subjects, an E standard cannot be allocated when there is no evidence demonstrated.

Teachers can only mark work they have received **up to an including the due date**.

In the case of late or non-submission of assignments the **draft will be marked as the final copy**.

Students will still have to complete their final copy of assessment and may be subject to disciplinary action from the teacher and/or Head of Department.

For all late assessment items

Note: Technology failure (such as printer not working, work not being saved, or computer malfunction etc.) is not considered acceptable grounds for extension. However all measures should be taken to verify completion if the above occurs eg email your teacher with a photo of the assessment, save to USB, include error messages eg SAFE ASSIGN.

Absence on Due Date of Assignments

- Absence on the due date of assignments is no excuse for non-submission. Students must follow the school extension process if they wish to get an extension of the due date. This process must be completed at least 48 hours before the due date.
- Senior Students must follow the QCAA documentation requirements eg. medical certificate for any absences.

ASSIGNMENT EXTENSION – REQUESTED BY STUDENTS 11-12

- No extensions will be approved on or after the due date.
- Students must meet the criteria of Illness or Misadventure as referenced by the QCAA.
- Students must provide appropriate documentation including a medical report where necessary.
- Students must fill out the Application for Extension form and submit it to the Head of Department at least 48 hours prior to the due date.
- Senior students must consult their teacher in order to follow the QCAA guidelines.

There are only two grounds for applying for an extension to the due date. All extensions must be applied for at least 48 hours prior to the due date.

1. Illness

- A medical certificate is mandatory.

2. Extenuating circumstances (including unexpected circumstances)

- Family activities of a very special nature requiring absence from school
 - Bereavement, family breakdown etc.
 - Essential sporting / cultural commitments
 - Long-term illness of self or family member.
- If a delicate family matter or personal circumstances applies, the application can be lodged directly with Guidance Officer.
- Unexpected circumstances arise if a situation occurs suddenly (and belatedly) causing the student to be unable to submit on the due date.

How to apply for assignment extensions:

- Obtain an Application for extension form from the school website.
- Complete the form and return to the relevant Curriculum Head of Department.
- Approval or non-approval granted and student given copy of form.
- The relevant Curriculum Head of Department forwards a copy of form for filing with Student Profile.

ACADEMIC INTEGRITY AND ACADEMIC MISCONDUCT

Redbank Plains State High School and the QCAA promotes academic integrity. Academic integrity is how a person approaches their academic responsibilities in an honest, moral and ethical way. Teachers, parents/carers and others who support students in their learning must adhere to the guidelines for academic integrity.

Plagiarism, the copying of another person's ideas, text, or other creative work and presenting it as one's own, will not be tolerated. Examples of plagiarism include:

- Copying or closely paraphrasing sentences or paragraphs.
- Copying ideas, concepts, tables, designs, sounds, images, music, scripts, research data mathematical workings etc.
- Copying or adapting another student's work.
- "Cutting and pasting" statements gathered from a variety of sources.
- Submitting work produced by someone else on the student's behalf.

TYPES OF ACADEMIC MISCONDUCT DEFINED BY THE QCAA

Academic misconduct incorporates a broad range of behaviours in which students inappropriately and falsely demonstrate their learning. Academic misconduct may be considered along a continuum of breaches that range in the significance of misconduct and intent.

Type of misconduct	Examples
Cheating while under supervised conditions	<ul style="list-style-type: none">• beginning to write during perusal time or continuing to write after the instruction to stop work is given• using unauthorised equipment or materials• having any notation written on the body, clothing or any object brought into an assessment room• communicating with any person other than a supervisor during an examination, e.g. through speaking, electronic device or other means such as passing notes, making gestures or sharing equipment with another student
Collusion	<ul style="list-style-type: none">• when working in a group, submitting a response that is not individual (the response submitted by each student must be the student's own work)• assisting another student to commit an act of academic misconduct
Contract cheating/ significant contribution of help	<ul style="list-style-type: none">• asking for help on an assessment item from a tutor or a person in a similar supporting role that results in the tutor/other person completing or significantly contributing to the response• paying for someone or a service to complete a response to an assessment
Copying work	<ul style="list-style-type: none">• deliberately or knowingly making it possible for another student to copy responses• looking at another student's work
Disclosing or receiving information about an assessment	<ul style="list-style-type: none">• giving or accessing unauthorised information such as the answers to an examination prior to completing a response to an assessment• making any attempt to give or receive access to secure assessment materials

Fabricating	<ul style="list-style-type: none"> • inventing or exaggerating data • listing incorrect or fictitious references
Impersonation	<ul style="list-style-type: none"> • allowing another person to complete a response to an assessment in place of the student
Misconduct during an examination	<ul style="list-style-type: none"> • distracting and disrupting others in an assessment room
Plagiarism or lack of referencing	<ul style="list-style-type: none"> • completely or partially copying or altering another person’s work without attribution (another person’s work may include text, audio-visual material, figures, tables, images or information)
Self-plagiarism	<ul style="list-style-type: none"> • duplicating work or part of work already submitted as a response to an assessment

RESPONSIBILITIES – ACADEMIC INTEGRITY and ACADEMIC MISCONDUCT

The School

Redbank Plains State High School can support **academic integrity** by:

- Developing curriculum and assessment that allows for the identification of individual work.
- Fostering a learning environment that encourages mutual trust and respect for developing individual work by appropriately acknowledging the ideas, work or interpretation of others.
- Giving students access to resources that enable students to self-assess their compliance with academic integrity guidelines before submitting responses.
- Using QCAA-developed online courses [in development] and school-developed programs to help students and teachers understand the importance of academic integrity.
- Developing processes to manage, resolve and appeal cases of academic misconduct.

Students

- Sign a declaration on the cover sheet of the task stating that it is their own original work.
- Draft assignments and keep copies of their drafts (e.g. saving drafts as “Version 1”, “Version 2” etc.).
- Reference other sources used using the Australian Psychological Association (APA) referencing format (see student diary).
- Provide a bibliography.
- Not engage in any type of academic misconduct.
- In years 11 and 12 students are required to submit their final response using the SAFE ASSIGN plagiarism detection software.
- All year 11 students will be required to complete an approved course about academic integrity.
- May be required to participate in interviews during and after the development of the final.
- May be required to provide documentation of the drafting progress (e.g. planning, research notes, drafts).

Teacher

- 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, when they are preparing responses to collaborative tasks, and when they have access to others’ ideas and work.
- Collect evidence of the authenticity of student responses.
- Ensure assessment decisions are fair and equitable for all students.
- Implement strategies to ensure authentication of student work.

If a teacher suspects there has been a breach of academic integrity they should:

- Conduct an internet search of key phrases.
- Compare the students’ work to the work of past and present students.

- Interview the student after the submission of a task to explore further, clarify determine comprehension of the work submitted.
- Follow responsible plan for students.

Parents

- Support the efforts of teachers and students to authenticate student responses.
- Encourage student to approach their academic responsibilities in an honest, moral and ethical way.
- Alert the teacher if you suspect that your student has engaged in academic misconduct.

Consequences for plagiarism include but are not limited to:

Students cannot be graded on work that is not their own. If plagiarism is confirmed, the sections of work in question cannot be used to make a judgment about student achievement.

- Where a student is found to have plagiarised significant portions of the task, **only the elements of task that are their own original work will be graded.**
- Where a student is found to have plagiarised the entire task, **it will be treated as a non-submission.** In both cases, consequences will be applied.

Academic misconduct during an exam or external assessment

Reportable alleged misconduct includes, but is not limited to:

- gaining access to assessment content before starting the external assessment
- copying from, or communicating with, another student while in the assessment room
- bringing unauthorised material into an assessment room
- disrupting other students
- impersonating a student
- behaviour determined by the supervisor to disrupt the good order and management of the external assessment session.

If a student is **observed participating in an act of academic misconduct**, they will still be permitted to complete the assessment and are notified at the end of the session that a report may be made to the QCAA.

Consequences for academic misconduct during an exam or external assessment include but are not limited to:

Serious incidents that are unable to be reasonably managed by the external assessment supervisor may result in the student being excluded from the assessment room.

- Parents/Caregivers notified.
- HOD notified.
- Parts of the exam in question may be disregarded while grading the exam.
- The student may be required to complete an alternative exam at the earliest opportunity.

FAILURE TO COMPLY

To ensure the integrity of the levels of achievement reported for senior certification, students must meet the mandatory requirements stated in a syllabus including the completion of all assessment.

Students failing to meet the mandatory requirements of a syllabus:

- Cannot be rated for the semester unit.
- May have the unit removed from their Senior Statement.

If a student repeatedly does not meet mandatory requirements:-

- They will not have met the substantial requirements of the course as per the **Education (General Provisions) Act 2006, (QLD)**, and as a result, could be removed from the subject. This subject would then not appear on the student's QCE and the student could become ineligible for an ATAR.
- This may become grounds for cancelling the students' enrolment as per the **Education (General Provisions) Act 2006, (QLD)**.

EXAMS

Attendance at Internal Exams/Orals

Students must attend all tests, exams and orals at the scheduled time. These may be undertaken in normal class time or during block exams at the end of term/semester. Students in year 11 and 12 who do not attend an exam/oral must provide the school with documentation and make application with the QCAA under the Illness and Misadventure section of the AARA policy.

NOTE: Family holidays, mission trips etc are not considered legitimate reasons to miss an exam or oral presentation.

Students who miss exams for legitimate and documented reasons eg. Illness, will be required to sit an alternate exam on their first day back at school.

Year 12 External Assessment

External assessment is developed by the Queensland Curriculum and Assessment Authority (QCAA) for all General subjects. All external assessment for General subjects is summative and may contribute to a Queensland Certificate of Education (QCE) and Australian Tertiary Admission Rank (ATAR) calculation. All external assessment completed for General subjects is summative. External assessment contributes 25% of the overall subject result in most senior subjects and generally assesses Unit 4 of the syllabus. In mathematics and science subjects, external assessment contributes 50% of the overall subject result.

The QCAA determines the timing of external assessments. External assessment occurs in Term 4, during October and November. The specific dates for external assessment are made available on the QCAA website at the beginning of each year.

Students must complete external assessment on the date published on the QCAA website. Applied subjects do not include external assessment.

External assessment is

- Common to all schools
- Administered by schools under the same conditions at the same time and on the same day
- Developed and marked by the QCAA according to a commonly applied marking scheme.

The Queensland Curriculum and Assessment Authority (QCAA) publishes rules and expectations on the QCAA website each year to help schools prepare for external assessment. Breaches of external assessment rules are a form of academic misconduct.

EXAMINATION EQUIPMENT

Approved equipment

- Blue or black pens, 2B pencils, highlighters
- Ruler, slide rule
- Eraser
- Calculator (check with HOD re specifications)
- Tinted glasses, magnifying glasses, earplugs
- Water in plain unlabelled container
- Equipment allowed as a QCAA-approved special provision.

Non-approved equipment

The following items must **not** be taken into the examination room:

- Electronic devices, e.g. iPods, translators, laptops, mobile phones, smart watches
- Extra paper, books or manuscripts

- Food, unless allowed as a special provision.

CONDUCT DURING EXAMINATIONS

To be fair to all students sitting a test, it is important that test conditions are maintained. This means that students do not talk or act in a way that distracts others and prevents them from completing the test to the best of their abilities. Students who act in a way that disrupts others should be asked first questions. Students who disrupt again will choose to leave. The teacher will determine a level of achievement for this student using whatever evidence is available. This would usually mean marking the sections completed before the student chose to leave.

LATE ARRIVAL TO AN EXAMINATION

If a student arrives late for an external assessment, they must report to the external assessment supervisor and designated assessment venue as soon as possible. Students who arrive within 40 minutes of the scheduled starting time for the external assessment are permitted entry into the assessment venue to complete the assessment.

No extra time to complete the exam is granted if a student arrives late without prior arrangement and with the required documentation

YEAR 12 – RULES FOR EXTERNAL ASSESSMENT

At the beginning of each school year, the QCAA communicates rules for students completing external assessment. Schools are responsible for communicating the *External assessment student rules* to students.

RESPONSIBILITIES – EXAMINATIONS

Teachers

- Communicate to school staff, students and parents/caregivers: date and time of test/ conditions/ rules/ approved equipment list.

Students

- Arrive on time
- Come prepared
- Meet the behaviour expectations for conduct during exams.

Parents

- Ensure your child has a good night sleep prior to the exam
- Support your child in preparation for the exam.

RESPONSIBILITIES – EXTERNAL ASSESSMENT IN YEAR 12 FROM 2020

SEA coordinators

- Adhere to and manage external assessment processes outlined in this handbook and the *External assessment – directions for administration*.
- Communicate to school staff, students and parents/carers the
 - *External assessment timetable*
 - *External assessment student rules*
 - Approved equipment list.
- Apply to the Queensland Curriculum and Assessment Authority (QCAA) for the rescheduling of an external assessment if there is an external assessment timetable clash.
- Allocate teaching staff or other suitable staff to supervise external assessment. Senior secondary teachers are ineligible for supervision of an external assessment for subjects that they teach in a given year.
- Manage incidents when a student is suspected of or observed participating in an act of academic misconduct.

Teachers

- Comply with and supervise external assessment according to the external assessment guidelines.
- Allow a student suspected of academic misconduct to complete the external assessment.
- Inform the student that the SEA coordinator will be advised of an alleged incident of academic misconduct.
- Report an alleged incident of academic misconduct to the **School external assessment (SEA)** coordinator.
- Adhere to external assessment processes outlined in this handbook and the *External assessment — directions for administration*.
- Supervise external assessment. Senior secondary teachers are ineligible for supervision of an external assessment for subjects that they teach in a given year.
- Report incidents when they suspect or observe an act of academic misconduct by a student.

Students

- Read and comply with the *External assessment student rules* and external assessment information that is made available on the QCAA website and provided to schools each year.
- Read the information provided by schools, including the
 - *External assessment timetable*
 - *External assessment student rules*
 - approved equipment list
- Attend external assessment in which they are enrolled.

Parents

- Read the *External assessment timetable* and *External assessment student rules* on the QCAA website.
- Support students to participate in the external assessment in which they are enrolled.

ACCESS ARRANGEMENTS AND REASONABLE ADJUSTMENTS (AARA)

The QCAA acknowledges that some students may need different access arrangements and adjustments to engage with curriculum in an equitable way. Students may apply for adjustments for long term, temporary and intermittent conditions.

Eligibility: The QCAA uses four broad categories to define the type of conditions eligible for alternative access arrangements and reasonable adjustments. They are:

- Cognitive
- Physical
- Sensory
- Social Emotional.

Students who believe they have a condition eg. anxiety disorder, ADHD, diabetes etc. that meets the QCAA criteria can apply to have adjustments made to their assessment and curriculum. Some of these adjustments will require Principal approval while others require an application to the QCAA for approval. The following types of adjustments require an application to the QCAA via the online 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	<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).

Other adjustments require school based approval and must be reported to the QCAA through the QCAA portal.

All AARA applications must be accompanied by supporting documentation. This can include but is not limited to:

- Student Statement
- Medical Reports
- Evidence of verified disability
- School Statements.

When the condition is not medical other relevant evidence may need to be collected eg. Police Reports, Official notices etc.

Process for applying for AARA:

At Redbank Plains State High School all applications for AARA must go through your year level **Guidance Officer**.

Access Arrangements and Reasonable Adjustments (AARA) Years 7 – 10

***Key Principle** - Making reasonable adjustments to conditions of assessment to ensure equitable opportunities for all students.*

AARA may apply to any student with specific educational needs. Assessment criteria and standards are not modified, the intent and rigour of the syllabus or Study Area Specification is maintained.

In making a decision about adjustments, the school will consider what adjustments to assessment conditions are reasonable in the circumstance. Often students require adjustment to the form of presentation of an assessment instrument and their response to it. The method of transmission of information about the assessment and the way the student presents evidence of their knowledge and skills may be adapted.

At Redbank Plains State High School all applications for AARA must go through your year level **Guidance Officer**.

Access arrangements and reasonable adjustments (AARA) – Years 11- 12

AARA in Units 1 and 2

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 Unit 1 and 2 assessments are aligned to those that are available for summative assessments in Units 3 and 4. Provision of AARA by a school for Unit 1 and 2 assessments does not guarantee that students will be provided the same AARA for assessment in Units 3 and 4.

In approving AARA, a principal or Guidance Officer must:

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

Evidence of AARA being enacted for a student in Unit 1 or 2 will be considered as part of an application for the same AARA in Units 3 and 4.

Principal-reported AARA in Units 3 and 4

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 Guidance Officer must:

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

Schools retain supporting documentation for principal-reported AARA (see Section 6.4.5: Supporting documentation for QCAA-approved 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 (see Section 6.4.6: Reviewing a QCAA-approved AARA decision).

QCAA-approved AARA in Units 3 and 4

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.

Figure 1: Schools' AARA application/notification process for summative assessment in Units 3 and 4

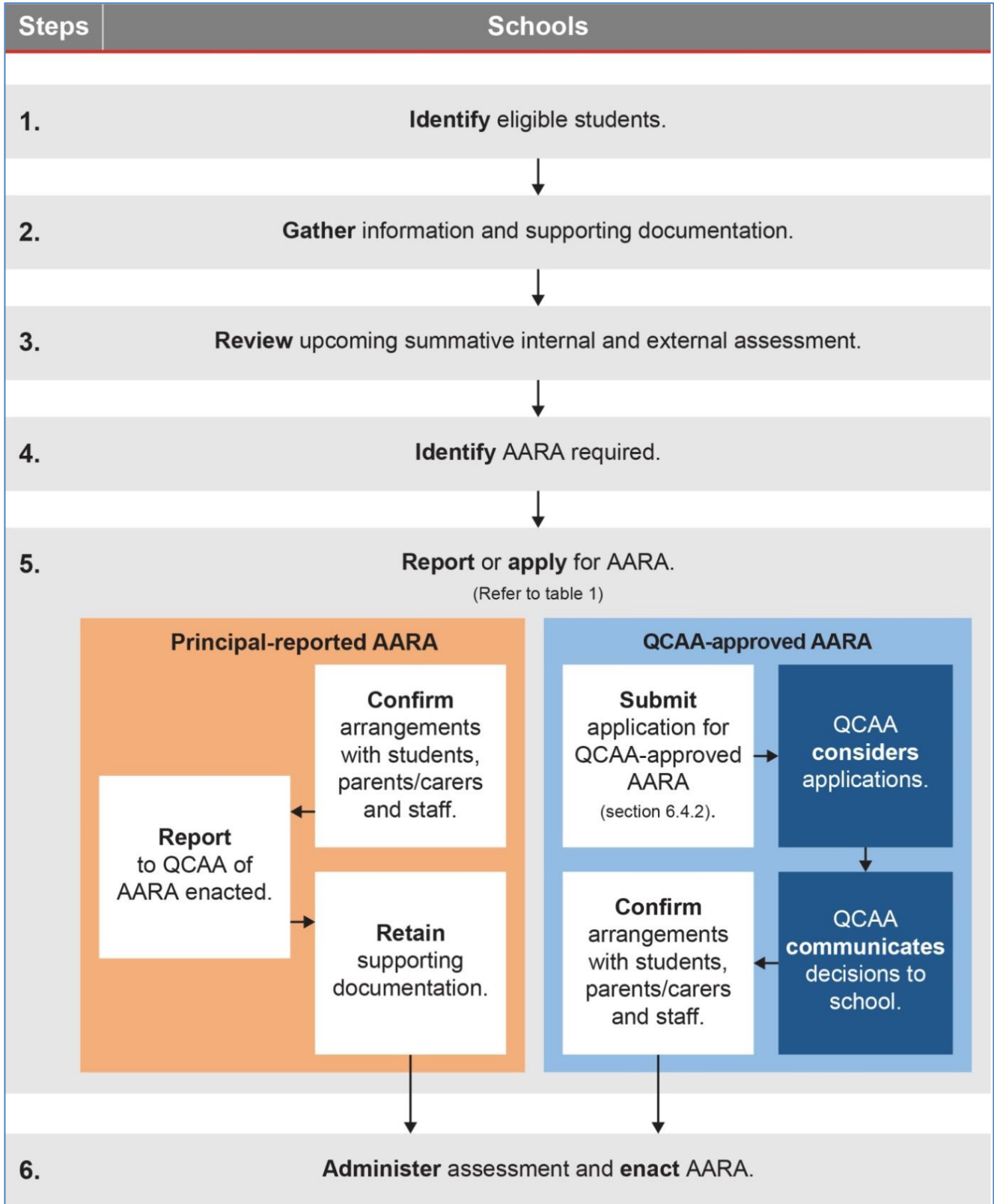


Table 2: Summary of the adjustments for which schools are required to apply to the QCAA

Type of assessment	Adjustment
Summative assessment — internal examination	<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 variation to venue (changes to rooms should be recorded). See Section 10.4.1: Variations to venue any adjustments not identified as principal-reported in the table in Section 6.4.4: Possible AARA.

Timelines

It is best to apply early 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.

Table 2: Submission dates 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. <ul style="list-style-type: none"> 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 before the relevant confirmation event	Notification is due by the end of Term 3 in the summative assessment year.

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.

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, must be dated:

- for internal assessment, no earlier than six months prior to the relevant Units 3 or 4 assessment event for General and Applied subjects
- for external assessment, no earlier than 1 April of the assessment year.

All applications for AARA must be made through your year level Guidance Officer

Illness and Misadventure

Illness and misadventure provides for students whose ability to attend, or performance in, summative internal or external assessment was adversely affected by an unexpected event. Illness and misadventure can affect a single student or a group of students.

The following guidelines apply for illness and misadventure:

- **A student who has been approved for AARAs in years 11 and 12 is not eligible to apply for illness and misadventure consideration for the same condition, unless it can be demonstrated through evidence that a significant deterioration or complication of the condition occurred which diminished the student's performance in assessment.** For example, a student who has been given adjustments for an anxiety disorder cannot apply for illness using the anxiety disorder documentation as they have already been given the adjustments.
- **The condition or situation must be unforeseen and beyond the student's control. An adverse effect must be demonstrated.**
- The condition or situation cannot be of the student's own choosing or that of their parents/carers, such as a family holiday.
- Misreading an external assessment timetable is not adequate grounds to submit an application for AARA or illness and misadventure.

Timelines for illness and misadventure

Typically, students are responsible for initiating an application for illness and misadventure if they believe they have been adversely affected by illness or other emergent circumstances.

Illness during external assessment

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

Non-attendance at external assessment

A student who cannot attend an exam must notify the principal's delegate or the SEA coordinator as soon as practical.

Individual student

Students who believe their 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, must speak to the exam coordinator regarding an application for illness and misadventure.

A student who misses an External Exam must submit an application to the QCAA. There is no capacity for a student to resit a missed external exam.

Supporting documentation for illness and misadventure — internal and external assessment

To make an informed decision about an illness and misadventure application, Redbank Plains State High School and the QCAA require a report that includes the following details:

- Diagnosed illness, condition or event
- 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 participating in the assessment
- For non-medical claims, written evidence from a relevant independent professional or other independent third party eg, police report, social worker report. A note from a parent will not be considered appropriate evidence.

Non Attendance at Exams

1. *Inability to attend an exam due to illness or misadventure*

If a student is ill and/or cannot attend a test or exam the following procedure must be followed:

- The school must be notified BEFORE the scheduled test exam.

- On return to the school the student is responsible for reporting to the relevant Curriculum Head of Department (in the case of Block exams) to make alternate arrangements
- A Medical Certificate, must be produced on the student's return to school after an illness which causes an absence for a scheduled test / exam to the relevant Curriculum Head of Department.
- In the instance of an internal exam, students will be required to sit an alternate exam on their return to school and their provision of supporting documents.

2. *Prior knowledge of absence*

If a student knows in advance that they will be absent for a scheduled test they must:

- If approved, be allowed to complete a similar assessment piece as negotiated with the teacher in consultation with the relevant Curriculum Head of Department.
- For years 11 and 12, adhere to the QCAA processes.
- Seek approval. Family Holidays, Church Missions etc are not deemed legitimate reasons to miss an exam. Approval will not be given in these circumstances.

Failure to Attend an Exam

If students fail to attend scheduled exams and do not comply with the conditions outlined above they:

- Will not have completed the mandatory requirements of the course. This could have implications for the student's QCE completion and also impact on their enrolment.
- And their Parents/Guardian/Carers will be notified by the school and a note made on the student's file.

Comparable Assessment Instrument

A comparable assessment instrument is used to replace an assessment instrument that cannot be used. This may be required to maintain the integrity of an assessment instrument for an individual student or small groups of students within the cohort, due to illness or misadventure or when managing a school-approved absence for an examination.

A comparable assessment instrument:

- allows students to use the same knowledge and skills required for the endorsed assessment instrument
- is designed to gather the evidence of student learning using the assessment objectives, ISMG or ISSM and topics of the syllabus.

If the school has determined a comparable assessment instrument needs to be developed, they should contact the QCAA for support and advice.

Complaints/Appeal Procedure

Redbank Plains State High School is committed to the core principles of academic integrity as outlined in the QCAA policies and procedures handbook. If students feel academic integrity has been compromised they are invited to submit a complaint through the complaints and appeals register through the form available on the school website.

Some reasons students may make a complaint or lodge an appeal may include but are not limited to:

- Draft dates and due dates changed without notice.
- Students cheating or participating in other forms of academic misconduct.
- School processes not being followed by a student or teacher. Eg. A student has more than one draft marked, students being allowed to submit a final copy late without supporting documentation.
- Approved reasonable adjustments have not been put in place by their classroom teacher.
- They are unhappy with their grade and would like it reviewed by the Head of Department.

All complaints will be considered by the school complaints committee. If a resolution is not reached the final decision will be made by the school Principal.

School Reporting to the QCAA

(11.2.2 from the QCE and QCIA policy and procedures handbook 2019 v1.2, Queensland Curriculum & Assessment Authority, For senior secondary schools, October 2019)

Schools use information in syllabuses, this handbook and in their school assessment policy when making decisions about student achievement and determining student results to report to the QCAA.

Units 1 and 2

Schools report to the QCAA results for students who complete Units 1 and/or 2 for all Applied, Applied (Essential) and General subjects as satisfactory (S) or unsatisfactory (U). Where appropriate, schools may also report a not rated (NR). For more information, see Section 11.1 Making judgments about student achievement.

Evidence used to determine each student's result is:

- authenticated as the student's own work
- completed on or before the due date
- drawn from responses to the assessment designed for reporting to the QCAA.

Table 3: Reporting results to the QCAA for Units 1 and 2

Result	Description
S — Satisfactory	A school determines satisfactory completion of a unit when: <ul style="list-style-type: none">• a student has had the opportunity to engage in the teaching, learning and assessment of the unit, and• evidence produced by the student in response to the complete assessment program (designed for reporting to the QCAA) demonstrates, on-balance, achievement of the syllabus standards at a C standard or better.
U — Unsatisfactory	A school determines unsatisfactory completion of a unit when: <ul style="list-style-type: none">• a student has had the opportunity to engage in the teaching, learning and assessment of the unit, and• evidence produced by the student in response to the complete assessment program (designed for reporting to the QCAA) demonstrates, on-balance, achievement of the syllabus standards at a D or E standard.
NR — Not rated	A school determines not rated for a unit when: <ul style="list-style-type: none">• a student has had the opportunity to engage in the teaching, learning and assessment of the unit• there is insufficient evidence produced by the student in response to the complete assessment program (designed for reporting to the QCAA), to be rated as U or S.

For more information, see Section 6: Access arrangements and reasonable adjustments (AARA), including illness and misadventure, and Section 11.1: Making judgments about student achievement.

Units 3 and 4

Applied subjects

Schools report to the QCAA results for students enrolled in Units 3 and 4 of an Applied subject by the dates indicated in the SEP calendar. For each student, they report:

- the instrument results
 - A–E by dimension for each instrument
- the on-balance A–E standard awarded by dimension for the pair of units at exit
- the A–E exit result awarded for the pair of units.

Further information about assessment in Units 3 and 4 is provided in each Applied syllabus see Syllabus Section 7: The assessment system and 3.3: Exiting a course of study.

For more information see Section 11.1: Making judgments about student achievement, and Section: 9.4: Applied quality assurance (Units 3 and 4).

Applied (Essential) subjects

Schools report to the QCAA results for students who complete Units 3 and 4 of an Applied (Essential) subject by the dates indicated in the SEP calendar. For each student, they report:

- the instrument results as A–E by criterion for each instrument
- the on-balance A–E exit result.

Further information about assessment and reporting in Units 3 and 4 is provided in each Applied (Essential) syllabus.

For more information about Units 3 and 4, see Section 11.1 Making judgments about student achievement and Section 9.4.2: Applied (Essential) subjects.

General and General (Extension) subjects

Schools report provisional marks to the QCAA by criterion for each summative internal assessment for General and General (Extension) subjects.

Further information about assessment and reporting in Units 3 and 4 is provided in each General or General (Extension) syllabus, in Section 11.1: Making judgments about student achievement and Section 9: Internal assessment — Quality assurance.

Short Courses

Schools report to the QCAA exit results for students who complete a Short Course as an A–E exit result. Further information about assessment is provided in each Short Course. For more information about quality assurance processes for Short Courses, see Section 9.3: QCAA Review (Units 1 and 2).

VET

Learning providers are responsible for banking students' achievements into learning accounts. School RTOs are required to supply all enrolment and outcomes data for VET to the QCAA. For more information about enrolment and reporting VET to the QCAA through the Student Management application, see the QCAA website.