

# Assessment Year 7-12

Assessment is the ongoing process of gathering, analysing and reflecting on evidence to make informed judgment about the achievement or capabilities of individuals and cohorts.



Assessment information has multiple uses, including:

- provision of feedback to teachers, students and parents/carers
- 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
- refinement of quality teaching, by supporting teacher reflection and profession learning
- provision of information for certification
- measurement and evaluation of policies, programs, interventions and teaching strategies to provide better understanding of student achievement and growth.

## Process

Development of curriculum unit summative assessment:

- All required assessment tasks need to be developed, calibrated, and endorsed prior to a unit commencing based on approved Unit Overview and Sequence ACARA Years 7-10 (Internal), QCAA Senior Syllabus (External), and VET Training and Assessment Strategy (TAS).
- Assessment tasks need to be presented on agreed assessment templates
- Final copies of Senior assessment tasks need to be approved by the HOD and then forwarded to AO for uploading.

**The following details what is covered/included:**

- 1.1 Gathering evidence of student achievement**
- 1.2 Academic Integrity**
- 1.3 Scaffolding**
- 1.4 Due Dates**
- 1.5 Authentication Strategies**
- 1.6 Checkpoints**
- 1.7 Drafts**
- 1.8 Managing Response Lengths**
- 1.9 Collecting and Storing Assessment Information**
- 1.10 Internal Quality Assurance**
- 1.11 Communication and Status of Results**
- 1.12 Appropriate Materials**
- 1.13 Non-submission of a student response**
- 1.14 Extensions**
- 1.15 Missed Exams**
- 1.16 Access Arrangements and Reasonable Adjustments**



## 1.1 Gathering evidence of student achievement

### Rationale and Purpose

Schools are responsible for gathering evidence of student achievement on or before the due date for summative internal assessment instruments in all subjects for all units.

### Process

All class teachers are required to gather evidence before students submit or complete assessment tasks. Effective strategies for gathering evidence of student achievement may include:

- photocopying class work
- formalised submission of checkpoint activities/drafts
- rehearsal notes
- photographs of work
- teacher observations

### Responsibilities

Students:

- Are expected to participate fully to the best of their ability in all class activities and learning experiences
- Are expected to develop evidence of their learning throughout the unit of work
- Are expected to demonstrate/show evidence of their learning to the teacher when asked
- Are expected to submit checkpoint activities/tasks and final assessment by the due dates and times established for the course of study.

## 1.2 Academic Integrity

Academic integrity requires academic responsibilities to be approached in an honest, moral and ethical way. Schools, teachers, parents/carers and others who support students in their learning - including the Queensland Curriculum and Assessment Authority (QCAA) - have responsibility for promoting and maintaining academic integrity.

MSC and key stakeholders aim to conduct all academic responsibilities with integrity and uphold high standards of professional conduct as outlined in the QCAA QCE and QCIA policy and procedures handbook.

### 1.2.1 Promoting Academic Integrity

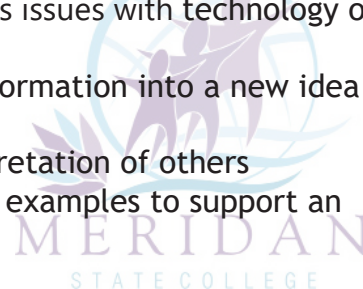
- develop and regularly review school assessment policies and procedures ensuring alignment with QCAA/EQ policies
- consistently apply policies to develop academic integrity and minimise academic misconduct
- develop assessment that enables identification of individual work
- model academic integrity, e.g. by practising appropriate research, referencing, and adherence to copyright laws as a school community
- communicate the school's expectations for academic integrity and policies for academic misconduct clearly to students and parents/carers
- use QCAA-developed resources and school-developed programs to help students and teachers understand the importance of academic integrity.
- editing — refining their own work
- checking — self-assessing compliance with academic integrity guidelines before submitting responses.

### Responsibilities

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

- forward planning - understanding the components of a task and how long each component might take to complete

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



### 1.2.2 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 students' behaviour may include:

Type of Misconduct	Examples
Cheating while under supervised conditions	A student: <ul style="list-style-type: none"> <li>• begins to write during perusal time or continues to write after the instruction to stop writing is given</li> <li>• uses unauthorised equipment or materials</li> <li>• has any notation written on the body, clothing or any object brought into an assessment room</li> <li>• 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.</li> </ul>
Collusion	When: <ul style="list-style-type: none"> <li>• more than one student works to produce a response and that response is submitted as individual work by one or multiple students</li> <li>• a student assists another student to commit an act of academic misconduct</li> <li>• a student gives or receives a response to an assessment.</li> </ul>
Contract cheating/significant contribution of help	A student: <ul style="list-style-type: none"> <li>• arranges for a tutor, parent/carer or any person in a supporting role to complete or contribute significantly to the response</li> <li>• pays for a person or a service to complete a response to an assessment</li> <li>• sells or trades a response to an assessment.</li> </ul>
Copying work	A student: <ul style="list-style-type: none"> <li>• deliberately or knowingly makes it possible for another student to copy responses</li> <li>• looks at another student's work during an exam</li> <li>• copies another student's work during an exam</li> </ul>
Disclosing or receiving information about an assessment	A student: <ul style="list-style-type: none"> <li>• 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</li> <li>• makes any attempt to give or receive access to secure assessment materials</li> </ul>
Fabricating	A student: <ul style="list-style-type: none"> <li>• invents or exaggerates data</li> <li>• lists incorrect or fictitious references</li> </ul>
Impersonation	A student arranges for another person to complete a response to an assessment in their place, e.g. impersonating the student in a performance or supervised assessment. A student completes a response to an assessment in place of another student.
Misconduct during an examination	A student distracts and/or disrupts others in an assessment room
Plagiarism or lack of referencing	A student completely or partially copies or alters another person's work without attribution (another person's work may include text, audio or audiovisual material, figures, tables, design, images, information or ideas)
Self-plagiarism	A student duplicates work or part of work already submitted as a response to an assessment instrument in the same or any other subject.



## Responsibilities

- All stakeholders (Students/Teachers/HODS/Admin/Parents) are required to understand what constitutes academic misconduct and the possible consequences.
- All stakeholders should employ proactive strategies to ensure academic misconduct does not occur (e.g. Electronic submission of assessment through plagiarism software)

### Possible Consequences Examples only:

- Students may be interviewed to identify authorship of work suspected of not being authentic.
- Breach of academic integrity may result in the student's summative piece of work being discounted as the main source of summative assessment. It may also result in the use of other evidence to determine a final grade for the piece of assessment
- Students may face disciplinary consequences
- In VET courses where evidence of competency is gathered throughout the delivery of the course, students may be asked to provide additional evidence to ensure validity and authorship of evidence submitted (eg submitted written responses may be verified by additional verba I questioning if a breach of academic integrity is suspected). Additionally, students may be asked by their trainer/assessor to repeat practical assessments or work placements where there is concern over academic integrity.

## 1.3 Scaffolding

### 1.3.1 Scaffolding for Teaching and Learning

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

#### Process

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

Scaffolding may include:

- breaking a complex task, learning experience, concept or skill into discrete parts
- modelling thought processes required to complete parts of an assessment instrument
- pre-teaching vocabulary specific to the subject and assessment instrument
- questioning to develop students' conceptions, describe interpretations or challenge opinions that inform a response
- showing examples of responses at various grade levels for the purpose of demonstrating to students the match of the exemplar to the appropriate assessment criteria/performance descriptors. (it is not the intent of this is to demonstrate a singular model response).
- using visual frameworks or graphic organisers to plan responses.

### 1.3.2 Scaffolding for Assessment Instruments

#### Rationale and Purpose

When scaffolding in an assessment context, it is important that the integrity of the requirements of the task or assessment instrument are maintained so a student's response is their own. Scaffolding or task instructions should not lead to a predetermined response or interfere with students' ability to demonstrate their knowledge and understanding of the relevant criteria.



## Process

Scaffolding may include:

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

## Responsibilities

Students are expected to develop an understanding of scaffolding techniques and utilise them to ensure assessment accurately reflects their capability.

## 1.4 Due Dates

### Rationale and Purpose

A due date for assessment is established for the following reasons:

- To ensure that assessment delivery aligns with syllabus requirements
- Provide sufficient working time for students to complete the task
- Allow for internal quality assurance processes
- Enable timelines for QCAA quality assurance processes to be met
- Ensure assessment timelines can be clearly communicated to teachers, students and parents/carers
- Ensure assessment timelines are consistently applied.

In VET courses a due date is particularly important for:

- Allowing validation of assessment tools
- Allowing industry review of processes and practices
- Allowing timely updating of centralised data collection
- Allowing issuance of qualifications in a structured and systematic way

## Process

Assessment dates are set at the beginning of each semester or unit of work after being confirmed by HOD and DP.

They are then communicated to all stakeholders via a range of communication channels.

(Examples include: Canvas, emails, assessment task sheets, Training and Assessment Strategy project dates). Change of assessment date can only occur after consultation and confirmation by HOD and relevant DP.

In the event of an assessment change of date occurring all key stakeholders need to be advised. (Students/Parents)

## Responsibilities

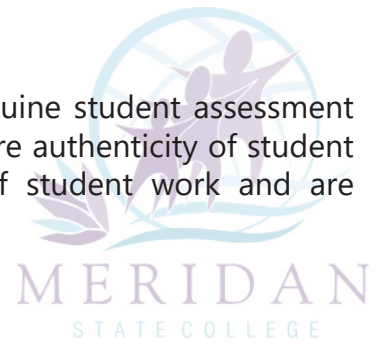
Students are expected to adhere to all assessment due dates.

Submission of tasks can be submitted no later than 5:00pm on the day it is due (or unless otherwise specifically stated).



## 1.5 Authentication Strategies

Accurate judgments of student achievement can only be made on genuine student assessment responses. Schools and teachers should have strategies in place to ensure authenticity of student responses. Teachers are best positioned to determine authenticity of student work and are responsible for ensuring that it complies with syllabus requirements.



### Process

Strategies for establishing authorship.

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

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

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

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

To establish authorship of final responses, teachers may:

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

Trainers/Assessors need to collect performance evidence in line with the approved course TAS, to determine satisfactory completion of tasks. Through the use of MSC approved templates for evidence gathering, Trainers/Assessors are able to establish authorship of final responses by receiving signed documentation from students (electronically or otherwise). Trainers/Assessors are also able to verify this evidence through the use of checkpoint evidence.

### Responsibilities

Students:

- complete responses during the designated class time to ensure teachers are able to observe the development of work and authenticate student responses
- participate in authentication processes as required by the College, such as to: sign a declaration of authenticity
- submit draft by the due date.

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.



### Inability to establish authorship

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

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

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

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

### Administering external assessments

All stakeholders are to abide by the expectations outlined in the External Assessment - Administration Guide and report any instance of suspected or observed academic misconduct the School external assessment (SEA) coordinators as soon as possible.

## 1.6 Checkpoints

### Rationale and Purpose

To monitor the work of students as part of a developmental process.

### Process

Teachers may use defined checkpoints to:

- clarify assessment expectations for students (e.g. task requirements, how judgments are made)
- discuss progress towards the task completion
- help students develop strategies to submit assessment by the due date
- gather evidence on or before the due date
- provide points of intervention, if needed
- embed authentication strategies

Faculty HODs will identify how many and what type of checkpoint are required. This will be determined by factors such as year level, complexity and type of assessment, subject/course.

## 1.7 Drafts

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.

A draft can be used to provide feedback on a response as well as to authenticate student work. Drafts may be created in a variety of formats and modes:

- a student may prepare several written drafts when developing and refining a response to the topic and then submit their best, complete or near complete draft for teacher feedback, e.g. in Ancient History



- a student presenting a spoken task practises in class and receives feedback on the draft in the mode of the response e.g. in English
- a spoken/signed task students practise a performance in class and are given teacher feedback on a dress rehearsal, e.g. in Drama or Dance.

Drafting allows teachers to monitor student work. Before submitting the complete or near complete draft in the mode required by the syllabus for feedback, students may be required to pass through other checkpoints, such as developing an outline or discussing their approach with the class teacher.

### 1.7.1 Non-submission of Draft

#### Rationale and Purpose

Non-submission of a draft is a failure of a student to meet the college's participation expectations. Failure to submit a draft compromises the ability for the teacher to authenticate student work when it comes to grading the final submission.

#### Process

Students are required to participate in the course of instruction and the non-submission of a complete or near complete draft is considered a classroom behaviour issue.

A minor behaviour incident will be created and contact made with home. A detention may be assigned to complete the required work.

#### Responsibilities

Students:

- Meet due dates for drafts
- Submit completed drafts in the correct mode when required. A completed draft meets all requirements of the task sheet.

### 1.7.2 Providing Feedback

Teachers provide feedback on a maximum of one draft of each student's response. Providing feedback is a consultative process, not a marking process. Teachers should not allocate a result for the draft student response.

Feedback on a draft must not

- compromise the authenticity of student work.
- introduce new ideas, language or research to improve the quality of student responses
- edit or correct all errors in a draft.

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 will be provided to students on completed or near completed drafts at checkpoint 2 (or equivalent).

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.





## Responsibilities

Students:

- complete responses during the designated class time to ensure teachers are able to observe the development of work and authenticate student responses
- participate in authentication processes as required by schools, such as to: sign a declaration of authenticity
- submit a draft
- submit the final response using plagiarism-detection software where required
- participate in interviews during and after the development of the final response if required.
- Students are expected to understand the nature and type of feedback teachers are permitted to give
- then expected to act upon the feedback provided in order to maximise their assessment results by the due date.

## 1.8 Managing response length

### Rationale and Purpose

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

This information is provided to:

- indicate the depth of the response required
- support students to develop skills in managing the length, scope and scale of their responses appropriately
- ensure equity of conditions for all students
- ensure that internal assessments developed for General, General (Extension) and Applied (Essential) subjects meet the requirements for endorsement
- ensure that internal assessments developed for Applied subjects allow students to demonstrate the syllabus objectives across the range of standards and match the conditions described in the syllabus.

### Responsibilities

Students:

- respond to feedback to manage the length of their response, considering advice at checkpoint/s and draft
- develop a response of the required length
- document the length of their response using a word count, page count or time.
- Be aware of inclusions and exclusions as per QCM guidelines below.
- State the word count at the required part of the assessment item

### Process

If the response exceeds the length required by the syllabus, the teacher will mark only up to the required length, excluding evidence over the prescribed limit, and annotate any such student work submitted for confirmation purposes to clearly indicate the evidence used to determine a mark.



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
<b>Inclusions</b>	<ul style="list-style-type: none"> <li>all words in the text of the response</li> <li>title, headings and subheadings</li> <li>tables, figures, maps and diagrams containing information other than raw or processed data</li> <li>quotations</li> <li>footnotes and endnotes (unless used for bibliographical purposes)</li> </ul>	<ul style="list-style-type: none"> <li>all pages that are used as evidence when marking a response</li> </ul>
<b>Exclusions</b>	<ul style="list-style-type: none"> <li>title pages</li> <li>contents pages</li> <li>abstract</li> <li>visual elements associated with the genre*</li> <li>raw or processed data in tables, figures and diagrams</li> <li>numbers, symbols, equations and calculations</li> <li>bibliography</li> <li>reference list</li> <li>appendixes<sup>†</sup></li> <li>page numbers</li> <li>in-text citations</li> </ul>	<ul style="list-style-type: none"> <li>title pages</li> <li>contents pages</li> <li>abstract</li> <li>bibliography</li> <li>reference list</li> <li>appendixes<sup>†</sup></li> <li>blank pages</li> </ul>

\* For example, by-lines, banners, captions and call-outs used in genre-related written responses

<sup>†</sup>Appendixes should contain only supplementary material that will not be directly used as evidence when marking the response.

Elements to be included in or excluded from the duration of a non-written response are provided in the following table.

	Response length — duration	Notes
Inclusions	<ul style="list-style-type: none"> <li>Any items that form part of the response and chosen by the student for inclusion in the multimodal or presentation including introductory slides or excerpts such as video or music</li> <li>Any required referencing of texts or citations chosen for inclusion, e.g. as a note on a slide in a multimodal presentation</li> </ul>	See 'After assessment is submitted'
Exclusions	Extraneous recording prior to the beginning of the response, e.g. setting up microphones, waiting for an audience to settle, talking about setting up.	The exclusions for written responses do not apply as they are not relevant to a timed response.



## 1.9 Collecting and Storing Assessment Information

To consistently collect and store assessment information including assessment instruments, student work and results that:

- includes when, where, who and how this is to happen
- allows the College to meet requirements of the syllabus and quality assurance processes
- includes maintaining this information for the required length of time.



### Responsibilities

Students:

Students need to submit their response to an assessment task by the due date and time that meets all of the conditions listed on the assessment sheet as well as documented teacher communication. Conditions could include:

- Length
- File type and naming conventions
- Location
- Processes for submitting assessment

## 1.10 Internal Quality Assurance

### Rationale and Purpose

Quality assurance processes are conducted within or across learning areas for:

- assessment instruments before being submitted for endorsement and/or being administered with students
- making judgments about student work contributing to reporting and results, e.g. moderation, cross -marking

All marks for summative internal assessment for General and General (Extension) subjects are provisional until they are confirmed by the QCAA.

Results for Applied and Applied (Essential) subjects and Short Courses may be subject to advice from the QCAA. Overview of quality assurance processes for QCAA internal assessment

Subject	Unit 1	Unit 2	Unit 3	Unit 4
Applied	School quality management system		Study plan approval + School quality management system	
Applied (Essential)	School quality management system		Endorsement + Applied quality assurance	
General	School quality management system		Endorsement + Confirmation	

## 1.11 Communication and Status of Results

### Rationale and Purpose

For senior students:

- all marks for summative internal assessment for General and General (Extension) subjects are provisional until they are confirmed through the confirmation process
- results for Applied and Applied (Essential) subjects and Short Courses may be subject to advice from the QCAA quality assurance processes

Senior students will receive interim report cards during Year 11 and 12 indicating progress results. Students in Years 7-10 will receive an interim report and end of semester report for each semester of the year.



## 1.12 Appropriate Materials

Ensure that submissions provided to the QCAA or any other external organisation/community as part of quality assurance processes does not contain materials that may offend, humiliate or intimidate employees working for, or on behalf of, the QCAA or other organisation/community stakeholder.

### Responsibilities

Student:

- Consider the appropriateness of responses when producing materials for assessment in subjects with regard to social comment, imagery, appropriate language and other as deemed by the subject/faculty.

## 1.13 Non-submission of a student response

### Rationale and Purpose

In circumstances where students do not submit a final response to an assessment (other than unseen examinations) teachers make judgments based on evidence of student work collected for the purposes of authentication, during the assessment preparation period.

### Process

When a student does not submit a response to an assessment instrument on or before the due date set by the College, a result should be awarded using evidence available on or before the due date and communicated to key stakeholders.

For students who are enrolled in a QCAA subject, but do not produce evidence on or before the due date as specified by the school and no other evidence is available, 'Not-Rated' (NR) must be awarded as the grade in OneSchool and entered in the Student Management system by the date published in the SEP calendar. Failure to submit an item may result in the loss of credit for the unit/s.

In Years 7-10, In cases where assessment is not handed in on the due date, class teachers, in consultation with HOD's, HOSES and Year Level Coordinators, will assess the task, based on evidence of student work observed in class prior to the due date and/or the partially completed drafts or assessment submitted. Students will still be required to complete the full assessment task.

Technology failure is an unacceptable reason to not meet assessment due dates.

Year 7 - 10 students who fail to submit assessment items may be subject to disciplinary consequences. For example, referral to the Head of Department and afterschool detentions until outstanding work is completed.

Year 11-12 students who fail to submit assessment items by the due date will be referred to the Year Level Head of Department to commence the first alert process and/or other consequences.



## 1.14 Extensions

### Rationale and Purpose

In Year 11 and Year 12, students will not be granted extensions unless accompanied by an associated AARA. Work collected prior to the due date will be used to calculate the results unless approved AARA is in place. Refer to AARA Section 1.16.

In Years 7-10, all students should have at least a partially completed assessment task to submit on the due date. Timely submission of assessments is essential for students to demonstrate the mandatory curriculum aspects of the course and in order for feedback to be given. The work (even if incomplete) will be marked, commented upon, and credited towards the student's semester result.

### Process

Parents/guardians who believe that their student/child has a case for an extension of time should apply to the appropriate curriculum HOD prior to the due date to discuss relevant circumstances.

**An extension of time to complete an assessment task will be granted only in cases of genuine prolonged illness or exceptional circumstances.**

Acceptable evidence, supported by documentation, must be presented to the HOD with a completed '**Application for Extension -Assessment other than Examination**' form. For students who are requesting extensions across multiple subjects, the application should go to the Year Level HOD.

Each case will be considered on its merit. The appropriate HOD/HODs are the only people authorised by the Principal to decide whether an extension of time will be permitted. The class teacher may be asked to provide a relevant comment on the appropriateness of granting an extension. This may include student work completed to date (including draft) and work effort in class. This information will be entered into OneSchool.

Students on suspension are required to submit assessment by the due date.

The submission should be done electronically.

## 1.15 Missed Examinations

### Rationale and Purpose

In Year 11 and Year 12, students will not have an opportunity to sit a missed exam (comparable assessment) at a later date unless accompanied by an approved AARA. Refer to AARA Section 1.16

### Process

The following information relates to students in Years 7-10.

#### *Advance Notice*

Students must advise the school of an unavoidable impending absence as soon as possible after they become aware of it. Documentary evidence must be supplied.

The arrangements for completing the assessment will be determined on an individual basis according to the documentary evidence provided.



Please note: in Year 11 and 12, absence on the day of an examination due to arrangements made of the parent's/carer's own choosing (eg holiday, sporting events) are not eligible for provisions under AARA.



### *Unforeseen Circumstances*

Should a student be absent on the day of an examination, client services must be contacted by the student, parent or guardian on the day of the exam. This information will be passed on to the appropriate HOD. Wherever possible, make-up examinations will take place during the current block examination period. If appropriate, an alternate assessment may be set by the HOD.

In all cases supporting evidence of the reason for the absence must be provided to the appropriate teacher /HOD immediately upon the student's return to school. Evidence might include: medical certificate, or notification of selection in a representative team or parent letter in Year 7 - 10.

Students will sit the examination immediately upon return to school. The result will be recorded but noted as a late result and thus will not advantage a student's result.

### **Students on Suspension**

Students on suspension, at the discretion of the appropriate Year Level HOD, Year Level Coordinator or Deputy Principal, and in consultation with the relevant HOD, will be given the opportunity to complete any examination as scheduled during their suspension period.

## **1.16 Access Arrangements and Reasonable Adjustments (AARA)**

### *Rationale and Purpose*

Meridan State College is committed to reducing barriers to success for all students.

AARA are actions taken by the school 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.

### *Process*

The college follows the processes as outlined in the QCE and QCIA policy and procedures handbook available from

<https://www.qcaa.qld.edu.au/senior/certificates-and-qualifications/qce-qcia-handbook>

The college principal manages approval of AARA for students.

All AARA applications must be accompanied by the relevant supporting documentation and made as far in advance as possible to meet the QCAA published timelines. All evidence used to make decisions is recorded in the student's file by the Principal or their delegate.



AARA applications may be applied for:

- Long-term and chronic conditions
- Short-term conditions and temporary injuries
- Illness and misadventure.

Students are not eligible for AARA on the following grounds:

- 1.16.1 Unfamiliarity with the English language**
- 1.16.2 Teacher absence or other teacher-related issues**
- 1.16.3 Matters that the student could have avoided**
- 1.16.4 Matters of the student's or parent's/carer's own choosing**
- 1.16.5 Matters that the school could have avoided**

Copies of the confidential medical report template, confidential student statement and other supporting documentation are available from the QCAA website

<https://www.qcaa.gld.edu.au/senior/assessment/aara/apply-for-aara>

Some common AARA include:

- alternative exam conditions, e.g. extra time, rest breaks and/or separate venues
- alternative-format papers, e.g. A4 to A3 enlargement, black-and-white materials
- assistive technology, e.g. screen reader and speech recognition application, magnification application
- a reader and/or scribe
- extensions to due dates
- the opportunity to undertake a comparable assessment for examinations missed due to short-term sickness or misadventure.

Schools must apply to the QCAA for the following adjustments.

Type of assessment	Adjustment
Summative assessment - internal examination	<ul style="list-style-type: none"> <li>• Extra time</li> <li>• Rest breaks</li> </ul>
Summative external assessment of Senior External examination	<ul style="list-style-type: none"> <li>• Extra time</li> <li>• Rest breaks</li> <li>• Alternative format papers</li> <li>• Assistance</li> <li>• Assistive technology, including the use of a computer</li> <li>• A reader and/or scribe</li> <li>• Variation to venue</li> <li>• Any adjustments not identified as principal-reported in the table in the Handbook Section 6.4.4 Possible AARA</li> </ul>

