



## Assessment Policy

Years 7 - 12

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# Wisdom College: Assessment Policy

## Introduction

Assessment is the ongoing process of gathering, analysing and reflecting on evidence to make informed judgements about the achievement or capabilities of a student. It is a critical and ongoing part of the planning, teaching, learning and reporting cycle at Wisdom College. The aim of this policy is to ensure there is consistency, clarity and equity in relation to assessment for students and teachers; they should feel secure in the knowledge that each student in every year level can access equitable and comparable levels of support.

## The purpose of assessment

Assessment is an integral part of a student's learning. It is used to:

- assist the student to identify their strengths, the depth of their knowledge, ways of learning, and areas for further development.
- inform the teacher about what students know and can do, and guide what teaching is needed to further progress student learning.
- provide teachers, parents and students with information about achievement and academic potential to help them attain higher levels of performance.

## Assessment procedures accountability

In this document, the Assessment Task stands for each formal procedure designed to measure and report the achievement of students undertaking a course in a consistent and comparable manner. The range of assessment tasks will vary from course to course and may include:

tests of a written or practical form

- oral presentations, viva voces, listening and speaking
- class essays, assignments, process diaries and log books
- portfolios and submissions of major works and/or performances

Students will be asked to complete many other ongoing tasks which are not part of the formal assessment program, but which help the teacher to make an assessment of their learning. Students are expected to complete all tasks set by their teachers in order to achieve effective learning.

Assessment procedures are designed to meet the accountabilities required by:

- The Australian Curriculum Assessment and Reporting Authority (ACARA), which is the statutory body responsible for curriculum from Foundation to Year 10.
- The Queensland Curriculum and Assessment Authority (QCAA), which develops and revises syllabuses and guidelines for the Kindergarten Year to Year 12 and accredits syllabuses and guidelines prepared outside of the QCAA.

## Rights and Responsibilities of Students

1. Students have a right to:

- be informed of the school's Assessment Policy,
- be informed of assessment task schedules,
- receive practical comments which assist them to review their work,
- expect fair warning in the case where a teacher believes that the student is at risk of not achieving the course outcomes,

- expect consistent interpretation and application of procedures for dealing with issues that arise from the Assessment Policy.

2. Students have a responsibility to:

- read, understand and follow the school's Assessment Policy,
- attend all timetabled lessons, subject excursions, field studies etc,
- be aware of assessment task dates and organise study plan accordingly,
- complete all assessment tasks by the due dates,
- ensure that all produced work be their own,
- work with sustained effort and diligence in all aspects of each course,
- discuss the consequences of a planned absence with the Year Level Coordinator Beforehand,
- provide the relevant documentation for absence that occurs on an assessment day to the Year Level Coordinator.
- follow the assessment procedures related to the upper year level if they study the relevant course.
- Notification of Assessment Tasks

## Assessment Instructions and Grading

A Task Sheet and Criteria for Assessment sheet will be issued to students at the commencement of work on the assessment. The teacher responsible for preparing an assessment item must ensure the following information is included on assessment task sheets:

- Clear and specific statement of task
- Parameters for successful completion such as word length, time and method of presentation
- Details of time allocations for work completion in-class
- Monitoring dates for presentation of drafts and/or work completed to date
- Clear due date
- Guidelines for successful completion of the task
- Weighting and importance of different sections and the assessment's contribution to the final grade (if applicable)

- An authenticity statement, which students sign to indicate the work submitted, is their own.

All students at Wisdom College will access their individual task dates through the Student Information System at the beginning of each term. If it becomes necessary to change the day of an assessment task, the Subject Teacher will advise the students. The key principles in this procedure include:

- the date will not generally be made earlier than originally advised,
- the weighting of the task will not change,
- Every consideration will be made to ensure that students are not disadvantaged.

## Completion of Assessment Tasks

Assessment tasks take precedence over all other school activities, including excursions, competitions and sporting events. Under special circumstances the Principal may grant exemptions.

Students are expected to complete all assessment tasks to the best of their ability and to advise the school immediately if circumstances will prevent them from doing so.

It is the student's responsibility to ensure all assessment tasks are submitted by the due date or completed in class at the specified time. Unless an extension request has been approved by the Head of Secondary, the late submission or completion of a task will be subject to penalties.

Extension requests for assessment tasks completed outside the classroom must be made at least three days before the due date of the task. Extensions will only be granted in cases of severe illness or other exceptional circumstances. Extension forms must be submitted to the subject teacher then be approved by the Head of Curriculum or Head of Secondary.

Whenever students are absent from school, it is their responsibility to ensure that they know what work has been missed and to catch up with that work. The same conditions apply if students are absent when written notification of an assessment task is issued. No automatic extension is granted to students who are absent on the day the notice of the task is given.

Assessment tasks completed outside the classroom must be submitted in the form specified by the Subject Teacher. This may be handing in the hard copy or submitting the electronic copy online. Broken discs, computer, internet and printing problems, will



not be accepted as valid excuses for late work. It is not the School's or the Subject Teacher's responsibility to print assignments.

## Academic Integrity

Wisdom College 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. Academic Integrity includes:

- Drafts and providing feedback on draft student responses
- Scaffolding of assessment items
- Authentication of Assessment and referencing
- Managing the length of student responses
- Managing the late and non-submission of assessment in line with QCAA and College policy guidelines.

## Drafting and providing feedback on student responses

### The Purpose of Drafting

Drafting is a **compulsory consultation process** that provides the student with the opportunity to not only develop the task, but to improve the quality of the response. Drafts can also be used to authenticate student work.

### Definition

A draft is a body of evidence that is provided by students in response to an assessment instrument.

## Drafting Feedback and Requirements

- Before submitting a draft, the student may be entitled to:
    - Submit a written outline of their approach for feedback and/or
    - Discuss their approach with their teacher
    - Obtain verbal feedback
  - Students can submit a **maximum** of 1 draft of each assessment
  - The drafting process, including draft entitlements and requirements, are outlined on the assessment task sheet
- 
- Drafting feedback should indicate the aspects of the response that need to be developed or improved in line with the criteria on which students are being assessed
- 
- Teachers use the objectives and instrument-specific standards to help students identify areas to review and suggest strategies that students might use to improve their task response
  - It is not the teacher's responsibility to 'fix' all errors in a student draft, but to give advice about how to improve the task response
  - Responding to feedback provided does not necessarily ensure the complete assignment will meet the criteria for an A standard
  - Teachers will not award a notional result or level of achievement for work in draft form
  - Teachers will not introduce new ideas, language or research to improve the quality of student responses.

## Submitting Drafts

To receive the most effective and appropriate feedback students are to submit a full and complete draft.

- All drafts must be presented by the date stated on the task sheet
- A teacher should provide feedback on one draft of each student's response

- Staff may retain a copy of student drafts
- The type of draft submitted may differ depending on the subject and assessment technique, which will be specified on the task sheet
- In the case of a student failing to submit a draft the teacher will:
  - contact parents and record the contact on TASS and notify the HOTL
  - issue detentions during which the student is required to work on the task. Failure to attend the detention is to be referred to the HOTL.

Teachers **are not** required to provide feedback to students on drafts that are submitted after the due date.

### Feedback on drafts

- When providing feedback on drafts, teachers indicate aspects of the response, which need to be improved or developed in order to meet the objectives and instrument-specific standards.
- Teachers may ask students to:
  - consider other aspects of the text, report, performance or activity they are creating or responding to
  - develop their response to show more awareness of the audience
  - give priority to the most important points by rearranging the sequence and structure of ideas
  - conduct further research or substantiate points ensuring adherence to referencing style.
- Teachers may:
  - indicate some textual errors and that the draft requires more careful editing
  - not provide feedback only on a draft submitted by the draft due date
  - provide a summary of their feedback and advice to the whole class.

- Teachers will 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.

## Scaffolding

Scaffolding is a structured, interactive and collaborative instructional strategy. It allows:

- teachers and students to construct knowledge and skills as part of teaching, learning and assessment.
- teachers to support students to become independent in completing a task or responding to an assessment instrument.
- teachers to gradually release support and responsibility to students over a course of study so that they may complete a task or assessment instrument independently.

Scaffolding strategies for teaching, learning and assessment may include:

- breaking a complex task, learning experience, concept or skill into discrete parts to facilitate student learning
- guiding students to make predictions and/or reflect on their learning to complete the requirements of the assessment instrument
- modelling thought processes required to complete parts of an assessment instrument
- pre-teaching vocabulary specific to the subject and assessment instrument
- providing a timeline that students can use to complete responses to components of the assessment instrument
- questioning to develop students' conceptions, describe interpretations or challenge opinions that inform a response
- showing examples of responses demonstrating the match to performance descriptors
- using visual frameworks or graphic organisers to plan responses.

## Managing the length of student responses

Each syllabus indicates the required length of a student response for an assessment instrument. This information is provided to:

- indicate the depth of response required
- encourage conciseness of student responses
- ensure equity of conditions for all students.

Teachers will:

- develop summative assessment instruments that students can provide complete responses within the required length indicated by the syllabus
- provide students with examples of responses that are within the required length
- provide students with feedback if a draft response exceeds or is significantly under the required length
- not read/view past a student response after they have judged that it has exceeded the required length demonstrated by an annotation on the assessment task sheet
- mark the student's response using information up to the required length.

Students will:

- develop responses that do not exceed or are significantly under the required length
- document the length of their response using a word count, page count or time.

Guidelines for judging the word length or page count of a written response inclusions

- all words in the text of the response
- title, headings and subheadings
- tables containing information other than raw or processed data
- quotations (unless otherwise stated in the relevant syllabus)
- in-text citations and footnotes
- contents pages
- abstract
- raw or processed data in tables, figures and diagrams
- bibliography
- reference list
- appendixes\*
- page numbers

*\*Appendices should contain only supplementary material that will not be directly used as evidence*

## Authentication of Assessment

Academic integrity involves students appropriately citation or referencing others' work, using the style chosen by the school.

Responsibilities for establishing authorship of responses lie upon the teachers, students and parents/careers.

Teachers must:

- collect evidence of the authenticity of student responses by monitoring notes and drafts
- ensure assessment decisions are fair and equitable for all students.

Students must:

- sign the authenticity declaration to state that they have not shared any part of the planning or final response to verify their authorship
- document the development of the response in a journal or logbook if required by the syllabus
- acknowledge all sources in the format set down by the College and use, where applicable plagiarism-detection software for the final response.

Parents/carers:

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

In the event that authenticity is compromised by plagiarism the teacher shall refer the matter to the appropriate Head of Department/Deputy/Principal for a determination of consequences in line with QCAA guidelines.

## Referencing

- American Psychological Association (APA) style referencing is the standard to be used at Wisdom College (see the College's Referencing Guide for further information and instruction).

## Plagiarism

‘Plagiarism involves students submitting the work of others as their own, without appropriate acknowledgment or referencing of the original work’.

QCAA. (2015) *A-Z of Senior Moderation; 4.1 Authenticating Authorship*. QCAA. Brisbane.

Examples of plagiarism include failing to acknowledge and/or appropriately reference:

- Sentences or paragraphs copied or closely paraphrased
- Other's ideas, work or research data
- Work produced by someone else on the student's behalf and/or in conjunction with other people but purported to be entirely their own.

### Submission of Final Internal Assessment

- Final copy of assessments are due by 4.00pm on the due date unless otherwise stated on the assessment task sheet
- All student tasks (Years 7-12) should be submitted through the medium stated on the assessment task sheet.
- In an instance where plagiarism is proved, only original work will contribute to the assessment result.

### Technology use

- It is the student's responsibility to save and 'back up' any work related to assessment in multiple locations including USB, the student drive on the college network and home folders.
- If a computer failure delays the submission of an assessment piece, students must notify the Head of Department immediately and negotiate alternative arrangements.
- If the computer problem occurs on the day the assessment piece is due, hard copy drafts must be provided as evidence of work completed. In the case of printer failure, the student is to either submit the assessment on



USB, or email the assessment to the teacher. Hand-written submissions will also be accepted.

### Late submission of a student response

- Judgement of assessment will be based on evidence of work gathered on or before the due date.
- In the event a final copy of the assessment is not submitted by the due date and no extension has been granted (see AARA policy), judgements will be made using evidence collected on or before the due date e.g. class work, drafts, rehearsal notes, photographs of student work, teacher observations etc.
- Judgments of student achievement in senior subjects are made by matching the body of evidence provided in the student's prior responses (i.e. draft) to assessment instruments to the standard's descriptors outlined in the relevant subject area syllabus.
- A level of achievement can only be awarded where evidence has been demonstrated.
- The practice of allocating a lower result, mark or standard as a penalty for late submission is not valid.

### Non submission or insufficient evidence of a student response

- When there is no evidence of a response to an assessment on or before the due date as set by the College, a subject result cannot be allocated and the student will be given a 'Not-Rated' (NR).

- In incomplete student folios, the level of achievement decisions should match the evidence in the student folio.
- When a student does not submit a response to an assessment instrument, a result can only be allocated when evidence has been demonstrated.
- For Senior 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. This may have a negative impact on Queensland Certificate of Education (QCE) attainment and ATAR (Australian Tertiary Admissions Rank) eligibility.
- Students who in the view of Administration and relevant Heads of Department do not complete Senior course requirements may not be able to progress to the next semester in that subject, receive credit for that semester and may have their enrollment canceled.

## Group Assessment

All notes, written drafts and/or draft multimodal presentations must be submitted by the monitoring dates.

- The presentation or performance must be completed on the scheduled due date.
- In the case of absence of one member of the group, the presentation or performance will take place on the scheduled date with feedback given to the members present.
- A student who is absent on the scheduled date is required to provide a valid medical certificate (Yr. 11/12) or parent note (Yr. 7-10) on return to school, the group may be required to re-present the assessment.

- In the case of the absent student failing to provide a medical certificate, their performance will be marked; the result recorded on the student's profile for the purposes of completion of course assessment.

## Feedback on Internal Assessment

- Feedback will be provided to students for each piece of assessment undertaken.
- Feedback will:
  - be clear and individualised
  - be specific to the teaching, learning and assessment related to the standards/descriptors
  - be timely, so that students can act on it and adjust their learning
  - collaborative, so that students, teachers and parents/caregivers all support and participate in the student's learning.
  - allow for reflection and build on capacity for self-assessment.

## Assessment Decisions Appeal Process

- Initial concerns regarding an assessment decision are to be addressed by the student with the classroom teacher.
- If the dispute is not resolved, a written appeal is to be submitted by the student and parent to the Head of Department. This appeal must contain relevant evidence to support the claim.
- The Head of Department will provide a response to the appeal.

- The QCAA has rigorous processes for verifying or reviewing results available to students. Year 11 and Year 12 students may seek more information about this via the QCAA Website.

### Illness or non-attendance on the day Internal Assessment is due

- A student who is absent on the day the internal assessment is due must contact the school and opt to follow one of the following procedures:
  - send the completed assessment to school with a family member or friend;
  - email the assessment on the due date to the teacher prior to 4.00pm;
  - post the assessment to the school on or before the due date so that the post mark can be used to verify the submission date.
  - provide a valid medical certificate to the and complete assessment on the first available opportunity upon returning to school.
- Only in exceptional and extraordinary circumstances will a Head of Department, Deputy or Principal give consideration to accepting an assignment after the due date in line with QCAA and Wisdom College AARA Policy:
  - Failure of computer hardware and/or software does not constitute exceptional or extraordinary circumstances.

- School excursions, sport or family holidays outside of normal school vacation time will not be considered exceptional or extraordinary circumstances.

### Students on Disciplinary Absences on the day Internal Assessment is due

- Disciplinary absences do not excuse non-submission of assessment or extend the assessment deadline. The submission is to be made on the due date according to one of the processes listed in a. Illness or non-attendance on the day Internal Assessment is due, above.

### Internal Assessment: Examination Procedures

- Students are required to attend the formal scheduled internal block exams and in-class scheduled assessment.
- Students and parents will receive an information bulletin containing the exam timetables, exam procedures and attendance requirements for exams.
- Only the necessary stationery and equipment will be permitted in the examination room.
- No student will talk or otherwise communicate with another student during the test/examination.
- Students will remain in the examination room until the test time has elapsed and the papers collected.

## Absence from an Internal Test/Examination

- A student who is absent on the day of the test/examination is required to complete the test/examination at the first opportunity on return to school and provide the following documentation:
- a valid medical certificate will be required in the case of illness (Years 11-12); a valid parent note will be required in the case of illness (Years 7-10)
- a completed and approved Wisdom AARA (see AARA policy) form in the case of absence for a reason other than medical (Years 11-12).
- If a student is absent from the examination and does not provide any reasonable documentation then a NR (Not Rated) rating is given for this assessment item, and the criteria sheet will indicate an NR standard.
- If there has not been sufficient work submitted to rate the student, then the student will receive an N (Not Rated) on the report card and parents/caregivers will be notified. The student will complete the exam at a later date.

## Senior External Assessment Processes

### External Assessment

External assessment is developed by the Queensland Curriculum and Assessment Authority (QCAA) for all General and General (Extension) subjects for the cohort of students in Year 11 in 2021 and exiting in 2022.

- All external assessment for General subjects is summative and contributes to the overall subject result. Applied subjects do not include external assessment.
- External assessment is:
  - a. common to all schools
  - b. administered by schools under the same conditions at the same time and on the same day
  - c. developed and marked by the QCAA according to a commonly applied marking scheme.
- The subject matter and conditions for external assessment are determined by the QCAA using the relevant General syllabus. Syllabuses are accessible via the QCAA Portal and website.
- External assessment contributes 25% of the overall subject result in senior subjects and assesses Unit 4 of the syllabus, except for The Arts, which assesses Units 3 and 4. In mathematics and science subjects, external assessment contributes 50% of the overall subject result and assesses Units 3 and 4.

## Attendance

- Students must attend all exams at the scheduled time on the date published on the QCAA website.

## Rules for External Assessment

- At the beginning of each school year, the QCAA communicates rules for students completing external assessment. The College will communicate these rules with students.

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

### Late Arrival to External Assessment

- If arriving within 40 minutes of the scheduled starting time, the student is permitted entry into the assessment venue to complete the assessment.
- No extra time to complete the external assessment is granted if a student arrives late.
- The student may be required to complete the assessment in a different room at the assessment venue.

### Non-Attendance at 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.
- A student who cannot attend an exam must notify the principal's delegate or the Senior External Assessment Coordinator as soon as practical. Reasons for non-attendance may include illness or misadventure. To support an application for illness and misadventure for an external examination, the following supporting documentation is required:
  - completion of the Wisdom College AARA Application (see AARA policy) *and*
  - a medical certificate that covers the examination date with diagnosed illness, condition or event including date of diagnosis, onset or occurrence;

*or*



- for non-medical claims, written evidence from a relevant independent professional or other independent third party.
- Misreading an external assessment timetable is not adequate grounds to submit an application for AARA or illness and misadventure.

### Senior External Examination and AARA

- The QCAA determines eligibility for and approval of AARA on an individual basis for all Senior External Examinations.
- The QCAA may approve AARA for disability, impairment and/or a medical condition that would affect examination performance if a student were to attend an examination under standard conditions.
- Applications for external assessments can be submitted from 14 days before the start of the assessment period, to 7 days after the assessment.

### Senior Access Arrangements and Reasonable Adjustments

Access arrangements and reasonable adjustments (AARA) to assessment ensure opportunities for eligible students to access assessment and demonstrate their knowledge on the same basis as other students.

### Guidelines for AARA:

- AARAs are considered on an individual basis and decisions are made in consultation with the student, parents/carers, school staff and where required the QCAA.
- Wisdom College is responsible for approving AARAs for students in Year 11 and 12.
- The college principal in consultation with the QCAA is responsible for approving AARA for students undertaking summative internal and external assessment in Units 3 and 4 of General and Applied Syllabuses for the Year 12 cohort in 2020.
- The provision of an AARA for assessment in Units 1 and 2 by a school is not a guarantee that students will access the same adjustments for assessments in Unit 3 and Unit 4.
- AARAs must ensure that the rigour of criteria and standards against which achievement is judged are not altered.

### Eligibility for AARA

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

- These barriers fall into the following categories:
  - permanent
  - temporary
  - intermittent

- Students eligible for an AARA have a verified disability or documented medical condition under one or more of the following categories:
  - cognitive
  - physical
  - sensory
  - emotional
- Students may also be eligible for AARA where illness and misadventure such as unforeseen circumstances or other situations may prevent students from demonstrating their learning.

### Ineligibility for AARA

Circumstances that will render a student ineligible for an AARA include:

- those arising from the student's or parents/carer's choice i.e. family holidays, sporting trips etc.
- those related to technological failures with assessment.
- Students whose background is English as an Additional Language or Dialect (EAL/D) may be eligible for AARA if they have a disability or medical condition. AARAs will not cover EAL/D students without disability and/or medical conditions.

### Application Process

- Students must download an application form from the college website or collect an application from their year level Deputy Principal, Guidance Officer or Head of Senior Schooling (Year 11-12).
- Students are to submit applications for an AARA electronically via email or in person to one of the following:
  - Year Level Deputy Principal
  - Guidance Officer
  - Head of Senior Schooling (Year 11-12)

- To be considered, an application must be submitted at a minimum of 2 days before the due date.
- Granting of an AARA is at the discretion of the Principal, Principal's delegate and is approved only when the student successfully meets eligibility criteria.

### Supporting Documentation

Applications for an AARA require submission of the following:

a. medical report that provides:

- diagnosis of disability and/or medical conditions from a General Practitioner, Medical Specialist or Psychologist
- date of diagnosis
- occurrence or onset of the disability and/or medical condition
- symptoms, treatment or course of action related to the disability and/or medical condition
- information about the diagnosed disability and/or medical condition affects the student participating in assessment

- professional recommendations regards AARA, if applicable.
- Evidence of a verified disability such as an Education Adjustment Program (EAP).
- Current School Statement outlining a detailed overview of the observed impact of the student's medical condition and/or disability on the student's functioning during timed assessment.

### School Approved AARA

The College can approve the following AARA conditions:

- Lighting and physical equipment
- medication, pain relief and diabetes management
- alternative format papers
- environment and the mode for completion of assessment
- computer use and assistive technology
- time allowed to respond to assessment
- teacher aide assistance
- re-scheduling and extensions.

### Extension of Time to complete an Assessment

A student may be permitted an extension of the due date for submission or completion of an internal assessment item:

- Extended response project

- Performance
- Non-examination piece.

An extension for an assessment can only be granted to a student in the following situations:

- Verified disability or documented long-term medical condition.
- Short-term medical condition or illness (with documentation) for three or more days in the fortnight immediately prior to the due date.
- Unexpected event e.g. family bereavement or difficulties (documentation required).
- In the event of misadventure or exceptional circumstances, an extension may be granted at the discretion of the Principal.

### Application of Extension of Time to complete an Assessment

- A student may only apply for an extension of time to complete an assessment a minimum of two days prior to the due date.
- An Application for an AARA extension must be completed by the student, signed by a parent and submitted alongside relevant medical documentation to the Head of Teaching and Learning with evidence of progress made on the task for any request for an extension to be considered.

- All applications for an Extension of Time to complete an assignment will be considered on an individual basis after consultation with the classroom teacher and Head of TL.
- The submission of a medical certificate may not guarantee an extension of time if there has been no impact to the student in regards to assessment accessibility.
- The granting of extensions is at the discretion of the Head of Teaching and Learning and in consultation with the classroom teacher.
- Failure to meet an extended due date will result in a judgement being made using evidence collected on or before the revised date.

## QCAA Approved AARA

- The QCAA is responsible for approving identified AARA for students undertaking assessment in units 3 and 4 of General and Applied Subjects.
- alternative format papers
- alternative venue
- computer use and assistive technology
- extra time
- teacher aide assistance including the use of a reader and/or scribe
- Students requiring a QCAA approved AARA are to complete an AARA application and consult with the Year Level Deputy Principal, Head of Department Senior School or Guidance Officer.

- For each student, the school submits an application, including supporting documentation, via the QCAA portal, by the date specified in the Senior Education Profile (SEP) calendar.
- The QCAA will communicate the decision to the College via the QCAA Portal.

### Timelines for principal-reported and QCAA Approved AARA

- Application for Units 1 and 2 AARAs must be made via the Guidance Officer or Year Level Deputy Principal by the end of Week 3 of each unit.
- Application for Units 3 and 3 see tables overleaf.



# Glossary

## Definitions

**Assessment** is defined as any task that is used to make an informed judgement about a student's performance or progress.

**Assessment instrument** - An assessment instrument is the device used to gather information about student achievement. They are developed from the syllabus specifications about the technique and the items contained within the technique.

**Assessment techniques** may vary over the time frame required for completion and can include:

- Examinations
- Extended responses
- Investigations
- Performance
- Product
- Project

-Collection of work

- Practical demonstration

**Authentication Strategy** ensure that work produced is the students own work

**Draft** is a body of evidence that is provide by students in response to an assessment instrument.

**Examination** (class test) is defined as a task that is conducted at school within a specified period of time under teacher supervision. A practical performance is considered to be a class test. An individual oral assessment is considered to be a class test.

**External Assessment** is designed, selected, and controlled by another group or governing body.

**Internal Assessment** is curriculum-embedded assessment that school creates, administers, marks, reports and provides feedback to students about.

**Late Assessment** is defined as piece of work submitted after the due date and for which there was no extension of time granted.

**Plagiarism** is defined as:

- copying or paraphrasing words, sentences, paragraphs or images from a source without acknowledging authorship;
- using another person's notes or data without acknowledging authorship;
- submitting work that has been produced by another person.

**Scaffolding** – structured interactive and collaborative process that occurs between teachers and students as part of teaching, learning and assessment.

## References

Queensland Curriculum and Assessment Authority. (2018) *QCE and QCIA policies and procedures handbook 2019 V1.0*. Queensland Curriculum and Assessment Authority. QCAA Portal.

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