



THURINGOWA STATE HIGH SCHOOL

Assessment Policy

PURPOSE

Thuringowa State High School is committed to an educational philosophy that encourages all students to achieve personal excellence by developing their talents and abilities.

This assessment policy incorporates the roles, responsibilities, processes and procedures used by Thuringowa State High School to ensure academic integrity in relation to the submission of work, the development of assessment and the completion of all assessment items (including exams).

Consequently, this policy:

- provides information to students about their responsibilities in regards to expectations for assessment
- includes guidelines and information for staff, including teachers, Heads of Departments and Administration about responsibilities, roles and expectations.
- is:
 - Communicated clearly to teachers, students and parents / carers
 - Enacted consistently across all subjects within the school
 - Based on the information in the school's principles and organisational structure, QCE and QCIA policy and procedures handbook, and QCAA syllabuses.

The roles and responsibilities outlined apply to all Thuringowa State High School students, parents / carers and staff, and comply with policies and procedures set down by the QCAA and the school.

The assessment policy includes procedures and processes for:

- Promoting academic integrity;
- Managing academic misconduct;
- Applying for AARA;
- Meeting deadlines for the submission of internal assessment instruments; and
- The administration of external assessment.

PRINCIPLES

Thuringowa State High School's expectations are grounded in the principles of academic integrity and excellence. This includes assessment.

Assessment can include any examination, practical demonstration, performance or product that allows students to demonstrate the objectives as described by the syllabus. Assessment should be:

- Aligned with curriculum and pedagogy;
- Accessible and equitable for all students;
- Evidence based, using established standards and instrument specific marking guides (ISMG) to make defensible and comparable judgements concerning student learning and achievement;
- Transparent, to enhance professional and public confidence in the processes used, the information obtained and the decisions made; and
- Informative about where students are in their learning.

Contents

PURPOSE	1
PRINCIPLES	1
SCOPE	3
PROMOTING ACADEMIC INTEGRITY	4
Location of the policy	4
Expectations about engaging in learning and assessment	4
Due Dates.....	6
Submitting, collecting and storing assessment information.	6
Appropriate Materials	7
ENSURING ACADEMIC INTEGRITY	
Scaffolding.....	8
Checkpoints.....	8
Drafting	9
Managing Response Length.....	10
Authenticating Student responses	10
Access Arrangements and Reasonable Adjustments including illness and misadventure	12
Managing Non Submissions of assessment by the due date	14
Internal Quality Assurance	14
EXTERNAL ASSESSMENT ADMINISTRATION	15
MANAGING ACADEMIC MISCONDUCT	17
APPEALING RESULTS	18
FORM A1 Assessment Register	18
FORM A2 AARA Access Arrangements and Reasonable Adjustments Application.....	20
Assessment submission workflow	23
APPENDIX 1 - CONFIDENTIAL STUDENT STATEMENT	24
Access arrangements and reasonable adjustments (AARA)	24
APPENDIX 2 - CONFIDENTIAL SCHOOL STATEMENT.....	27
Access arrangements and reasonable adjustments (AARA).....	27
APPENDIX 3 - CONFIDENTIAL MEDICAL REPORT.....	30
Access arrangements and reasonable adjustments (AARA).....	30
Part A.....	31
Part B — AARA	33
Part C — Illness and misadventure.....	34
Health professional details	35
About this report	36
APPENDIX 4 - FEEDBACK	37
Information for teachers.....	37
Feedback on a draft response	38
APPENDIX 5 - MANAGING RESPONSE LENGTH.....	40
Information for teachers.....	40
Purpose of managing response length.....	40
Responsibilities for managing response length	40
Strategies for managing response length.....	41
APPENDIX 6 - USING WORD TO REFERENCE YOUR ASSESSMENT APA STYLE.....	43
APPENDIX 7 -EXAM BLOCK REQUEST FORM A4	

SCOPE

The scope of this policy includes Applied, Applied (Essential), General, General (Extension) subjects, and short courses and VET Qualifications.

The processes, procedures, roles and responsibilities are designed to build capacity as students work towards summative assessment completion. The framework for the procedures is developed from the ***QCE and QCIA policies and procedures handbook V5.0***

What is assessment?

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 the assessment.

Assessment can be:

- Diagnostic: Used to identify student strengths and weaknesses and to inform future lesson and curriculum planning
- Formative: A range of formal and informal assessment procedures conducted by teachers during the learning process in order to modify teaching and learning activities to improve student attainment
- Summative: Used to evaluate student learning at the end of an instructional unit by comparing performance against a set standard or benchmark

Formative assessment completion

For all subjects, students are expected to engage in the learning in the subject or course of study including the course objectives. Students produce evidence of achievement in response to assessment planned for each unit. Schools gather evidence of learning and match this to the relevant standards to make judgements.

Summative assessment completion

General and Applied

In order to achieve an overall result, a student must complete both Units 3 and 4, providing responses to each of the summative internal assessments and the external assessment for the subject. A student cannot repeat one summative unit only.

Senior External

Students enrolled in a Senior External Examination.

Short Courses

There must be evidence of student responses to each summative internal assessment to achieve a course result.

VET

Students must demonstrate the appropriate knowledge, skills and attitudes in all of the elements of competency to achieve a vocational qualification. Students may have several opportunities to demonstrate competency over the duration of the course but no more than three times for any particular assessment. Students who successfully achieve all elements of competency will achieve a Vocational Certificate. Students who successfully achieve some competencies will obtain a Statement of Attainment for the competencies demonstrated. Students may apply for Recognition of Prior Learning if they have evidence of their knowledge, skills and abilities that meet the requirements of identified competencies. The school recognises Statements of Attainment and Certificates issued by other RTO's and will credit transfer where required.

PROMOTING ACADEMIC INTEGRITY

Thuringowa State High School promotes academic integrity by developing student's skills and modelling appropriate academic practices. The following whole school procedures support this endeavour.

ITEM	POLICY AND PROCEDURES
Location of the policy	In order that all stakeholders in our school community are aware of the school assessment policy, it is centrally located on the school website and in the school's common drive <i>G:\Coredata\Policies and Procedures and Sharepoint in Policies and Procedures</i> . Relevant elements will be located in student handbooks. This includes updates to the policy.
Expectations about engaging in learning and assessment Refer to QCE and QCIA policy and procedures handbook (Section 8.1 and 8.2.1)	<p>Thuringowa State High School has high expectations about academic integrity and student learning.</p> <p>Staff are supported to complete the Academic Integrity Course and the Accreditation courses provided by the QCAA. Thuringowa State High School encourages all staff to review these courses annually and to apply for QCAA Assessor Roles. The Academic Integrity Course and Accreditation courses are located on the QCAA Portal. https://www.qcaa.qld.edu.au/portal</p> <p>Students are required to complete the Academic Integrity Courses provided by the QCAA. This is mandated as part of their QCE Eligibility. The Course helps students understand the correct way to approach assessment. It includes advice on how to maintain academic integrity and produce their best work. Students should be able to complete the four-part course in about one hour. https://myqce.qcaa.qld.edu.au/</p> <ul style="list-style-type: none"> • Part 1 of 4 — What is academic integrity and why is it important? • Part 2 of 4 — What is academic misconduct? • Part 3 of 4 — Effective academic practices. • Part 4 of 4 — How do I use drafting practices to improve my work? <p>To ensure consistent application of the assessment policy, it will be revisited at the beginning of each semester in Care classes and relevant processes will be revisited:</p> <ul style="list-style-type: none"> • At enrolment interviews; • During SET planning; • When the assessment schedule is published; • When each task is distributed to students, and • In the newsletter and by email in response to phases of the assessment cycle. <p>Thuringowa State High School emphasises the importance of sound academic practices and student responsibility. Our procedures are grounded in the principles that students can demonstrate 'what they know' and 'can do' by the due date, when they understand:</p> <ul style="list-style-type: none"> • 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; • Arguing or communicate meaning; • Editing — refining their own work ; and • Checking — self-assessing compliance with academic integrity guidelines before submitting responses. <p>The whole school community- staff, students and parents and carers have roles and</p>

	responsibilities in this context.
--	-----------------------------------

ITEM	POLICY AND PROCEDURES
<p>Due Dates</p> <p>Refer to QCE and QCIA policy and procedures handbook (Section 8.2.7)</p>	<p>School Responsibility</p> <p>Thuringowa State High School is responsible for gathering evidence of student achievement on or before the due date for internal summative assessment instruments. The assessment schedule will:</p> <ul style="list-style-type: none"> • Align 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; • Be clear to teachers, students and parents/ carers; • Be consistently applied; • Be clearly communicated by the end of week 3 each semester; and • Give consideration to allocation of workload. <p>Thuringowa State High School is required to adhere to QCAA policies concerning due dates. Teachers are not able to grant extensions.</p> <p>Thuringowa State High School is required to adhere to QCAA policies about due dates. An AARA application - Form A2 – must be completed by students / parents, if Access Arrangements or Reasonable Adjustments to the completion of an assessment item are required. AARA includes ‘extensions’ and individual student requests to change the assessment due date require an AARA application well in advance. All AARA applications must be submitted to the Head of Inclusivity and then to the Principal or Principal’s delegate for approval.</p> <p>Student Responsibility</p> <p>All students will be provided with an individualised assessment schedule for the semester by Week 3. Senior students studying General subjects can check the QCAA for their published external examination exam timetable.</p> <p>Students are responsible for recording these dates in their planners and for adhering to these Due Dates. Due Dates refer to Week Ending to accommodate multiple classes. Students are responsible for planning and managing their time to meet the due dates. Students have access to teacher emails to help with communication.</p>
<p>Submitting, collecting and storing assessment information.</p> <p>Refer to QCE and QCIA policy and procedures handbook (Section 13.3)</p>	<p>Submission and Collection</p> <p>Assessment Instruments will provide information about Thuringowa State High School’s arrangements for submitting checkpoints/ drafts, and the final Due Dates for complete assessment. The instruments will identify the file types suitable for submission. All assessment instruments, including drafts, will be submitted by the checkpoint and final due date.</p> <p>A <i>draft</i> is a preliminary version of a student’s response to an assessment. A quality draft is a response that is nearing completion. Drafts can also be used to authenticate student work. It is expected that student drafts are to be completed to a standard that shows a genuine attempt to address each component and criteria by the checkpoint (draft) due date.</p> <p>In regards to assessment:</p> <ul style="list-style-type: none"> • Copies of drafts are to be submitted into Turnitin (where possible) and stored in student folios at the time of the draft due date; • Final submission – the draft must be submitted with the final copy of the assessment item and the task sheet; using Turnitin • In the event that the class teacher is absent, the student must submit the assessment item to the supervising teacher; • If a student is unable to submit an assessment on the due date, a parent/carers or another student can submit the assessment on the student’s behalf to Administration by 4.00pm; • All work must be completed on white paper and in correct format (refer to assessment task sheet);

ITEM	POLICY AND PROCEDURES
	<ul style="list-style-type: none"> • Electronic submission of assessment items may be in the format of .PDF, MS Word (.doc or .docx), Excel (.xls), PowerPoint (.ppt or .pptx) or as per instructions on assessment instrument but must be done before or on the due date and by 4.00pm; • Students submitting a USB as part of an assessment are to place the USB in an envelope / zip lock bag attached to the assessment/assignment cover sheet; • Assessment must be the student's own work. Authentication of student work is mandatory. Students will be required to establish authorship of their work by signing the "Declaration of Originality" on the task sheet. <p>Storage</p> <ul style="list-style-type: none"> • Digital assessment will be stored on Sharepoint • Hard copy Assessment will be stored securely in student folio. • Student folios must be stored in a secure environment.
<p>Appropriate Materials</p> <p>Refer to QCE and QCIA policy and procedures handbook (Section 8.2.2)</p>	<p>Thuringowa State High School is an inclusive school. Materials and texts are chosen with care in this context.</p>

ENSURING ACADEMIC INTEGRITY

Thuringowa State High School has procedures to ensure that there is consistent application of the assessment policy and that staff and students optimise opportunities to understand academic integrity. The following procedures are to be applied in this context.

Internal Assessment Administration

Item	Policy and Procedure
Scaffolding Refer to QCE and QCIA policy and procedures handbook (Section 8.2.3)	<p>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.</p> <p>Scaffolding for assessments is limited to:</p> <ul style="list-style-type: none"> • 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. <p>When scaffolding in an <i>assessment context</i>, 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. Thuringowa State High School has internal quality assurance processes for each assessment instrument. This process will check to ensure that scaffolding does not lead to a pre-determined response. These quality assurance processes are co-ordinated by Heads of Department.</p> <p>Across the phases of learning there will be a gradual release of responsibility to students.</p>
Checkpoints Refer to QCE and QCIA policy and procedures handbook (Section 8.2.7)	<p>The monitoring of student progress is detailed by checkpoints on task sheets. Note – a <i>draft</i> is a specific type of <i>checkpoint</i>.</p> <p>The Assessment Register (Form A1 – Appendix 1) will be used by teachers to record when students meet the <i>checkpoint</i> / <i>draft</i> / <i>final</i> due dates.</p> <p>Teachers will use these checkpoints to:</p> <ul style="list-style-type: none"> • Clarify assessment expectations for students (e.g. task requirements, how judgments are made); • Discuss progress towards task completion; • Help students develop strategies to submit assessment by the due date; • Gather evidence on or before the due date; • Embed authentication strategies; • Provide points of intervention, if needed by identifying and supporting students to complete their assessment. This involves prompt communication with Heads of Department and parents, about potential issues will help resolve any potential assessment completion issues. <p>Students will use checkpoints to:</p> <ul style="list-style-type: none"> • Clarify assessment expectations (e.g. task requirements, how judgments are made); • Discuss progress towards task completion; • Develop strategies with teacher to submit assessment by the due date; • Provide evidence on or before the due date; • Clarify expectations around embedding of authentication strategies.

Item	Policy and Procedure
<p>Drafting</p> <p>Refer to QCE and QCIA policy and procedures handbook (Section 8.2.5)</p>	<p>Drafting is an important part of teaching and learning. Types of drafts differ depending on the subject, for example: written draft; rehearsal of a performance piece; or a product in development. Drafts are used as evidence of student achievement in the case of illness or misadventure, or non-submission for other reasons.</p> <p>Feedback on draft:</p> <ul style="list-style-type: none"> • Must not compromise authenticity of student response by adding ideas; • Must not edit or correct grammar and spelling but note in feedback; • Is provided on a maximum of one draft of each student's response; • Is a consultative process, not a marking process; • Will be provided within 2 weeks (in a timely fashion) of the submission of the draft; • A copy of the feedback will be stored with a hard copy of the draft in the student folio; and <p>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.</p> <p>Students may be advised to consider other aspects of the text, report, performance or activity they are creating or responding to:</p> <ul style="list-style-type: none"> • Develop their response to show more awareness of the audience; • Give priority to the most important points by rearranging the sequence and structure of ideas; • Conduct further investigation to support an argument or communicate meaning; • Adhere more closely to the referencing style selected by the school. <p>Feedback strategies by teachers include:</p> <ul style="list-style-type: none"> • written feedback; • verbal feedback; • feedback provided through questioning; • a summary of feedback and advice to the whole class. • See also additional resource: Appendix 4 Feedback – Information for Teachers <p>Failure to submit a draft:</p> <ul style="list-style-type: none"> • Teacher to advise HOD on the day of the draft due date. • Teacher to notify parents and caregivers about a non-submission of draft and the processes to be followed. • Teachers record this as a OneSchool contact. • The school will implement support measures (HOD/teacher supervised assessment preparation sessions at break times or after school). • Late submissions of drafts may limit the teacher's ability to provide feedback to students.

Item	Policy and Procedure		
Managing Response Length Refer to QCE and QCIA policy and procedures handbook (Section 8.2.6)	<p>Response lengths as specified by Syllabus documents and guidelines must be followed. The procedures below support students in managing their response lengths:</p> <ul style="list-style-type: none"> • internal quality assurance processes to ensure valid assessment instruments of appropriate scope and scale; • subject specific strategies about responding purposefully within the prescribed conditions of the task are embedded in teaching and learning programs; • model responses within the required length are available to students, and modelling to students about how to edit and respond to draft feedback in teaching and learning programs; and • Feedback about length is provided by teachers at checkpoints and on draft. • See also additional resource: Appendix 5 Managing Response Length – Information for Teachers <p>Students will:</p> <ul style="list-style-type: none"> • Familiarise themselves with and adhere to prescribed word / time length as detailed on task sheets; • Apply feedback about length to their drafts; and • Edit responses to meet requirements for length. 		
		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 	
	<p>*Appendixes should contain only supplementary material that will not be directly used as evidence when marking the response.</p>		
Authenticating Student responses Refer to QCE and QCIA policy and procedures handbook (Section 8.2.8)	<p>Accurate judgement of student achievement can only be made on genuine student assessment responses. Thuringowa State High School uses the strategies as selected from the instrument specific template, as appropriate, across all subjects and phases of learning.</p> <p>There are additional Thuringowa State High School specific practices that are to be applied consistently that may include:</p> <ul style="list-style-type: none"> • Setting an assessment task that requires each student to produce a unique response; • Varying assessment tasks each year so students are unable to use other students' responses from previous years; • Setting aside sufficient class time for students to complete the assessment task and for teachers to monitor the development of the response; • Collecting evidence during the development of responses in order to establish authorship of final responses; • An assessment schedule that ensures sufficient time for completion of tasks and monitoring of the development of responses. 		

Item	Policy and Procedure
	<p data-bbox="395 136 900 165">During assessment completion, teachers may:</p> <ul data-bbox="443 203 1449 367" style="list-style-type: none"> • 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. <p data-bbox="395 405 1015 434">To establish authorship of final responses, teachers may:</p> <ul data-bbox="443 441 1445 674" style="list-style-type: none"> • 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. <p data-bbox="395 743 1355 772">Students must participate in authentication processes as required by schools, such as to</p> <ul data-bbox="443 810 1439 1133" style="list-style-type: none"> • Complete responses during the designated class time to ensure teachers are able to observe the development of work and authenticate student responses; • Sign a declaration of authenticity on the task sheet stating it is their own original work; • Submit a draft, keep copies of the draft saving as "Version 1" "Version 2" etc; • Reference other sources used, using the APA referencing style. See Appendix 6; • Provide a bibliography; • Uphold ethical standards by not engaging in any type of academic misconduct; • Participate in interviews during and after the development of the final response; • Provide documentation of the drafting process; <p data-bbox="395 1171 1235 1200">Inability to establish authorship – see also – <i>Managing Academic Misconduct</i></p> <p data-bbox="395 1238 1449 1328">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 (ISM), instrument-specific standards, syllabus standards or competencies;</p> <p data-bbox="395 1366 1449 1456">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:</p> <ul data-bbox="443 1462 1449 1704" style="list-style-type: none"> • 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; • Where students have been found to plagiarise a whole task, the response will be treated as a non-submission. In all cases of academic misconduct, disciplinary and academic consequences will be applied. <p data-bbox="395 1742 1449 1796">In these instances, judgments about student achievement are made using the available student work and relevant ISM, instrument-specific standards, syllabus standards, or competencies .</p>

Item	Policy and Procedure
<p>Access Arrangements and Reasonable Adjustments including illness and misadventure</p> <p>Refer to QCE and QCIA policy and procedures handbook (Section 6,8 and 9)</p>	<p>Thuringowa State High School recognises that some students may have disability impairment and/or medical conditions, or experience other circumstances that may be a barrier to their performance in assessment. Access arrangements and reasonable adjustments (AARA) are designed to assist these students.</p> <p>The school will identify students who may require AARA by</p> <ul style="list-style-type: none"> • monitoring progress in Year 10 and Year 11 • contacting parents to discuss the application process in a timely manner • record communication in OneSchool <p>Eligibility for AARA</p> <p>AARA are provided to minimise, as much as possible, barriers for a student whose disability, impairment, medical condition or other circumstances may affect their ability to read, respond to or participate in assessment</p> <p>These barriers fall into three broad categories:</p> <ul style="list-style-type: none"> • permanent • temporary • intermittent. <p>The QCAA uses broad application categories for AARA eligibility:</p> <ul style="list-style-type: none"> • cognitive • physical • sensory • social/emotional. <p>The application of AARA to student assessment is based on the functional impact of the condition for which AARA are sought. Students with the same condition may experience highly varied impacts on their education, and their ability to demonstrate their learning, knowledge and skill in assessments.</p> <p>Ineligibility</p> <p>Students are not eligible for AARA on the following grounds:</p> <ul style="list-style-type: none"> • Unfamiliarity with the English language; • Teacher absence or other teacher-related difficulties; • Matters that the student could have avoided (e.g. Misreading an examination timetable, misreading instructions in examinations); • Matters of the student's or parent's/carer's own choosing (e.g. Family holidays); • Matters that the school could have avoided (e.g. incorrect enrolment in a subject). <p>Applying for AARA</p> <p>Thuringowa State High School will make all students & parents aware that AARA is available. AARA applications <i>must</i> be submitted as early as possible & prior to the commencement of Unit 3 (Yr 12).</p> <p><i>Students and Parents / carers who consider their student requires AARA should contact the school to discuss an application. FORM A3 should be completed and must be submitted to the Head of Inclusive Schools, Deputy Principal or the Guidance Officer. Supporting documentation (see below) may be required.</i></p> <p>The school will liaise with students, parents/carers, school staff and professionals, as required, to determine which students are eligible for AARA.</p> <p>The school will gather information and supporting documentation to inform decisions and/or an application for AARA.</p> <p>For each student, the school will review upcoming summative internal and external assessment to support decisions about appropriate AARA.</p>

Item	Policy and Procedure
	<p><i>Principal-reported AARA</i></p> <p>Principal-reported AARA are specific practical arrangements and adjustments authorised by the Principal or Deputy Principal, Head of Inclusive Schools or Guidance Officer.</p> <p>FORMS A2 should be completed and saved into OneSchool Support Tab (Depending on whether the circumstance is temporary or pre-existing).</p> <p>Early applications for all AARA are recommended to ensure timely decisions and confidence for students. Applications submitted close to the due date for assessment should not be submitted for known long-term conditions.</p> <p>In approving AARA, a principal or principal's delegate must:</p> <ul style="list-style-type: none"> • be reasonably satisfied that the need for the AARA exists • be able to provide evidence to justify the decision <p>The school will submit notifications of Principal Reported AARA, via the QCAA Portal. The school will retain the supporting documentation.</p> <p>The school will share decisions about AARA with students, parents / carers and school staff as appropriate and the school will administer assessment instruments using AARA.</p> <p><i>Supporting Documentation</i> required when submitting an AARA application:</p> <ul style="list-style-type: none"> • Confidential student statement (optional) (Appendix 1) • Confidential medical report(Appendix 2) • School statement (Appendix 3) • evidence of verified disability • other relevant evidence such as teacher observations, results from standardised academic testing, and where the condition is not medical other relevant official documentation, e.g. police reports, official notices. <p>Note: The provision of AARA for assessment in Units 1 and 2 by a school is not a guarantee that students will be provided the same access or the same adjustments for assessment in Units 3 and 4.</p> <p>Illness and misadventure</p> <p>Students whose ability to attend or participate in an assessment is adversely affected by illness or an unexpected event may be eligible for provisions for illness and misadventure. Illness and misadventure can affect a single student or a group of students.</p> <p>The following principles apply:</p> <ul style="list-style-type: none"> • The illness or event is unforeseen and beyond the student's control. • An adverse effect must be demonstrated. • The situation cannot be of the student's own choosing or that of their parents/carers, such as a family holiday.

Item	Policy and Procedure
Managing Non Submissions of assessment by the due date	<p>Teachers will collect / scan and store progressive evidence of student responses into student folios as it is gathered at the prescribed checkpoints. Evidence includes but is not limited to:</p> <ul style="list-style-type: none"> • Unmarked drafts; • Class work; • Rehearsal notes; • Photographs of student work; and • Teacher observations. <p>The exact nature of the evidence is detailed in the checkpoints on the instrument specific task sheets.</p> <p>It is not appropriate to award a lower result, mark or standard as a penalty for late or non-submission, as evidence is to be matched to the relevant syllabus marking guides or standards.</p> <ul style="list-style-type: none"> • For applied subjects, an E cannot be awarded when there is no evidence for that standard. • For General and General extension subjects, a mark of zero for the internal assessment instrument cannot be allocated if there is no evidence. • For short courses, An E cannot be awarded where there is no evidence for that grade. • For VET, the skill or knowledge is required to be demonstrated in numerous opportunities before the allocation of “competency achieved” is awarded. <p>When a student does not submit a response to an assessment instrument on or before the due date set by the school, and there is no AARA / Variation to Assessment Application Approval, a result should be awarded using evidence available on or before the due date, e.g. class work, a draft, rehearsal notes, photographs of student work, teacher observations.</p> <p>See: Assessment Submission Workflow</p>
Internal Quality Assurance Refer to QCE and QCIA policy and procedures handbook (Section 9)	<p>Thuringowa State High School’s quality management system includes two points of quality assurance in the assessment workflow. The timing of these processes are negotiated within faculties. These are:</p> <ul style="list-style-type: none"> • Quality assurance of all assessment instruments before they are administered to students and in the case of internal assessments for units 3 and 4 prior submission to the QCAA. Using quality assurance tools by the QCAA. • Quality assurance of judgements about student achievement contributing to results and reporting prior to results being provided. Faculties will choose the type of quality assurance process used. This will be dependent on size of cohort and numbers in classes. <p>Internal processes that may occur before students’ results are provided are clearly communicated when assessment tasks are handed out. Students are also made aware of the external processes that may occur before marks are provided, for example</p> <ul style="list-style-type: none"> • All marks for summative internal assessment for general and General Extension subjects are provisional until that are confirmed through the confirmation process • Results for applied and applied essential subjects and short courses may be subject to advice from QCAA

EXTERNAL ASSESSMENT ADMINISTRATION

Item	Policy and Procedures
<p>External Assessment is developed by the Queensland Curriculum and Assessment Authority (QCAA) for all General and General Extension Subjects.</p> <p>Refer to QCE and QCIA policy and procedures handbook (Section 10)</p>	<p>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.</p> <p>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.</p> <p>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.</p> <p>Students must complete external assessment on the date published on the QCAA website.</p> <p>Applied subjects do not include external assessment.</p> <p>YEAR 12 – RULES FOR EXTERNAL ASSESSMENT</p> <p>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.</p> <p>Teachers:</p> <ul style="list-style-type: none"> • 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. • Supervise external assessment. Senior secondary teachers are ineligible for supervision of an external assessment for subjects that they teach in a given year. <p>Students:</p> <ul style="list-style-type: none"> • 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. • Adhere to approved equipment list. • Attend external assessment in which they are enrolled. <p>Parents</p> <ul style="list-style-type: none"> • Read the External assessment timetable and External assessment student rules on the QCAA website.

Item	Policy and Procedures
	<ul style="list-style-type: none"> • Support students to participate in the external assessment in which they are enrolled. <p>Illness and misadventure —external assessment</p> <ul style="list-style-type: none"> • The QCAA advises students to attend every external assessment. However, the QCAA does not expect students to attend an external assessment against specific written medical advice. • When students are in doubt about attendance to complete an external assessment, they should contact the school external assessment (SEA) coordinator.

MANAGING ACADEMIC MISCONDUCT

Thuringowa State High School is committed to supporting students to complete assessment and to submit work that is their own, and to minimising opportunities for academic misconduct. There may be a situation when a student inappropriately and falsely demonstrates their learning. The following are some examples of Academic misconduct.

Type of misconduct	Examples	Procedures for Managing Academic Misconduct
Cheating while under supervised conditions	<p>A student:</p> <ul style="list-style-type: none"> begins to write during perusal time or continues to write after the instruction to stop writing is given uses unauthorised equipment or materials has any notation written on the body, clothing or any object brought into an assessment room communicates with any person other than a supervisor during an examination, e.g. through speaking, signing, electronic device or other means such as passing notes, making gestures or sharing equipment with another student. 	<p>Results will be awarded using any evidence from the preparation of the response that is available that is verifiably the student's own work and that was gathered in the conditions specified by the syllabus.</p> <p>In the case of exams, students will be awarded a NOT Rated (NR).</p> <p>Where appropriate, the school's Behaviour Management Policy may be implemented.</p>
Collusion	<p>When:</p> <ul style="list-style-type: none"> more than one student works to produce a response and that response is submitted as individual work by one or multiple students a student assists another student to commit an act of academic misconduct A student gives or receives a response to an assessment. 	
Contract cheating/ significant contribution of help	<p>A student:</p> <ul style="list-style-type: none"> Arranges for a tutor, parent/carer or any person in a supporting role to complete or contribute significantly to the response Pays for a person or a service to complete a response to an assessment. Sells or trades a response to an assessment. 	
Copying work	<p>A student:</p> <ul style="list-style-type: none"> Deliberately or knowingly makes it possible for another student to copy responses. Looks at another student's work during an exam. Copies another student's work during an exam. 	
Disclosing or receiving information about an assessment	<p>A student:</p> <ul style="list-style-type: none"> Gives or accesses unauthorised information that compromises the integrity of the assessment, such as stimulus or suggested answers/responses, prior to completing a response to an assessment. Makes any attempt to give or receive access to secure assessment materials. 	
Fabricating	<p>A student:</p> <ul style="list-style-type: none"> Invents or exaggerates data Lists incorrect or fictitious references. 	
Impersonation	<p>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.</p> <p>A student completes a response to an assessment in place of another student.</p>	
Misconduct during an examination	A student distracts and/or disrupts others in an assessment room.	
Plagiarism or lack of referencing	A student completely or partially copies or alters another person's work without attribution (another person's work may include text, audio or audio-visual material, figures, tables, design, images, information or ideas).	
Self-plagiarism	A student duplicates work or part of work already submitted as a response to an assessment instrument in the same or any other subject.	
Significant contribution of help	A student arranges for or allows a tutor, parent/carer or any other person in a supporting role to complete or contribute significantly to the response.	

APPEALING RESULTS

Item	Policy and Procedure
<p>Appealing results: Applied, Applied (Essential), General Subjects, Short Courses and Recognised Studies.</p> <p>Refer to QCE and QCIA policy and procedures handbook (Section 11.5)</p>	<p>Students wanting to appeal a result in an Applied, Applied (Essential), General Subject, Short Course or Recognised Studies should contact the Deputy Principal of the Senior School.</p> <ul style="list-style-type: none"> Processes for verifying information or reviewing results are available to students. The QCAA checks information or completes a review in the first instance, and notifies students of the outcome. A student may seek an external review if they are dissatisfied with an outcome. Information about verification and review processes is available on the QCAA website.
<p>Appealing Results: VET Qualifications -</p> <p>Refer to Thuringowa RTO 30441 Register of Documents: Complaints and Appeals Policy and Procedure</p>	<p>Thuringowa State High School RTO has a Complaints and Appeals Policy and Procedure located in its Register of Documents.</p> <ul style="list-style-type: none"> Students wanting to appeal a result or make a complaint should contact the school's RTO Manager (Head of Senior School). Processes for making a complaint or an appeal are available to students. The policy and procedure sets out how the RTO addresses a complaint or appeal it receives relating to its officers, students or third parties providing services on behalf of the school RTO.

[illegible]

G:\Coredata\Policies and Procedures\2025 Documents\2025



Thuringowa State High School - Form A2

Access Arrangements and Reasonable Adjustments Application Form AARA

Date of application:

Student's Name:

Subject/s:

Assessment Technique: _____

Send Copy to:

AARA Category A: Illness / Misadventure	AARA CATEGORY B: Chronic / Long Term Condition
<input type="checkbox"/> Medical Condition requiring special consideration being sought <input type="checkbox"/> Non-Medical circumstance requiring special consideration to assessment: <input type="checkbox"/> Bereavement <input type="checkbox"/> Representative Sport <input type="checkbox"/> Cultural business <input type="checkbox"/> Unforeseen circumstance / event / accident	<input type="checkbox"/> Cognitive <input type="checkbox"/> Physical <input type="checkbox"/> Social/emotional* <input type="checkbox"/> Student with Disability (NCCD) <input type="checkbox"/> Sensory * <small>* Medical certificates must be dated within 18 months of the assessment. Social/emotional must be dated within 6 months of assessment</small>
Reason:	NB Applications for known or pre-existing conditions must be submitted prior to the commencement of Term 1 Year 12 (Units 3 and 4): Details
AARA Requested: Teacher / HOD to identify 'details' of AARA available where appropriate	

Extension:	An extension to the due date for submission or completion of an extended response project, performance or assessment.	Tick
	<u>Teacher / HOD to identify proposed changes to dates:</u> The NEW DUE DATE:	<input type="checkbox"/>
Comparable assessment	An alternative comparable assessment that has not previously been administered to students in the subject cohort, may be administered on a different date.	<input type="checkbox"/>
Rest breaks	Time to rest at the rate of five minutes per half hour of assessment time, taken at any time during the assessment.	<input type="checkbox"/>
Physical environment	Temperature / lighting / ventilation / seating / venue etc.	<input type="checkbox"/>
Assistance Reader Scribe TA	Reader may read the assessment or the student's response aloud as often as the student requests. Work with someone who transcribes the student's verbal response or directions during the assessment. TA assisting with use of equipment and practical tasks	<input type="checkbox"/>
Computer	Desktop computer or laptop computer with an approved software application.	<input type="checkbox"/>
Assistive technology	AT to assist students to complete assessment will depend on variable factors, nature and severity of the student's disability and/or impairment and its functional impact, e.g. •amplification system •speech-to-text application •magnification application.	<input type="checkbox"/>
Extra time: Teacher / HOD to identify details		<input type="checkbox"/>
Other		<input checked="" type="checkbox"/>

Schools make decisions about AARA for Units 1 and 2 (Year 11). This provision of AARA for Units 1 and 2 by a school **does not guarantee** that students be provided with the same adjustments for assessment in Units 3 and 4 (Year 12). Assessment adjustments must be not interfering with the integrity of the achievement standard.

Eligibility Check:

Students are NOT eligible for AARA in Senior Schooling on the following grounds:

- ☐ Unfamiliarity with the English language
- ☐ Late AARA submission or lack of supporting evidence (E.g. a Medical Certificate)
- ☐ Teacher absence or other teacher related difficulties
- ☐ Matters that students are able to avoid (E.g. misreading an exam timetable, misreading exam instruction)
- ☐ Matters or absences of the student's and parent's own choosing E.g. family holiday, sporting or cultural event

If you have selected any of the above you are not eligible for AARA.

Parent Acknowledgement:

I have discussed this application with my child and I support the request for an AARA. I acknowledge that this application is subject to approval from the Principal (or delegate) in line with school and QCAA policies.

Signature: Date:

Student Signature: _____

Signature:

Date:

HOD / Teacher Approval / Comments:

Signature:

Date:

PLEASE SUBMIT TO ADMINISTRATION / DEPUTY PRINCIPAL

AARA Approved ☐ Yes *or* ☐ No

☐ Separate school statement attached☐ Relevant documentation attached☐ Parent, student, HOD, GO emailed decision outcome☐ * Additional documentation attached

Application & Documentation uploaded to: ☒ One School
☐ OCAA

Deputy Principal Signature

Date _____

A Copy of this form with details regarding approved AARA must be sent to HOD / Teacher

<https://www.qcaa.qld.edu.au/senior/assessment/aara>

AARA	Examples of adjustments to assessment conditions
Extra time	Additional working time at the rate of five minutes per half hour of examination assessment time.
Rest breaks	Time to rest at the rate of five minutes per half hour of assessment time, taken at any time during the assessment.
Physical environment	Temperature / lighting / ventilation / seating / venue etc.
Comparable assessment	An alternative comparable assessment that has not previously been administered to students in the subject cohort, may be administered on a different date.
Assistance Reader Scribe TA	Reader may read the assessment or the student's response aloud as often as the student requests. Work with someone who transcribes the student's verbal response or directions during the assessment. TA assisting with use of equipment and practical tasks
Computer	Desktop computer or laptop computer with an approved software application.
Assistive technology	AT to assist students to complete assessment will depend on variable factors, nature and severity of the student's disability and/or impairment and its functional impact, e.g. <ul style="list-style-type: none"> • amplification system • speech-to-text application • magnification application.
Extension	An extension to the due date for submission or completion of an extended response project, performance or assessment.
Other	

AARA procedure

Schools should make all students aware that AARA is available. The school must submit principal-reported AARA to the QCAA portal on behalf of the student before the due date, for students who undertake (summative) internal and external assessments in Units 3 and 4 for Applied and General subjects and for external exams in General subjects.

The School will request all supporting documentation and upload it as a contact record on One School, and inform all relevant teachers. Schools are encouraged to contact the QCAA for pre-application advice about students' needs for any adjustments for listed or complex / extensive adjustments required (aara@qcaa.qld.edu.au)

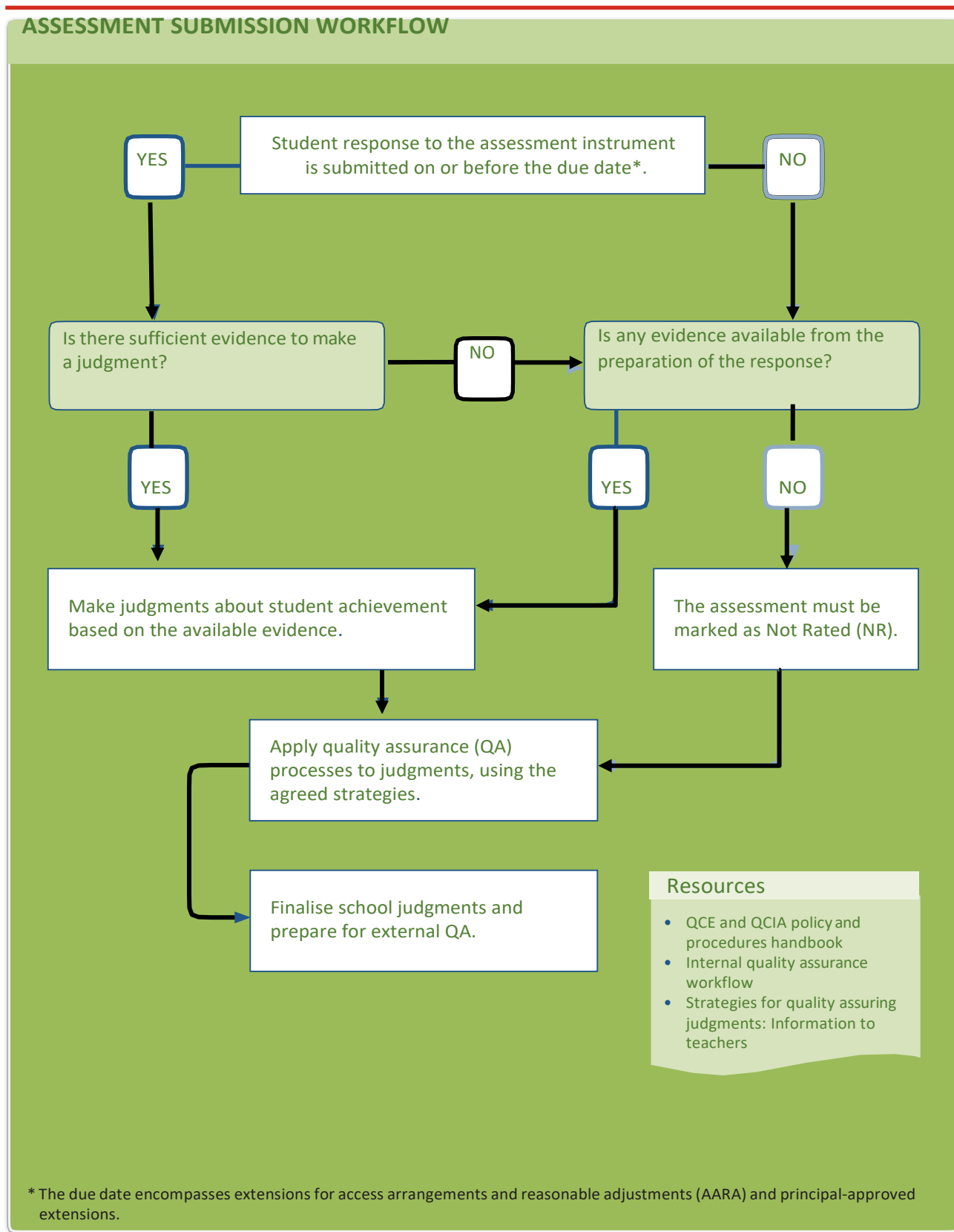
This form allow schools to support the early identification of students with existing long-term and chronic conditions so that school and students/parents can confidently negotiate and implement AARA according to the guidelines.

Schools make decisions about AARA for Units 1 and 2. This provision of AARA for Units 1 and 2 by a **school does not guarantee** that students be provided with the same adjustments for assessment in Units 3 and 4. Assessment adjustments must be not interfere with the integrity of the achievement standard.

Illness and Misadventure should be documents in FORM A2

For more information, please click on the following link: <https://www.qcaa.qld.edu.au/senior/assessment/aara>
For help accessing the AARA application, email clientservices@qcaa.qld.edu.au or phone (07) 3864 0278

Assessment submission workflow



APPENDIX 1 - CONFIDENTIAL STUDENT STATEMENT

Access arrangements and reasonable adjustments (AARA)

A student may complete this statement as part of an application for AARA. The information provided needs to be current and relate to the relevant assessment period.

Information provided in this statement is treated in the strictest confidence and is only used for the purpose of determining the AARA application.

Fill out all fields and sign the last page. Submit this statement as part of an AARA application via the QCAA Portal.

Student details	
Student name:	
School:	
LUI:	

Provide a brief history of your disability, impairment and/or medical condition, including symptoms.

The information you provide on this form will be used for access arrangements and reasonable adjustments (AARA), which are designed to assist students with disability, impairment, medical conditions or other circumstances that may be a barrier to their performance in assessment. These procedures for these arrangements and adjustments are set out in the *QCE and QCIA policy and procedures handbook 2019 v1.0*. Personal information will be accessed by authorised QCAA staff and handled in accordance with the *Information Privacy Act 2009*. Information held by the QCAA is subject to the *Right to Information Act 2009*.



For all Queensland schools

Comment on how the disability, impairment and/or medical condition affects your daily functioning in the classroom.

Describe how the disability, impairment and/or medical condition is a barrier to your access to the assessment and/or to your ability to communicate a response to assessment.

What kind of arrangements help you to be able to complete assessment, e.g. extra time, rest breaks, assistive technology?

Student signature:

Date: / /

**Parent/carer signature
(if student is under 18):**

Date: / /

APPENDIX 2 - CONFIDENTIAL SCHOOL STATEMENT

Access arrangements and reasonable adjustments (AARA)

This school statement or a document containing the same information must be submitted with all applications for QCAA-approved AARA. The staff member most familiar with the needs of the student in relation to their disability, impairment and/or medical condition should prepare this statement. The information provided needs to be current and relate to the relevant assessment period. The details of currency for documentation can be found in Section 6.5.2 of the QCE and QCIA policy and procedures handbook.

Information provided in this statement is treated in the strictest confidence and is only used for the purpose of determining the student's AARA application.

Fill out all fields and sign the last page. Submit this statement as part of an AARA application via the QCAA portal.

Student details	
Student name:	
School:	
LUI:	

Comment on how the student's disability, impairment and/or medical condition affects their daily functioning in the classroom.

The information you provide on this form will be used for access arrangements and reasonable adjustments (AARA), which are designed to assist students with disability, impairment, medical conditions or other circumstances that may be a barrier to their performance in assessment. These procedures for these arrangements and adjustments are set out in the *QCE and QCIA policy and procedures handbook 2019 v1.0*. Personal information will be accessed by authorised QCAA staff and handled in accordance with the *Information Privacy Act 2009*. Information held by the QCAA is subject to the *Right to Information Act 2009*.



For all Queensland schools

Describe how the disability, impairment and/or medical condition is a barrier to the student's access to the assessment and/or to the student's ability to communicate a response to assessment.

What kind of arrangements has the student used previously at school that help them to be able to complete timed assessment?

Staff member details	
Name:	
Role:	
Phone:	
School or organisation:	

Signature:

Date: / /

APPENDIX 3 - CONFIDENTIAL MEDICAL REPORT

Access arrangements and reasonable adjustments (AARA)

Medical reports may only be completed by the student's general practitioner (GP), medical specialist, or psychologist (registered under Queensland's *Health Practitioner Regulation National Law Act 2009*). The health professional providing a report must not be related to the student or employed by the school. The information provided needs to be current and relate to the relevant assessment period.

Information provided in this report is treated in strictest confidence and is only used for the purpose of determining the student's AARA application.

If the health professional does not use this report form, they must supply a current medical report containing all of the following information.

For more information, refer to **About this report** on the last page.

Student details	
Student name:	
School:	
LUI:	
I give permission for my health professional to provide information concerning this application to the QCAA, if required.	
Student signature:	Date: / /
Parent/carer signature: (if student is under 18)	Date: / /

Are you applying for:

- ☐ Access arrangements and reasonable adjustments (for existing and chronic conditions)

Health professionals complete **Part A** and **Part B — AARA**, and complete and sign the **Health professional details**.

- ☐ Illness and misadventure (for unforeseen circumstances)

Health professionals complete **Part A** and **Part C — Illness and misadventure**, and complete and sign the **Health professional details**.

If you are unsure which to apply for, refer to **About this report**. Submit this completed report as part of an AARA application via the QCAA Portal.

The information you provide on this form will be used for access arrangements and reasonable adjustments (AARA), which are designed to assist students with disability, impairment, medical conditions or other circumstances that may be a barrier to their performance in assessment. These procedures for these arrangements and adjustments are set out in the *QCE and QCIA policy and procedures handbook 2019 v 1.0*. Personal information will be accessed by authorised QCAA staff and handled in accordance with the *Information Privacy Act 2009*. Information held by the QCAA is subject to the *Right to Information Act 2009*.



For all Queensland schools

Part A

This section is **only** to be completed by the health professional.

Diagnosis:	
Date of diagnosis:	/ /
Date of occurrence/onset:	/ /
Provide a brief history of the student's disability, impairment and/or medical condition, including symptoms.	
Is the student currently receiving treatment? Please indicate.	

Comment on the probable effect of this disability, impairment and/or medical condition on this student's capacity to complete timed assessment.

Part B — AARA

This section is **only** to be completed by the health professional.

<p>Comment on how the disability, impairment and/or medical condition would affect this student's daily functioning in the classroom.</p>
<p>Professional recommendations for assessment adjustments.</p>

Part C — Illness and misadventure

This section is **only** to be completed by the health professional.

I consider that the effect of the impairment arising from the medical condition is/was:

☐ mild ☐ moderate ☐ severe

I consider that the student is/was:

☐ disadvantaged due to a temporary medical condition

☐ unfit to participate in assessment due to a temporary medical condition
from / / to / / .

☐ unfit to participate in assessment due to a deterioration in a chronic condition
from / / to / / .

If the student was affected for less than a full day, comment on the amount of time the student was affected during a timed assessment, e.g. second half of the exam session.

Health professional details

Name:		
Profession:		
Phone:		
Specialty/qualifications: (if applicable)		
Place of work:		
Registration number:		
Practice stamp: (if applicable)		
Signature:		Date: / /

About this report

Access arrangements and reasonable adjustments (AARA)

Some students may have disability, impairment and/or medical conditions, or experience other circumstances that may be a barrier to their performance in assessment. Access arrangements and reasonable adjustments (AARA) are designed to assist these students.

Illness and misadventure

Students may also experience unforeseen circumstances that may be a barrier to their performance in assessment, such as a significant deterioration of an existing medical condition, or experiencing a natural disaster, accident or significant cultural obligation. These students may be eligible for illness and misadventure adjustments.

Submitting this report

The QCAA requires a medical report for medical claims for AARA or illness and misadventure. Once complete, submit this report as part of an AARA application via the QCAA Portal.

APPENDIX 4 - FEEDBACK

Information for teachers

Two different types of feedback are equally valuable in the classroom: feedback for teaching and learning, and feedback for assessment, including on a draft response. Both are led by the classroom teacher.

Feedback as part of a teaching and learning process

Feedback is designed to provide meaningful information about a student's strengths and areas for improvement. It helps the student understand where and how they are going, and where they need to go next. ¹

Features of effective feedback

Effective feedback encourages self-reflection, allows students to actively monitor and evaluate their own learning, and facilitates self-direction and motivation. Together, assessment and feedback support continuous, collaborative, active and self-directed learning.

Effective feedback is:

- ongoing
- individualised
- specific to the teaching, learning and assessment
- related to the standards or descriptions
- clear, and in language students understand
- timely, so the student can act on it to adjust their learning
- collaborative, so that teachers can work with the student and their parents/carers to support the student's learning
- supportive, so that the student is encouraged to reflect and act on the feedback, and build their capacity for self-assessment. ²

Feedback opportunities

Teachers provide feedback that varies throughout the teaching, learning and assessment process. Opportunities for feedback in the classroom may include:

- ensuring a positive learning environment where students are aware of the protocols and practices for giving and receiving feedback in a constructive way
- reviewing how students are working towards their learning goals
- working with students on classroom tasks in preparation for the assessment task
- encouraging a classroom culture that supports students to appropriately give and receive feedback when peer editing
- enabling students to practise self-assessment, such as using checkpoints — key stages in the assessment process at which students engage with peers and/or the teacher to check they are on track for both content and assessment conditions, e.g. mode, response length.

¹ Australian Institute for Teaching and School Leadership (AITSL) 2017, *Spotlight: Reframing feedback to improve teaching and learning*, www.aitsl.edu.au/docs/default-source/research-evidence/spotlight/spotlight-feedback.pdf?sfvrsn=cb2eec3c_12.

² QCAA 2019, *QCE and QCIA policy and procedures handbook 2019*, 'Section 8.3: Feedback', pp. 85–86.

Feedback on a draft response

A draft is a preliminary version of a response to an assessment task. It should contain most of the features of the final response. A draft is a point-in-time demonstration of a student's learning and their understanding of the assessment task requirements. The draft response that a student submits to a teacher should be developed over a period of time after a process of practising (e.g. their presentation or performance), reflecting and editing. Teachers can use a student's draft response to confirm that a student's assessment is their own work, as the draft shows the progression of a student's thinking.

Formats and modes

Students may present a draft in a variety of formats or modes, depending on the subject and the assessment task. For example, in Ancient History, a student will prepare written drafts when developing a response to the topic. A student in English presenting a spoken task will have opportunities in class to practise the speech before the final presentation. In Drama or Dance, students will practise their performance in class. In each of these examples, a student is preparing their draft response, whether it is written or spoken. These opportunities may be outlined as checkpoints for peer review or discussion or for more formal feedback from the teacher.

Providing feedback on a draft

Teachers may also present feedback on a written or spoken draft in a variety of ways, e.g. orally, in writing, to an individual or the whole class, and/or through questioning.³

Teacher feedback on a draft may include advice to:

- **consider** other aspects of the text, report, performance or activity
- **develop** the response to show more awareness of the intended audience or purpose
- **rearrange** the sequence and structure of the response to prioritise the most important points
- **investigate** further to expand the response
- **synthesise** the response by editing or removing excess information.

³ QCAA 2019, *QCE and QCIA policy and procedures handbook 2019*, 'Section 7.2.2: Drafting', pp. 77–78.

Parameters

When giving feedback on a draft, a teacher:

- may provide feedback on a maximum of **one** draft of each student's response
- may, for a written response, indicate key errors in spelling, grammar, punctuation and calculations. They may also remind the student that the draft requires more editing, but should not edit or correct all errors in the draft
- may, for a spoken response, indicate ways to improve spoken/signed and nonverbal features in the student's presentation
- should encourage the student to reflect on strategies they might use to refine their response, drawing attention to aspects of the response that need to be improved or developed to meet the requirements
- should not introduce new ideas, language or research that would compromise the authenticity of student work.
- Feedback on a draft should form only one part of the feedback the teacher provides to a student throughout their study.

APPENDIX 5 - MANAGING RESPONSE LENGTH

Information for teachers

In developing a response to an assessment instrument, students are required to meet the conditions outlined in the syllabus. One of these conditions is the response length.

Purpose of managing response length

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

- indicate the scope and scale of the response required
- ensure equity of conditions for all students
- support students to develop skills in managing the length, scope and scale of their responses appropriately
- 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 for managing response length

Schools, teachers and students have specific responsibilities for ensuring that students can respond within the required length.

School responsibilities

Schools develop school-based policies and procedures that:

- encourage students to respond to assessment instruments within the required length
- provide students with the knowledge and skills to respond within the required length
- emphasise the use of checkpoints, which include the draft due date, to provide students with feedback about their responses
- include strategies to be implemented when a response exceeds the required length, and indicate any used in the review at confirmation.

Teacher responsibilities

Teachers:

- implement their school's policies and procedures
- take reasonable steps to ensure that students can respond to assessment within the required length
- work with students at checkpoints throughout the process, emphasising the conditions of the task including response length
- use proactive strategies to support students to meet the syllabus requirements for the response length



For all Queensland schools

Student responsibilities

Students:

- develop a response that meets the conditions of the assessment
- respond to draft feedback about the length of their response
- document the length of their response in the measurement indicated in the syllabus: either a word length, duration of time, or page count.

Strategies for managing response length

School assessment policy should include strategies for:

- proactively managing response length to develop students' ability to meet assessment conditions
- managing student responses of a length that do not meet the conditions when assessments have been submitted on or before the due date.

Strategies for managing response length before assessment submission

Teachers proactively support students to meet the syllabus requirements for the response length indicated in the assessment conditions when they:

- develop and administer valid assessment instruments of suitable scope and scale
- implement effective teaching and learning strategies so students can learn effective skills to use when responding to assessment techniques, e.g.
 - provide examples of assessment responses within the response length (word length, duration of time or page count)
 - explicitly model how to create and draft a response to an assessment in the required mode
 - provide feedback on one draft or at checkpoint dates if the student work does not meet the assessment conditions
 - give advice to students about why and how to synthesise and develop ideas or information to meet the assessment conditions.

Strategies for managing response length after assessment submission

Schools develop policy strategies for marking student responses that exceed assessment conditions for response length and are submitted on or before the assessment due date. These strategies should be suitable for the school and assessment context and may include:

- marking only the work that meets the assessment conditions for response length, excluding evidence outside the required length
- allowing a student to redact a response to meet the required length before a judgment is made on the student work.

Note, however, that when marking student responses, schools cannot:

- change the tool being used for making a judgment
- penalise students for submitting a response that does not meet the response length conditions by arbitrarily reducing their result.

Considerations

Schools assessment policy provides details about how the school will administer strategies fairly and consistently across all subjects and students. In determining policy strategies for managing response length after submission, schools consider how:

- different strategies may be more appropriate than others for specific techniques and response types
- excluding evidence in parts of student work may affect the student's mark/s
- other students' work or marks may be affected if the response was completed in a group, e.g. a performance in Drama.

Indicating response length strategies used in the review at confirmation

In the review at confirmation, schools must clearly indicate the strategy implemented when submitting a sample that exceeds the response length. This might include:

- submitting only the student work used to determine a mark
- annotating the student work to indicate the evidence used to determine a mark.

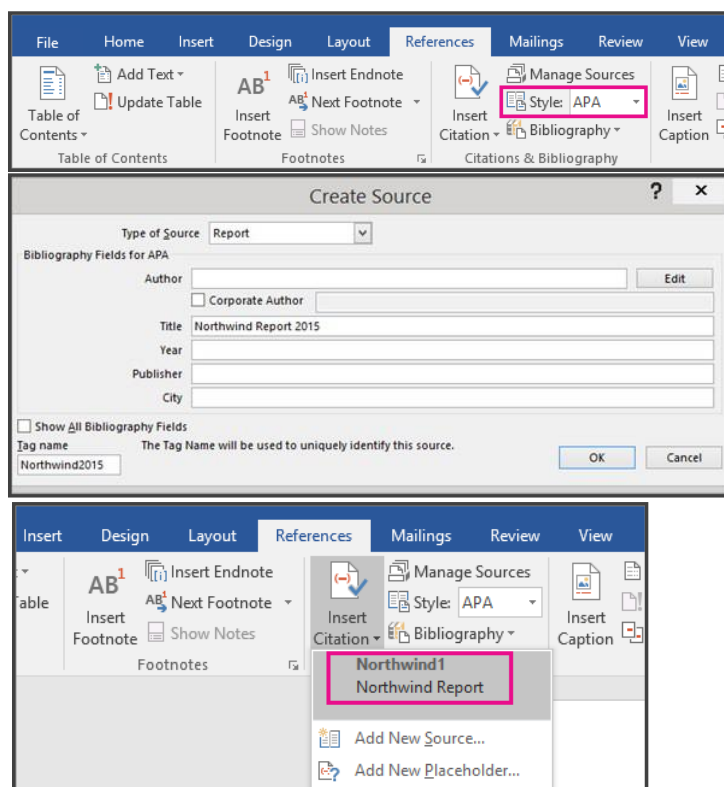
APPENDIX 6 - USING WORD TO REFERENCE YOUR ASSESSMENT APA STYLE

Information for Students

Word automatically generates a bibliography from the sources you used to write your paper. Each time you add a new citation to your document, Word adds that source so that it appears in the bibliography in the proper format.

Add a citation after a quote

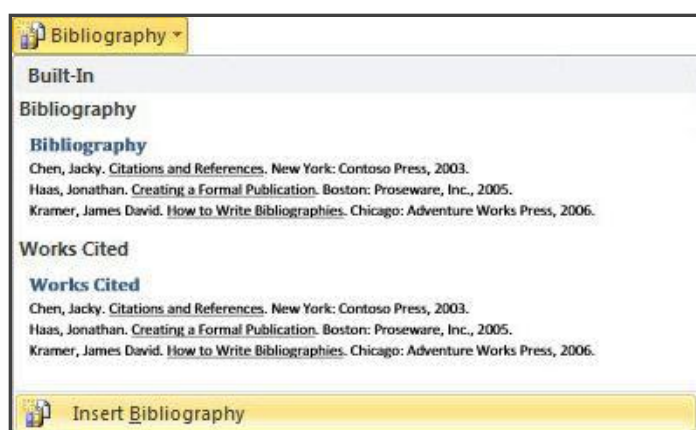
1. On the **References** tab, in the **Citations & Bibliography** group, click the arrow next to **Style**.
2. Click onto APA.
3. Click at the end of the sentence or phrase that you want to cite.
4. Click **Insert Citation** and then select **Add New Source**.
5. In the **Create Source** box, type in the citation details, and then click **OK**.



When you've completed these steps, the citation is added to the list of available citations. The next time you quote this reference, you don't have to type it all out again, just click **Insert Citation** and select the citation you want to use.

Create a bibliography from your sources

If you want to create a bibliography from your sources, do the following:



1. Click where you want to insert a bibliography. Typically, they are at the end of a document.
2. On the **References** tab, in the **Citations & Bibliography** group, click **Bibliography**.

