



MACKAY
**NORTHERN
BEACHES**
STATE HIGH SCHOOL

Assessment Policy

Revised 2019

Rationale

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

The assessment process involves:

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

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

Relevant to Related Legislation and DETE Policy

LEGISLATION

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

RELEVANT POLICY

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

Aims of the Policy

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

- Maximise the opportunity for students to demonstrate what they know and can do
- Ensure fairness to all students.
- Mandatory completion of courses of study to achieve a result
- Observe QCAA policy and procedure around submission of work.

BACKGROUND PRINCIPLES

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

The work submitted/completed must indicate every attempt has been made by the student to satisfy the specific assessment criteria. The student must show evidence that an attempt has been made at the task and this can act as evidence upon which standards can be determined to report upon.

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

ASSESSMENT OF STUDENT PERFORMANCE

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

Assessment plays an integral role in improving learning and informing teaching. Its fundamental purpose is to establish where learners are in an aspect of their learning at the time of assessment (Masters 2014¹).

ASSESSMENT PURPOSES

Assessment information has multiple uses, including:

Feedback to teachers, such as:

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

Feedback to students and parents/carers that gives:

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

Assessment Techniques May Include:

Assessment technique	Purpose
Examination	An examination is a supervised test that assesses the application of a range of cognitions to one or more provided items such as questions, scenarios, and/or problems. Student responses must be completed individually, under supervised conditions, and in a set timeframe.
Extended response	An extended response is an open-ended assessment technique that focuses on the interpretation, analysis, examination and/or evaluation of ideas and information in response to a particular situation or stimulus. While students may undertake some research when writing the extended response, it is not the focus of this technique. An extended response occurs over an extended and defined period of time.
Investigation	An investigation requires students to research a specific problem, question, issue, design challenge or hypothesis through the collection, analysis and synthesis of primary and/or secondary data. An investigation uses research or investigative practices to assess a range of cognitions in a particular context. An investigation occurs over an extended and defined period of time.
Performance	A performance is an assessment technique that requires students to demonstrate a range of cognitive, technical, creative and/or expressive skills, and to apply theoretical and conceptual understandings through the psychomotor domain. It involves student application of identified skills when responding to a task that involves solving a problem, providing a solution or conveying meaning or intent. A performance is developed over an extended and defined period of time.
Product	A product is an assessment technique that focuses on the output or result of a process requiring the application of a range of cognitive, physical, technical, creative and/or expressive skills, and theoretical and conceptual understandings. A product is developed over an extended and defined period of time.
Project	A project is an assessment technique that focuses on a problem-solving process requiring the application of a range of cognitive, technical and creative skills and theoretical understandings. The response is a coherent work that documents the iterative process undertaken to develop a solution to a problem and includes written paragraphs and annotations, diagrams, sketches, drawings, photographs, video, spoken presentations, physical prototypes and/or models. A project is developed over an extended and defined period of time.

RESPONSIBILITIES-ASSESSMENT

Teachers

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

- Teachers will support students by providing them, where appropriate, with modeling, scaffolding, and annotated exemplar responses. They will engage students in feedback and reflection on their assessment, and will be able to articulate reasoning behind judgments of the standards achieved.
- Teachers are responsible for informing parents when students do not provide work to support a judgment of achievement, and are likely to be awarded with a Not-Rated (N) level of achievement on their report card.

Heads of Department

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

In years 11 and 12 the Mackay Northern Beaches Leadership team and the QCAA are responsible for quality assessment items; ensuring all assessment: is valid, is clear and fair, meets the QCAA directives for assessment and submission of student results.

All Students

- All students are responsible for submitting both draft and assessment items on or before the due date.
- All students are responsible for submitting quality assessment on or before the due date.
- All students are responsible for arriving on time on the due day for examinations, unless special consideration has been formally arranged.
- All students must show academic integrity.

Students in years 10 - 12

- Authentication of student work is mandatory.
- All procedures surrounding the completion of assessment must be followed and the relevant documentation submitted to the Curriculum Head of Department within the required timeframe.

Parents/Guardians

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

ASSESSMENT SCHEDULES

By week 2 of each term students will receive a printed Assessment Schedule. This schedule will be emailed to the students and their parents, it will also be available on the drive for them to access. Senior Students studying General subjects from 2020 can check the QCAA for their published external examination exam timetable.

Changes to the calendar can occur only when the relevant Curriculum Head of Department recommends the change and it is approved by the Deputy Principal of that year level. Students will need to be given reasonable notice (1-2 weeks) of the change in due dates. Parents and students are to be notified via email, text and facebook of the change to the assessment. Amendments will be published as necessary.

ASSESSMENT/ASSIGNMENT TASK SHEET

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

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

DURING IN-CLASS ASSESSMENT DEVELOPMENT TIME

- Use your time productively - focus on completing a reasonable amount of work each lesson
- Ask your teacher to clarify / explain things you don't understand
- Work very quietly in class
- Make appointments out of class time to talk to your teacher

MANAGING THE LENGTH OF STUDENT RESPONSES

Teachers

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

Students:

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

DRAFTS

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

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

RESPONSIBILITIES – Drafts

Teachers may

- Indicate some textual errors and that the draft has not answered the question giving directives on what needs to happen to ensure that the piece meets the assessment requirement.
- Provide feedback on a minimum of one draft of each student's assessment in years 7 – 9 and a maximum of one draft in years 10, 11 and 12.
- Require more careful editing — teachers should not correct or edit all the textual errors in a draft. Editing and proofreading for spelling, grammar and punctuation is not a part of the draft feedback process. Teachers should only correct the first paragraph and indicate in their feedback that more careful editing and proofreading is required for spelling, grammar and punctuation.
- Provide feedback only on a draft submitted by the draft due date
- Provide a summary of their feedback and advice to the whole class

Students

- Submit draft by the due date
- Strive to submit a completed draft that meets the word limit
- Develop their response to show more awareness of the audience
- Give priority to the most important points by rearranging the sequence and structure of ideas
- Conduct further research or substantiate points ensuring adherence to referencing style
- Students in Senior years in General Subjects are required to submit their drafts electronically

Parents

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

SUBMISSION OF DRAFTS

Students will be issued with timelines for submission of assignment drafts. When an assignment draft is due, students must submit the draft electronically via "Turn it In" AND hand in a hard copy of the draft with the "Turn it In" receipt attached. The "draft" copy with feedback will be returned to the student either in hard copy or electronically.

Should the student not make a final submission, this draft will be marked and graded as the final assessment piece.

Failure to submit a draft

If no draft work is submitted, the class teacher will contact the parent/guardian/carer (within 48 hours). The class teacher will note on the student profile "a result for IN CLASS work completed to date". The class teacher will actively encourage the student to submit their draft work for feedback prior to the final due date.

Should the student not make a final or draft submission, then the IN CLASS WORK COMPLETED will be the result assigned on the student profile.

SUBMISSION OF ASSIGNMENTS

Years 7, 8, 9 all written assignments

- are to be submitted to their class teacher by 2.45pm on the due date.
- In the event, the class teacher is away ill or not present at class on the due date, the student must submit the assignment to the supervising teacher who will return these to the class teacher's desk in the staffroom.

Year 10 Students

- Are to consult your teacher regarding electronic submission of assessment in preparation for senior schooling

Year 11 and 12 - Submission of written assignments FOR GENERAL SUBJECTS*

- Students are able to assessment tasks electronically through the school's recommended site up to 12am on the due date.
- Students must confer with their teacher or HOD for submission documentation specifications.
- If a student is absent on the day an assignment is due, QCAA procedures must be followed.
- Assessments will be available for class teachers the day after the due date.

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

*Please note that the QCAA requirements for submission in draft are subject to change

Submission of Digital / Electronic Assignment Pieces

- Students must submit the file onto the submissions drive. The folder for the subject will be present, a further folder will have the name of the piece. Students are to name the file as follows: LAST NAME, First name and the name of the assignment.
- Students submitting a USB as part of an assessment are to place the USB / Disc in an envelope / zip lock bag attached to the assessment task sheet and the criteria sheet (multimodal to include copy of speech notes)
- For multimodal assessments students can do either of the above.

Late submission of a student response years 7 – 10

When a student submits an assessment piece after the due date set by the school, a result should be allocated using evidence available on or before the due date, e.g. class work, drafts, rehearsal notes, photographs of student work, teacher observations.

Late and non-submission of Senior Assessment

To receive an overall subject result for a course of study in a General or Applied subject, a student must complete all required assessment outlined in the respective syllabus.

- For General subjects, a student must complete four summative assessments: three summative internal assessments and one summative external assessment.
- For Applied subjects, a student must complete four summative internal assessments.
- For Short Courses, a student must complete two summative internal assessments.

Non-submission of Senior Assessment

When a student does not submit a response to an assessment instrument, a result can only be allocated when evidence has been demonstrated.

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

For all late assessment items

The timely generation of a letter to parents/guardian/carer [Notification of Student Failing to Submit an Assignment](#), to inform them of their students failure to submit an assignment/assessment piece.

Note: Technology failure (such as printer not working, work not being saved, or computer malfunction etc.) is not considered acceptable grounds for extension.

Absence on Due Date of Assignments

If a student knows they will be absent on the day an assessment item is due they must:

- Arrange for the item to be submitted before the listed date
or
- Have it delivered to the school on that date.
- Senior Students must follow the QCAA documentation requirements and must contact their teacher

ASSIGNMENT EXTENSION—REQUESTED BY STUDENTS

- **No extensions will be approved on or after the due date.**
- **Extensions will be considered on a case-by-case basis**
- **Senior Students must consult their teacher in order to follow the QCAA guidelines as per the AARA process.**

There are only two grounds for applying for an extension of due date by students prior to the due date for students in years 7 – 10:

1. **Illness**
 - A medical certificate is mandatory.
2. **Extenuating circumstances (including unexpected circumstances)**
 - Family activities of a very special nature requiring absence from school
 - Bereavement, family breakdown etc.
 - Essential sporting / cultural commitments
 - Long-term illness of self or family member
 - If a delicate family matter or personal circumstances applies, the application can be lodged directly with Guidance Officer, Community Education Counsellor, the Deputy Principal Education Services or the Principal who will consult with the relevant Curriculum Head of Department
 - Unexpected circumstances arise if a situation occurs suddenly (and belatedly) causing the student to be unable to submit on the due date

To apply for assignment extensions in Years 7 – 10 students must follow these steps:

- Obtain [Assessment Variation Request Form](#) from the relevant Curriculum Head of Department early as possible prior to the due date. (This form will need to be attached to assignment on submission).
- Complete and return to the relevant Curriculum Head of Department.
- The relevant Curriculum Head of Department will consult with relevant class teacher.
- Approval or non-approval granted and student given copy of form.
- The relevant Curriculum Head of Department forwards a copy of form for filing with Student Profile.

- The relevant Curriculum Head of Department advises the Student Attendance Officers (SAOs) of the name of the student and the new due date immediately. This will prevent the generation of a letter [Notification of Student Failing to Submit an Assignment](#) '.

ACADEMIC INTEGRITY & ACADEMIC MISCONDUCT

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

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

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

It is an expectation of the school and QCAA that all Year 11 and 12 students participate in assessment authenticity training at the commencement of every academic year.

Types of Academic Misconduct defined by the QCAA

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

Type of misconduct	Examples
Cheating while under supervised conditions	<ul style="list-style-type: none">beginning to write during perusal time or continuing to write after the instruction to stop work is givenusing unauthorised equipment or materialshaving any notation written on the body, clothing or any object brought into an assessment roomcommunicating with any person other than a supervisor during an examination, e.g. through speaking, electronic device or other means such as passing notes, making gestures or sharing equipment with another student
Collusion	<ul style="list-style-type: none">when working in a group, submitting a response that is not individual (the response submitted by each student must be the student's own work)assisting another student to commit an act of academic misconduct
Contract cheating/ significant contribution of help	<ul style="list-style-type: none">asking for help on an assessment item from a tutor or a person in a similar supporting role that results in the tutor/other person completing or significantly contributing to the responsepaying for someone or a service to complete a response to an assessment
Copying work	<ul style="list-style-type: none">deliberately or knowingly making it possible for another student to copy responseslooking at another student's work
Disclosing or receiving information about an assessment	<ul style="list-style-type: none">giving or accessing unauthorised information such as the answers to an examination prior to completing a response to an assessmentmaking any attempt to give or receive access to secure assessment materials
Fabricating	<ul style="list-style-type: none">inventing or exaggerating datalisting incorrect or fictitious references
Impersonation	<ul style="list-style-type: none">allowing another person to complete a response to an assessment in place of the student
Misconduct during an examination	<ul style="list-style-type: none">distracting and disrupting others in an assessment room
Plagiarism or lack of referencing	<ul style="list-style-type: none">completely or partially copying or altering another person's work without attribution (another person's work may include text, audiovisual material, figures, tables, images or information)
Self-plagiarism	<ul style="list-style-type: none">duplicating work or part of work already submitted as a response to an assessment

RESPONSIBILITIES – Academic Integrity & Academic Misconduct

The School: Support Staff, Teachers, HoDs, Executive Team

Mackay Northern Beaches State High School can support **academic integrity** by:

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

Students:

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

Teacher

- Take reasonable steps to ensure that each student’s work is their own across a range of conditions, particularly when students have access to electronic resources, when they are preparing responses to collaborative tasks, and when they have access to others’ ideas and work
- Collect evidence of the authenticity of student responses
- Ensure assessment decisions are fair and equitable for all students
- Implement strategies to ensure authentication of student work.

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

- Conduct an internet search of key phrases
- Produce a “Turn it In” report that checks the % of authentic work. If there is more than 20% of the assessment that is not authentic. It will be considered in breach of our academic integrity.
- Compare the students’ work to the work of past and present students
- Interview the student after the submission of a task to explore further, clarify determine comprehension of the work submitted
- Follow responsible plan for students

Parents

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

Consequences for plagiarism include but are not limited to:

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

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

Academic misconduct during an exam or external assessment

Reportable alleged misconduct includes, but is not limited to:

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

For years 11 and 12, when a student is suspected of or observed participating in an act of academic misconduct. Students are permitted to complete the assessment despite the alleged incident of misconduct and are notified at the end of the session that a report may be made to the QCAA.

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

- Serious incidents that are unable to be reasonably managed by the external assessment supervisor may result in the student being excluded from the assessment room.
- Parents/Caregivers notified
- HOD notified
- Parts of the exam in question may be disregarded while grading the exam.
- The student may be required to complete an alternative exam at the soonest possible opportunity.

FAILURE TO COMPLY

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

Students failing to meet the mandatory requirements of a syllabus:

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

If a student repeatedly does not meet mandatory requirements:-

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

EXAMS

Attendance at Exams/Orals

Students must attend all tests, exams and orals at the scheduled time. These may be undertaken in normal class time or during block exams at the end of term/semester.

Year 12 External Assessment

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

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

Students must complete external assessment on the date published on the QCAA website.

Applied subjects do not include external assessment.

External assessment is:

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

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

EXAMINATION EQUIPMENT

Approved equipment include but are not limited to:

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

Non-approved equipment include but are not limited to:

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

- Electronic devices, e.g. iPods, translators, laptops, mobile phones, smart watches
- Extra paper, books or manuscripts
- Food, unless allowed as a special provision.

CONDUCT DURING EXAMINATIONS

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

LATE ARRIVAL TO AN EXAMINATIONS

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

For Years 10 – 12

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

YEAR 12 – RULES FOR EXTERNAL ASSESSMENT

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

RESPONSIBILITIES – Examinations

Teachers

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

Students

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

Parents

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

RESPONSIBILITIES- External Assessment in Year 12 from 2020

SEA coordinators:

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

Teachers:

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

Students

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

Parents

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

Access arrangements and reasonable adjustments (AARA)

Access arrangements and reasonable adjustments (AARA) to assessment ensure opportunities for eligible students to demonstrate their learning on the same basis as other students. AARAS are considered on an individual basis and decisions are made in consultation with the eligible student, parents/carers, school staff and, when applicable, the QCAA.

Woree State High School and the QCAA recognise that some students have disability and/or medical conditions that may make them eligible for AARAs to assessment conditions for internal and external assessment.

Access arrangements and reasonable adjustments (AARA) YEARS 7 – 10

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

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

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

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

Long-term conditions that are unlikely to improve over time

Except in exceptional circumstances and with the prior written agreement of the QCAA, for long-term conditions when the student is not covered by current Education Adjustment Program (EAP) verification or equivalent, medical documentation must be dated no earlier than 1 January of the year of the student's Year 10 enrolment. This means that from the perspective of their Year 12 external assessment schedule, the maximum age of supporting medical documentation allowable is two years and 10 months.

Short-term conditions or temporary injuries

Short-term conditions may improve or deteriorate over time depending on a range of influences and factors. Except in exceptional circumstances and with the prior written agreement of the QCAA, supporting medical documentation for short-term conditions or temporary injuries, including mental health conditions such as anxiety and depression, must be dated:

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

Illness and Misadventure

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

The following guidelines apply for illness and misadventure:

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

Timelines for illness and misadventure

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

Illness during external assessment

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

Non-attendance at external assessment

A student who cannot attend an exam must notify the principal's delegate or the Senior Schooling HoD as soon as practical.

Individual student

Students who believe their performance in an external assessment is affected by an illness or circumstances beyond their control, occurring in the lead up to or during the external assessment schedule, must speak to the exam coordinator regarding an application for illness and misadventure.

Supporting documentation for illness and misadventure — internal and external assessment

To make an informed decision about an illness and misadventure application, Mackay Northern Beaches State High School and in Senior Schooling, the QCAA require a report that includes the following details:

- Diagnosed illness, condition or event
- Date of diagnosis, onset or occurrence
- Symptoms, treatment or course of action related to the condition or event
- Explanation of the probable effect of the illness, condition or event on the student participating in the assessment
- For non-medical claims, written evidence from a relevant independent professional or other independent third party.

Non Attendance at Exams

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

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

- The school must be notified BEFORE the scheduled test exam.
- On return to the school the student is responsible for reporting to the relevant Curriculum Head of Department / Deputy Principal Education Services (in the case of Block exams) to make alternate arrangements
- Proof of illness, a Medical Certificate, must be produced on the student's return to school after an illness which causes an absence for a scheduled test / exam to the relevant Curriculum Head of Department / Deputy Principal Education Services.
- For years 11 and 12 contact your SEA coordinator

2. *Prior knowledge of absence*

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

- Complete an [Assessment Variation Request form](#) through their teacher.
- If approved the student will be allowed to complete a similar assessment piece as negotiated with the teacher in consultation with the relevant Curriculum Head of Department.
- For years 11 and 12 QCAA processes must be followed

Failure to Attend an Exam

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

- Will not have completed the mandatory requirements of the course
- Parents/Guardian/Carers will be notified by letter ['Notification of Student Failing to Attend Exam'](#).

EXTENDED KNOWN ABSENCE IN YEARS 7 - 9

Should a student know that they will be absent during the term or the school receive notification of an extended absence from the parent/guardian/carer, the **Head of Department – Junior/Senior Schooling** will provide the student with an [Extended Student Absence Notification form](#) or may see each teacher individually if the circumstances warrant this.

Absence Durations defined as:

SHORT – 1 week or less. Teacher may consider evidence already collected be used to form judgement on an assessment item

MEDIUM – 1 to 2 weeks. Consideration needs to be given to the timing of the assessment piece and the absence in relation to the assessment cycle

LONG – More than 2 weeks. Consideration should be given as to when there will be sufficient evidence to make valid judgements at the end of the course of study.

The class teacher will talk with this student about the time they will be away and indicate any arrangements they may need to make before they go in relation to their course work. In general, a teacher should consider:

- Any support materials they may be provided to minimise the effect of absence to learning
 - Any planning adjustments that may be made to minimise the effect of absence to learning
 - Should "Special Consideration" (Years 11/12) be considered?
-
- The **student** should make contact with all of their teachers and take this form home with them once completed to advise parents of the arrangements made.
 - **Teachers may** contact home if they feel they need to discuss the effects of the absence with the parent further.
 - Information may be communicated to students via their **MIS school email account** or via the **email account for the parent entered on OneSchool**.

EXEMPTIONS IN YEARS 7 - 10

Allowing non-completion of some particular piece of assessment

- An exemption may be appropriate where a student has missed an assessment instrument due to illness or other legitimate absence (as determined by the relevant Curriculum Head of Department)
- An exemption will only be allowed when there is sufficient alternative information to make a judgment about a level of achievement without the student having to complete a particular assessment instrument
- An exemption is inappropriate where the student is unable to meet mandatory requirements
- Exemption is not an option where reasonable adjustment is appropriate

EXEMPTIONS IN YEARS 11 -12

Allowing non-completion of some particular piece of assessment

- An exemption may be appropriate where a student has missed an assessment instrument due to illness or other legitimate absence (as determined by the relevant Curriculum Head of Department)
- An exemption will only be allowed when there is sufficient alternative information to make a judgment about a level of achievement without the student having to complete a particular assessment instrument
- An exemption is inappropriate where the student is unable to meet mandatory requirements
- Exemption is not an option where reasonable adjustment is appropriate

SELECTIVE UPDATING OF STUDENT ASSESSMENT

Students in Years 11 and 12 at Mackay Northern Beaches State High School are able to selectively update their summative assessment at times in some subject areas as negotiated with the relevant Curriculum Head of Department, subject to the conditions listed below.

Selective updating allows the student to submit work on a new task that may be of a similar nature and completed under similar conditions to an earlier task. Generally, it is the option to attempt a new task in order to achieve a higher standard of work in that dimension.

Note: A student may apply to selectively update a given criteria ONCE. Selective updating does NOT apply if a student is absent at the time of assessment or does not submit an assessment item.

If a student wants to selectively update an [Application for Selective Updating of an Assessment Item Form](#) must be submitted to the relevant Curriculum Head of Department by the end of Term 3 (or at other times as requested). These forms are available from relevant Curriculum Head of Department.

If a student chooses to selectively update an assessment item the result will be the “latest” and hence will replace the previous result in the student portfolio (even if the result is lower than the previous result).

A student may appeal to the Deputy Principal of Senior Schooling if their application for selective updating is not approved and they consider that they have satisfied the required criteria. If an application for selective updating is approved, the class teacher and student(s) will negotiate a suitable time. It is recommended that selective updating should occur in the student’s own time (not in class time).

Documentation

- a) 2016-2019 Responsible Behaviour Plan for Students – Mackay Northern Beaches State High School
 - b) Assessment Term Planner distributed to students in hard copy by Week 2 of each term and emailed to parents and students
 - c) Assessment / Assignment Task Sheet
 - d) Assessment / Assignment Cover Sheet
 - e) Extended Student Absence Notification form
 - f) Variation to Assessment Form
 - g) Application for Selective Updating of an Assessment Item Form
 - h) Letter to Parents – Notification of Student Failing to Submit Draft
 - i) Letter to Parents – Notification of Student Failing to Attend Exam
 - j) Letter to Parents – Notification of Student Failing to Submit Final Assignment
- <https://www.qcaa.qld.edu.au/senior/see>