



BELLBIRD PARK
STATE SECONDARY COLLEGE

ASSESSMENT POLICY 2024



Many Pathways. No Limits.

Bellbird Park State Secondary College

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Rationale

Assessment is an ongoing process to inform teaching and support student learning. Evidence is continually gathered to determine what each student knows, understands and can do. Assessment also provides achievement data that is used to inform reporting student achievement. Bellbird Park State Secondary College has policies and practices which encourage the participation and engagement of students in the learning and assessment program of the school.

Teaching is supportive of the assessment process.

Learning experiences in subjects enable students to complete assessment that involves students in meaningful ways.

Students are monitored as they complete the requirements of the assessment, as a part of a developmental process.

This policy communicates a shared understanding of the purposes and principles of assessment, and the standard procedures followed at BPSSC. This policy covers the following areas:

- Responsibilities of the school, students and parents/carers
- Assignments and drafts
- Exams
- Access Arrangements and Reasonable Adjustments
- Extensions
- Failure to complete draft or final assessment piece
- Academic misconduct
- Digital failure

The purpose of assessment

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

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

Assessment procedures are designed to meet the accountabilities required by:

The Australian Curriculum Assessment and Reporting Authority (ACARA), which is the statutory body responsible for curriculum from Foundation to Year 10.

The Queensland Curriculum and Assessment Authority (QCAA), which develops and revises syllabuses and guidelines for the Kindergarten Year to Year 12 and accredits syllabi and guidelines prepared outside of the QCAA.

Responsibilities for Assessment

Teacher Responsibilities

Provide an Assessment Overview to students for each subject, every term.

- Provide assessment task sheets including task details, conditions, draft and completion due dates, and standard criteria.
- Provide appropriate class time to draft assessment.
- Provide feedback to students on both drafts and final assessment tasks in a timely manner.
- Mark all assessment against standard criteria.
- Enact moderation procedures to ensure a consistency of standards awarded.
- Award term and semester results based on standards achieved on assessment tasks.
- Support students with adjusted assessment where appropriate (see Access Arrangements and Reasonable Adjustments).
- Use assessment to update markbooks and report on student achievement.

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Student Responsibilities

- Keep and store Assessment Overviews appropriately and share them with parents/carers.
- Avoid making appointments, interviews and non-school related activities that clash with due dates.
- Complete assessment tasks to the best of your ability.
- Ensure all assessment is your own original work.
- Complete assessment tasks systematically over a period of time, not as a rushed last minute exercise.
- Submit drafts and assessment tasks on or before the due date.
- Make changes at the drafting stage based on feedback from your teacher.
- Take responsibility for seeking an extension prior to the due date, where appropriate.
- Seek assistance from a Deputy Principal, Guidance Officer, Head of Department or HOD Diverse Learners in the event that Access Arrangements and Reasonable Adjustments need to be applied to your assessment across all or most subjects.
- Access DayMap to complete assessment and relevant classwork when absent from school i.e. excursions, sport, illness and disciplinary absences.

Parent/Caregiver Responsibilities

- Encourage students to submit all drafts and final assessment by the due date.
- Inform the appropriate school staff of any difficulties relating to the completion of assessment.
- Provide documentary evidence where necessary. (See AARA application form)
- Avoid making appointments, interviews and non-school related activities that clash with due dates.

Academic Integrity

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

Academic integrity includes:

- Drafting and providing feedback on draft student responses
- Scaffolding of assessment items
- Authentication of assessment and referencing
- Use of Artificial Intelligence
- Managing the length of student responses
- Academic misconduct
- Managing the late and non-submission of assessment in line with QCAA and College policy guidelines.

Drafting and providing feedback on student responses The Purpose of Drafting

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

Definitions

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

Drafting Feedback and Requirements

- Before submitting a draft, the student may be entitled to:
 - Submit a written outline of their approach for feedback and/or
 - Discuss their approach with their teacher
 - Obtain verbal feedback
- Students can submit a **minimum** of 1 draft of each assessment in years 7-9 and a **maximum** of 1 draft in years 10-12
- The drafting process, including draft entitlements and requirements, are outlined on the assessment task sheet
- Drafting feedback should indicate the aspects of the response that need to be developed or improved in line with the criteria on which students are being assessed

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Teachers use marking guides and instrument-specific standards to help students identify areas to review and suggest strategies that students might use to improve their task response

- It is not the teacher's responsibility to 'fix' all errors in a student draft, but to give advice about how to improve the task response
- Responding to feedback provided does not necessarily ensure the complete assignment will meet the criteria for an A standard
- Teachers will not award a notional result or level of achievement for work in draft form
- Teachers will not introduce new ideas, language or research to improve the quality of student responses.

Submitting Drafts

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

- A draft classified as sufficient to submit must be greater than 75% complete (i.e. 75% of word length, spoken length or page numbers).
- All drafts must be presented by the date stated on the Task Sheet
- A teacher should provide feedback on a minimum of one draft in years 7-9 and a maximum of 1 draft in years 10-12
- Staff will retain a copy of student drafts (Y7-12)
- The type of draft submitted may differ depending on the subject and assessment technique, which will be specified on the Task Sheet

In the case of a student failing to submit a draft:

- The teacher will contact parents and record the contact on Oneschool and refer the contact to curriculum HOD.
- It is appropriate for teachers to issue detentions where a student is required to work on the task. Failure to attend the detention is to be referred to the HOD.
- Failure to meet a subsequent negotiated due date (due to absence or AARA) for the draft or assessment shall result in the students being issued with a detention and the student referred to the HOD to complete the draft.
- In Year 11 & 12, the teacher is not required to provide written draft feedback after the due date.
- Teachers will identify and communicate to HOD during staff collaboration time students who are 'at risk' for task.

Feedback on drafts

- When providing feedback on drafts, teachers indicate aspects of the response, which need to be improved or developed in order to meet the objectives and instrument-specific standards.

Teachers may ask students to:

- consider other aspects of the text, report, performance or activity they are creating or responding to
- develop their response to show more awareness of the audience
- give priority to the most important points by rearranging the sequence and structure of ideas
- conduct further research or substantiate points ensuring adherence to referencing style.

Teachers may:

- indicate some textual errors and that the draft requires more careful editing
- not correct or edit all the textual errors in a draft. Editing and proofreading for spelling, grammar and punctuation is not a part of the draft feedback process
- provide written feedback only on a draft submitted by the draft due date
- provide a summary of their feedback and advice to the whole class.
- refer students following draft submission for targeted intervention to support successful achievement.

Scaffolding

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

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

Scaffolding strategies for teaching, learning and assessment may include:

- breaking a complex task, learning experience, concept or skill into discrete parts to facilitate student learning

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

Managing the length of student responses

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

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

Teachers will:

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

Students will:

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

| Guidelines for judging the word length or page count of a written response | |
|--|--|
| Inclusions | <ul style="list-style-type: none">• all words in the text of the response• title, headings and subheadings• tables containing information other than raw or processed data• quotations (unless otherwise stated in the relevant syllabus)• in-text citations and footnotes |
| 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 |
| <i>*Appendixes should contain only supplementary material that will not be directly used as evidence</i> | |

Authentication of Assessment

Academic integrity involves students appropriately citing or referencing others' work, using the style chosen by the school. Responsibilities for establishing authorship of responses lie upon the teachers, students and parents/careers.

Teachers must:

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

Students must:

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- sign the authenticity declaration to state that they have not shared any part of the planning or final response to verify their authorship
- document the development of the response in a journal or logbook if required by the syllabus
- acknowledge all sources in the format set down by the College (see referencing)

Parents/carergivers:

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

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

Referencing

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

Use of Artificial Intelligence

If generative AI is used to help generate ideas or plan processes, an acknowledgement of how the tool must be included in student assessment submission. This must occur even if AI generate content is not included in the assignment.

Students must provide a clear description of the AI tool used, what they did and the date accessed using college referencing conventions. References should provide clear and accurate information for each source and should identify where the AI has been used in the submitted work.

Unless explicitly indicated as permissible in the assessment instrument, the use of AI to complete an assessment is prohibited. The use of AI without attribute and/or direction of teachers is considered as plagiarism and will be considered academic misconduct.

Academic Misconduct

Types of Academic Misconduct defined by the QCAA

| Type of Misconduct | Example |
|---|---|
| Cheating while under supervised conditions | <ul style="list-style-type: none">• Writing during perusal time or writing after being asked to stop work• Using equipment and materials that are not allowed in the exam• Having any writing on the body, clothing or objects brought into or out of an exam or assessment room• Communicating with any other students during an exam or assessment through any means e.g. passing notes, texting, whispering, gesturing etc. |
| Collusion | <ul style="list-style-type: none">• After working in a group, submitting a response that is not your own work• Helping another student commit academic misconduct |
| Contract cheating/significant contribution of help | <ul style="list-style-type: none">• Asking for help on an assessment from a tutor or a person in a similar role to contribute a big contribution to the response |
| Copying work | <ul style="list-style-type: none">• Copying other student's work• Allowing students to copy from your work |
| Disclosing or receiving information about assessment | <ul style="list-style-type: none">• Giving or accessing assessment information such as the answers to an exam prior to completing the assessment• Making any attempt to give or receive assessment information prior to completing it |
| Fabricating | <ul style="list-style-type: none">• Exaggerating or making data up• Using incorrect or fake references |
| Impersonation | <ul style="list-style-type: none">• Allowing another person to take your place in exam |
| Misconduct during an examination | <ul style="list-style-type: none">• Distracting and disrupting others in an exam |
| Plagiarism or lack of referencing | <ul style="list-style-type: none">• Partially or completely copying another person's work without correctly referencing it |
| Self-plagiarism | <ul style="list-style-type: none">• Copying work or part of work that you have already submitted for another piece of assessment |
| Misuse of AI | <ul style="list-style-type: none">• The use of AI without correct referencing and/or direction of teachers is considered as plagiarism and will be considered academic misconduct. |

Academic Misconduct Consequences

In cases where students have engaged in academic misconduct, results will be awarded using evidence gathered by teachers on or before the due date that is verifiably the student's own work. In the instance where plagiarism is proved, only original work will contribute to the result.

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Year 7-9

In the case of exams, students will not be rated on any exam segments potentially affected by the academic misconduct. Students may be asked to complete alternative examinations.

Year 10-12

In the case of exams, the Deputy Principal Senior Schooling will make a determination as to the potential impact of the academic misconduct on the student's response, and students will not be rated on any segments potentially affected by the misconduct. In cases where the impact is significant, the student's response may be awarded a Not Rated (NR) result.

In cases of academic misconduct:

- HOD (Year 7-12) and/or Deputy Principal Senior Schooling (Year 10-12) will be informed for follow up
- Parents/caregivers will be contacted and contact recorded on OneSchool

Submission of Final Assessment

- Final copy of assessments are due by 4pm on the due date.
- All student tasks (Year 7-12) should be submitted as:
 - paper-based copy and/or physical product directly to your teacher
 - paper-based copy and/or physical product to the school office, where a receipt will be issued
 - electronically via email to your teacher or assessment@bellbirdparkssc.eq.edu.au

Technology use (Year 7-12)

- It is the student's responsibility to save assessment pieces or other assessment work regularly to a home folder, email drafts to your own email as well as backing up on a USB.
- If a computer failure delays the submission of an assessment piece, students must notify their subject teacher immediately and negotiate alternative arrangements.
- If the computer problem occurs on the day the assessment piece is due, hard copy drafts must be provided as evidence of work completed. If in the case of printer failure, the student is to submit the assessment on USB, or email the assessment to the teacher. Hand-written submissions will also be accepted.

Late submission of a student response (Year 10-12)

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

Non-submission or insufficient evidence of a student response (Year 7-12)

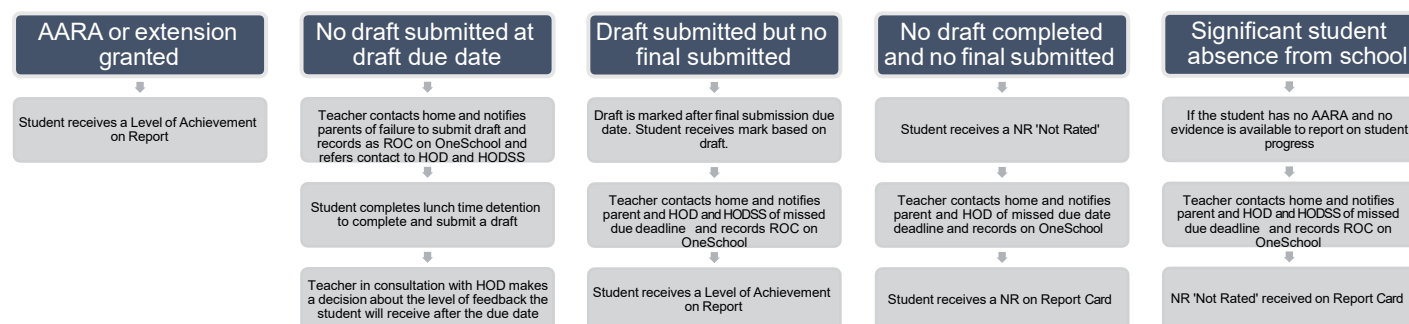
- When there is no evidence of a response to an assessment on or before the due date as set by the College, a subject result cannot be allocated and the student will be given a 'Not-Rated' (NR).
- In incomplete student folios, the level of achievement decisions should match the evidence in the student folio.
- When a student does not submit a response to an assessment instrument, a result can only be allocated when evidence has been demonstrated.
- For Senior General Subjects, an overall subject result for a course of study may not be allocated if a student does not submit or complete the summative internal assessment. This may have a negative

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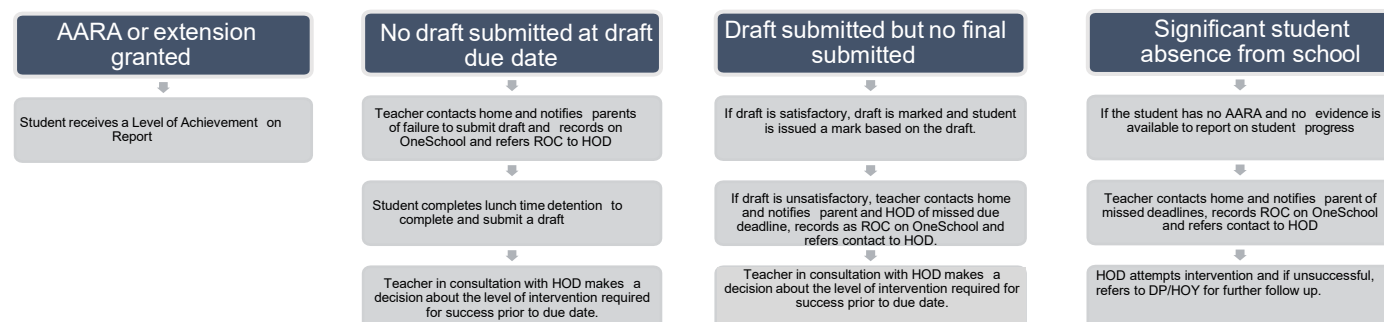
impact on Queensland Certificate of Education (QCE) attainment and ATAR (Australian Tertiary Admissions Rank) eligibility.

- Students who in the view of Administration and relevant Heads of Department do not complete Senior (Year 11 & 12) course requirements may not be able to progress to the next semester in that subject, receive credit for that semester or may have their enrolment cancelled.

Assessment Not-Submitted flow chart (Year 10-12)



Assessment Not-Submitted flow chart (Year 7-9)



Group and Oral Assessment

Group and Oral assessment includes the scheduling of students to present to the class. To ensure assessment equity the following procedures apply:

- On the first day the class oral or performances begin, all students must submit a copy of the script/notes/palm cards/presentation elements (e.g. PowerPoint) they intend to use for their presentation
- Students absent on this day will email their script/notes/palm cards/presentation elements (e.g. PowerPoint) to the class teacher to arrive in time
- The presentation or performance must be completed on the scheduled due date.
- In the case of absence of one member of the group, the presentation or performance will take place on the scheduled date with a substitute taking the place of an absent student. Group members will be individually assessed.
- A student who is absent on the scheduled date will be required to provide a parent note (years 7-9) or valid medical certificate (years 10-12). On return to school the group will be required to re-present the assessment for the absent student's individual assessment
- In the case of the absent student failing to provide a parent note (7-9) or medical certificate (10-12), the performance shall be marked; the result recorded on the student's profile for the purposes of completion of course assessment, but may be disregarded in the compilation of the student's semester result.

Feedback on Internal Assessment

- Provision of feedback will be provided to students and parents/caregivers for each piece of assessment undertaken.

Feedback will be:

- clear and individualised
- specific to the teaching, learning and assessment related to the standards/descriptors
- timely, so that students can act on it and adjust their learning
- collaborative, so that students, teachers and parents/care givers all support and participate in the students' learning
- allow for reflection and build on capacity for self-assessment.

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Assessment Decisions Appeal Process

Initial concerns should be addressed by the student with the classroom teacher. Subsequent appeals should be addressed in writing with relevant evidence to support the claim to the Head of Department for consideration. The Head of Department will provide a written response to the appeal.

The QCAA has a process for verifying or reviewing results available to students. Year 11 and 12 students may seek more information via the QCAA website.

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

- A student who is absent on the day the internal assessment is due must contact the school and opt to follow one of the following procedures:
 - send the completed assessment to school with a family member or friend;
 - email the assessment on the due date to the teacher;
 - post the assessment to the school on or before the due date so that the post mark can be used to verify the submission date.
 - provide a parent note (Y7-9) and a valid medical certificate¹ (Y10-12) and complete assessment on the first available opportunity upon returning to school.
 - *In the event that you have a 1 day absence only due to illness take your paper copy to your teacher before school on the next day you return, with a parental note or medical certificate to explain your absence (Y7-9).*
- Only in exceptional and extraordinary circumstances will a Head of Department, Deputy or Principal give consideration to accepting an assignment after the due date:
 - Failure of computer hardware and/or software does not constitute exceptional or extraordinary circumstances.
 - School excursions, cultural commitments, sport or family holidays outside of normal school vacation time will not be considered exceptional or extraordinary circumstances.

Students on Disciplinary Absences on the day Internal Assessment is due

- Disciplinary absences do not excuse non-submission of assessment or extend the assessment deadline.
- All student tasks (Year 7-12) on a Disciplinary absence should submit assessment as:
 - paper-based copy and/or physical product directly to your teacher
 - paper-based copy and/or physical product to the school office, where a receipt will be issued
- electronically via email to your teacher or assessment@bellbirdparkssc.eq.edu.au
- Where possible students will be provided assessment support in the RISE Room during their disciplinary absence

Internal Assessment: Examination Procedures

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

Absence from an Internal Test/Examination

A student who is absent on the day of the test/examination is required to complete the test/examination at the first opportunity on return to school and provide appropriate documentation (see tables below).

¹ A valid medical certificate includes a specified diagnosis made by an approved medical practitioner such as a General Practitioner, Medical Specialist or Psychologist as outlined in the QCAA AARA templates.

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Year 7-9

| Acceptable reasons for absence | Evidence Required | Action Required |
|--|---|---|
| Illness | Parent note | Immediately upon return to school, student to provide a parent note or a medical certificate or supporting documentation and negotiate an alternate exam time with HOD. |
| Funeral or Bereavement | Parent note- prior to assessment or exam due date | Prior to or immediately upon return to school, student to provide a parent note and a copy of supporting documentation and negotiate an alternate exam time with HOD. |
| Undergoing Medical Procedure | Parent note- prior to assessment or exam due date | Where possible exam completed before last day prior to procedure. or Immediately upon return to school, student to provide a copy of the medical certificate or supporting documentation and negotiate an alternate exam time with HOD. |
| Selection in Regional/State/National Sporting Team | Written evidence of selection- prior to assessment or exam due date | Where possible exam completed before last day prior to departure. or Immediately upon return to school, student to provide a copy of the medical certificate or supporting documentation and negotiate an alternate exam time with HOD. |

Year 10-12

| Acceptable reasons for absence | Evidence Required | Action Required |
|--|--|---|
| Illness | Valid Medical Certificate + AARA Application | Immediately upon return to school, student to provide a copy of the medical certificate or supporting documentation and negotiate an alternate exam time with HOD. |
| Funeral or Bereavement | Parent note + Funeral service documentation + AARA Application | Immediately upon return to school, student to provide a copy of the parent note and supporting documentation and negotiate an alternate exam time with HOD. |
| Undergoing Medical Procedure | Valid Medical Certificate + AARA Application | Where possible exam completed before last day prior to procedure. or Immediately upon return to school, student to provide a copy of the medical certificate or supporting documentation and negotiate an alternate exam time with HOD. |
| Selection in Regional/State/National Sporting Team | Written evidence of selection + AARA Application | Student is to complete all assessment on or before the due date. Any examinations that are scheduled during trip are to be completed prior to departing. |
| School-based Apprenticeship or Traineeship | Nil | Student to notify HOD Senior Schooling prior to the exam to arrange reschedule of SBA or Exam |

- If a student is absent from the examination and does not provide any reasonable documentation then a NS (Not Submitted) rating is given for this assessment item, and the criteria sheet will indicate an NS standard.
- If there has not been sufficient work submitted to rate the student, then the student receives an N (Not Rated) on the report card and parents/caregivers must be notified. The student must complete the exam at a later date.

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Senior External Assessment Processes

External Assessment

- External assessment is developed by the Queensland Curriculum and Assessment Authority (QCAA) for all General and General (Extension) subjects for the cohort of students in Year 12.
- All external assessment for General subjects is summative and contributes to the overall subject result. Applied subjects do not include external assessment.

External assessment is:

- a. common to all schools
 - b. administered by schools under the same conditions at the same time and on the same day
 - c. developed and marked by the QCAA according to a commonly applied marking scheme.
- The subject matter and conditions for external assessment are determined by the QCAA using the relevant General syllabus. Syllabuses are accessible via the QCAA Portal and website.
 - External assessment contributes 25% of the overall subject result in senior subjects and assesses Unit 4 of the syllabus, except for The Arts, which assesses Units 3 and 4. In mathematics and science subjects, external assessment contributes 50% of the overall subject result and assesses Units 3 and 4.

Attendance

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

Rules for External Assessment

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

Late Arrival to External Assessment

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

Non-Attendance at External Assessment

- A student who is ill and able to attend the exam should inform the supervisor of their illness as soon as practical. This may be before, during or immediately after the exam session.
- A student who cannot attend an exam must notify the principal's delegate or the Senior External Assessment Coordinator as soon as practical. Reasons for non-attendance may include illness or misadventure. To support an application for illness and misadventure for an external examination, the following supporting documentation is required:
 - completion of the BPSSC Senior AARA Application (see AARA policy)
 - and*
 - a medical certificate that covers the examination date with diagnosed illness, condition or event including date of diagnosis, onset or occurrence;
 - or*
 - for non-medical claims, written evidence from a relevant independent professional or other independent third party.
- Misreading an external assessment timetable is not adequate grounds to submit an application for AARA or illness and misadventure.

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Senior External Examination and AARA

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

Access Arrangements and Reasonable Adjustments

Access arrangements and reasonable adjustments (AARA) to assessment ensure opportunities for eligible students to access assessment and demonstrate their knowledge on the same basis as other students in Year 7-12.

Junior AARAs

Eligibility for a Junior AARA (Y7-9)

AARAs are provided to minimise, where possible the barriers for a student whose disability, impairment, medical condition or other circumstances may affect their ability to read, respond to or participate in assessment. Any student who has a specific educational need may be considered for an AARA including students:

- with educational needs arising primarily from socio-economic or cultural factors
- with disability such as those of a sensory, motor and/or neurological nature
- for whom English is an Additional Language or Dialect (EAL/D)
- who are gifted or talented
- with short-term impairments such as glandular fever or fractured limbs.

Guidelines for Junior AARAs (Y7-9):

- AARAs are considered on an individual basis and decisions are made in consultation with the student, parents/carers and school staff
- AARAs must ensure that the rigour of criteria and standards against which achievement is judged are not altered.

Application Process for Junior AARAs (Y7-9)

- Students must download an application form from the college website or collect an application from their year level Deputy Principal, Guidance Officer or Head of Year
- Students are to submit applications for an AARA electronically via email or in person to one of the following:
 - Head of Department
 - Head of Year
 - Guidance Officer
- To be considered, this application must be submitted at a minimum of 2 days before the due date.
- Granting of AARA is at the discretion of the Principal, Principal's delegate and approved staff members only when the student successfully meets eligibility criteria.

Supporting Documentation for Junior AARAs

Applications for an AARA require one of the following:

- Parent note outlining special circumstances i.e. death in the family
- Medical certificate for illness or injuries over a long period of time
- Evidence of a verified disability such as an Education Adjustment Program (EAP).

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- Guidance Officer recommendation on the student's functioning during timed assessment.

Junior approved AARA Examples

Types of AARAs involving adjustments to the conditions of assessment may include:

- presentation – changing how an assessment appears or is communicated to a student from the regular format. For example, being read to rather than reading unless reading itself is what is being assessed.
- response – allowing students to complete assessments in different ways such as using computer software or an assistive device to solve and organise problems when this does not compromise what is specifically being assessed.
- setting – changing location including the physical or social conditions in which the assessment is completed.
- timing – allowing the student a longer time to complete the assessment, or change the way the time is organised or when the assessment is scheduled.

Senior AARAs

Eligibility for a Senior AARA (Y10-12)

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

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

Ineligibility for a Senior AARA (Y10-12)

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

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

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Guidelines for Senior AARAs (Y10-12):

- Bellbird Park State Secondary College is responsible for approving AARAs for students undertaking assessment in Year 10 and Year 11 completing Units 1 and 2 in 2021.
- The school Principal in consultation with the QCAA is responsible for approving AARA for students undertaking summative internal and external assessment in Units 3 and 4 of General and Applied Syllabuses for the Year 12 cohort in 2022 and beyond.
- The provision of an AARA for assessment in Units 1 and 2 by a school is not a guarantee that students will access the same adjustments for assessments in Units 3 and Unit 4.
- Students must download an application form from the college website or collect an application from their year level Deputy Principal, Guidance Officer or Head of Senior Schooling (Year 10-12).
- Students are to submit applications for an AARA electronically via email or in person to one of the following:
 - Year Level Deputy Principal
 - Guidance Officer
 - Head of Senior Schooling (Year 10-12)
- To be considered, this application must be submitted at a minimum of 2 days before the due date.
- Granting of AARA is at the discretion of the Principal, Principal's delegate and approved only when the student successfully meets eligibility criteria.

Supporting Documentation for Senior AARAs

Applications for an AARA require submission of the following:

- medical report that provides:
 - diagnosis of disability and/or medical conditions from a General Practitioner, Medical Specialist or Psychologist
 - date of diagnosis
 - occurrence or onset of the disability and/or medical condition
 - symptoms, treatment or course of action related to the disability and/or medical condition
 - information about the diagnosed disability and/or medical condition affects the student participating in assessment
 - professional recommendations regards AARA, if applicable.
- Evidence of a verified disability such as an Education Adjustment Program (EAP).
- Current School Statement outlining a detailed overview of the observed impact of the student's medical condition and/or disability on the student's functioning during timed assessment.

Senior Approved AARA Examples

The college is responsible for approving AARA for senior students undertaking assessment in Year 10 and Year 11 in Units 1 and 2. Examples of School Approved AARAs include:

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

QCAA Approved AARA (Year 12 students only)

- The QCAA is responsible for approving identified AARA for students undertaking assessment in units 3 and 4 of General and Applied Subjects in Year 12.
- **Examples of QCAA approved AARAs include:**
 - alternative format papers
 - alternative venue

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- computer use and assistive technology
 - extra time
 - teacher aide assistance including the use of a reader and/or scribe
- Students requiring a QCAA approved AARA are to complete an AARA application and consult with the Year Level Deputy Principal, Head of Department Senior School or Guidance Officer.

Extension of Time to complete an Assessment

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

- Extended response project
- Performance
- Non-examination piece.

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

- Verified disability or documented long-term medical condition.
- Short-term medical condition or illness (with documentation) for three or more consecutive days in the fortnight immediately prior to the due date.
- Unexpected event e.g. family bereavement or difficulties (documentation required).
- Misadventure or exceptional circumstances as determined by the Principal.

Application of Extension of Time to complete an Assessment (Year 7-9)

- A student may only apply for an extension of time to complete an assessment a minimum of two days prior to the due date.
- An Application for an AARA extension must be completed by the student, signed by a parent and submitted alongside relevant AARA documentation to the Head of Department, Head of Year or Guidance Officer with evidence of progress made on the task for any request for an extension to be considered.
- All applications for an Extension of Time to complete an assignment will be considered on an individual basis after consultation with the classroom teacher and Head of Department.
- The submission of a medical certificate may not guarantee an extension of time if there has been no impact to the student in regards to assessment accessibility.
- Failure to submit assessment on extended due date will result in judgements being made using evidence collected on or before the extended due date e.g. class work, drafts, rehearsal notes, photographs of student work, teacher observations.

Application of Extension of Time to complete an Assessment (Year 10-12)

- A student may only apply for an extension of time to complete an assessment a minimum of two days prior to the due date.
- An application for an AARA extension must be completed by the student, signed by a parent and submitted alongside relevant medical documentation to the Deputy Principal, Head of Senior Schooling or Guidance Officer with evidence of progress made on the task for any request for an extension to be considered.
- All applications for an Extension of Time to complete an assignment will be considered on an individual basis after consultation with the classroom teacher and Head of Department.
- The submission of a medical certificate may not guarantee an extension of time if there has been no impact to the student in regards to assessment accessibility.
- The granting of extensions is at the discretion of the Head of Department in consultation with the Deputy Principal and Guidance Officer.
- Failure to submit assessment on extended due date will result in judgements being made using evidence collected on or before the extended due date e.g. class work, drafts, rehearsal notes, photographs of student work, teacher observations.

Glossary

Definitions

- **Assessment** is defined as any task that is used to make an informed judgement about a student's performance or progress.
- **Assessment instrument** is the device used to gather information about student achievement. They are developed from the syllabus specifications about the technique and the items contained within the technique.
- **Assessment techniques** may vary over the time frame required for completion and can include:
 - Examinations
 - Extended responses
 - Investigations
 - Performance
 - Product
 - Project
 - Collection of work
 - Practical demonstration
- **Authentication Strategy** is a strategy to ensure that work produced is the students own work.
- **Draft** is a body of evidence that is provide by students in response to an assessment instrument.
- **Examination** (class test) is defined as a task that is conducted at school within a specified period of time under teacher supervision. A practical performance is considered to be a class test. An individual oral assessment is considered to be a class test.
- **External Assessment** is designed, selected, and controlled by another group or governing body.
- **Internal Assessment** is curriculum-embedded assessment that school creates, administers, marks, reports and provides feedback to students about.
- **Late Assessment** is defined as piece of work submitted after the due date and for which there was no extension of time granted.
- **Plagiarism** is defined as:
 - copying or paraphrasing words, sentences, paragraphs or images from a source without acknowledging authorship;
 - using another person's notes or data without acknowledging authorship;
 - submitting work that has been produced by another person.
- **Scaffolding** – structured interactive and collaborative process that occurs between teachers and students as part of teaching, learning and assessment.

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References

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

Queensland Curriculum & Assessment Authority (2015). *A–Z of Senior Moderation*. Queensland Curriculum and Assessment Authority. https://www.qcaa.qld.edu.au/downloads/senior/snr_qa_mod_a-z.pdf

Appendix

Process for Draft Assessment (Year 7-12)

Assessment Submission Scenarios for Students (Year 7-12) Junior AARA Application

Flow Chart- Junior AARAs (Year 7-9) Senior AARA Application

Flow Chart- Senior AARAs (Year 10-12) Flow Chart- Missed Exams Junior (Year 7-9)

Flow Chart- Missed Exams Senior (Year 10-12)



ASSESSMENT SUBMISSION – STUDENT PROCESSES

| ASSESSMENT IS SUBMITTED ON OR BEFORE THE DUE DATE | |
|---|--|
| STUDENT SCENARIO | COLLEGE PROCESS |
| Student is in class on the day the assessment is due | <ul style="list-style-type: none"> Student submits their assessment to their classroom teacher who stores securely for marking |
| Student is not in class on the day assessment is due and can submit electronically: <ul style="list-style-type: none"> <i>absent from school</i> <i>at sport</i> <i>on an excursion</i> <i>externally suspended</i> | <ul style="list-style-type: none"> Student to email assessment directly through to classroom teacher's email <i>or</i> Student to email assessment through to assessment@bellbirdparkssc.eq.edu.au with details of their name and teacher's name in the email with their assessment as an attachment |
| Student is not in class on the day on the day assessment is due and cannot submit electronically: <ul style="list-style-type: none"> <i>absent from school</i> <i>at sport</i> <i>on an excursion</i> <i>externally suspended</i> | <ul style="list-style-type: none"> Student attends Student Service window and hands in assessment Student Services Window collects assessment and records submission of assessment on DayMap 'items handed in' + subject i.e. Maths Essentials Assignment Student receives receipt - second receipt held in Admin Student Services places assessment in HOD pigeon hole (staff are not to check HOD pigeon hole) HOD issues assessment to classroom teacher for marking |
| Student completes Assessment in PARC | <ul style="list-style-type: none"> Teacher supervising students in PARC collects completed assessment from student and ensures STUDENT NAME & TEACHER NAME is recorded on the front of the submission Teacher locks completed assessment in the 'PARC Assessment Lock Box' At the end of each day the PARC coordinator takes completed assessment to office and hands to Student Services to be logged on DayMap Student services completes Assessment logging procedure |
| Student attends teacher staffroom with completed assessment – <i>Teacher IS PRESENT in staffroom at the time of submission</i> | <ul style="list-style-type: none"> Student submits their assessment to their classroom teacher who stores securely for marking |
| Student attends teacher staffroom with completed assessment – <i>Teacher IS NOT PRESENT in staffroom at the time of submission</i> | <ul style="list-style-type: none"> Teacher who speaks to the student at the staffroom directs the student to the student services window to submit assessment |

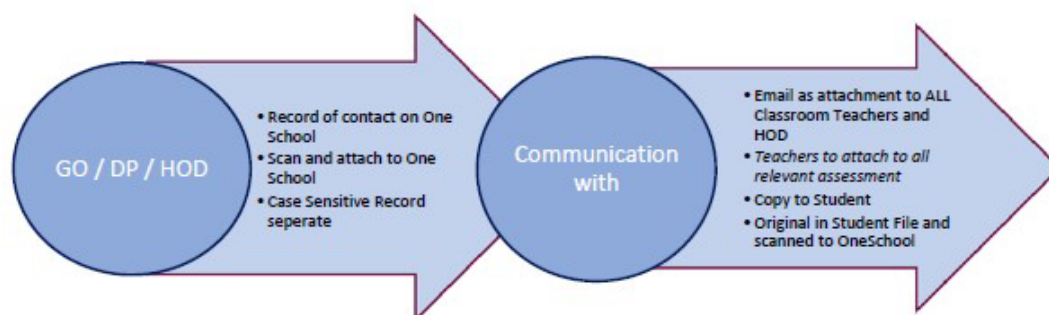
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JUNIOR AARA APPLICATION

| | | | |
|---|--|---|--|
| Student Name: | | PTH: | |
| Name of Staff Member: | | ROLE: GO / DP / HOD Diverse Learners | |
| Details of Access Arrangement or Reasonable Adjustments required | | | |
| Time Frame: | | | |
| Modifications or Adjustments to Assessment Required: (include subject specific details) e.g. exemption, time extension, word limit reduction, a-typical minimum course-coverage only. | | | |
| Student Signature: | | Date: __/__/__ | |
| Parent/Caregiver Signature: | | Date: __/__/__ | |
| Staff Signature: | | Date: __/__/__ | |



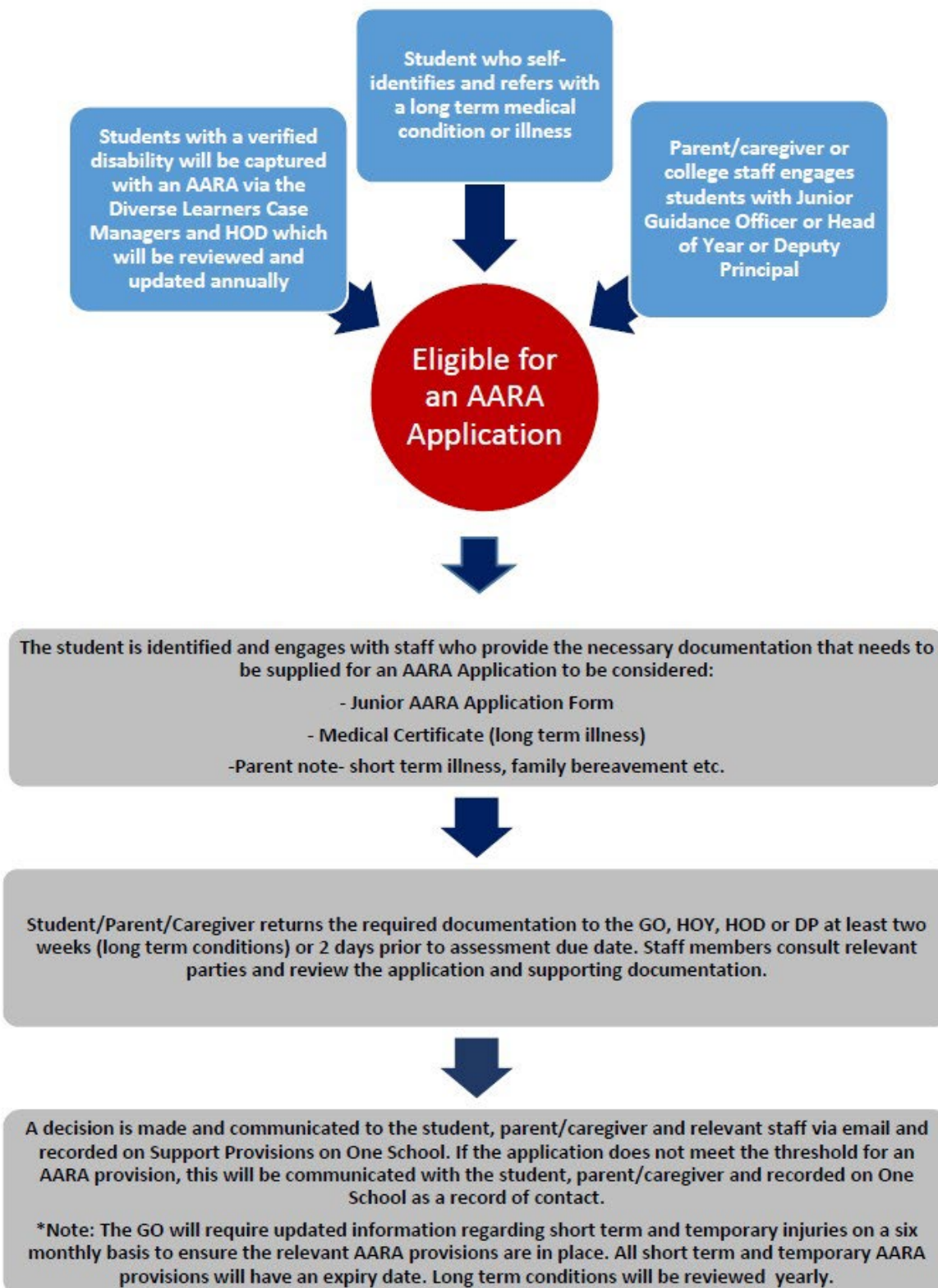
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JUNIOR (Year 7-9) AARA Flow Chart

Access Arrangements and Reasonable Adjustments (AARA)



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Access Arrangements and Reasonable Adjustments Year 10-12 College Application Form



| | |
|--|---|
| Your application will be confidential | |
| However, certain staff including DP, GO, HOY and teachers <u>may</u> need to know non-confidential details of your circumstances in order to make recommendations and adjustments to best support your application. | |
| Instructions for Senior AARA Applications | |
| <ul style="list-style-type: none"> - To be considered, this application must be submitted at a minimum of 2 days before the due date. - Please refer to the Bellbird Park State Secondary College's Assessment Policy prior to submission of the application. - Granting of AARA is at the discretion of the Principal, Principal's delegate and approved only: <ul style="list-style-type: none"> ✓ When the student successfully meets eligibility criteria; <p>AND</p> <ul style="list-style-type: none"> ✓ The student's circumstance provides a barrier for eligible students to demonstrate their knowledge and skills in their assessment. | |
| Student Details | |
| Student Name: | |
| Date of application: | Pathways class: |
| Reason for application (select from the reasons below): | |
| <input type="checkbox"/> extension of time for a piece or pieces of assessment <input type="checkbox"/> absence from a scheduled exam <input type="checkbox"/> access arrangement to assessment to make it more accessible <input type="checkbox"/> reasonable adjustment for students with disabilities | |
| Subject/subjects: | |
| Assessment type/types: | |
| Due date/dates: | |
| Eligibility criteria (select from the conditions and categories below): | |
| Time-frame of condition | Category |
| <input type="checkbox"/> temporary <input type="checkbox"/> intermittent <input type="checkbox"/> permanent | <input type="checkbox"/> Cognitive <input type="checkbox"/> Physical <input type="checkbox"/> Sensory <input type="checkbox"/> Social/emotional <input type="checkbox"/> Illness <input type="checkbox"/> Bereavement <input type="checkbox"/> Misadventure |
| Student statement explaining reason for application: <i>Information regarding how your disability, impairment and/or medical condition affects you in assessment.</i> | |
| | |
| Parent/Caregiver statement explaining reason for application: | |
| | |

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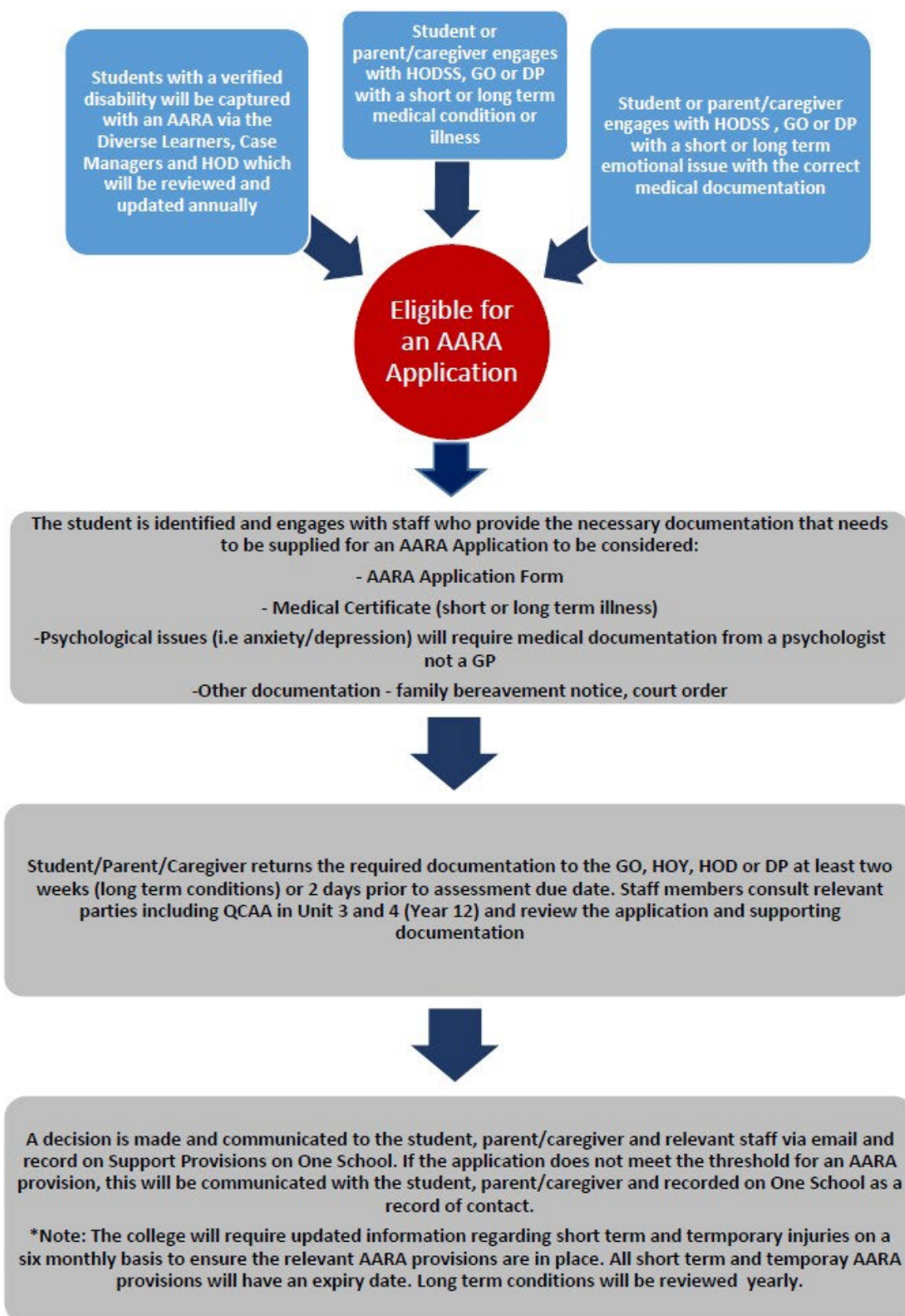
| | |
|--|---|
| Supporting evidence (please attach to application): | |
| <input type="checkbox"/> medical documentation <input type="checkbox"/> evidence of verified disability <input type="checkbox"/> official reports | <input type="checkbox"/> legal documentation <input type="checkbox"/> Guidance Officer aware <input type="checkbox"/> other |
| Parent/Care Giver Acknowledgement | |
| I have discussed the grounds for this application with my child and I support the request for additional support for my student. I acknowledge that this is merely a request only and is subject to approval from the Deputy Principal in line with College and Queensland Curriculum and Assessment Authority procedures. | |
| Parent Signature: | Date: |
| Application Submission | |
| - Applications can be submitted in person and delivered to the front office at the college. - Applications can be submitted electronically to the Head of Year (HOY), Senior Schooling HOD (HODSS) or Year Level Deputy Principal. | |
| This section to be completed by the Head of Department or HOY | |
| I am satisfied that this application meets the requirements as set down in the College Assessment and AARA policy. | |
| Yes <input type="checkbox"/> No <input type="checkbox"/> | |
| I have checked class progress and the notes and/or draft completed by the student. | |
| Yes <input type="checkbox"/> No <input type="checkbox"/> | |
| I am happy to support this application: Yes <input type="checkbox"/> No <input type="checkbox"/> | |
| HOD/HOY Signature: | Date: |
| Comments: | |
| | |
| This section to be completed by the Guidance Officer or Deputy Principal | |
| Approved: Yes <input type="checkbox"/> No <input type="checkbox"/> | |
| Granted to (date and timeline): | |
| DP Signature: | Date: |
| Comments: | |
| | |
| OFFICE ONLY | |
| <input type="checkbox"/> scanned and upload to Support Provisions <input type="checkbox"/> student and parent/caregiver notified of outcomes <input type="checkbox"/> college staff notified of AARA and arrangements | |

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SENIOR (Year 10-12) AARA Flow Chart

Access Arrangements and Reasonable Adjustments



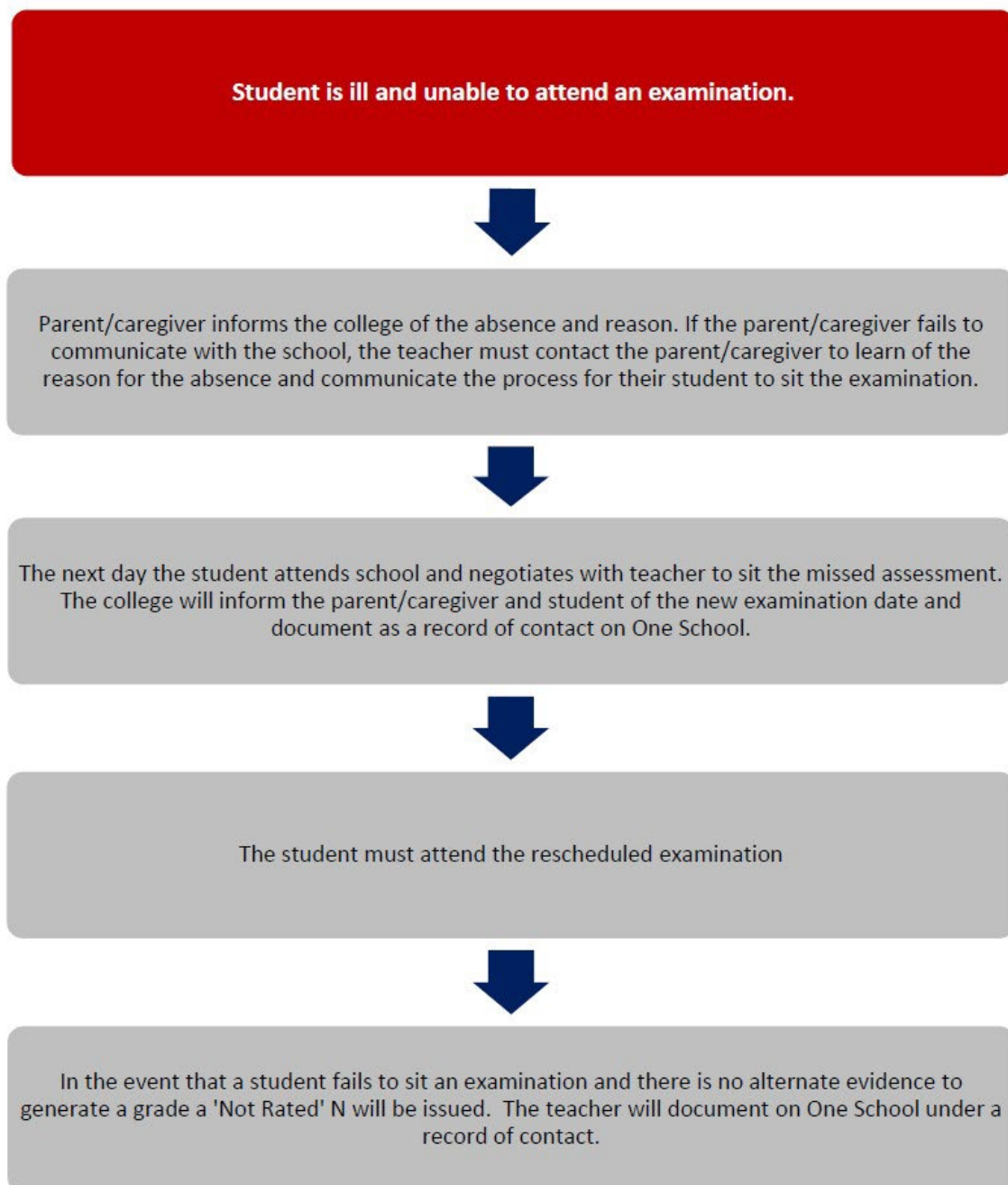
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AARA- Access Arrangements and Reasonable Adjustments

Missed Exam- Year 7-9



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AARA- Access Arrangements and Reasonable Adjustments- Missed Exam- Year 10-12

