

Assessment Policy

Victoria Point State High School

Form – AARA Student Application Form

Form – Student Assessment Evidence Record



Victoria Point State High School Assessment Policy

This Assessment Policy addresses expectations and conditions for the completion of all forms of assessment for all students at Victoria Point State High School.

QCAA policy states that only assessment evidence submitted by a student on or before the due date is to be used when making judgements on student achievement.

Therefore, the completion of all assessment tasks on or before the due date is expected of all students.

COMPLETION OF ASSESSMENT

Submission of assessment is at the discretion and notification of the Teacher and may include but is not limited to hardcopy, email or electronic. The classroom teacher will notify each class of expectations however all submission must occur on the due date.

Hardcopy – Printed

Email – email address to be advised by the Teacher

Electronic Submission – Daymap: Turnitin

Students will be required to attach a copy of the Overall Similarity Index Report from Turnitin located on Daymap.

NON COMPLETION OF ASSESSMENT

Teachers will use any available evidence completed by the student on or before the due date. This evidence may include any or all of the following at the discretion of the classroom teacher in consultation with Curriculum HOD:

- Photocopying student drafts, revision sheets, preliminary work, rehearsal notes, class notes etc.
- Observations of demonstrated practical applications in previous lessons
- Teacher notes in mark book or diary about student progress.
- Photographs of student work e.g. practical work in progress

OR

an immediate attempt made in class on the due date, or in the first lesson of attendance after the due date.

Teachers may complete an “**Assessment Evidence Record**” form to record the evidence used.

Details of any non-submitted assessment, incomplete assessment, or inappropriate assessment should be recorded on OneSchool. The classroom teacher will notify parent/guardians by following the non-submission process. An Academic Review may be conducted on completion of an assessment cycle.

STUDENT ABSENCE ON ASSESSMENT DUE DATE

If a student does not attend the lesson on the day that assessment is due, responsibility for submission sits with the student and parent/carer.

Assignments:

Have the assignment delivered **or** emailed to the teacher on the due date.

If emailing, an unaltered hard copy must be submitted immediately on return to school.

For Illness and Misadventure - upon return to school, a copy of a Medical Certificate (illness) / Bereavement Advice (misadventure) must be provided to the Teacher with the Assessment Instrument.

Exams/Practical Tasks/Oral Presentations etc.:

- (i) For known absences, requests to complete the assessment on an alternative date, must be made in writing using the AARA Student Application Form and approved by the Curriculum HOD;
- (ii) For unexpected absences, contact must be made with the school to advise of the absence;
AND
- (iii) The assessment will be completed at a time designated by the teacher;
AND
- (iv) For Illness and Misadventure - A copy of a Medical Certificate (illness) / Bereavement Advice (misadventure) must be provided by the student at the time of the assessment.

EXTENSIONS

Students must submit an official **AARA Student Application Form** to their classroom teacher prior to the due date. Applications should be supported by parental, medical or other documentation.

AARA Student Application Forms received prior to the due date may be approved at the discretion of the relevant Curriculum HOD in negotiation with the classroom teacher.

The form should only be approved in accordance with syllabus guidelines and where extenuating circumstances exist. A copy of the approved **AARA Student Application Form** must be attached to the assignment on submission.

A copy of the approved AARA will be uploaded OneSchool under Support Provisions Tab.

ACADEMIC INTEGRITY and MISCONDUCT

Academic integrity is how a person approaches their academic responsibilities in an honest, moral and ethical way.

Declaration of Integrity

All submitted assessment instruments must be the student's own work and must require the student to sign and date the following statement, located on the Academic Integrity Factsheet.

Declaration of Integrity – Assessment Policy	
The Victoria Point State High School Assessment Policy addresses the expectations, conditions and consequences for the completion and collection of assessment. This policy is on the School Website and Daymap.	
<i>“I certify that I am aware of the School Assessment Policy and all unacknowledged work is my own. I can prove authorship through production of preliminary work and/or drafts (if applicable) and I am willing to answer questions if deemed necessary. I have kept a copy of this assignment (if applicable)”.</i>	
Signed: _____	Date: _____

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	Example
Cheating – Supervised	Beginning to write during perusal time or continuing to write after the instruction to stop work is given and/or using unauthorised equipment or materials and/or having any notation written on the body, clothing or any object brought into an assessment room and/or communicating with any person other than a supervisor during an examination.
Collusion	When working in a group, submitting a response that is not individual and/or assisting another student to commit an act of academic misconduct.
Cheating – Contract (significant contribution of help)	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 response and/or paying for someone or a service to complete a response to an assessment.
Copying Work	Deliberately or knowingly making it possible for another student to copy responses and/or looking at another student's work.
Disclosing (receiving information about assessment)	Giving or accessing unauthorised information such as the answers to an examination prior to completing a response to an assessment and/or making any attempt to give or receive access to secure assessment materials.
Fabricating	Inventing or exaggerating data and/or listing incorrect or fictitious references.
Impersonation	Allowing another person to complete a response to an assessment in place of the student.
Misconduct during an Examination	Distracting and Disrupting others in an assessment room.
Plagiarism	Completely or partially copying or altering another person's work without attribution. This may include, but is not isolated to: <ul style="list-style-type: none"> • 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
Self-Plagiarism	Duplicating work or part of work already submitted as a response to an assessment.
Significant Contribution of Help	A student arranges for, or allows, a tutor, parent/carer or any person in a supporting role to complete or contribute significantly to the response.

Consequences for Academic Misconduct 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 judgement about student achievement. Where a student is found to have plagiarised the entire task, it will be treated as a non-submission.

Notifications must be made to Parents/Caregivers and Curriculum Head of Department.

The student may be required to complete an alternative assessment instrument at the soonest possible opportunity.

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 and are notified at the end of the session that a report may be made to the Head of Department, Deputy Principal and QCAA (for summative and external assessment).

ACCESS ARRANGEMENTS AND REASONABLE ADJUSTMENTS – AARA

Access arrangements are action/s taken by the school so that a student with an eligible impairment that may not be covered by the definition of disability can access assessment. Reasonable adjustments are action/s taken by the school so that an eligible student with impairment as a result of disability and/or medical conditions or experiencing other circumstances creating a barrier to the completion of assessment can be assessed. Schools make the decisions about AARA for students in Years 7-10 and students completing Units 1 and 2 of Senior Studies. QCAA requirements must be applied for students completing Units 3 and 4 of Senior Studies.

- One off access arrangements and/or reasonable adjustments to an individual assessment task (altered conditions, alternative tasks, etc) may only be approved directly by a Curriculum Head of Department for students in Years 7-10 and students completing Units 1 and 2 of Senior Studies upon receipt of relevant medical documentation prior to the due date. It is the student's responsibility to provide this documentation to the Curriculum Head of Department (e.g. Broken arm and golf assessment, medically documented anxiety brought on by public performance etc.) prior to the due date.
- Wider ranging AARA requests and requests for students completing Units 3 and 4 of Senior Studies are to be made in writing by parent/guardians and forwarded to the Deputy Principal. Approval will be sought and if applicable, reference made to the QCE and QCIA policy and procedures handbook prior to an AARA Memo being circulated to staff. Requests may be made for, but not isolated to, students with existing long-term and chronic conditions as well as temporary medical conditions or injuries.
- The Principal or relevant Deputy Principal may at any time approve an AARA to a student around specific Assessment Tasks, or whole Reporting Periods. This will also be communicated to teaching staff by way of an AARA Memo and will have considered and applied all relevant QCAA requirements where applicable.
- STAR team members working with students will work within these processes to support at risk students to be assessed and reported on in a fair and equitable manner through liaising with the Deputy Principal.

Student Support

Students receive a **Student Assessment Planner** (downloaded from Daymap) at the beginning of each semester outlining due dates for assessment for the entire semester. Students also receive a **Task Sheet** for each item of assessment, a **Glossary of Key Cognitions**, and **Academic Integrity Factsheet** (downloaded from *Daymap*). Upon draft submission, students will receive a **Feedback Sheet** outlining areas of improvement for each task. An **Annotated Copy** of all assessment submitted (with the exception of examinations) will be provided to students either electronically or in hardcopy for Years 11 and 12 and on request for Years 7 to 10.

Students also have the opportunity to seek extra assistance outside of class times at:

- Tutorials
- Homework Centre
- By request to their own teacher at a time that suits both parties

General Information

The Subject Leader with support/input and approval by the Curriculum Head of Department is responsible for the development of the assessment task. The role description for a Subject Leader outlines the expectations of the assessment task including the timelines for distribution to students. The assessment task must be associated to the unit of work and may recognise prior learning aligned with the ACARA Content Descriptors for the unit, and/or guidelines set out in QCAA syllabus documents. Criteria and standards for making judgements regarding student achievement are also developed using the ACARA Achievement Standards and/or QCAA syllabus documents. For students on an Individual Curriculum Plan (ICP), alignment of the relevant ACARA Achievement Standard is considered with regards to the students' level of performance.

To ensure the validity and reliability of each assessment task, Subject Leaders and Curriculum Heads of Department must complete an Internal Endorsement – Quality Assurance Tool.



Victoria Point State High School

Access Arrangement and Reasonable Adjustments Application Form v4

Instructions for AARA (QCAA) Applications Year 7 to 12

- To be considered, this application must be submitted **on or before the due date**
- For extension requests, applications must be submitted **before the due date**
- Please refer to the [Victoria Point State High School Assessment Policy](#) prior to submission of the application
- Granting of AARA is at the discretion of the Principal and/or their delegate
- To check AARA eligibility or for further information, please refer to the [QCAA website](#).

Date of application:

Students Name:

Eligibility criteria (select from the conditions and categories below):

Time-frame of condition	Category	Supporting Evidence
Temporary – (near assessment time) Intermittent – (Impact for 3 week period or longer) Permanent - (Diagnosed/Imputed disability or condition)	Illness Social/Emotional Sensory Cognitive Physical Bereavement Misadventure	Medical Report – required for all medical applications unless disability verification paperwork has been provided to the school Student Statement – optional, but recommended for students in Year 11 and 12

Indicate the assessments you would like AARA to be applied to:

External exams
 All exams
 All written tasks
 All spoken tasks
 Individual tasks (below)

Subject	Teacher	Assessment(s)	Original Due Date	Extension Due Date Request	Delegate Signature

Statement explaining reason for application (supporting evidence to be attached e.g. medical/legal documentation):

Student/Parent signature:

AARA Approved

AARA Not Approved

Teacher Signature:

Date:

Principal/Delegate Signature:

Date:

- Ensure both pages are read and completed as required by student/staff.
- Student or Teacher to submit application with supporting documentation (if applicable) to aara@vpshe.eq.edu.au or print and provide in person to Student Administration.
- If approved, a copy of the application is to be returned digitally to the Student or Teacher, with a hard copy placed in the student profile held in administration.
- Student or Teacher to attach copy of approved application form to assessment item prior to the distribution and/or completion of the assessment item.
- DP Inclusive Education to add AARA application and relevant documentation to OneSchool under Support Provisions and complete further QCAA processes (if applicable).



Victoria Point State High School

Access Arrangement and Reasonable Adjustments Application Form v4

AARA	Indicate the adjustment requested					
Extra Time	Extra exam time (5 minutes per 30 mins) Total Additional Time: minutes					
Rest Breaks	Rest break (5 minutes per 30 mins) Total Rest Time: minutes					
Comparable Assessment	Comparable assessment not previously seen or administered					
Alternative format papers	Braille	A4 to A3 Enlargement	Electronic Format	Large Print Papers	Black and White Materials	
	Additional Information:					
Assistance	Support staff assisting with manipulation of equipment and other practical tasks			Supervisor using student name in reading assessment instructions, support/reassurance, prompting to continue with task		
Specialist Equipment	Physical equipment and/or environment (for example, specialised chair or desk, cushion, heat/cold pack, lighting, vision aids, other physical aid)					
	Additional Information:					
Varied Seating	Single student supervision (separate from main assessment room)		Small group supervision (separate from the main assessment room)		Seated at the back, front or side of main assessment room	
Scribe	Work with support staff who transcribes student's verbal response verbatim					
Reader	A reader who reads the assessment or the student's response aloud as often as the student requests					
Computer	Desktop computer or laptop computer with approved software application					
Assistive Technology	Amplification System	Speech Recognition Software	Magnification Application	Screen Readers	Scanning Pens	Accessible Hardware
Other (please specify)						

Refer to [Reporting and approving processes for AARA](#) for additional information on possible AARA.

Refer to [Implementing AARA](#) for additional information regarding specific AARA requests (e.g. extra time, reader, scribe).

Shaded cells above will require additional application processes through QCAA for students completing Summative External Assessment (to be completed by Deputy Principal – Inclusive Education).



Victoria Point State High School

Assessment Evidence Record

Assessment Not Completed on Due Date

SURNAME _____	FIRST NAME _____
YEAR LEVEL _____	SUBJECT _____
NAME OF TASK _____	ORIGINAL DUE DATE _____
TASK DETAILS	

Evidence Used

Evidence type: _____

Notes/Observations: _____

Evidence type: _____

Notes/Observations _____

Based on this evidence the student will receive the following results for this task:

Criteria Assessed	Rating

The result is to be recorded in the teacher mark book and on the student profile.
This form is to be stored with the students' folio of work.

Teacher Signature: 	Teacher Name: Date:
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As per QCAA guidelines teachers will use any available evidence completed by the student on or before the due date. This evidence may include any or all of the following at the discretion of the classroom teacher in consultation with Curriculum HOD:

- **An immediate attempt made in class on the due date, or in the first lesson of attendance after the due date**
- Photocopying student drafts, revision sheets, preliminary work, rehearsal notes
- Observations of demonstrated practical applications in previous lessons
- Teacher notes in mark book or diary about student progress.
- Photographs of student work e.g. practical work in progress