



Rosedale State School

Student Assessment Policy and Procedures

effective January 2025 based on

QCE and QCIA policy and procedures handbook 2025 v 6.0

Student Assessment Policy

The school's procedures have been developed and aligned with the policies of the Queensland Curriculum and Assessment Authority (QCAA) to ensure that the conditions of assessment treat all students fairly and there's equitable opportunities for all students.

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.

Assessment Calendars

The school will provide each student with an Assessment Calendar showing the proposed dates of all such assessments will be emailed to parents and student by the end of the third week of each semester.

Assignments

Assignments include all those assessment items that are completed over a period of time and have a set date, check points and due date. These may include traditional assignments, performances, homework tasks, VET competencies, Exams etc.

Submission of Assignments

During the teaching and learning processes for assignment assessment, teachers will set dates for the check points and the submission of a draft. It is expected that students complete all check points and draft submission.

Checkpoints enable teachers and students to have detailed discussions before submitting a draft. Checkpoints are important in supporting student's learning and time management processes.

Students must complete and submit the draft directly to the class teacher by the draft due date in person, via email or via another method arranged by the teacher. The submission of drafts is mandatory as it allows students to obtain feedback on the assessment item prior to submitting the final copy. In providing feedback, teachers will indicate aspects of the response which need to be improved or developed in order to meet the criteria. They may indicate some textual errors and indicate that the draft requires more careful editing. Teachers will provide feedback on assessment length. Please note that failure to comply with minimum or maximum assessment length requirements in completed tasks will have significant impact on awarded results. Drafts are also used to provide evidence of authentication of student work. Teachers are able to provide feedback on **ONE** draft only.

Late drafts will be collected as evidence of authorship. Verbal feedback only may be provided after the due date.

Teachers may retain a copy of submitted drafts.

If an unsatisfactory checkpoint or draft (or no/late draft) is submitted the teacher will:

- contact the parent/carer to inform them of student progress. The parent/carer should assist student with time management to ensure the work is completed.
- record the contact in OneSchool and referred to the HOD Senior Secondary and Deputy of Secondary.
- implement classroom-based strategies to support the student to improve unsatisfactory work and to ensure that a draft is submitted e.g. feedback, lunchtime or detentions.

A student not trying to make at least satisfactory progress will be considered as refusing to participate in the program of instruction. Year **11 and 12 students** will be asked to show cause as to why they should remain in the course of study and may commence/progress to the next stage of the cancellation of enrolment process.

Students must submit a hard copy of the response etc., the teacher annotated draft and the task sheet in class on or

before the due date. Students are able to email their teacher, with evidence of email sent by 11:59pm on the due date. If submitting a USB as part of an assessment the USB must be placed in an envelope/zip lock bag attached to the Assessment Cover Sheet along with draft and task sheet.

Absence from school on the due date is not a valid reason for not submitting a response to an assessment instrument on time. If a student is unable to attend school on the day a response is due, the responsibility lies with the student. One of the following must be done:

- Have a parent/carer contact the Administration office and arrange delivery of the response to school before 3pm on the due date.
- Send the response with a friend, to be delivered to the Administration office.
- Email digital copy of assessment to class teacher, with evidence of email sent (eg read receipt or screenshot of email sent) providing a hard copy on the day of return to school.

Note: Technology failure (such as printer not working, work not being saved, or computer malfunction etc.) is not considered acceptable grounds for extension. It is an expectation that students back up digital work.

Examinations

Examinations include all assessment that is held at a set time on a set date. These may include written tasks and oral and multi-modal presentations and practical assessments. Examinations may be scheduled in a block exam period or in class time.

APPLICATION FOR ACCESS ARRANGEMENTS AND REASONABLE ADJUSTMENTS (AARA)

AARA are provided to minimise, as much as possible, barriers for a student whose disability, impairment, medical condition or other circumstances may affect their ability to read, respond to or participate in assessment. Students with permanent or intermittent impairments must ensure that they have applied for long-term AARA through the school's HOSES. The type of adjustment or change to arrangements is dependent on the reason for application.

Junior Secondary Process (7-10)

Student Late or Non-Submission of Assessment

Absence from school on the due date is NOT a valid reason for not submitting a response to an assessment instrument on time. If a student is unable to attend school on the day that the response is due, then one of the following must occur:

- Parent/carer can arrange delivery of the response to school before 3pm on the due date.
- Have a parent/carer contact the Head of Department Junior Secondary to explain the absence and negotiate submission timeline.
- Email digital copy of assessment to the class teacher, then provide a hard copy of task upon return to school.
- If an examination is missed due to a special, serious or unavoidable circumstance (e.g. bereavement) then the parent/carer must make contact with the Head of Department Junior Secondary as close as possible to the exam date. The exam will be completed on the first day of the student's return to school. For sensitive reasons, discretion will be used.

Students may be requested to present a medical certificate upon return to school.

Please note: If one of the options above has **not** been followed, student's results may be based on the latest draft and/or anecdotal/observation notes.

Extension Requests

Assessment dates are communicated early each term via the Assessment Calendar, posters in classrooms and teacher emails to students/families. As dates are set well in advance, there should rarely be a valid reason for lateness. Illness of only one or two days is not normally considered a sufficient reason for an extension.

Extensions will not be given for:

- Computer, USB or printer breakdown.
- Absence due to participation in school-related activities (e.g. camps, excursions, school sport).
- Parents/carers choosing to have events such as family holidays.

Any Applications for Assessment Extension should be submitted at least a week before the due date (unless exceptional circumstances arise). This to be done by submitting the completed Application for Assessment Extension form and supporting evidence (e.g. medical certificate) to the Junior Secondary Head of Department for approval. Students' teachers and parent/carer will be notified of the decision. If approved, a new due date will be indicated.

Natural Disasters

Occasionally, natural disasters such as floods and bushfires occur impacting students and staffs ability to attend school. If a natural disaster event occurs then assessment dates will be reviewed with the teacher and Junior Secondary Head of Department. The updated assessment timeline will be communicated to students and parents.

Senior Secondary Process (11 & 12)

If a temporary condition or situation arises, a parent/ carer must contact the Deputy Principal as soon as possible so that information can be passed onto relevant staff for AARA consideration. If this situation is medical a certificate/ medial report must be provided on the student's return to school. Failure to do so will result in the assessment considered as a late submission (see above). Notifications of principal-reported AARA and applications for QCAA-approved AARA require the submission of a medical report that provides:

- **diagnosis of disability and/or medical condition**
- **date of diagnosis**
- **date of 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 how the diagnosed disability, impairment and/or medical condition affects the student**
- **participating in assessment, particularly timed assessment when considering external assessment**
- **professional recommendations regarding AARA.**

(See appendix A)

And a **Student report** (see appendix B)

Extension requests for an assessment

As assessments are set well in advance, there should rarely be a valid reason for lateness and generally such reasons should be known well in advance. As assignments are completed over a period of time, illness of only one or two days is not normally considered sufficient reason for an extension. If an extension is deemed appropriate, this AARA will then be processed through an application made with the Senior Schooling Deputy Principal or HOSES.

Extensions cannot be given:

- due to computer, USB or printer breakdown
- based on absence due to participation in school-related activities (e.g. camps, excursions, school sport)
- based upon matters of parent/carers choosing such as a family holiday
- due to school based traineeships or apprenticeships or TAFE training

Approval of the request is determined on an individual case basis and the teacher, student and parent/carers will be notified of the decision. If approved a new due date will be indicated. For Units 3 and 4, the school may seek advice from the Queensland Curriculum and Assessment Authority (QCAA) before a decision is determined. Applications for assessment extension, supporting information and outcomes will be stored with the student profile and recorded in OneSchool contacts. For sensitive reasons, discretion will be used.

Student absence on days when examination is due

If an examination (internal only) is to be missed due to a special, serious and unavoidable circumstance (eg. bereavement in the immediate family or illness), the student's parent/carers must make contact with HOD Senior Schooling or Deputy Principal Secondary before the date or as close to possible to the date of the examination to explain the circumstance and provide supporting documentation to ensure that an Application for Access arrangements and reasonable adjustments is completed. If approved, alternative arrangements for completing the internal examination will be made. The assessment task is usually completed on the first day of the student's return to school. Where indicated, a student may be required to sit a comparable assessment task. Supporting information (including medical certificates) and decision outcomes will be stored with the student folio and recorded in OneSchool contacts. For sensitive reasons discretion will be used.

Non-submission of assessment (assignment or examination)

There may be rare occasions where a student is unable to submit assessment (assignment or exam) after

having participated in the learning of the subject, has an approved, justifiable reason for non-submission of assessment and all other reasonable adjustments have been exhausted. If this occurs, the HOD Senior Schooling will submit an application for illness or misadventure along with all supporting documentation to QCAA for approval. This must be completed within 7 days of the assessment due date.

When a student fails to submit an assignment on the due date and has not been granted an extension OR other

Application for Access arrangements and reasonable adjustment, the teacher will use the draft or if necessary other evidence collected (revision sheets, preliminary work, rehearsal notes, class notes, observations, photographs of student work) to grade against the Instrument Specific Marking Guide. This will be recorded on an Assessment Evidence Record. The teacher will contact the parent/carer to inform them of the failure to submit the assignment. This contact will be recorded on OneSchool, and referred to the HOD Curriculum and HOD Senior Secondary.

If a student fails to undertake an examination and no acceptable, documented reason has been approved, a Not Rated for the assessment for that subject will be recorded against the student in the QCAA School Portal. To receive credit for a subject, a student must complete all of the assessment for Units 3 and 4. If the student receives a Not Rated for an exam in Units 3 or 4, the subject will not be credited. This will have significant impact on the awarding of the Queensland Certificate of Education. Non-submission of assessment, (where no application for illness or misadventure along with all supporting documentation has been submitted to QCAA), will be also be considered a refusal to participate in the program of instruction. Year 11 and 12 students will be asked to show cause as to why they should remain in the course of study and may commence/progress to the next stage of the cancellation process.

Academic Misconduct

The following behaviours are recognised as academic misconduct:

- Cheating while under supervised conditions, including having unauthorised materials/equipment
- Contract cheating/significant contribution of help
- Plagiarism or lack of referencing
- Self-plagiarism where a student duplicates work or part of work already submitted as a response to an assessment instrument in the same or any other subject.
- Disclosing or receiving (or attempting to) information that impacts on the integrity of the assessment task
- Collusion where a student gives or receives a response to an assessment or a student assist another to commit academic misconduct
- Copying work or permitting others to copy
- Fabricating data or references
- Impersonation
- Misconduct during an examination that distracts or disrupts others in the assessment room
- All submitted work needs to be student's personal work. AI authenticators may be used to the origin of work

Students committing (or suspected of committing) will be reported by the classroom teacher via OneSchool contacts to the Curriculum HOD. The Curriculum HOD will make a decision regarding the results for the assessment task. The consequences may involve:

- only those parts of the assessment that can be authenticated as the student work being used for grading purposes
- completion of a comparable assessment
- awarding of a Not Rated for the assessment task (For Units 3 and 4, this will prevent the student being awarded an exit grade for the subject)
- additional consequences may be applied after advice from the QCAA.

Students participating in academic misconduct may be considered as refusing to participate in the program of instruction. Year 11 and 12 students will be asked to show cause as to why they should remain in the course of study and may commence/progress to the next stage of the cancellation process.

Confidential medical report

Access arrangements and reasonable adjustments (AARA)

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

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

Use of this template is *not* required. If the health professional does not use this template, they must supply a current medical report containing all of the following information.

This page is to be completed by the student and their parent/carer

Student details			
Student name			
LUI			
School			
FOR If you are unsure, see About this report , on the last page.	<input type="checkbox"/> AARA application (for existing and chronic conditions) Health professionals complete: <ul style="list-style-type: none"> • Part A — AARA • Health professional details. 	OR	<input type="checkbox"/> Illness and misadventure application (for an unexpected illness or event) Health professionals complete: <ul style="list-style-type: none"> • Part B — Illness and misadventure • Health professional details.
I give permission for my health professional to provide information concerning this application to the QCAA, if required.			
Student signature:		Date: / /	
Parent/carer signature: (if student is under 18)		Date: / /	

Electronic signature: If this document is completed electronically, by completing the fields above and inserting the signatory's name, the signatory agrees that this becomes a signed document pursuant to section 14 of the *Electronic Transactions (Queensland) Act 2001*.

The school will submit this completed report as part of an AARA or Illness and misadventure application via the QCAA Portal.

When completed, QCAA classification = **SENSITIVE (PERSONAL INFORMATION)**

The information you provide on this form is being collected and used in relation to the functions and powers prescribed under Part 2 of the *Education (Queensland Curriculum and Assessment Authority) Act 2014*. The information will be accessed by QCAA staff and handled in accordance with the *Information Privacy Act 2009*. Information held by the QCAA is subject to the *Right to Information Act 2009*.

Part A — AARA application

This section is to be completed *only* by the health professional for AARA applications (for existing and chronic conditions)

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

Comment on how the disability, impairment and/or medical condition is likely to affect this student's daily functioning in the classroom.

Comment on the probable effect of the disability, impairment and/or medical condition on this student's capacity to complete timed assessment (examinations). Include professional recommendations for assessment adjustments.

Part B — Illness and misadventure application

This section is to be completed *only* by the health professional (in the case of an unexpected illness or event).

Information for the health professional

- Students who are sick at the time of **external assessment** may request the submission of an illness and misadventure application if they are unable to attend assessment, or if they attend and feel that their performance was adversely affected by illness or misadventure.
- Approval of illness and misadventure requires strong supporting evidence. Medical information provided must be more detailed than a certificate stating that a student has a medical condition and is unfit for duty.
- Note:** External assessment cannot be rescheduled. Students should attend if they are well enough to do so and there is no risk to others. A late application for AARA can be considered — if AARA can address the functional impacts of the condition to enable the student to participate on the same basis as other students (e.g. use of a computer for a student with an injury affecting handwriting; rest breaks for a student who is unable to sit for extended periods of time).

Student name						
Diagnosis						
Nature of condition	<input type="checkbox"/> temporary medical condition OR <input type="checkbox"/> deterioration in a chronic condition					
Date of diagnosis	/		/			
Duration of effect	/		/	to	/	
Comment on the likely impact/s on the student's ability to undertake or complete timed assessment (examinations)						

I consider that the effect of the impairment arising from the medical condition is/was:	
<input type="checkbox"/> mild	<input type="checkbox"/> moderate <input type="checkbox"/> severe
I consider that the student is/was:	
<input type="checkbox"/> disadvantaged in assessment performance	<input type="checkbox"/> unable to participate in assessment
If the student was affected for less than a full day, comment on the amount of time the student was affected during a timed assessment, e.g. second half of the examination session.	

Health professional details

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

Electronic signature: If this document is completed electronically, by completing the fields above and inserting the signatory's name, the signatory agrees that this becomes a signed document pursuant to section 14 of the *Electronic Transactions (Queensland) Act 2001*.

About this report

Access arrangements and reasonable adjustments (AARA)

Some students may have disability, impairment and/or medical conditions, or experience other circumstances that may be a barrier to their performance in assessment. Access arrangements and reasonable adjustments (AARA) are designed to assist these students. AARA are arrangements and adjustments made at the time of assessment, such as the provision of extra time, rest breaks and/or varied seating. For more information, visit www.qcaa.qld.edu.au/senior/assessment/aara.

Illness and misadventure

Students may be impacted by temporary illness or a deterioration of an existing medical condition at the time of assessment, or they may be impacted by a natural disaster, accident or significant cultural obligation. These students may be eligible for illness and misadventure adjustments after external assessment.

Note: An illness and misadventure application cannot be made for the same condition or circumstance for which QCAA-approved AARA have been approved, unless it can be demonstrated that a significant deterioration or complication of the condition occurred that diminished the student's performance in external assessment.

Submitting this report

The medical professional should return this form to their patient. The school will submit the report as part of an AARA or Illness and misadventure application via the QCAA Portal.

Confidential student statement

Access arrangements and reasonable adjustments (AARA)

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

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

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

Student details	
Student name:	
School:	
LUI:	

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

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

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

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

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

Student signature:

Date: / /

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

Date: / /