

COOKTOWN P-12 STATE SCHOOL

Assessment Policy (Years 7 – 12) 2023



Purpose

Cooktown P-12 State School is committed to an offering optimum educational opportunity to cater for our students' every learning requirement across their entire educational experience.

This assessment policy incorporates the roles, responsibilities, processes and procedures used by Cooktown State School to ensure academic integrity in relation to the submission of work, the development of assessment and completion of all assessment items (including examinations). It is written in accordance with the [Queensland Curriculum and Assessment Authority \(QCAA\)](#) policies on [Academic Integrity and Access Arrangements and Reasonable Adjustments \(AARA\)](#) contained in the [QCE and QCIA Handbook v2.0](#)

This assessment policy is located on the [Cooktown P-12 State School website](#), the student drive (H) and the teacher drive (G). It will be revisited at the beginning of each year.

Principles

Cooktown P-12 State School expectations are grounded in the principles of academic integrity and excellence. This includes assessment.

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

Students who have reasonable grounds may apply for an AARA to support their completion and submission of assessment.

Student responsibilities

It is the responsibility of the student to:

- submit both draft and assessment items on or before the due date
- arrive on time on the due day for examinations
- show academic integrity
- authenticate work
- contact the teacher or Head of Department as early as possible for concerns regarding due dates
- contact HOD to submit AARA form: Appendix B - Years 10,11,12, Appendix C - Years 7,8,9
- collect and submit all relevant documentation if an AARA is required.

Parent/Guardian responsibilities

It is the responsibility of the parent/guardian to:

- support and encourage their children to complete and submit all drafts and assessment by the due date
- contact the school with any concerns over their child's ability to attend and/or engage in assessment expectations
- inform the appropriate school staff of any difficulties relating to the completion of assessment item and provide documentary evidence where necessary
- ensure that the organising of a family holiday or other events (e.g. concerts) does not impact on the student's ability to submit assessment on time
- produce supporting documents e.g. medical certificates to support AARA or extensions.

Teacher responsibilities

It is the responsibility of the teacher to:

- participate in moderation to develop units and assessments
- develop a teaching and learning program that appropriately delivers the current syllabus
- provide students with access to an assessment outline

- refer to the Assessment Submission flow chart (Appendix A) to determine if there is sufficient evidence
- apply correct QCAA processes around due dates, drafting, managing response length and authenticating student responses
- ensure authenticity of student responses through strategies such as unique responses, monitoring of task completion in class, plagiarism detection software, collection of drafts, declarations of authenticity and interviews with students after final submission
- ensure that all assessment tasks are fair, valid and reliable
- teach the process required to complete assignments – where appropriate provide modelling, scaffolding and annotated exemplar responses
- provide students with timely assessment feedback and guidance related to future improvement – for drafts provide feedback at least one week prior to final due date
- mark assessment and return results and feedback within two (2) weeks of submission date
- participate in internal quality assurance processes such as moderation, calibration and cross-marking
- inform students and parents of academic progress, including concerns around attendance, effort, behaviour and non-submission of assessment that may adversely impact on a student's outcome
- inform HOD of concerns about progress towards completion of assessment for follow up
- report incidences of suspected academic misconduct to the HOD/DP.

Head of Department responsibilities

It is the responsibility of the HOD to:

- monitor the assessment program for each subject
- follow up teacher concerns about student progress towards assessment completion. Students who, despite HOD intervention, continue to refuse to work on assessment, to be referred to administration
- coordinate moderation for each subject.

Assignments / Practical Demonstrations / Performances / Products – Years 7 – 12

Drafts

1. A draft is a preliminary version of a student's response to a task. A draft can be used to provide focused feedback on a response and to authenticate student work. Drafts may be used as evidence of student achievement in the case of illness or misadventure or non-submission for other reasons.
2. To support students in completing assignments or practical demonstrations and performances, various checkpoints will be identified on task sheets and students are required to submit a full rough draft for feedback. The draft is to be submitted to the teacher by 2:50pm for students in Year 11 and 12.
3. Students in Year 11 and 12 who do not submit a full draft will be required to work on the assessment at the Engagement Room (A01) during first lunch. Teachers will notify parents by phone or email as soon as practical if a student fails to submit a full draft. This will be recorded in One School.
4. Feedback on a draft is:
 - provided on a maximum of one draft for each student in Year 11 and 12
 - provided in a written or spoken format either to an individual or to the whole class
 - delivered in a consistent manner and format for all students
 - a consultative process that indicates aspects of the response to be improved or further developed but not a marking process
 - provided within one week of a submission of a draft.
5. Feedback on a draft must not:
 - compromise the authenticity of a student response
 - introduce new ideas, language or research to improve the quality and integrity of the student work
 - edit or correct spelling, grammar, punctuation and calculations
 - allocate a mark.

Final copy

1. All assignments must be submitted on or before the due date unless an AARA has been granted.
2. Assignments must be the work of the student. Assignments must be submitted to the teacher by 2.50pm, HOD (Head of Department) or general office on the due date for students in Years 7-12.
3. Where an assignment is not submitted on the due date, rough drafts or other evidence (e.g. work completed in class on the assessment task), available on the due date will be marked. Only work submitted on or before the due date will be marked.
4. The practice of allocating a lower result, mark or penalty for late submission is not valid.
5. Technology failure does occur, however, this reason for non-submission of assessment is not valid. Students must back their work up in more than one location, e.g. on H Drive (school-based network), USB or home computer. Hand written work is acceptable in most subjects.
6. Students who are absent on the due date of an assignment without extenuating circumstances must either email their assignment to their teacher or deliver the assignment to the school office on the due date by 2.50pm.
7. If a student is unable to email or submit their assignment on the due date, the student must apply for an AARA for illness or misadventure and submit the completed assignment and documentation as negotiated with the relevant teacher or Head of Department.
8. Request for extensions must be made at least 2 working days before the due date and must be accompanied by supporting documents.

If students know of an absence in advance (for example participation in representative sport), they are required hand in the assignment to their teacher prior to the due date.

Managing response length – Year 11 and 12

All assessment instruments indicate the required length of a response as a word count or the duration of time or page count required.

At Cooktown P-12 State school, teachers will encourage students to respond to assessment instruments within the required length and will provide students with the knowledge and skills to do so. Should a student exceed the required response length, the teacher will mark only the evidence in the student response that meets the assessment conditions for response length, excluding evidence outside the required length. They may also allow a student to redact a response to meet the required length before a judgement is made on the evidence.

Information regarding the elements to be included in or excluded from the word length or page count of a written response are provided from QCAA [Managing response length QCAA](#).

Examinations – Years 7 – 12

Students are required to complete all internal examinations at the scheduled time. Senior students who are involved in external courses or school-based apprenticeships or traineeships need to make alternative arrangements for the external course and attend the exam as scheduled.

Students who do not provide sufficient information on a test to meet the standard for a 'Very Limited Achievement' or "E" will not be rated for that criteria or objective. For students in Years 11 and 12, this may mean that they do not meet the requirements of the course to be awarded QCE credits.

Senior students studying General subjects will also be required to complete an external exam at the end of Year 12. The QCAA will communicate the rules for sitting external exams including processes for illness and misadventure situations and these will be distributed to the relevant students. The examinations will be supervised by both school and community representatives.

Absence on the day of an Internal Examination

The following processes must be followed by students and parents/carers when a student is absent from an examination:

Step 1 - Telephone the Student Absence Line on Ph: 40820222 to advise of non-attendance and seek medical documentation.

Step 2 - On the student's return to school, present:

- A note from parents for Years 7 to 9 (detailing the reason the assessment was not submitted) and an AARA application form to the relevant curriculum HOD
- A medical certificate for Years 10 - 12 and an AARA application form to the HOD – Senior Schooling

Step 3 - Complete the examination at the time determined by the teacher or HOD. Where possible this should be the first day back at school.

Failure to follow these procedures (or if the student is unable to provide sufficient evidence for the absence) will result in the student being not rated for the assessment task.

The taking of family holidays does not constitute a valid reason for being absent from an examination. Likewise, absence from an examination due to attendance at a leisure or recreational event (such as a music concert) does not constitute a valid reason for the rescheduling of an examination.

Managing academic misconduct

Cooktown P-12 State School is committed to supporting students to complete assessment and to submit work that is their own, and minimising opportunities for academic misconduct. There may be a situation when a student inappropriately and falsely demonstrates their learning.

Some examples of academic misconduct, along with the procedures for managing them, can be found on the [QCAA website Understanding academic misconduct](#).

Procedures for managing academic misconduct

For authorship issues

- The student will need to demonstrate that the submitted response is their own work.

For all instances of academic misconduct

- Results will be awarded using any evidence that is verifiably the student's own work.

For instances of academic misconduct during examinations

- Students will be awarded a Not-Rated (NR)

Where appropriate, the school's behaviour management policy will be implemented.

Access arrangement and reasonable adjustments (AARA)

Cooktown P-12 State School is committed to reducing barriers to success for all students. AARA are actions taken by the school 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.

The school follows the processes as outlined in the *QCE and QCIA policy and procedures handbook* available from [QCAA QCE and QCIA policy and procedures handbook v2.0](#).

The four broad application categories for AARA eligibility determined by QCAA are cognitive, physical, sensory and social/emotional. Students may also apply for an AARA on the grounds of illness or misadventure.

Access Arrangements

- are available to a student with evidence of a need that is not necessarily covered by the definition of disability, e.g. a temporary injury or needs resulting in inclusive educational strategies
- enable a student to access assessment and demonstrate their knowledge
- do not change assessment conditions.

Reasonable Adjustments

- are available to a student with evidence of a need and who has impairment or medical condition. Without reasonable adjustments, the disability results in a substantial disadvantage for the student when compared to students without impairment
- allow for assessment conditions to be changed due to the barriers that may be experienced by the student with impairment. The integrity of the assessment instrument is not changed
- may be unique and tailored specifically for a student's needs.

Ineligibility for an AARA

As per the QCAA [QCE and QCIA policy and procedures handbook v2.0](#) students are **not** eligible for AARA on the following grounds:

- unfamiliarity with the English language
- teacher absence or other teacher-related difficulties
- matters that the student could have avoided (e.g. misreading an exam timetable and instructions)
- matters of the student's or parent's/carer's own choosing (e.g. family holidays)
- matters that the school could have avoided (e.g. incorrect enrolment in a subject).

Applying for an AARA – Disability, impairment or condition

Unit 1 and 2 (Year 11) – disability, impairment or condition (School approved)

The school will make decisions about AARAs for Units 1 and 2 for eligible students. The AARA implemented for Unit 1 and 2 should align to those that are available in Unit 3 and 4. Provision of an AARA in Unit 1 and 2 does not guarantee that students will be provided the same AARA for Unit 3 and 4.

Unit 3 and 4 (Year 12) – disability, impairment or condition (QCAA Approved)

Students completing Units 3 and 4 in Year 12 will need to have all AARA applications approved by the Principal. These applications will be recorded in the QCAA Portal. Please note that final approval for some AARA applications in Units 3 and 4 will be completed by the QCAA. AARA applications in Units 3 and 4 must have the required documentation in order to be processed. There are currency requirements that need to be met for the supporting documentation.

Medical reports and school statements are a mandatory requirement to process any AARA applications for long term disabilities for Units 3 and 4 in senior schooling. Medical reports must be completed by a relevant medical practitioner who is a general practitioner (GP), medical specialist or psychologist and who is not related to the student or employed by the school. For a student with a verified disability as part of the Education Adjustment Program (EAP), the formal notification of EAP may substitute a medical report. Student statements are optional. (Refer to the QCE and QCIA policy and procedures handbook v2.0)

All AARA applications will be electronically saved on the student's OneSchool profile. All hard copies of AARA applications will be stored by the HOD – Senior Schooling.

The Head of Inclusive Practices is responsible for managing applications for long-term disabilities.

Applying for an AARA - Illness and misadventure

Students whose ability to attend or participate in an assessment is adversely affected by illness or an unexpected event may be eligible for provisions for illness and misadventure. Illness and misadventure can affect a single student or a group of students.

The following principles apply for any AARA applications for illness or misadventure:

- The illness or event is unforeseen and beyond the student's control.
- An adverse effect must be demonstrated.
- The situation cannot be of the student's own choosing or that of their parents/carers, e.g. family holiday.
- Schools implement principal-reported AARA when possible, before considering an application for illness and misadventure.
- An illness and misadventure application cannot be made for the same condition or circumstances 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.
- When a group of students is affected by an illness or adverse and unforeseen event leading up to or during the summative internal assessment schedule, or during an external assessment session, the above principles apply. If all other AARA is exhausted, schools should contact the QCAA.

Years 7 – 9 – illness and misadventure - School approved AARA

Students in Years 7 – 9 will need to have their AARA application approved by the curriculum Head of Department. An AARA on the grounds of illness or misadventure needs to be submitted as soon as possible after the temporary illness or unexpected event. A detailed note from a parent/carer and an AARA application form (Appendix C) needs to be submitted to the curriculum Head of Department. Once approved, an extension or rescheduling of examination can occur.

Years 10 and Unit 1 and 2 (Year 11) – illness and misadventure – School-approved AARA

Students in Years 10 and 11 will need to have their AARA application approved by the Head of Department – Senior Schooling. AARAs on the grounds of illness and misadventure for examinations, assignment work, practical projects and performances need to be submitted and approved as early as possible after the temporary illness or unexpected event using an AARA application form (Appendix B).

Medical claims - A medical certificate from an independent health professional that includes the following information is required:

- Illness, condition or event
- Date of diagnosis, onset or occurrence – must cover the date of the assessment for which the application is made

Non-medical claims – Written evidence from a relevant and independent professional or other independent third party e.g. social worker, member of the clergy, police officer, solicitor or funeral director.

Year 12 (Unit 3 and 4) – illness and adventure - Principal-reported AARA

Students in Year 12 will need to have their AARA application approved by the Head of Department – Senior Schooling and Deputy Principal. This decision is to be reported to the QCAA via the QCAA Portal as a "Principal-reported AARA". AARAs on the grounds of illness and misadventure for assignment work, practical projects and performances need to be submitted and approved as early as possible. AARAs for on the grounds of illness and misadventure for examinations need to be submitted and approved as soon as possible after the temporary illness or unexpected event.

Medical claims - A medical certificate from an independent health professional that includes the following information is required:

- Illness, condition or event
- Symptoms, treatment or course of action related to the condition or event

- Date of diagnosis, onset or occurrence – must cover the date of the assessment for which the application is made
- Explanation of the probable effect of the illness or condition on the student’s participation in the assessment

Non-medical claims – Written evidence from a relevant and independent professional or other independent third party e.g. social worker, member of the clergy, police officer, solicitor or funeral director.

- Explanation of the probable effect of the event on the student’s participation in the assessment

Timelines and documentations for AARA applications in Units 3 and 4 of Year 12.

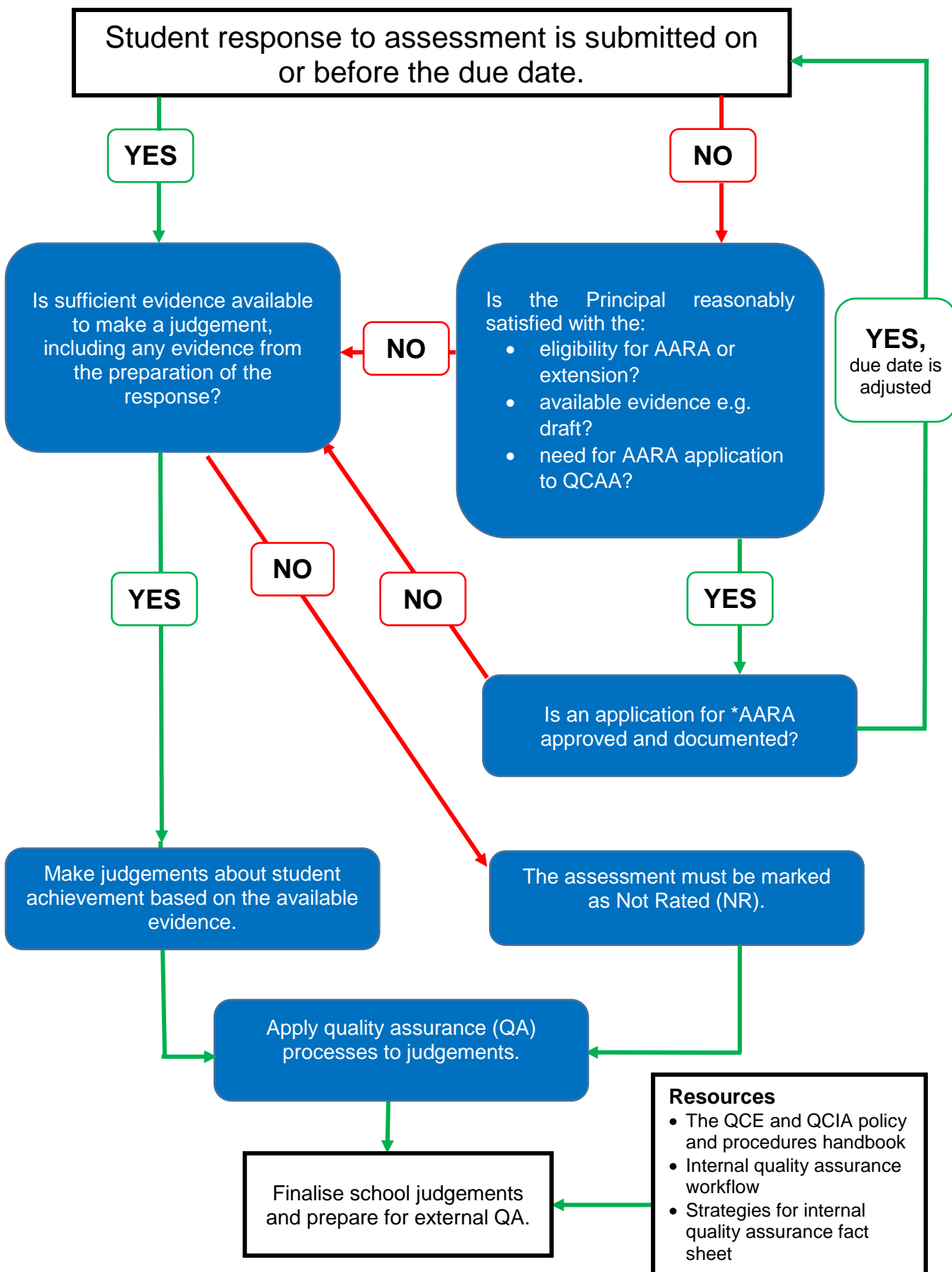
Refer to the [QCE and QCIA policy and procedures handbook v2.0](#) for requirements.

Websites

QCE and QCIA policy and procedures handbook v2.0
www.qcaa.qld.edu.au/senior/certificates-and-qualifications/qce-qcia-handbook
Cooktown P-12 State School Website
https://cooktownss.eq.edu.au/
Access arrangements and reasonable adjustments (AARA)
https://www.qcaa.qld.edu.au/senior/assessment/aara
QCE & QCIA handbook School assessment policies
https://www.qcaa.qld.edu.au/senior/certificates-and-qualifications/qce-qcia-handbook/8-school-assessment-policies

Appendix A

Assessment Submission Flow Chart



AARA refers to **Access Arrangements** and **Reasonable Adjustments** provided to students who meet the criteria.

Units 3 and 4 in Senior Schooling:

Some AARAs need to be approved by the QCAA while others are approved by the Principal at school. The following documents are required to process your application. Only the approved templates will be accepted for each of the documents. These are available from the school or on the school website.

Principal-reported: Medical certificate or other evidence Student statement (optional)

QCAA-approved: Medical report or EAP verification Student statement (optional)

Subject	Assessment instrument	Details of AARA requested (Refer list on Page 2)	HOD signature/date and application outcome
		<input type="checkbox"/> Principal-reported <input type="checkbox"/> QCAA-approved	
		<input type="checkbox"/> Principal-reported <input type="checkbox"/> QCAA-approved	
		<input type="checkbox"/> Principal-reported <input type="checkbox"/> QCAA-approved	
		<input type="checkbox"/> Principal-reported <input type="checkbox"/> QCAA-approved	
		<input type="checkbox"/> Principal-reported <input type="checkbox"/> QCAA-approved	
		<input type="checkbox"/> Principal-reported <input type="checkbox"/> QCAA-approved	

AARAs available:

Alternate format paper
Assistance
Assistive technology
Bite-sized food or drink
Comparable assessment
Computer
Diabetes management
Extension (inc details)
Extra time (inc details)

Heat or cold pack
Individual instructions (HI)
Lighting/ventilation
Medication
Physical environment
Reader
Rest breaks
Scribe
Varied seating

Venue
Vision aids
Other (arrangement not listed above)

AARAs are QCAA-approved for summative internal and external assessment

AARAs are QCAA-approved for summative external assessment only

School use only

Received by Senior Schooling HOD:

Signature:

Date:

Comment:

For Units 3 and 4 in Senior:

Approved by Principal's Delegate/Principal: Yes / No

Signature:

Date:

Comment:

- OneSchool entry
- Student Services filing
- Uploaded to QCAA Portal (QCAA approved only)
- School statement completed (QCAA approved only)

Appendix C

Cooktown State High School

AARA Application - Years 7, 8 and 9



As per the Cooktown P-12 State School SHS Assessment Policy, students need to apply for an AARA (Access Arrangement or Reasonable Adjustment) if they require modifications to assessment instruments or conditions or they cannot meet the due date for the assessment due to illness or misadventure.

All supporting documentation must be supplied for the AARA to be processed. AARA applications need to be given to the curriculum HOD for Approval with consultation with the Deputy Principal.

Student Name:	Form class:
Application category: <input type="checkbox"/> Cognitive <input type="checkbox"/> Physical <input type="checkbox"/> Sensory <input type="checkbox"/> Social/Emotional Type of condition: <input type="checkbox"/> Illness or misadventure Details of illness/misadventure:	
Assessments: Please list the subject and assessment instrument your AARA application relates to. Also include information regarding the type of adjustments you are requesting. Examples of possible AARAs include alternate format paper, assistance, assistive technology, extra time, rest breaks, scribe etc. Subject: _____ Instrument/s: _____ AARA requested: _____ Subject: _____ Instrument/s: _____ AARA requested: _____ Subject: _____ Instrument/s: _____ AARA requested: _____ Subject: _____ Instrument/s: _____ AARA requested: _____ Subject: _____ Instrument/s: _____ AARA requested: _____	
Documentation required for application to be process: <input type="checkbox"/> Medical certificate <input type="checkbox"/> Student statement <input type="checkbox"/> Detailed note from parent	
Completed by Teacher - Date received: _____ Approved by HOD: Yes / No Comment: Signature: _____ Date: _____	