Senior Secondary Assessment Summary

Assessment

The purpose of assessment is to provide feedback for students, teachers and parents to determine where a student is positioned in their learning. It is characterised by three attributes:

1 Validity
Alignment with what is being taught, learnt and assessed.

2 Accessibility
Each student is given opportunities to demonstrate what they know and can do.

3 Reliability
Assessment results are consistent, dependable or repeatable.

In **Units 1 & 2** (Year 11) 4 x internal instruments contribute credit toward QCE.

In **Units 3 & 4** (Year 12) 3 x internal; 1 x external instrument contribute to the calculation of ATAR and credit toward QCE attainment.

External Assessment (EA) is common to all schools under the same conditions and marked by the QCAA. The Maths and Science EAs are weighted 50% and assess content from Units 3 & 4. For all other General Subjects, the EA assesses content from Unit 4 and is weighted 25%.

School responsibilities: Publish draft and final due dates on Assessment Calendar; provide access to relevant documents regarding extensions and/or Access Arrangements and Reasonable Adjustments; provide internal assessment instruments; provide timely feedback.

Parent responsibilities: Inform the appropriate school staff of any difficulties in relation to the completion of assessment; provide the school with documentary evidence where necessary (e.g. medical certificate) to support extension or AARA applications; support students in meeting assessment requirements.

Student responsibilities: Comply with academic integrity guidelines; use American Psychological Association (APA) referencing; communicate difficulties in meeting assessment requirements within an appropriate timeframe; submit assessment on the due date. Failure to submit assessment at checkpoint, draft or final stage may be deemed unsatisfactory participation. Parents will be notified by teachers and support will be determined to ensure the student's assessment meets a satisfactory standard.

Assessment Feedback

Draft: Feedback can be provided on a maximum of one draft and will be consistent in manner (written/oral) and format (e.g. track changes or written annotation) for all students without compromising the authenticity of the student response.

Length: Students adhere to the specifications outlined in assessment instrument task sheets and syllabus documents; teachers give feedback on length at checkpoints/draft and model responses accordingly; for final responses that exceed word length the teacher may either mark students' work up to the required length (excluding evidence over the prescribed limit) or allow student to redact their response to meet required length.

Academic Integrity: Student work may be checked for authenticity. In cases of academic misconduct, teachers and Heads of Department will follow policies for managing depending on severity of breach. Final results may be impacted in serious cases.

Due Date: In the case of work not being provided on or before the due date, students may be issued a Not Rated (NR) unless there are circumstances which deem eligibility for an Extension or AARA for this assessment. Where a final is not submitted on or before the due date, a draft result may be awarded.

Access Arrangements and Reasonable Adjustments (AARA)

Schools will minimise barriers for a student whose disability, impairment, medical condition or other circumstances affects their ability to read, respond to or participate in assessment. Barriers fall into three groups: permanent, temporary and intermittent. The QCAA uses broad categories for AARA eligibility: cognitive, physical, sensory and social/emotional.

AARA applications must be accompanied by the relevant supporting documentation (e.g. medical report, student statement form). Where extensions are approved on assessment (e.g. exams), Heads of Department will provide comparable assessment, where appropriate, to ensure integrity of results.

More on AARA: qcaa.qld.edu.au/senior/assessment/aara