

9.2 AARA Special Provisions: Examples of possible adjustments

AARA minimize barriers for eligible students to demonstrate their learning, knowledge and skill in assessment. AARA may involve an adjustment to:

- how the instrument is presented to the student (e.g. for a student with a hearing impairment verbal instructions might be provided as written instructions)
- how the student responds to the assessment (e.g. a student with dyspraxia might complete the assessment using a computer with approved software)
- the time allowed (e.g. a student with attention deficit hyperactivity disorder (ADHD) might have five minutes per half-hour extra time provided in supervised assessment)
- the environment in which the assessment is undertaken (e.g. a student might sit in a different room to the other students because they need a reader)
- the mode of the assessment (e.g. a student with diagnosed anxiety might complete a spoken assessment by pre-recording their response, rather than responding in front of the class).

The school is required to maintain the intent and rigour of assessment and any other requirements or components that are inherent or essential to a course of study. Assessment standards and instrument-specific marking guides (ISMGs, Task Specific Marking Guides and GTMJJs) are used to make judgments about student work and are not modified.

Note re spoken tasks

The QCAA subjects General English, Essential English and Short Course Literacy all have a spoken/signed task as a mandatory aspect of their assessment.

The nature of these tasks cannot be changed, as spoken/signed communication is an inherent element of the objectives of each of these syllabuses.

There is, however, considerable flexibility in the ways that spoken/signed responses can be produced. For example, they may be pre-recorded by the student, spoken one-on-one and recorded by the teacher in a web conference or in person at BrisbaneSDE, or spoken to and recorded by a parent, caregiver or friend.

9.3 Who makes decisions about AARA — Special Provisions

P–10 and Units 1 and 2 (Year 11)

The school makes decisions about AARA Units 1 and 2 (Year 11).

The school has a responsibility to ensure that the AARA implemented for an eligible student for assessment in Units 1 and 2 are aligned to those that are available for summative assessment in Units 3 and 4.

The provision of AARA for assessment in Units 1 and 2 by the school is not a guarantee that students will be provided the same access or the same adjustments for assessment in Units 3 and 4.

Units 3 and 4 (Years 11 – 12)

Most decisions about AARA in Units 3 and 4 are made at the school level. The principal is required to report all decisions to implement AARA in Units 3 and 4 to the QCAA, and to submit the required supporting documentation (see below).

For certain adjustments, schools are required to apply to the QCAA for approval and submit supporting documentation before the AARA can be implemented.

Any application for extra time or rest breaks during an examination must be pre-approved by the QCAA.

9.4 Supporting documentation

AARA — Special Provisions for disability, impairment or medical condition

All applications for AARA on medical grounds 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.

Medical reports for all AARA applications in Years 10–12 should be completed on the QCAA medical report template. This report is forwarded by the school to the QCAA if the application relates to Units 3 and 4 assessment.

The medical report must be completed by a relevant practitioner who is a general practitioner (GP), medical specialist, or psychologist (registered under Queensland's *Medical Practitioners Registration Act 2001* and/or Queensland's *Psychologists Registration Act 2001*), and who is not related to the student or employed by the school.

Evidence of verified disability

When a student has been verified as part of the Education Adjustment Program (EAP) or an equivalent process, the formal notification of EAP provided by the relevant education authority may substitute for a medical report.

For Years 11 and 12, this may be considered only when the notification covers the duration of the student's enrolment in subjects for Units 3 and 4 in Applied and General subjects, or the General and General (Extension) subject summative external assessment schedules in November, as applicable. Except with the prior written agreement of the QCAA, in cases when verification has expired an updated medical report is required.

AARA for other circumstances

Where the condition is not medical, applications must be supported by other relevant evidence, e.g. police reports or other official notices.

9.5 Currency of supporting documentation (Years 11 and 12 — Units 3 and 4)

The required currency of supporting medical documentation depends on the nature of the diagnosed disability, impairment and/or medical condition.

Long-term conditions that are unlikely to improve over time

Except in exceptional circumstances, and with the prior written agreement of the QCAA, for long-term conditions when the student is not covered by current Education Adjustment Program (EAP) verification or equivalent, medical documentation must be dated no earlier than 1 January of the year of the student's Year 10 enrolment. This means that from the perspective of their Year 12 external assessment schedule, the maximum age of supporting medical documentation allowable is two years and 10 months.

Where an application for AARA has been submitted in the case of a student with a long-term condition and the condition deteriorates subsequent to the application decision, a further application may be submitted that provides updated information regarding the student's condition.

Short-term conditions or temporary injuries

Short-term conditions may improve or deteriorate over time depending on a range of influences and factors. Except in exceptional circumstances, and with the prior written agreement of the QCAA, supporting medical documentation for short-term conditions or temporary injuries, **including mental health conditions such as anxiety and depression, is to be dated:**

- for summative internal assessments in all subjects and Short Courses, no earlier than six months prior to the relevant Units 3 or 4 assessment event
- for summative external assessments, no earlier than 1 April of the assessment year. The QCAA may require an updated medical report closer to the assessment schedule.

Many General subjects have summative assessment for Unit 3 during Term 4 of Year 11. Supporting documentation for short-term conditions should therefore be obtained during Term 3 of Year 11.

How to Apply

See website under Support and Resources

9.6 Extensions for illness or misadventure

An extension of the final due date of an assessment item is a form of AARA (Access Arrangement and Reasonable Adjustment), in the category of **illness or misadventure**. Extensions are for unforeseen circumstances or events that occur close to the due date.

Extensions for work in Units 3 and 4 (Years 11 and 12) must be recorded in the QCAA Portal, and are subject to audit.

Extensions are **not available for known events** (for example, sporting competitions, religious activities/reasons, holidays). In these cases, the student should negotiate to submit their work before the due date.

Evidence of the student's progress in developing their response must be attached to the email. (This includes a rehearsal of their speech or performance, in the case of a non-written task.)

If an extension is approved, a new due date for the task will be specified. If no response is submitted by the new due date, the most recent evidence will be graded.

'Days' include weekends, public holidays, student-free days and school holidays

If, on the due date, the student has not been notified that an extension has been approved, they must submit a response to the task via the method specified on the task sheet. If an extension is later approved, the student will be able to submit a new/updated response.

Extensions of the due date for a draft or checkpoint should be negotiated directly with the teacher.

A separate Application/Extension Request must be made for each assessment item however the same medical certificate can be attached to each application.

The application must come from the parent or carer.

A medical certificate or other relevant documentation should be attached to the email if applicable. See **Extension Procedures — How to Apply**.

Internal assessment

A student who is ill or otherwise unable to complete internal assessment must inform the school as soon as practical.

AARA Extension may be implemented to provide opportunities for the student to complete the assessment. Arrangements such as comparable assessment and extensions may be considered when illness or misadventure is established.

Where AARA is unable to be implemented due to the illness or event, and therefore the student is unable to provide a response to a summative internal assessment, the school may use evidence gathered by the student's teacher during the assessment preparation time, for example, draft work, to make a judgment about the student's work.

Year 11–12

For Years 11 and 12 the school is required to meet QCAA timelines. Under no circumstances can the due date for an assessment be extended beyond the date one week prior to the QCAA upload date for the relevant assessment instrument.

Units 3 and 4 (Years 11–12)

Most decisions about AARA in Units 3 and 4 are made at the school level. The principal is required to report all decisions to implement AARA in Units 3 and 4 to the QCAA, and to submit the required supporting documentation (see below).

For certain adjustments, schools are required to apply to the QCAA for approval and submit supporting documentation before the AARA can be implemented.

External examinations (Year 12 — Units 3 and 4)

No extensions or comparable assessments are available for external examinations. Students who are ill on the day of an external exam should still attend the exam if possible. They should then make an application for AARA for illness or misadventure, and QCAA will ensure that they are not disadvantaged if their results on the exam are atypical.

Procedures to Apply

9.7 AARA Extension Procedures — How to apply

See school website under AARA Extensions.

10. Academic integrity

Accurate judgments of student achievement can only be made on genuine student assessment responses.

10.1 Responsibilities for establishing authorship

Teachers, students and parents/carers have specific responsibilities for establishing authorship of responses.

Teachers:

- take reasonable steps to ensure that each student's work is their own across a range of conditions, particularly
- when students have access to electronic resources, are preparing responses to collaborative tasks, and have access to others' ideas and work
- collect evidence of the authenticity of student responses throughout the process (such as classwork, outlines, plans or a draft).

Students:

- complete responses during the designated class time to ensure teachers are able to observe the development of work and authenticate student responses
- participate in authentication processes as required by the school, such as to:
 - sign a declaration of authenticity
 - submit a draft
 - submit the final response using plagiarism-detection software, where required
 - participate in interviews during and after the development of the final response.

Parents/Carers:

- 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 response

10.2 Inability to establish authorship

To make judgments about student achievement, schools must have sufficient evidence of the student's own knowledge and skills to match with the relevant instrument-specific marking guide (ISMG), instrument-specific standards or syllabus standards.

Responses that are not the student's own cannot be used to make a judgment. When authorship of student work cannot be established, or a response is not entirely a student's own work, the school may:

- provide an opportunity for the student to demonstrate that the submitted response is their own work
- make a judgment about the student's knowledge and skills using the parts of the response that can be identified as the student's own work.

In these instances, judgments about student achievement are made using the available student work and relevant ISMG, instrument-specific standards or syllabus standards.

11. Appeals

Students who wish to question a grade awarded for a task should first seek feedback from the teacher awarding the grade. Students should then consult with the Head of Department or the Head of School. Students who believe that the school's Assessment Policy has not been followed may consult with the Head of Department, or the Head of School.