



# Kawana Waters State College

Respect Excellence Diversity Enjoyment  
Senior Secondary Assessment Protocol: Exams

EXAMS	TEACHERS:	STUDENTS:	PARENTS;
Before exam	<ul style="list-style-type: none"> <li>Use the QCE and QCIA policy and procedures handbook and relevant syllabus to design assessment programs and make judgments about the standards achieved by their students within the assessment and reporting timeframes.</li> <li>Engage in QCAA Endorsement of Assessment Tasks.</li> <li>Notify students of upcoming exam.</li> <li>Support students using relevant differentiation to engage in learning and a regular routine of study.</li> <li>Outline appropriate materials and conditions for exam.</li> <li>Support students to track their progress on relevant learning goals.</li> <li>Identify and prepare exam materials as per relevant AARAs.</li> </ul>	<ul style="list-style-type: none"> <li>Engage in learning and a regular routine of study.</li> <li>Record key dates as per assessment schedule.</li> <li>Plan and manage time to prepare and study for exam.</li> <li>Organise appropriate materials for exam.</li> <li>Inform class teacher and Head of Department if there are concerns about the exam including possible absences.</li> <li>In situations of "Illness or Misadventure", students and parents/guardians must contact the Guidance Officer as soon as possible and submit the relevant supporting documentation to apply for AARA. If AARA is approved students must adhere to alternative arrangements for alternate assessment, if applicable, as decided by the school.</li> <li>Scheduled Assessment takes precedence over sport, traineeships, VET and or offsite education. Students need to notify relevant contacts, that they will be required at school for the assessment, this is a QCAA requirement.</li> </ul>	<ul style="list-style-type: none"> <li>Support child to record and adhere to key dates as per assessment schedule.</li> <li>Encourage child to engage in learning and a regular routine of study.</li> <li>Inform class teacher of any difficulties relating to the learning and/or exam.</li> <li>Assist and support students in negotiating with relevant contacts, such as sport, traineeships, VET, and or offsite education when they are required at school for assessment.</li> <li>In situations of "Illness or Misadventure", students and parents/guardians must contact the Guidance Officer as soon as possible and submit the relevant supporting documentation to apply for an AARA</li> </ul>
<b>APPLICATIONS FOR AARA (KNOWN CONDITIONS)</b> Applications for AARA for long term existing and chronic conditions or short-term conditions and temporary injuries should be submitted to the <b>Guidance Officer</b> at <b>earliest possible time upon diagnosis</b> . <b>Note:</b> The due date for known long-term and chronic conditions Year 12 (Unit 3&4) is the end of Term Three Year 11 (End of Unit 2).			
During exam	<ul style="list-style-type: none"> <li>Adhere to QCAA exam conditions, including students with approved AARAs.</li> <li>Ensure students maintain exam conditions for the entire duration of the exam.</li> <li>Indicate time checkpoints for exam on the board for students</li> <li>Deal with inappropriate behaviour as per QCE and QCIA Policy and Procedures (Academic misconduct) and Student Code of Conduct.</li> <li>Ensure time allocated is dedicated only to the assessment task.</li> <li>Encourage students to check work before handing in.</li> </ul>	<ul style="list-style-type: none"> <li>Be prompt for exam session.</li> <li>Mobile phones, food and bags are not permitted in the examination room (water bottle will be permitted)</li> <li>Maintain exam conditions and follow teacher instruction.</li> <li>No communication during exam except quietly raising hand and waiting to speak with a teacher.</li> <li>Display appropriate behaviour as per and QCE and QCIA Policy and Procedures (Academic misconduct) and Student Code of Conduct.</li> <li>Use the entire time allocation given to assessment task.</li> <li>Students must remain for the duration of the exam.</li> <li>Check your work before handing in.</li> </ul>	<ul style="list-style-type: none"> <li>Students and parents/carers must contact the Principal's delegate as soon as possible and submit the relevant supporting documentation if an AARA is required.</li> </ul>
After exam	<ul style="list-style-type: none"> <li>All exam papers to be collected at the end of the session only.</li> <li>Mark papers and record results on student e-profiles.</li> <li>Participate in KWSC Moderation and QCAA Confirmation Process.</li> <li>Notify Head of Department and parent/guardian of student absences from the exam.</li> </ul>	<ul style="list-style-type: none"> <li>Submit your exam paper at the completion of the session.</li> <li>Wait for teacher instruction before exiting the room.</li> </ul>	
External exams	<b>*QCAA External Exam Protocol must be followed during Senior External Exams. Please see the following documents for further information:</b> <ul style="list-style-type: none"> <li>QCAA Directions for Students - <a href="https://www.qcaa.qld.edu.au/downloads/senior/snr_ea_directions_students.pdf">https://www.qcaa.qld.edu.au/downloads/senior/snr_ea_directions_students.pdf</a></li> <li>QCAA External Assessment Policies - <a href="https://www.qcaa.qld.edu.au/senior/assessment/external-assessment">https://www.qcaa.qld.edu.au/senior/assessment/external-assessment</a></li> </ul>		



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## Senior Secondary Assessment Protocol: Assignments

NON-EXAMS	TEACHERS:	STUDENTS:	PARENTS:
Before Due Date	<ul style="list-style-type: none"> <li>Use the QCE and QCIA policy and procedures handbook and relevant syllabus to design assessment programs.</li> <li>Engage in QCAA Endorsement of Assessment Tasks.</li> <li>Encourage students work productively during allocated assessment lessons.</li> <li>Notify students of upcoming assessment task including checkpoints, drafts and final submission dates and conditions.</li> <li>Support students by providing them, where appropriate, with modelling and scaffolding.</li> <li>Engage students in regular feedback and reflection on their assessment.</li> </ul>	<ul style="list-style-type: none"> <li>Record key dates including checkpoints, drafts and final submission as per assessment schedule.</li> <li>Use allocated assessment lessons productively and</li> <li>Plan and manage time to meet key dates.</li> <li>Keep 3 back-up copies of all assessment work (a copy saved to an external storage device, a copy saved on the primary device, a copy saved to the school network or their EQ provided OneDrive storage space) and keep a number of versions of your work as you progress through the task.</li> <li>Ask your teacher to clarify/explain things you don't understand and inform class teacher and Head of Department if you have concerns about meeting key dates or if applying for an AARA.</li> </ul>	<ul style="list-style-type: none"> <li>Support your child to record and adhere to key dates as per assessment schedule.</li> <li>Encourage child to engage in learning and a regular routine of study.</li> <li>Inform class teacher and Head of Department of any difficulties relating to the completion of assessment tasks or if applying for an AARA.</li> </ul>
	<p><b>APPLICATIONS FOR EXTENSIONS TO DUE DATES FOR UNFORSEEN ILLNESS AND MISADVENTURE (AARA)</b></p> <ul style="list-style-type: none"> <li>Students and parents/guardians must <b>contact the Guidance Officer as soon as possible</b> and submit the relevant supporting documentation to apply for AARA. If AARA is approved students must adhere to alternative arrangements for submission of assessment, if applicable, as decided by the school.</li> </ul> <p><b>APPLICATIONS FOR AARA (KNOWN CONDITIONS)</b></p> <ul style="list-style-type: none"> <li>For Applications for AARA for long term existing and chronic conditions or short-term conditions and temporary injuries, students and parents/guardians must contact the Guidance Officer at earliest possible time upon diagnosis.</li> </ul> <p><b>NOTE:</b> The due date for known long-term and chronic conditions Year 12 (Unit 3&amp;4) is the end of Term Three Year 11 (End of Unit 2).</p>		
Drafting	<ul style="list-style-type: none"> <li>Provide feedback on a maximum of one draft of each student's response.</li> <li>Notify parents and caregivers by email about non-submission of drafts and the processes to be followed.</li> <li>Notify Head of Department of non-submission of drafts.</li> <li><b>Not award</b> a notional <b>result</b> or level of achievement on the draft.</li> </ul>	<ul style="list-style-type: none"> <li>Submit draft by the due date and time via <b>Turnitin</b>.</li> <li>Submit a <b>completed</b> draft that meets the assessment technique and conditions including the word limit.</li> </ul> <p><b>For further information on drafting see KWSC Senior Assessment Policy – Drafting.</b></p>	<ul style="list-style-type: none"> <li>Encourage and support your child to submit drafts on time.</li> <li>Read through your child's draft.</li> </ul>
	<p><b>Feedback by teachers:</b></p> <ul style="list-style-type: none"> <li>Is a consultative process that indicates aspects of the student response to be improved or further developed and must not compromise the authenticity of the student work.</li> <li>Is delivered in a consistent manner and format for all students.</li> <li>May be provided in a variety of ways: written, oral (individual or whole class) and/or through questioning.</li> </ul>		
Word limit	<ul style="list-style-type: none"> <li>Specify word limit on assessment task sheet as per QCAA Syllabus requirements.</li> <li>Provide feedback about length at draft.</li> <li>Mark only the work up to the required length, excluding evidence over the prescribed limit <b>OR</b> use redacting process to allow student to redact their response to meet the required length, before a judgment is made.</li> </ul>	<ul style="list-style-type: none"> <li>Refer to word limit on assessment task sheet.</li> <li>Develop responses that do not exceed or are significantly under the required length.</li> <li>Document the length of their response using a word count, page count or time.</li> <li>Redact excess words from a submitted assessment task which does not meet word length conditions.</li> </ul>	<ul style="list-style-type: none"> <li>Support child to review word limit prior to submitting.</li> </ul>
	<p><b>Redacting Process</b></p> <ul style="list-style-type: none"> <li>Teacher will provide student with a hard copy of their assessment task and under supervised conditions, the student will highlight excess words to be redacted.</li> <li>Teacher will mark updated assessment task.</li> <li>Teachers will then annotate any such student work submitted for confirmation purposes to clearly indicate the evidence used to determine a mark.</li> </ul> <p><b>See Appendix of KWSC Senior Assessment Policy: Determining word length of a response for QCAA Guidelines Or QCE &amp; QCIA Handbook <a href="#">Section 8.2.6: Managing response length</a></b></p>		
Authenticating student responses	<ul style="list-style-type: none"> <li>Use authentication strategies promoted by the QCAA. The authentication strategies will be specified on assessment instruments.</li> <li>In cases where a student response is not authenticated as a student's own work, procedures for managing alleged academic misconduct will be followed.</li> </ul>	<ul style="list-style-type: none"> <li>Submit a declaration of authenticity for submissions on cover sheet.</li> <li>Acknowledge and reference all source.</li> <li>Provide documentation of your progress, at indicated checkpoints.</li> <li>Produce a unique response as indicated on the assessment.</li> </ul>	<ul style="list-style-type: none"> <li>Support the efforts of teachers and students to authenticate student responses.</li> <li>Encourage student to approach their academic responsibilities in an honest, moral and ethical way.</li> <li>Alert the teacher if you suspect that your student has engaged in academic misconduct.</li> </ul>
Submission	<ul style="list-style-type: none"> <li>Notify parents and caregivers by email about non-submission and the processes to be followed and notify Head of Department.</li> <li>Mark assessment and record results on student e-profiles and participate in KWSC Moderation and QCAA Confirmation Process.</li> </ul>	<ul style="list-style-type: none"> <li>Submit assessment directly to teacher on due date no later than 3pm* via <b>Turnitin and email</b>.</li> <li><b>Assessment items that cannot be submitted electronically</b> will need to be handed directly to the teacher on the due date no later than 3:00pm *</li> </ul> <p><i>*or other time cut-off specifically set for task by approved Head of Department</i></p>	<ul style="list-style-type: none"> <li>Contact school if student was absent to confirm absence.</li> </ul>
	<ul style="list-style-type: none"> <li><b>If absent</b> email a copy of assignment to teacher as well as submit via Turnitin on or before the due date and hand in a physical copy on first day of their return to school.</li> <li><b>If the teacher is away on the day the assessment is due</b> and the assessment item cannot be submitted electronically, you will be required to hand the assessment into the appropriate Head of Department (do not hand the assessment item to the supervising teacher).</li> </ul>		