



St Patrick's College - Assessment Policy

Scope

Assessment is the purposeful, systematic and ongoing collection of information for use in making judgments about student progress and performance in all year levels in each pathway of learning as described by the [QCE and QCIA policy and procedures handbook](#).

The assessment process involves:

- Providing students with opportunities to demonstrate learning
- Gathering and recording evidence about student demonstrations of learning
- Using the evidence to make overall judgments and feedback about students' learning.
- A variety of modes/types including (though not limited to); examinations, extended responses, investigations, performances, products of learning or projects.

The Assessment Policy is located on the St Patrick's Portal and has been developed from the Queensland Certificate of Education (QCE) Handbook located at:
<https://www.qcaa.qld.edu.au/senior/certificates-qualifications/qce/qce-handbook>

In all cases, the fundamental principles and rulings of the QCE Handbook are the authority statement for assessment, reporting and aspects relating.

The College Assessment Policy is our contextualised statement of principles and processes that enable the students in the St Patrick's community to best demonstrate their learning over time in varied circumstances.

Purpose

St Patrick's College is committed to an educational philosophy that encourages all students to achieve personal excellence by developing their talents and abilities. This is highlighted in our Vision for Learning:

Fostering Talent, Providing Challenge, Pursuing Wisdom

The Assessment Policy:

- Provides information to students about expectations for assessment and their responsibilities
- Includes guidelines and information for staff, including teachers, Learning Middle Leaders and The College Leadership Team about their expectations and their roles and responsibilities
- Is:
 - Communicated clearly to teachers, students and parents/carers
 - Enacted consistently across all subjects within the school
 - Based on information in the school's principles and organisational structure, QCE and QCIA policy and procedures handbook, and QCAA syllabuses.

Principles

St Patrick's College emphasises the importance of sound academic practices and student responsibility. Our procedures are grounded in the principles that students are able to demonstrate what they know and can do by the due date when they understand:

- Forward planning
- Time Management
- Academic Integrity and Transparency
- A Growth Mindset
- Assessment is a process of students producing evidence, that demonstrates and informs learning, and is Accessible to students involved

Promoting academic integrity

St Patrick's College has high expectations about academic integrity and student learning. Staff are supported to complete the Academic Integrity courses and the Accreditation courses provided by the QCAA. St Patrick's College encourages all staff to review these courses annually and to apply for a role as a QCAA Assessor.

Students are required to complete the Academic Integrity courses provided by the QCAA.

To ensure consistent application of the Assessment Policy, it will be revisited at the beginning of each semester.

QCE and QCIA policy and procedures handbook	Policy and procedures
Location and communication of policy	<p>The College Assessment Policy is available via the Parent and Student Portal, is produced in summary form in the Student Diary, and links to it linked/referred to in messages to families and students at the beginning of Units or Semester of work.</p>
Expectations about engaging in learning and assessment Section 1.2.4 Section 2 Section 8.5.1	<p>St Patrick's College expects students to engage with all aspects of their learning with a growth mindset, and understand learning is progressive, developmental and requires monitoring and feedback. A critical part of this for students is some form of Assessment. Assessment in Years 11 and 12 forms additional function of certification of ability that is monitored more closely by the QCAA and thus has additional processes and consequences.</p> <p>Students must complete and submit all mandatory assessment items as determined by the Learning Middle Leader or Teacher, the Syllabus and the Work Program/Study Plan to meet course requirements to be eligible for credit for any semester or unit for each subject being studied.</p> <p>The work submitted/completed must indicate every attempt has been made by the student to satisfy the specific assessment criteria.</p>
Due dates Section 8.5.2 Section 8.5.3	<ul style="list-style-type: none"> • Due dates are specific points in time set for the demonstration of student capacity and product of learning and may also include times for Drafting. • All students should strive to meet the due dates as they are set to provide consistency amongst students in a subject, and to provide teachers with the time to assess and report to inform conversations with parents and feedback for students. • Students who do not meet due dates for drafts disadvantage their learning. • Students who do not meet due dates for assignments and exams will only be assessed on evidence of learning to that point. If there is little evidence available, the result may be a Not Rated, which has significant implications for Year 11 and 12 students in obtaining their QCE. • Due dates are set in the College Portal Assessment Calendar and on the specific Task Sheets. • Should a student find difficulty in meeting a due date, the earliest opportunity to consult with their teacher is to be sought. Please follow the Assignment or Exam Processes as applicable, including obtaining a College Assessment Alteration (CAA) form. • Should a family wish to apply for extended leave for their child, they will need to apply via the Principal. Rescheduling or altering due dates or other forms of assessment may not be possible in individual circumstances and this will affect the grading and reporting of student results (Yr7-10), and possibly QCE attainment (Yr11-12). • Parents should assist with reviewing their child's learning, assignment work, study and revision on a regular basis to assist with time management and engagement with the work or assignment.

<p>Submitting, collecting and storing assessment information Section 9</p>	<p>Evidence of Learning will be collected in a variety of methods depending on the nature of the subject and tasks set in each subject. This will occur at key check points in an Assignment process, or through significant class tasks.</p> <p>Written Tasks are to be submitted via the class TEAMS site. Visual and Practical responses will be notified by the teachers concerned.</p> <p>At one of these checkpoints, students will receive feedback from their teacher about their learning to date, and this may take the form of a conversation, a few written key notes, or other method. For Assignment work, this evidence will be copied and stored for future use if necessary, to help determine a student's grade.</p> <p>Copies of evidence, Assignments and Exams will be stored digitally and matched against any Access Arrangements and Reasonable Adjustment documents where appropriate. This provides valuable information to help support student learning, and meets the QCAA requirements for Year 11 and 12 work.</p>
<p>Appropriate materials Section 7.1 Section 8.5.3</p>	<p>Assessment may include age and professionally appropriate stimulus material, particular to the subject of course. This material and any responses are to be within professional and code of conduct expectations and may be seen by members of the QCAA beyond St Patrick's College.</p>

Ensuring academic integrity

Academic Integrity is an important aspect to Assessment as it ensures the focus is on the actual capacity of the student. This is important to help inform parents, teachers and students to assist learning growth. For students in Year 11 and 12, this has an additional layer of importance as the learning in this phase is used to provide certification of capability for vocational or further study options. St Patrick's College attempts to promote student's self integrity and puts in place measures to support and guide families and students in keeping to the highest expectations of Academic Integrity.

Internal assessment administration

<p>QCE and QCIA policy and procedures handbook</p>	<p>Policy and procedures</p>
<p>Scaffolding Section 7.2.1</p>	<p>Scaffolding is an intentional instructional strategy through which teachers support students to develop greater independence in completing a task or responding to an assessment instrument. Scaffolding may be provided to individuals or to a class of students.</p> <p>To develop students' knowledge and skills, teachers gradually release support and responsibility to students over a course of study.</p> <p>Scaffolding or task instructions should not lead to a predetermined response or interfere with students' ability to demonstrate their knowledge and understanding of the relevant criteria.</p>
<p>Checkpoints Section 8.5.3</p>	<p>Teachers may use defined checkpoints to:</p> <ul style="list-style-type: none"> • clarify assessment expectations for students, e.g. task requirements, how judgments are made • discuss progress towards the task completion • help students develop strategies to submit assessment by the due date • gather evidence on or before the due date • provide points of intervention, if needed • embed authentication strategies. <p>Students are to make all reasonable attempts to meet early checkpoint requirements as it informs their learning. Draft and Final Submission Checkpoints have a particular focus,</p>

	but are to be viewed as a culmination of learning.
Drafting Section 7.2.2 Section 8.3	<p>A draft is a preliminary version of a student’s response to an assessment instrument. The quality of a draft may vary from a brief outline to a response that is nearing completion. A draft can be used to provide feedback on a response as well as to authenticate student work.</p> <p>Before submitting a draft, students may be required to develop an outline or discuss their approach with the class teacher.</p> <p>The type of draft students submit differs depending on the subject and assessment technique. For example, if an assessment instrument requires a presentation as the response, a draft might be a rehearsal of this presentation.</p> <p>Should a student be unable to provide a Draft when required, parents will be notified as soon as practical by email and Student Diary by the subject teacher. This may then entail further check points being put in place with the teacher, Learning Middle Leaders, Deputy Principal (Curriculum), House Coordinator or Guidance Counsellor.</p>
Managing response length Section 7.2.3	<p>Response lengths are varied due to student age, subject and assessment type. The required response length should be designed to engage students with the topic, provide sufficient scope to display a response of expected level or beyond, and meet ACARA and QCAA requirements.</p> <p>These aspects should be modelled in classes, and developed in learning experiences prior to due dates.</p> <p>Students should submit responses of a length that permits grading of the dimensions/criteria being sought in the subject. Inability to do so could lead to the result being Not Rated – which has specific consequences for Year 11 and 12 students in achieving a Queensland Certificate of Education (QCE) – and will prompt various follow-up communication with families and support plans dependant on the circumstances.</p> <p>Students who submit responses beyond the reasonable scope of a particular assessment may have their response:</p> <ul style="list-style-type: none"> • graded to the point of reasonable length (and noted on the response) or, • as soon as possible, be asked to redact their response to the existing elements of the response that they would choose to be assessed.
Authenticating student responses Section 7.3.1	<p>Students are to produce evidence of their own work and capability.</p> <p>Across the scope of learning, teachers may collect samples of student work, or seek samples of past work in the relevant unit of work to help ensure that the work is authentic to each student.</p> <p>Students will be required to undertake an online course in Academic Integrity that will help them understand how to demonstrate their own work rather than that of others. Students will additionally be required to sign that they have independently produced.</p> <p>In written Assignments, the mode of response is in a <i>Word</i> document via the TEAMS site for the subject, which is scanned by TURNITIN, which teachers use to help verify student authenticity.</p> <p>Students in Year 11 and 12 have particular responsibilities to ensure authentic responses.</p>
Access arrangements and reasonable adjustments, including illness and misadventure (AARA) Section 6	<p>Students may find that there are times when Assessment is unable to be produced or completed due to long-term or short-term circumstances beyond their control. AARA provisions recognise this and St Patrick’s College uses the QCAA advice to ensure students are given every reasonable opportunity to display their learning within the appropriate time-frames of reporting and QCAA schedules.</p> <p>For Year 11 and 12, AARA circumstances may need to be approved by the QCAA in the first instance or may be reported to the QCAA by the Principal or Principal’s Delegate – and then may be subject to further processes. (Please refer to the QCE Handbook section 6).</p> <p>Long-Term and persistent AARA provisions will be determined by the Learning Support Team (Deputy Principal, STIE, Guidance Counsellor, relevant Learning and House Middle</p>

	<p>Leaders). For Year 11 and 12 Students, this will include informing and sending information and documentation to the QCAA.</p> <p>Illness and Misadventure (as described by the QCAA) will follow the processes outlined in the attached Process Charts for Assignments or Exams as necessary. The appropriate documentation required will be the College Assessment Alteration (CAA) form, and appropriate medical certificate or professional statement as determined by the Deputy Principal and Guidance Counsellor. For Year 11 and 12 students, this will also require additional Medical Statement forms and possibly School or Student Statements. This documentation will be determined as situations arise and emailed or linked to families and be available on the College Parent and Student Portals.</p> <p>All appropriate documentation for Illness and Misadventure AARA will be stored in a student file for the calendar year for Year 7-10.</p> <p>For Year 11 and 12 students, all appropriate documentation for Illness and Misadventure AARA will be stored in a student file for the duration of the requirements of QCE attainment as determined by the QCAA. This documentation may be required to be sent to the QCAA as required by the QCAA as part of their AARA processes</p>
<p>Managing non-submission of assessment by the due date Section 8.5</p>	<p>In every case, the focus of Assessment is on gathering evidence of student work, with teachers providing parents and students with appropriate support to meet reasonable time-frames.</p> <p>Parents have the responsibility to ensure their child is provided with family support to be present or able to complete assessment. St Patrick's College adheres to the guidelines of permissible absences as per Section 6 of the QCE Handbook. Parents should note that:</p> <ul style="list-style-type: none"> • holidays and absences of the parent's choosing are generally not accepted by the QCAA, nor the College. • The nature and level of sporting events must be of a sufficiently prolonged or elite level to alter assessment access appropriately, <p>Should a student not meet the Due Date for an Assignment type, or not produce a response in or for an Exam type assessment, parents, students and teachers have particular responsibilities and roles as defined by the Process Charts for Assignments or Exams.</p> <p>In every case, timeliness and openness of communication is of importance. Families need to ensure that all contact details are current and are available or regularly used.</p> <p>There are particular consequences for Year 11 and 12 Students who are unable to supply appropriate levels of response to particular items of assessment, and can impact their QCE attainment.</p> <p>The appropriate documentation required will be the College Assessment Alteration (CAA) form, and appropriate medical certificate or professional statement as determined by the Deputy Principal and Guidance Counsellor.</p> <p>For Year 11 and 12 students, this will also require additional Medical Statement forms and possibly School or Student Statements. This documentation will be determined as situations arise and emailed or linked to families and be available on the College Parent and Student Portals.</p> <p>The inability to fulfil these requirements may find the assessment Not Rated and thus impact on Report results and/or QCE attainment. Appropriate referrals to the College Student Support Team will follow as per the Process Charts for Assignments and Exams.</p>
<p>Internal quality assurance processes Section 8.5.3 Section 7.1.2</p>	<p>Teachers will put into place a variety of measures during class work and designated checkpoints that will;</p> <ul style="list-style-type: none"> • help students develop an awareness of how their own work can be displayed, • how to respond authentically to the assessment, • provides appropriate feedback and gathering of evidence of learning, • provide guidance towards specific criteria or ISMG aspects. <p>Consistency of Teacher Judgement (CTJ) process will also be engaged in on a subject and year level appropriate manner. These could include:</p> <ul style="list-style-type: none"> • use of agreed samples to calibrate marking,

	<ul style="list-style-type: none"> • sharing or cross marking, • subject or faculty inter-teacher moderation. <p>Teachers may find that a student has not met their obligations in assessment for displaying their authentic work. This is Academic Misconduct. Academic misconduct incorporates a broad range of behaviours by which students inappropriately and falsely demonstrate their learning. These may include (though is not limited to);</p> <ul style="list-style-type: none"> • Cheating while under supervised conditions • Collusion • Contract cheating/significant contribution of help • Copying work • Disclosing or receiving information about an assessment • Fabricating • Impersonation • Misconduct during an examination • Plagiarism or lack of referencing • Self-plagiarism <p>In each instance, the intention will be to gather and grade the evidence of student work at that point in time. Examples could be:</p> <p><u>Exams</u> Teacher determines:</p> <ul style="list-style-type: none"> • Student re-sit alternative (Yrs7-10), <p>OR</p> <ul style="list-style-type: none"> • Which responses or work are only those of the student work, and grade accordingly. <p>OR</p> <ul style="list-style-type: none"> • To grade only from the point of inspection/detection. <p><u>Assignments</u> Teacher determines:</p> <ul style="list-style-type: none"> • As soon as practical, (Yrs7-10) submit an original handwritten response in school time. <p>OR</p> <ul style="list-style-type: none"> • Which responses or work are only those of the student work, and grade accordingly. <p>Teachers are to use professional judgement, evidence at hand, and see collegial support where appropriate, and follow the Process Chart for Assignment and Exams.</p> <p>In most situations, it is unlikely that a student will provide enough evidence for an At Standard grade, though this is preferable to a Not Rated. Please refer to the Process Charts for Assignments and Exams.</p> <p>If not enough authentic material can be gathered, the processes in the Process Charts for either Assignment or Exams will be followed.</p>
<p>Review Section 9.1 Section 9.2 Section 9.5</p>	<p>St Patrick's College undertakes the required QCAA processes for External Review of Year 11 and 12 Subjects. Only Endorsed assessment items will be submitted to students for reporting purposes, but there will be formal Formative assessment that students will be required to undertake to best prepare them for final External Exams.</p> <p>The QCAA conducts a process of Review of school judgements. To fulfil our obligations St Patrick's College will collect and store digital and/or actual copies of student work for possible inclusion in submissions to the QCAA for purposes of Moderation, Confirmation and other Review methods. Where necessary, this work will be stored beyond the completion of the course of study to satisfy future review samples possibly required by QCAA.</p> <p>Year 7-10 work samples will be stored for Internal Review and Consistency of Teacher Judgement for the year in which it occurs.</p> <p>St Patrick's College will implement strategies that maintain the integrity of the endorsed assessment instrument, which includes being able to authenticate a student's response as their own. In most cases, students affected by illness and misadventure should be able to complete the endorsed assessment instrument.</p> <p>If the College has determined that the integrity of the endorsed assessment instrument is compromised for one or more students affected by illness or misadventure, the QCAA will</p>

be contacted to provide advice about the most suitable course of action. This might include the development of a comparable assessment.

External assessment administration

QCE and QCIA policy and procedures handbook	Policy and procedures
<p>External assessment is developed by the QCAA for all General and General (Extension) subjects Section 7.3.2 Section 10.3 Section 10.4</p> <p>See also: <i>External assessment — administration guide</i> (provided to schools each year)</p>	<p>Outline how the school will implement and communicate the required external assessment processes, roles and responsibilities of the school external assessment (SEA) coordinator, teachers and students.</p> <p>St Patrick’s College will administer External Exams for General and Essential Subjects and Items for Applied Subjects.</p> <p>St Patrick’s College will:</p> <ul style="list-style-type: none"> • adhere to and manage external assessment processes outlined in the <i>External assessment — Administration guide</i> • register and collect fees for students wishing to take the SEE • communicate to school staff, students and parents/carers the <ul style="list-style-type: none"> ○ <i>External assessment timetable (published at the beginning of the applicable year)</i> ○ <i>External assessment student rules</i> ○ <i>Approved equipment list</i> • apply to the QCAA for rescheduling if there is a timetable clash • allocate suitable staff to supervise external assessment (teachers are ineligible to supervise an external assessment for subjects that they teach in a given year) • manage incidents when a student is suspected of, or observed participating in, an act of academic misconduct, referring incidents to the QCAA and Assessment Guide. <p>Students are to:</p> <ul style="list-style-type: none"> • read the information provided by schools, including the <ul style="list-style-type: none"> ○ <i>External assessment timetable</i> ○ <i>External assessment student rules</i> ○ <i>Approved equipment list</i> • attend external assessment in which they are enrolled • attend the oral component for language subjects (administered at an external venue). <p>Parents/carers are to:</p> <ul style="list-style-type: none"> • read the <i>External assessment timetable</i> and <i>External assessment student rules</i> on the QCAA website • support students to participate in the external assessment in which they are enrolled.

Managing academic misconduct

St Patrick's College will repeatedly educate and reinforce Academic Integrity, the purpose of Assessment and Academic Misconduct in all Year Levels. This could include in class moments of direct instruction, students undertaking the QCAA online modules, using a variety of Checkpoints and collecting and providing feedback on student work in class and on drafts.

The emphasis is on educating students on how to demonstrate their own, individual capacity through Assessment. Where circumstances arise when students attempt to subvert this intent, a range of Misconduct could arise. A sample of these is listed below, with likely procedures that look to find the level of authentic student response, so as to, where possible, avoid a Not Rated result for the student.

	Procedure
<p>Cheating while under supervised conditions</p> <p>Copying work – Exam/Performance</p> <p>Disclosing or receiving information about an assessment</p> <p>Impersonation</p>	<p>Once detected by the supervising teacher, the teacher: (Yr7-10 possibly in consultation with a Learning Middle Leader / Yr11-12 <u>in direct consultation</u> with a LML or Deputy Principal) determines the level of external support that has used to that point. This is noted on the task, a clean task administered and the student continues without the means of additional assistance. Both sets of the response are used to determine a level of authentic student response. This is noted on the response, parents notified and graded accordingly.</p> <p>Further College level sanctions and reflection opportunities will follow after consultation with Deputy Principal, appropriate Middle Leaders for House or Learning, Guidance Counsellor and Parents. For Year 11 and 12 Students, this could include further advice and sanctions from the QCAA.</p> <p>Please refer to the Process Chart for Exams.</p>
<p>Collusion</p> <p>Contract cheating</p> <p>Copying work – Assignment type</p> <p>Disclosing or receiving information about an assessment</p> <p>Fabricating</p> <p>Plagiarism or lack of referencing</p> <p>Significant contribution of help</p>	<p>Once detected, the teacher will</p> <p>(Yr7-10 possibly in consultation with a Learning Middle Leader / Yr11-12 <u>in direct consultation</u> with a LML or Deputy Principal), determine the level of external support that has used to that point. This is noted on the task.</p> <p>Teachers use prior collected evidence to make the best determination of authentic student work from the task and other sources to grade accordingly.</p> <p>Further College level sanctions and reflection opportunities will follow after consultation with Deputy Principal, appropriate Middle Leaders for House or Learning, Guidance Counsellor and Parents. For Year 11 and 12 Students, this could include further advice and sanctions from the QCAA.</p> <p>Please refer to the Process Chart for Exams.</p>
<p>Misconduct during an examination</p>	<p>The student will be removed from the exam, a notation made on the task at the point of disturbance, and possibly they may be afforded a different space to continue. Further sanctions will apply as determined by the College Positive Behaviour Policy and advice from the QCAA if in Year 11-12.</p>

College Assessment Alteration Form

Student: _____ House: _____
Year: _____ Date: _____
Assessment Item/s: _____ Due Date/s: _____
Teacher/s: _____ Subjects/s: _____

Please indicate which of the following apply:

Extension to timeline for upcoming assignment
Extension to timeline for upcoming exam

Please indicate which of the following apply :

Medical condition requiring alteration of format or conditions
Non-medical circumstance requiring alteration to scheduled
assessment (ie: bereavement, school representative sport – please
note that family holidays are not eligible under QCAA guidelines for Year 11/12 and
require Principal approval in Yr 7-10)

Reason for seeking Alterations to the scheduled Assessment:

Year 7-10 will require supporting documentation for sporting and medical or professionally supported reasons for alterations to scheduled assessment. This includes a Medical Certificate or copies of forms naming the child as part of a squad or team (and the nature of the sporting level/organisation).

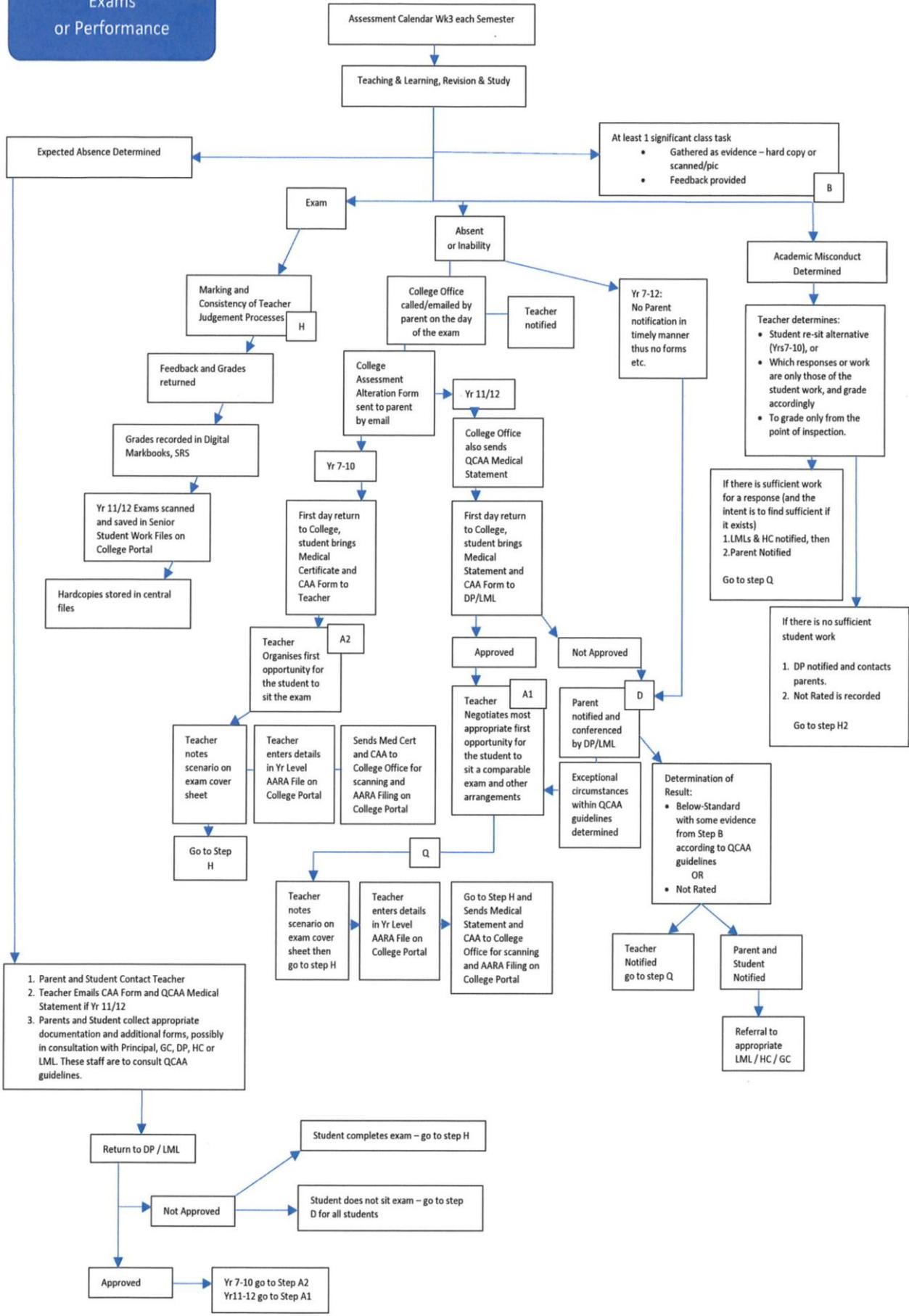
Year 11-12 will require a separate Medical Statement and possibly a Student Statement form from the QCAA – this can be made available from the QCAA or emailed to you by the College Office.

Student Signature: _____ Date _____
Parent Signature: _____ Date _____

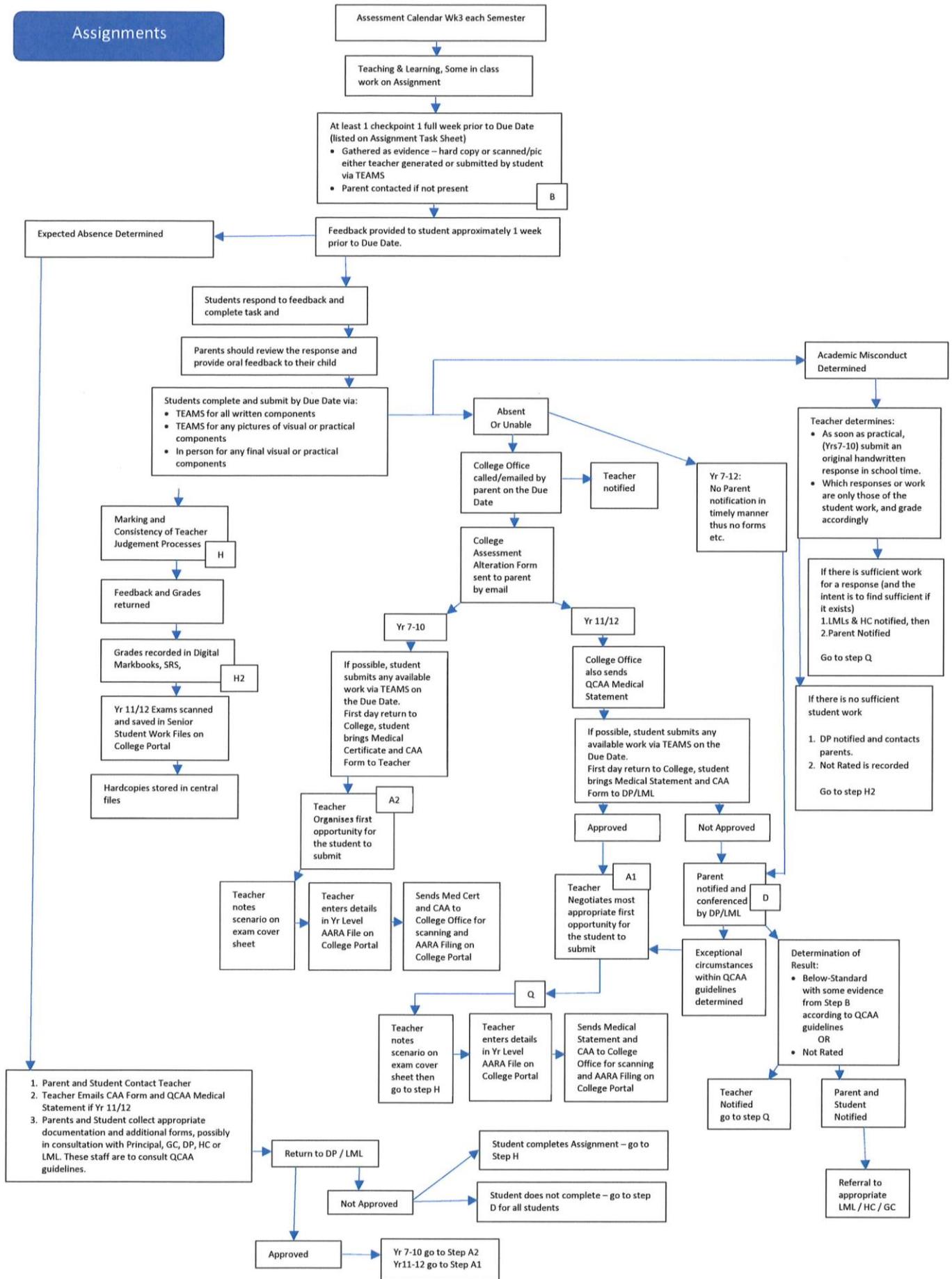
Office Use:
Action

LML/DP _____ Teacher _____

Exams or Performance



Assignments



Confidential medical report

Access arrangements and reasonable adjustments (AARA)

Medical reports may only 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 only used for the purpose of determining the student's AARA application.

If the health professional does not use this report form, they must supply a current medical report containing all of the following information.



For more information, refer to **About this report** on the last page.

Student details	
Student name:	<input type="text"/>
School:	<input type="text"/>
LUI:	<input type="text"/>
I give permission for my health professional to provide information concerning this application to the QCAA, if required.	
Student signature:	Date: <input type="text"/> / <input type="text"/> / <input type="text"/>
Parent/carer signature: (if student is under 18)	Date: <input type="text"/> / <input type="text"/> / <input type="text"/>

Are you applying for:

- Access arrangements and reasonable adjustments (for existing and chronic conditions)
Health professionals complete **Part A** and **Part B — AARA**, and complete and sign the **Health professional details**.
- Illness and misadventure (for unforeseen circumstances)
Health professionals complete **Part A** and **Part C — Illness and misadventure**, and complete and sign the **Health professional details**.

If you are unsure which to apply for, refer to **About this report** on the last page.

Submit this completed report as part of an AARA application via the QCAA Portal.

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 v 1.0*. 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*.

Part A

This section is only to be completed by the health professional.

Diagnosis:	<input type="text"/>
Date of diagnosis:	<input type="text"/> / <input type="text"/> / <input type="text"/>
Date of occurrence/onset:	<input type="text"/> / <input type="text"/> / <input type="text"/>
Provide a brief history of the student's disability, impairment and/or medical condition, including symptoms.	
<input type="text"/>	
Is the student currently receiving treatment? Please indicate.	
<input type="text"/>	

Comment on the probable effect of this disability, impairment and/or medical condition on this student's capacity to complete timed assessment.



Part B — AARA

This section is **only** to be completed by the health professional.

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



Professional recommendations for assessment adjustments.



Part C — Illness and misadventure

This section is **only** to be completed by the health professional.

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 due to a temporary medical condition <input type="checkbox"/> unfit to participate in assessment due to a temporary medical condition from <input type="text"/> / <input type="text"/> / <input type="text"/> to <input type="text"/> / <input type="text"/> / <input type="text"/> . <input type="checkbox"/> unfit to participate in assessment due to a deterioration in a chronic condition from <input type="text"/> / <input type="text"/> / <input type="text"/> to <input type="text"/> / <input type="text"/> / <input type="text"/> .
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 exam session. <input type="text"/>

Health professional details

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

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.

Illness and misadventure

Students may also experience unforeseen circumstances that may be a barrier to their performance in assessment, such as a significant deterioration of an existing medical condition, or experiencing a natural disaster, accident or significant cultural obligation. These students may be eligible for illness and misadventure adjustments.

Submitting this report

The QCAA requires a medical report for medical claims for AARA or illness and misadventure. Once complete, submit this report as part of an AARA application via the QCAA Portal.