



CALOUNDRA STATE HIGH SCHOOL

Assessment Guidelines

Year 7-12

PURPOSE OF THIS POLICY

This policy outlines Caloundra State High School's expectations of the school community with respect to the submission of assessment items from grades 7-12. Assessment is defined as any written, practical, oral or performance tasks, both formative and summative, that contribute towards the demonstration of a student's knowledge and skills for the purpose of determining their achievement standard.

SCOPE OF THIS POLICY

This policy applies to all assessment across all subjects and all year levels. To improve clarity, it is broken into the following sections:

1. Communication of Assessment Requirements

- a. Assessment Schedules
- b. Task Sheets
- c. Word length
- d. Scaffolding
- e. Drafting
- f. Parent/Student/Teacher communication
- g. Feedback

2. Submission of Assessment

- a. CSHS Assessment Portal
- b. Oral/Practical Submission
- c. Exam Procedures
- d. Late and Non-Submission

3. Authenticity of Student Work

- a. Plagiarism
- b. False or Misleading information
- c. Referencing
- d. Authenticity Declaration
- e. Use of checkpoints
- f. Use of anti-plagiarism software

4. Assessment Adjustments and Access Arrangements and Reasonable Adjustments

- a. Purpose
- b. Process

5. Misconduct and Consequences

1. COMMUNICATION OF ASSESSMENT REQUIREMENTS

a. Assessment Schedules

- i. All students will have access to the assessment schedule for their year level by week 3 of each semester, via OneSchool.
- ii. Parents are able to access this same information through QParent.
- iii. Due dates on the assessment schedule will refer to the specific date the assessment is due and work is to be submitted on that day.
- iv. Specific due dates will be communicated to students in class and documented on their Task/Criteria Sheets.

b. Task Sheets

- i. All summative assessment, (assessment used for the awarding of an academic result), will have a Task/Criteria Sheet.
- ii. Task/Criteria Sheets will have:
 - i. A *clear* statement of the task, conditions and response type;
 - ii. The specific *purpose* of the assessment and its context and/or relation to course objectives;
 - iii. Expected format, and length requirement;
 - iv. The criteria that work will be assessed against;
 - v. Specific due dates for presentation of drafts and final copy.

c. Response Length

- iii. Response length must be adhered to for all assessment. All assessment instruments indicate the required length of the response.
- iv. Feedback about length is provided by teachers at checkpoints.
- v. If the response exceeds the length required by the syllabus, the teacher will mark only up to the required length, excluding evidence over the prescribed limit, and annotate any such student work submitted for confirmation purposes to clearly indicate the evidence used to determine a mark.

d. Scaffolding

- vi. Scaffolding may include step by step handouts, guides, templates and checklists that student use to support the process of completing assessment tasks.
- vii. While part of quality teaching, this process must gradually release support and increase student responsibility to complete work independently. From Year 7 to 12, there must be a significant reduction in scaffolding provided and increase in student independence.
- viii. Scaffolds must allow for student freedom with responses to ensure the work is their own. Scaffolding should not guide all students to make the same pre-determined response.

e. Drafting

- ix. Drafting is an essential part of the feedback cycle and allows both the student and the teacher to gauge the learning that has occurred prior to final assessment.
- x. Drafts are primarily the evidence on which feedback is based and are not allocated a result.
- xi. Students must submit only one complete draft per assessment task to ensure that quality feedback on quality evidence occurs.
- xii. Teachers must not introduce new ideas, language or research to improve the quality of the student's response.
- xiii. Teachers must not edit or correct spelling, grammar, punctuation and calculations in a draft and instead are to note in the feedback that this is an issue the student needs to address.
- xiv. Drafts will be used as evidence of student achievement and awarded a grade only, if the final version is not submitted on, or before, the due date.

f. Parent/Student/Teacher communication

- xv. Effective communication is the best way to address issues before they become problems. Emails are an effective way of doing this in the school context.
- xvi. Students should know the EQ email addresses of their teachers and HODs so that they are prepared and able to communicate effectively about any issue relating to assessment.
- xvii. The teacher should always be the first point of call for general enquiries. The HOD can address more significant issues or can assist if the classroom teacher is not available.
- xviii. Communication regarding assessment issues needs to be documented by the classroom teacher in OneSchool under "Contacts".

g. Feedback

Caloundra SHS believes that feedback on drafts and assessment should have the following indicators. Feedback should be:

- xix. Timely
Learners are less likely to connect the feedback on how to improve with what they did, as time passes.
- xx. Specific and unambiguous
Quality feedback is specific, with clear examples and makes links between the students' learning and the criteria for the task.
- xxi. Relevant
Linked to future success including subsequent units as well as to the world beyond the school.
- xxii. Not seen as punishment
Making mistakes and errors is an important part of learning. How we deal with mistakes is a critical point of student growth. The language of feedback must be supportive and promote student engagement in improvement. This is sometimes referred to as "feedforward" and suggests that the step after receiving feedback, is critical.
- xxiii. Written or verbal/ formal or informal
Feedback should be continuous and considered part of everyday practice. Although most feedback will be verbal and informal, for all assessment, there must be some element of formal written feedback. Students are then encouraged to keep this feedback and refer back to it for future tasks.

2. SUBMISSION OF ASSESSMENT

a. Assessment for Years 7,8,9

- i. All assessment in Years 7 - 9, with the exception of practical tasks, is to be submitted directly to the classroom teacher during class time.
- ii. Students who are absent from school on the day of their assessment are still expected to submit their work either by email or drop off by a friend or relative and this must be done before the main office closes at 3.30pm.

b. Assessment for Years 10, 11 and 12- CSHS Assessment Portal (Turnitin)

- iii. All unsupervised assessment, with the exception of practical tasks, is to be submitted electronically through the Caloundra SHS Assessment Portal. This portal, linked to our school website, ensures that students have 24/7 access to upload completed assessment tasks.
- iv. Once uploaded, students and their teachers will also receive a time and date stamped receipt of successful submission.
- v. All worked submitted via the portal is due on or before the due date of the task.
- vi. Students who are absent from school on the day of their assessment are still expected to submit

their work by the due date.

- vii. The assessment portal can also be used for the submission of drafts. Teachers will advise if this is to be done.

c. Oral/Practical Submission

- viii. All oral/practical assessment is to be submitted to the teacher during the lesson on the due date. Students may also need to submit documentation for this task and the teacher will clarify if this needs to be submitted via the Assessment Portal.
- ix. Students who are unavoidably absent from school on the day of their assessment, are required to contact their teacher as soon as practical and to submit an application an Assessment Adjustment (7-10) or AARA (yr11/12). This is in addition to the parent contacting the school to advise of the absence.

d. Late and Non-Submission

- x. All assessment must be submitted on or before the due date. Exams must be completed on the scheduled date.
- xi. When the assessment is not completed on or before the due date, teachers will use other evidence submitted at checkpoints, such as drafts, if available to award a result.
- xii. Late submissions must still be submitted but will not be used for awarding a grade. The result will be based on evidence available on or before the due date.
- xiii. When there is no evidence on or before the due date, a result cannot be awarded. (QCE/QCIA Policy Handbook, Section 8.5.1)

3. AUTHENTICITY OF STUDENT WORK

UNDERSTANDING ACADEMIC INTEGRITY

"Academic integrity requires academic responsibilities to be approached in an honest, moral and ethical way" (QCE and QCIA Policy Procedures Handbook 2019 V1.1, QCAA October 2018).

These responsibilities include:

- Development of a policy that adheres to the requirements of governing bodies such as Queensland Curriculum and Assessment Authority (QCAA), Australian Curriculum Assessment and Reporting Authority (ACARA) and the Australian Skills Quality Authority (ASQA), with regards to all assessment.
- Consistent application of the policy and minimisation of potential academic misconduct such as cheating or plagiarising.
- Development of assessment tasks which enable the identification of individual work.
- Use of a consistent method of referencing and adherence to copyright laws.
- Communication and consistent application of assessment submission processes and deadlines.
- Minimisation of barriers so that all students, regardless of their disability, impairment, medical condition or experiences can demonstrate their learning, knowledge and skills.
- Emphasis of the importance of academic conduct and a student's responsibility as a learner, across all areas of the school.

a. Plagiarism

- i. All work submitted for assessment must belong to the student.
- ii. All Year 10, 11 and 12 student submissions will be scanned using anti-plagiarism software "*Turnitin*" to check for ownership
- iii. If plagiarism is suspected, the student will be given the opportunity to prove ownership.
- iv. Only the parts that can be identified as the student's original work will be used to award a result.

b. False or Misleading information

- i. All research data must be true and accurate.
- ii. If the use of false or misleading information is suspected, the student will be given the opportunity to prove authenticity.
- iii. Only the parts that can be identified as authentic, will be used to award a result.

c. Referencing

- i. Students must appropriately acknowledge in their work, the inclusion or use of others' ideas, words and information (including charts, tables, graphs and other illustrative materials), through the use of the Harvard Referencing System.
- ii. In-text referencing and bibliographic requirements will be explained as part of the assessment task/criteria sheet.
- iii. Information on the Harvard Referencing System is available online, via the School Website, in the student handbook loaded on BYOD and from the Resource Centre.

d. Authenticity Declaration

- i. To further verify the ownership of assessment tasks, student must sign an *Authenticity Declaration*.
- ii. As part of the submission of assessment via the CSHS Assessment Portal, students must also confirm that the assessment they are submitting is their own work.

e. Use of checkpoints

- i. Teachers will allocate checkpoints during the assessment process to provide scaffolding of activities, create opportunities for feedback and to provide evidence of student ownership of the work.
- ii. Academic Integrity is demonstrated by meeting not only due dates but also check points and drafting dates.

f. Use of anti-plagiarism software

- i. Where the authenticity of student work is questioned, teachers may utilise anti-plagiarism software to check for ownership including the percentage of identified Artificial Intelligence (AI) generated work.
- ii. All Year 10, 11 and 12 students may also wish to use these programs to check their work prior to submission.

4. ASSESSMENT ADJUSTMENTS (7-10) and ARRANGEMENTS AND REASONABLE ADJUSTMENTS (AARA) (11/12)

a. Purpose

- i. Caloundra State High School recognises that some students may require special arrangements and/or adjustments to their assessment, to be able to demonstrate their skills and knowledge, equitably.
- ii. Additionally we understand that, at times, unavoidable and unexpected events may occur that impact on a student's ability to complete assessment. These are events that are beyond the student's control such as illness/accident, family emergency or unforeseeable technical issues.
- iii. These events do not include:
 - matters that could have been avoided such as misreading a due date or exam timetable or not creating a backup of digital work;
 - planned absences/matters of the student's or family's choosing such as family holidays.
- iv. In Year 7-10 these are referred to as Assessment Adjustments and can be applied for through

our school website using the official [application](#) form.

- v. In year 11 and 12 these are referred to as *Access Arrangements and Reasonable Adjustments (AARA)* and can be applied for through our school website using the official [application](#) form.
- vi. An AARA must be planned as early as possible to remove these barriers.
- vii. Students are not eligible for an AARA for:
 - unfamiliarity with the English language,
 - matters that could have been avoided such as misreading a task sheet or exam timetable,
 - matters of the student's or family's choosing such as family holidays, sporting commitments and cultural commitments. (These are planned absences).

b. Process

- i. The process to apply for an Assessment Adjustment in years 7-10 can be found - [HERE](#)
- ii. The process to apply for an AARA in year 11 and 12 can be found - [HERE](#)
 - **NOTE: In Years 11 and 12, AARA applications for summative assessment in Units 3 and 4, may need the approval of QCAA.** The school will manage this process once the AARA application has been submitted.

c. Exam Procedures

- xiv. Behaviour during exams is to be of the highest standard so as not to impact on the work of others and to ensure authenticity of student responses.
- xv. Students should arrive at the exam room promptly and if during an exam block, at least 10 minutes prior to the exam.
- xvi. It is the student's responsibility to bring all required materials and equipment but they must not bring in to the exam room any specifically-prohibited items such as mobile phones, smart watches, computers/ipads etc. Teachers will advise students on the specific exam conditions and the best place to put bags, phones etc.
- xvii. Students may not communicate with anyone other than the exam supervisor during the exam.
- xviii. Students are not permitted to leave the exam room if they have finished early. They must stay until the exam session has finished or until instructed to leave by the exam supervisor.
- xix. To support students with time management, exam supervisors will clearly communicate time junctures such as 30 and 10 minutes before the finish time.
- xx. Year 11 and 12 students who are absent from an exam will be contacted and directed to attend to complete the exam on the scheduled day. Except in extreme verifiable emergencies, students are expected to attend a scheduled exam.
- xxi. Students in Year 7-10 who are absent from an exam due to an approved reason (E.g. illness) will have the opportunity to complete the exam on a later date and receive credit towards their end of Semester report.
- xxii. Students in Year 7-10 who are absent from an exam due to a non-approved reason (E.g. holiday) will have the opportunity to complete the exam on a later date to complete course requirements and be provided with feedback on their learning. It should be noted however, the exam grade will not be included in the calculation of an interim report card but may be used in the supporting the grade for Semester reporting.
- xxiii. Students who are unavoidably absent from school on the day of their exam, are required to contact their teacher as soon as practical and to submit an application for Assessment Adjustment (7-10) or AARA (11&12) *via the formal process*. This is in addition to the parent contacting the school to advise of the absence.

Further information:

- AARA Application Form
- QCE/QCIA Policy Handbook
- QCAA website www.qcaa.qld.edu.au

5. MISCONDUCT AND CONSEQUENCES

- a. Breaches of the Academic Integrity Policy will be recorded as Behaviour Incidents in OneSchool. Depending on the severity of the breach, additional consequences may be implemented.
- b. See examples of academic misconduct below

6. UNDERSTANDING ACADEMIC MISCONDUCT

Academic misconduct incorporates a broad range of behaviours by which students inappropriately and falsely demonstrate their learning. Schools are responsible for managing school-based processes and consequences through a school-developed assessment policy when there is evidence of academic misconduct in internal assessment (see Section 8.5: Developing school assessment policies). Schools should use proactive strategies to minimise opportunities for academic misconduct.

Types of academic misconduct and examples of behaviours

Type of misconduct	Examples
Cheating while under supervised conditions	A student: <ul style="list-style-type: none"> • begins to write during perusal time or continues to write after the instruction to stop writing is given • uses unauthorised equipment or materials • has any notation written on the body, clothing or any object brought into an assessment room • communicates with any person other than a supervisor during an examination. e.g. through speaking, signing, electronic device or other means such as passing notes, making gestures or sharing equipment with another student.
Collusion	When: <ul style="list-style-type: none"> • more than one student works to produce a response and that response is submitted as individual work by one or multiple students • a student assists another student to commit an act of academic misconduct • a student gives or receives a response to an assessment.
Contract cheating/ significant contribution of help	A student: <ul style="list-style-type: none"> • arranges for a tutor, parent/carer or any person in a supporting role to complete or contribute significantly to the response • pays for a person or a service to complete a response to an assessment • sells or trades a response to an assessment.
Copying work	A student: <ul style="list-style-type: none"> • deliberately or knowingly makes it possible for another student to copy responses • looks at another student's work during an exam • copies another student's work during an exam.
Disclosing or receiving information about an assessment	A student: <ul style="list-style-type: none"> • gives or accesses unauthorised information that compromises the integrity of the assessment, such as stimulus or suggested answers/responses, prior to completing a response to an assessment • makes any attempt to give or receive access to secure assessment materials.
Fabricating	A student: <ul style="list-style-type: none"> • invents or exaggerates data • lists incorrect or fictitious references.
Impersonation	A student arranges for another person to complete a response to an assessment in their place, e.g. impersonating the student in a performance or supervised assessment. A student completes a response to an assessment in place of another student.
Misconduct during an examination	A student distracts and/or disrupts others in an assessment room.
Plagiarism or lack of referencing	A student completely or partially copies or alters another person's work without attribution (another person's work may include text, audio or audio-visual material, figures, tables, design, images, information or ideas).
Self-plagiarism	A student duplicates work or part of work already submitted as a response to an assessment instrument in the same or any other subject.

7. STUDENTS ON SUSPENSION

Students on suspension, at the discretion of the appropriate Deputy Principal and in consultation with the relevant HOD, will be given the opportunity to complete any examination as scheduled during their suspension period and will be permitted to attend school for the exam session only.

APPENDIX 1

SENIOR SECONDARY EXPECTATIONS YEARS 10 – 12

Students maintaining academic focus in all subjects, through:

- Satisfactory attendance and punctuality
- Genuine participation in the subject - including behaviour, class work, homework
- Submission of assignments, drafts and other assessment pieces on time
- Completing to a satisfactory standard, work missed due to absence.
- Meeting all senior subject assessment timelines.
- Loss of academic credit can lead to withdrawal from subjects and / or ultimately to cancellation of enrolment. (N/A for Junior and Middle Secondary)

Minimum Requirements to Complete a Course of Study

- To effectively complete a subject, a student needs to attend and participate in the full course of study and assessment in that subject, including all class work, homework, assignments and examinations, without their behaviour disrupting the learning of others.
- If a student is absent or a 'Student of Concern', they need to show cause why academic credit should not be withdrawn for that subject. Should Year 11 and 12 students lose academic credit, their enrolment will be reviewed and possibly cancelled for failure to meet the requirements of the Compulsory Participation Phase.

A Student of Concern

A student becomes a "Student of Concern" if they:

- have extended unapproved absences
- fail to complete an adequate amount of work during lessons
- fail to hand in assessment
- fail to sit an examination

Academic Credit and School-based Apprenticeships / Traineeship and study 'Off-Campus'

- Students should not be penalised by participation in a SAT/TAFE/TTC program. Students must however be accountable for these days missed by completing work which was covered by the class during their absence.
- Students participating in these external programs must make regular contact with their class teachers to see what work was covered in their absence. Students should use part of the time allocated in their timetable as SAT/TAFE spares to catch up missed work.

Year 11 and 12 Moderation Requirements

- Teachers have the responsibility to regularly monitor a student's progress when completing assignments and practical work.
- Teachers have an obligation to inform HODs and parents if a student fails to complete course requirements.
- Teachers will keep a comprehensive record of a student's achievement (on a profile) from which the final judgement of a student's performance is made for exit achievement.
- This should record formative and summative assessment outcomes. Other anecdotal information may be kept in folders but not forwarded to the QCAA.

- Teachers must ensure all Year 11 and 12 students are aware of how assessment items are marked using ISMG's and how comparability is achieved within their class and across the year level where it applies.
- Moderation meetings must be held amongst teachers of two or more classes in any subject to ensure comparability of work quality, resultant achievement levels and ranking of students in Years 10, 11 and 12. The subject HOD will oversee these meetings and, if appropriate, keep a record of substantive comments which determine achievement levels or rankings. In a situation where agreement cannot be reached, the HOD will make the final decision.
- HODs will random sample student assessment items and student folios at each reporting juncture.
- HODs will ensure students have been provided with an explanation of the manner in which Exit Levels of Achievement, rung position results will be awarded in their subject area.
- The Deputy Principal, HODs and HOSES will ensure students are aware of the processes involved in applying for an Assessment Adjustment (7-10) or AARA (11&12) and that assessment requirements must be completed as per QCAA guidelines.

Vocational Education and Training (VET) Certification Requirements

- Vocational Education courses use competency-based assessment. As such, for each unit of competency within a course, a student will be graded as either competent or not yet competent.
- For each unit, to be considered competent, a student must demonstrate **all** aspects of knowledge and skill prescribed by the elements and performance criteria for the unit in the national training package. Performance criteria describe the performance needed to demonstrate the essential outcomes of a unit of competency.
- Students will be provided with multiple opportunities to demonstrate competence.

Cancellation of Enrolment - Compulsory Participation Phase

The Principal has the authority under the regulations contained in the Education (General Provisions) Act 2006, to cancel the enrolment of any student who is not meeting the minimum requirements of the Compulsory Participation Phase in respect of attendance and participation. Students may have their enrolment cancelled should they lose academic credit for subject/subjects.

Caloundra State High School is committed to raising socially, morally and ethically mature young people who understand and accept their responsibilities as learners. We would like to thank all members of the school community for your support to maintain the highest levels of academic integrity.

APPENDIX 2



Directions for students

School-based assessment : Block Exams

Read the directions carefully.

IMPORTANT: if you breach any of the following directions you may receive a “Not Rated” and face disciplinary action.

1. Do not attempt to gain access to or receive information about any assessment.
2. Do not allow someone else to sit an assessment on your behalf.
3. Arrive at least 30 minutes before for your assessment. Contact the Deputy Principal at your school/assessment venue immediately if you will arrive late for your assessment.
4. Bring your own approved equipment. You may use a clear plastic container or ziplock bag to carry it in.
5. Place all prohibited materials in your bag or locker before entering the assessment room. Bags must be stored outside the room.
6. Do not bring food into the assessment room unless you have AARA¹ approval.
7. Follow all directions given by supervisors.
8. Line up in an orderly manner outside the assessment room and follow directions regarding behaviour and equipment checks.
9. Do not enter the room until instructed.
10. Once you enter the room do not speak to anyone except a supervisor — raise your hand and wait quietly.
11. Sit at the desk allocated to you.
12. If you have a water bottle, place it on the floor when not in use.
13. Remove your watch and place it in clear view on your desk (**Note:** smart watches and fitness trackers are prohibited). Equipment may be removed from a container or ziplock bag and placed on your desk.
14. Do not pick up any writing equipment or touch a calculator during perusal time.
15. Do not write in the response book or touch a calculator during planning time.
16. Do not cheat or help others to cheat. All work submitted must be your own. Do not look at or copy another student's work.
17. Do not ask to borrow equipment from other students. Do not communicate in any way with any other student.
18. Do not ask anyone to explain or interpret an assessment item.
19. If you need additional assessment materials, or need to leave the room, signal a supervisor by raising your hand and waiting quietly.
20. Carefully follow the instructions written on all your assessment materials.
21. Do not write or draw any offensive content on your assessment materials.
22. Keep your response books intact. Do not remove any pages or parts of pages.
23. Stop writing immediately when instructed to do so by a supervisor.
24. Remain seated and silent while your assessment materials are collected and checked.
25. Do not leave the assessment room until instructed by a supervisor.
26. Do not take any assessment materials with you when you leave the room — including place cards, planning paper, stimulus books and question books.

¹ Access arrangements and reasonable adjustments



Approved equipment list

Both School-based assessment and External assessment

Supervisors will check your equipment, including calculators, before you enter the assessment room.

Approved equipment for all assessments

- black or blue pens
- 2B pencil, sharpener and eraser
Note: a 2B pencil is only required for multiple choice questions and drawing graphs or diagrams. Black or blue pen must be used for all other written responses.
- a highlighter
- a clear plastic ruler
- water in a clear unlabelled bottle
- asthma inhaler.

You may use a clear plastic container or ziplock bag to carry your equipment if needed.

For Design only, a set of coloured pencils or pens, black felt tip pen.

QCAA-approved calculators

Only calculators approved for use in assessments are permitted. Scientific and graphics calculators must:

- be handheld and solar or battery powered
- be cleared of memory before the assessment/s
- be the approved make and model as specified on the Caloundra SHS Stationery List.

For assessments that permit the use of a non-programmable calculator (Accounting, Legal Studies), the calculator must be handheld and solar or battery powered. It must not allow access to the following functions: computer algebra system (CAS), spellchecker, dictionary, thesaurus or translator.

Student devices

For assessments that require the use of a laptop, you will use your BYO device and wired earphones/headphones (cannot be Bluetooth, wireless, noise-cancelling or have a microphone).

Prohibited materials

The items below are prohibited in any assessment room, except if specifically approved as an AARA, or listed as approved equipment for an assessment, e.g. for a subject that requires students to use a device or permits the use of a dictionary.

- mobile phones
- smart watches and fitness trackers
- any other electronic device that stores, retrieves, displays or communicates digital information
- correction fluid or correction tape
- dictionaries
- erasable pens
- blank paper, notes, any printed/written material
- tissues*

* Schools may supply tissues in assessment rooms but students cannot bring them in.

APPENDIX 3

Directions for students

External assessment

You must observe the QCAA's student directions as well as your school's rules and those of any other external assessment venue you attend.

Read the directions carefully.

IMPORTANT: If you breach any of the following directions your EA result may be withheld.

1. Do not attempt to gain access to or receive information about any external assessment.
2. Do not allow someone else to sit an external assessment on your behalf.
3. Arrive at least 30 minutes before your scheduled assessment. Contact the EA coordinator at your school/assessment venue immediately if you will arrive late for your assessment.
4. Bring your own approved equipment. You may use a clear plastic container or ziplock bag to carry it in.
5. Place all prohibited materials in your bag or locker before entering the assessment room. Bags must be stored outside the room.
6. Do not bring food into the assessment room unless you have access arrangements and reasonable adjustments (AARA) approval.
7. Follow all directions given by supervisors.
8. Line up in an orderly manner outside the assessment room and follow directions regarding behaviour and equipment checks.
9. Do not enter the room until instructed.
10. Once you enter the room, do not speak to anyone except a supervisor — raise your hand and wait quietly.
11. Sit at the desk identified by your place card.
12. If you have a water bottle, place it on the floor when not in use.
13. Remove your watch and place it in clear view on your desk. (**Note:** smart watches and fitness trackers are prohibited.) Equipment may be removed from a container or ziplock bag and placed on your desk.
14. When instructed, attach a barcode from your place card in the space provided on the front cover of the response book. Then write your name, learner unique identifier (LUI), school name and school code in the spaces provided.
15. Do not pick up any writing equipment or touch a calculator during perusal time.
16. Do not write in the response book or touch a calculator during planning time.
17. Do not cheat or help others to cheat. All work submitted must be your own. Do not look at or copy another student's work.
18. Do not ask to borrow equipment from other students. Do not communicate in any way with any other student.
19. Do not ask anyone to explain or interpret an assessment item.
20. If you need additional assessment materials, or need to leave the room, signal a supervisor by raising your hand and waiting quietly.



21. You will not be able to leave the assessment room in the first 40 minutes of the scheduled start time except in an emergency (i.e. you may leave after 9:40 am for a morning session and after 1:10 pm for an afternoon session).
22. You will not be able to leave in the last 10 minutes of the assessment session except in an emergency.
23. Carefully follow the instructions written on all your assessment materials.
24. Do not write or draw any offensive content on your assessment materials.
25. Keep your response books intact. Do not remove any pages or parts of pages.
26. Stop writing immediately when instructed to do so by a supervisor.
27. Remain seated and silent while your assessment materials are collected and checked.
28. Do not leave the assessment room until instructed by a supervisor.
29. Do not take any assessment materials with you when you leave the room — including place cards, planning paper, stimulus books and question books.



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