

A–Z of Senior Moderation

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Contents

Introduction	1
1 Policies	2
1.1 Late and non-submission of student responses to assessment instruments in Authority and Authority-registered subjects	2
1.2 Special provisions for school-based assessments in Authority and Authority-registered subjects	4
1.3 Using standards to make judgments about student achievement in Authority and Authority-registered subjects	9
2 Protocols	14
2.1 Appropriate materials for submissions of student responses	14
2.2 Atypical folios at verification	15
2.3 Comparability	16
2.4 Consultation and negotiation	17
2.5 Form R2 work program advice	17
2.6 Form R3 monitoring advice	18
2.7 Form R6 verification advice	19
2.8 Form R7 consultations	20
2.9 QCIA draft certificate and evidence of achievement feedback	21
2.10 QCIA provisional certificate feedback and summary of advice to schools	22
2.11 Random sampling	23
2.12 Resolution of unresolved submissions from state review panel comparability meetings	24
2.13 Revisiting semesters and undertaking additional assessment in Authority and Authority-registered subjects	26
2.14 Sufficiency of coverage and adequacy of assessment	28
2.15 Unresolved submissions	29
2.16 Using evidence to make judgments about student achievement	30
3 Procedures	32
3.1 Atypical folios not meeting mandatory requirements	32
3.2 Distance education	33
3.3 Moderation procedures for review panel chair submissions	38
3.4 Shared campus arrangements	39
3.5 Unresolved submissions	42
3.6 Variable progression rate	45

4	Strategies	48
4.1	Authenticating authorship of student responses	48
4.2	Developing a school-based policy for late and non-submission of student responses to assessment instruments.....	50
4.3	Form R3 advice	52
4.4	Form R6 advice	53
4.5	Making judgments about student achievement	54
4.6	Making judgments when student authorship cannot be authenticated.....	56
4.7	Using the Form R7	57

Introduction

The Queensland Curriculum and Assessment Authority (QCAA), in partnership with Queensland schools, is responsible for the system of externally moderated school-based assessment. In accordance with section 14 of the *Education (Queensland Curriculum and Assessment Authority) Act 2014*, the QCAA has developed policies, protocols, procedures and strategies to guide the work of schools, review panels and officers of the QCAA in implementing the system of school-based assessment.

This handbook has organised those documents into the four sections:

- **Section 1: Policies**
The overarching statements about the approaches for achieving moderation and quality assurance goals.
- **Section 2: Protocols**
A set of rules that govern the appropriate ways of implementing policies.
- **Section 3: Procedures**
These describe the course of action for implementing policies and protocols.
- **Section 4: Strategies**
Guidance about the ways in which particular policies, protocols and procedures may be implemented.

1 Policies

1.1 Late and non-submission of student responses to assessment instruments in Authority and Authority-registered subjects

Introduction

This policy defines the responsibilities and principles for managing the late submission and non-submission of student responses to assessment instruments in Authority and Authority-registered subjects. It does not apply to situations where students' reasons for late submission or non-submission relate to specific educational needs. In such cases, schools should refer to [policy 1.2: Special provisions for school-based assessments in Authority and Authority-registered subjects](#).

In Queensland's system of externally moderated school-based assessment, schools need to have policies and practices that encourage the participation and engagement of students in their assessment programs. In all cases, schools are responsible for developing and managing these policies and practices.

To ensure the integrity of the levels of achievement reported for senior certification, students must meet the mandatory requirements of a syllabus for Authority and Authority-registered subjects. The mandatory requirements are stated in all syllabuses.

Late submission of student responses to an assessment instrument

Judgments of student achievement in Authority and Authority-registered subjects are made by matching a body of evidence provided by students' responses to assessment instruments to the standards associated with exit criteria outlined in the relevant syllabus. In cases where students do not submit a response to an assessment instrument by the due date, judgments should be made using evidence available on or before the due date. The practice of awarding a lower standard as a penalty for lateness is not valid in a standards-based system of externally moderated school-based assessment.

Non-submission of student responses to an assessment instrument

This relates to the non-submission of student responses to an assessment instrument. A standard can only be awarded where evidence has been demonstrated. In cases of non-submission of student responses, an 'E' standard cannot be awarded where there is no evidence for it. Judgments of student achievement in Authority and Authority-registered subjects are made by matching a body of evidence provided by students' responses to assessment instruments to the standards descriptors outlined in the relevant syllabus.

Principles for establishing school policies on late and non-submission of student responses to assessment instruments

A school policy should incorporate the following principles:

- judgments of student responses to assessment instruments are made using standards associated with exit criteria
- procedures are enacted consistently across subjects within the school
- in cases of late submission of student responses to assessment instruments, judgments are based on evidence available on or before the due date
- in cases of non-submission of student responses to assessment instruments, standards are not awarded when there is no evidence.

Resources

This policy should be read in conjunction with:

- moderation policy 1.2: [Special provisions for school-based assessments in Authority and Authority-registered subjects](#)
- moderation protocol 2.13: [Revisiting semesters and undertaking additional assessment in Authority and Authority-registered subjects](#)
- moderation protocol 2.14: [Sufficiency of coverage and adequacy of assessment](#)
- moderation strategy 4.2: [Developing a school-based policy for late and non-submission of student responses to assessment instruments](#)
- QSA Memo 091/08, *Sufficiency of Coverage and Adequacy of Assessment for Students to Receive Results on a Senior Statement*, 12 Nov 2008, www.qcaa.qld.edu.au/memos/08/091-08.pdf
- relevant QCAA syllabus documents.

1.2 Special provisions for school-based assessments in Authority and Authority-registered subjects

Introduction

This policy defines the responsibilities, principles and guidelines to be applied for special provisions in school-based assessments for Authority and Authority-registered subjects. It updates and replaces, and is consistent with, the previous policy on *Special Consideration for School-based Assessments in Senior Certification* (QSA, Feb 2006). It specifically relates to students working towards senior certification in Authority and Authority-registered subjects.

The responsibility for making decisions about special provisions lies directly with the schools. However, this policy should serve as an appropriate guide and reference for schools in making those decisions.

'Special provisions' means making reasonable adjustments to conditions of assessment to ensure equitable opportunities for all students.¹ Special provisions may apply to any student, depending on the circumstances. In making a decision about special provisions, the school is required to consider what adjustments to assessment conditions are reasonable in the circumstances.

The QCAA's *Equity Statement*² underpins all curriculum development and assessment in Queensland; it states that 'all young people in Queensland have a right to gain an education that meets their needs and prepares them for active participation in the creation of a socially just, equitable and democratic global society'.

This policy on special provisions should be read in conjunction with the *Equity Statement* and with policy 1.1: [Late and non-submission of student responses to assessment instruments in Authority and Authority-registered subjects](#).

Scope

This policy covers only school-based assessment that is quality assured by the QCAA for Authority and Authority-registered subjects.

The policy therefore does not apply to the Queensland Core Skills (QCS) Test, the Senior External Examination, the scaling for Overall Positions (OPs) and Field Positions (FPs), and the Queensland Certificate of Individual Achievement (QCIA). Separate processes and procedures apply for these.³

Assessment that is quality assured by other jurisdictions, such as assessment for vocational education and training within the Australian Quality Training Framework (AQTF) and approved assessment by other agencies, is also not covered by this policy.⁴

This policy is not intended for use in situations where a critical incident (e.g. disaster, emergency, traumatic event) has significantly impacted the school community and students. In these cases, schools should contact the QCAA, for advice and support.

¹ Reasonable adjustments are defined in Part 3 of the *Disability Standards for Education 2005*, Australian Government, accessed Oct 2013, www.comlaw.gov.au/Details/F2005L00767.

² QCAA 2011, *Equity Statement*, accessed Oct 2013, www.qcaa.qld.edu.au/10188.html.

³ The relevant policies and procedures are detailed on the QCAA website www.qcaa.qld.edu.au.

⁴ Reasonable adjustments are defined by the National Skills Standards Council in Part 1.9 of the *Training Package Development Handbook Guidelines*, accessed Oct 2013, www.nssc.natese.gov.au, search for Guidelines Training Pack (note that this policy will be superseded in 2014).

Specific educational needs

Special provisions may be particularly relevant for students with specific educational needs. These needs must be considered in a proactive way — to design inclusive learning and assessment programs, and to provide opportunities for alternative assessment arrangements.

Students with specific educational needs include, but are not limited to:

- students with disabilities that have a physiological basis, such as those of a sensory, motor or neurological nature⁵
- students with educational needs arising primarily from socioeconomic, cultural and/or linguistic factors where there may be some form of educational disadvantage, such as students:
 - of Aboriginal and/or Torres Strait Islander backgrounds
 - with language backgrounds other than English
 - who are migrants or refugees
 - from rural and remote locations
 - in low socioeconomic circumstances
- students whose difficulties in accessing learning do not appear to be directly or primarily attributable to educational disadvantage arising from impairment, or to socioeconomic, cultural and/or linguistic factors or psychological needs (e.g. students who have short-term impairments such as glandular fever, fractured limbs, etc.)
- students with identifiably different patterns of educational development and orientation, influenced by factors such as:
 - gender, for example, the inclusion of learning resources relevant to both females and males
 - special talents (including giftedness), with opportunities for extension programs to be experienced
 - life circumstances that may impact on a student's opportunity to engage in learning and be assessed fairly.

Responsibilities

Under the Australian Government's *Disability Standards for Education 2005*⁶, schools are responsible for making special provisions in school-based assessments. The QCAA strongly recommends that schools become familiar with these standards. Each school is responsible for designing the assessment program within the requirements of the relevant syllabus or study area specification, as well as meeting the quality assurance processes for Authority and Authority-registered subjects.⁷ However, the QCAA may provide advice on special provisions to schools, based on the principles outlined in this policy and the QCAA's *Equity Statement*.

⁵ Disability is used here as an inclusive term, covering impairments, activity limitations and participation restrictions. The World Health Organization defines impairment as a problem in body function or structure; an activity limitation as a difficulty encountered by an individual in executing a task or action; and a participation restriction as a problem experienced by an individual while involved in life situations. See the WHO website, accessed Oct 2013, www.who.int/topics/disabilities/en.

⁶ Australian Government, accessed Oct 2013, www.comlaw.gov.au/Details/F2005L00767.

⁷ See also the section on educational equity in QCAA senior syllabuses and study area specifications, www.qcaa.qld.edu.au/670.html.

Principles

- Special provisions is a positive act of making reasonable adjustment to assessment requirements and conditions to ensure that assessment is equitable for all students. All students, including those with specific educational needs, should have opportunities to demonstrate their current knowledge and skills.
- Schools must strive to identify and minimise barriers that prevent students from demonstrating their current knowledge and skills. To do this, they must plan to ensure that specific educational needs are recognised and reasonable adjustments made to accommodate students. Schools must also take reasonable measures to assess students with specific educational needs so that they can participate in Authority and Authority-registered subjects on the same basis as other students.
- Reasonable adjustments for students with specific educational needs must be planned and negotiated as early as possible so that students can be provided with appropriate support in order to commence, participate and complete course of study requirements.
- Special provisions involve the application of relevant syllabus criteria and standards against which achievement is judged. Assessment criteria and standards are not modified to suit particular students. The school is required to maintain the intent and rigour of the syllabus or study area specification and any other requirements or components that are inherent or essential to the course of study.⁸ Special provisions do not involve compensating for what the student does not know or cannot do.
- The school must consult and involve the student (and, where appropriate, the student's parents/carers or associates and other relevant school personnel) in the decision-making process concerning special provisions. The school must take into account the student's specific educational needs and balance the interests of all parties affected, including those of the student, the school, staff and other students.

Guidelines

Each case must be considered on an individual basis and decisions reached through consultation.

The principal and teachers of the school, with the advice and assistance of the QCAA (if required), should:

- consult with the student and the student's parents/carers or associates regarding any preferred adjustments, any adjustments that have been provided previously and any recommended or alternative adjustments
- take into account the nature of a student's disability or the reason for the student's specific educational needs
- consider the effects of the adjustment on the student, including the effect on the student's ability to achieve the learning outcomes and to participate in courses of study, and the effect on their independence

⁸ *Federalist Paper 2: The Future of Schooling in Australia* (Council for the Australian Federation 2007, accessed Oct 2013, <http://hdl.voced.edu.au/10707/101554>) refers to 'a commitment to rigorous curriculum standards' and clause 3.4(3) of the Australian Government *Disability Standards for Education 2005* (Australian Government, accessed Oct 2013, www.comlaw.gov.au/Details/F2005L00767) states that a school is entitled to maintain the academic requirements of the course or program and other requirements or components that are inherent in or essential to its nature.

- identify assessment instruments that may require reasonable adjustment for students with specific educational needs
- seek advice from other relevant personnel if considered necessary
- make decisions about the nature and appropriateness of the adjustments. This may include considering the costs and benefits of making the adjustment
- assess whether changes are needed to the adjustment over the period of a student's education in order to allow for the changing needs of the student over time.

Students with specific educational needs often require adjustment to the form of presentation of an assessment instrument and their response to it. The method of transmission of information about the assessment and the way a student presents evidence of their knowledge and skills may have to be adapted.

When making these adjustments, the principles and practices for high quality assessment should apply at all times.⁹

The school should ensure that the steps taken to identify and implement special provisions maintain respect for the dignity, privacy and confidentiality of the student, their parents/carers and associates.

Reasonable educational adjustments

These involve varying the conditions under which assessment occurs in order to enable students to have opportunities to demonstrate their knowledge and skills in a course of study.

Examples of reasonable adjustments include, but are not limited to:

- permitting signing instead of speaking for students with hearing impairments, and computer simulation instead of laboratory work for students with physical impairments
- allowing the use of specialised equipment to accommodate a student's disability (e.g. keyboarding rather than handwriting)
- providing a reader to communicate a text where reading is not the skill being assessed, or providing a scribe to produce an exact transcription of student responses to assessment items where a physical impairment does not permit a student to write
- providing assistance with the interpretation and comprehension of assessment items for students with language difficulties (e.g. students with language backgrounds other than English) as long as this assistance occurs for assessment items that are not designed to assess those language skills
- allowing additional time for students to complete assessable tasks (e.g. written tests or assignments) to give them the opportunity to demonstrate their knowledge and skills
- giving Aboriginal and Torres Strait Islander, migrant and refugee students the opportunity to present their cultural experiences in responses to assessment items (e.g. providing an alternative essay question, in consultation with the students, which allows them to demonstrate their knowledge and skills in the subject by applying it to their own cultural context).

⁹ See Australasian Curriculum Assessment and Certification Authorities (ACACA) 1995, *Guidelines for Assessment Quality and Equity*, accessed Oct 2013, acaca.bos.nsw.edu.au/go/acaca-documents.

Exemption (allowing non-completion of some particular piece of assessment)

An exemption should only be allowed when there is sufficient alternative information to make a judgment about an exit level of achievement without the student having to complete a particular assessment instrument. For example, an exemption may be appropriate where a student has missed an assessment instrument due to illness or because of some other legitimate absence, and completing the assessment would place an unreasonable burden on the student.

An exemption is inappropriate if it results in insufficient evidence being available to make a judgment about the student's exit level of achievement, or the student being unable to meet the mandatory requirements stated in a syllabus or study area specification. Exemptions should not be a substitute for schools making efforts to remove barriers to a student's access to learning and assessment opportunities. Exemption is not an option where reasonable adjustment is appropriate.

Quality assurance processes

Folios of students who have been given special provisions do not generally need to be submitted for review for the purposes of quality assurance of Authority and Authority-registered subjects. The exceptions are when these students are part of small groups for which all folios are submitted or when a particular sample student folio is required. In these cases, a brief supporting statement describing the nature of reasonable adjustments can be attached to the folio to help the review panel provide appropriate advice.

1.3 Using standards to make judgments about student achievement in Authority and Authority-registered subjects

Introduction

Assessment is the purposeful, systematic and ongoing collection of information about student learning.

In QCAA syllabuses and guidelines P–12, assessment is an integral part of the teaching and learning process and is based on:

- school-based assessment
- alignment of teaching, learning, assessment and reporting
- standards-based assessment
- consistency of teacher judgment.

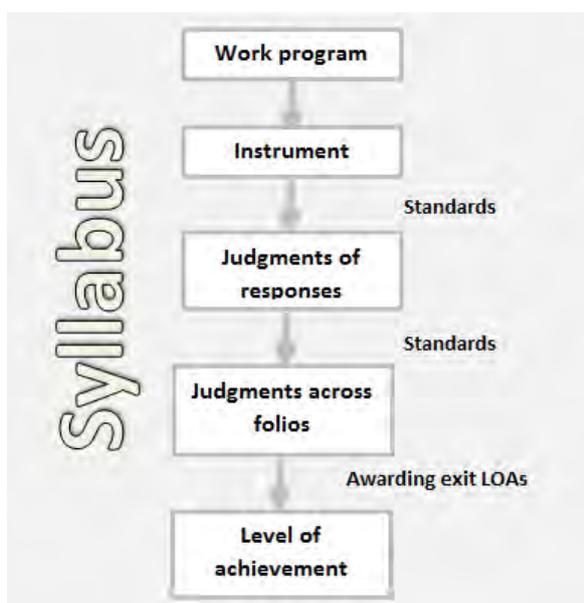
This policy explains how standards are used to make judgments about student responses to assessment instruments and decisions about levels of achievement in Authority and Authority-registered subjects.

It makes clear that assessment approaches which do not consider the standards achieved in each of the dimensions across the range of assessment instruments when arriving at a level of achievement do not validly or reliably assess student achievement.

School-based assessment

In 1972, a system of externally moderated school-based assessment was introduced in Queensland to replace external examinations at the end of Year 12. The shift to school-based curriculum development and assessment distributed the responsibility for quality assurance to the system as a whole.

Using standards to design assessment and make judgments



Queensland teachers use the processes and requirements outlined in the syllabuses and guidelines to design continuous school-based assessment programs and make judgments about standards achieved by their students, including summative judgments for reporting purposes. They do this in partnership with the QCAA, the independent statutory body of the Queensland Government responsible for managing Queensland's system of externally moderated school-based assessment and senior secondary certification.

Alignment of teaching, learning, assessment and reporting

Research shows that quality learning outcomes for students are best produced when what is taught informs what is assessed, and when what is assessed forms the basis of what is reported.

QCAA syllabuses are based on the principles of informed prescription and informed professionalism. The syllabuses prescribe the expected content and achievement standards. Within these parameters, teachers make informed professional judgments about how to shape the curriculum to best meet the needs of their students.

Each senior syllabus establishes the alignment of teaching, learning, assessment and reporting through:

- objectives that state what students should achieve by the end of the course of study. The objectives are grouped by dimensions — which are the salient properties or characteristics of distinctive learning for a subject
- exit standards described for each dimension. The standards state how well students have achieved the objectives
- subject matter that should be taught to students, including core and mandatory requirements
- assessment requirements and advice for achieving the objectives and demonstrating exit standards.

Queensland teachers use the syllabuses to develop school-based curriculum and assessment programs.

Standards-based assessment in Years 11–12

QCAA senior syllabuses require that the judgments about the quality of student achievements are made using pre-stated standards that describe how well students have achieved the general objectives in syllabuses.

The standards are developed from student work and describe the characteristics of student work. In QCAA senior syllabuses, the exit standards:

- state what students are expected to know and be able to do for each exit level of achievement
- describe the qualities that teachers should look for in student responses and use to make judgments about each exit level of achievement
- provide a meaningful way for teachers to report on student learning and achievement to parents and carers
- provide students with guidance for their learning and allow them to monitor their progress
- provide transparency so that students, parents and carers understand how teacher judgments are made.

The system of standards-based assessment recognises the key role of classroom teachers to make professional judgments about student responses to assessment instruments and decisions about levels of achievement.

Teachers, informed by the syllabus principles of exit assessment and using evidence collected over time across a range of techniques and contexts, are best placed to make judgments about students' levels of achievement.

Making judgments about student achievement

Informed teacher judgment is at the heart of good assessment practice. Teachers collect evidence about student achievement as part of the teaching, learning and approved assessment program. They use this evidence to make:

- judgments about the match between the qualities in the student response and the standards descriptors in the syllabus
- decisions about on-balance achievement across a folio of responses.

Making judgments about student responses to assessment instruments

Teachers make judgments about student achievement by matching student responses to assessment instruments to the exit standards in the syllabus.

To ensure consistency, objectivity and transparency about the judgments of student achievement, within and across schools, teachers:

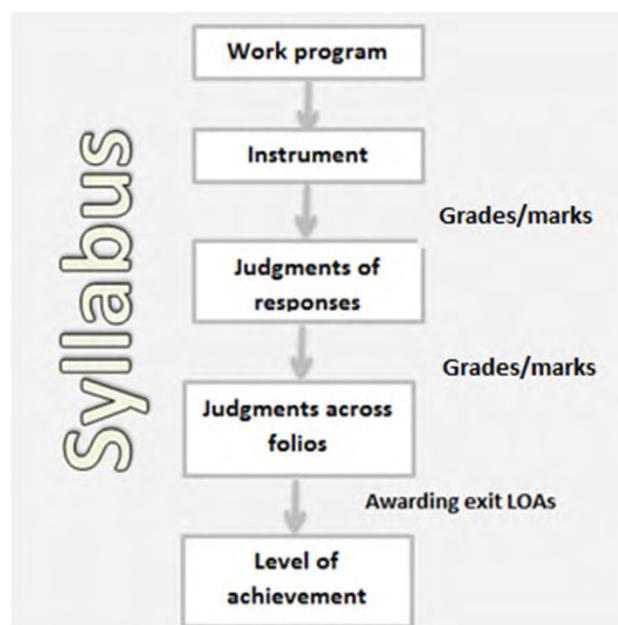
- select the general objectives to be assessed
- design assessment instruments to allow students to demonstrate the range of the relevant standards
- develop instrument-specific criteria sheets as a tool for making judgments about the quality of students' responses to assessment instruments
- provide students with criteria sheets for the assessment instruments.

Where students undertake assessment in a group or team, assessment instruments must be developed so that teachers can validly assess the work of individual students and not apply a judgment of the group product and processes to all individuals.

Recording student achievement

Teachers record their judgments about the standards achieved on assessment instruments. In matching the standards in student work, teachers can use numbers, letters or other symbols as a means of recording judgments at points in time, but all must clearly show the match between the standards descriptors in the syllabus and the students' responses.

Using grades/marks to design assessment and make judgments



Teacher judgments made using numbers, letters or other symbols must explicitly identify the standards demonstrated and how the qualities in the student responses match the standards described in the syllabus.

This is outlined by Sadler who has extended his seminal work on the limitations of using marks as standards in a criteria-based assessment system to their use in higher education (Sadler, D 1987, 'Specifying and promulgating achievement standards', *Oxford Review of Education*, Issue 13, pp. 191–209).

According to Sadler, higher education institutions have become increasingly committed to making assessment and grading more effective in promoting student learning. (Sadler, D 2005, 'Interpretations of criteria-based assessment and grading in higher education', *Assessment and Evaluation in Higher Education*, 30, pp. 175–194) Furthermore, he states: 'For standards to function properly they need to be established, and made accessible (1) to students, before and during the course, (2) to the ... teacher or assessor, so that the students' work can be appraised within that framework, and (3) to the panels that review grade distributions'.

Similarly, in senior secondary education, to justify the judgments, what is expected and how the judgments are made must be made clear to students, parents/carers and other teachers on review panels.

Making decisions about levels of achievement

When students exit the course of study the teacher makes decisions about levels of achievement. To make these decisions, the teacher reviews students' folios which contain responses to a range of assessment instruments and conditions administered over the course of study to consider the standards achieved in each dimension.

The teacher then determines the levels of achievement in accordance with the requirements set out in the syllabus. Simply adding up marks to arrive at a level of achievement, does not allow for consideration of the standards achieved in each of the dimensions across the range of assessment instruments.

Consistent and comparable application of the standards

Making consistent and comparable judgments about students' achievements within and between schools occurs when teachers engage in professional dialogue to discuss and evaluate judgments based on the match between the syllabus standards and the qualities in student work. The exit standards in the syllabus provide a common language for this dialogue within and across schools.

Building school-level consistency and comparability

Teachers in schools discuss and analyse the match between syllabus standards and student work to ensure consistency of application of standards and comparability of judgments about standards achieved by students in different classes. They review student folios to ensure:

- an appropriate match of student achievement with the exit standards descriptors
- judgments match the syllabus requirements for making exit level of achievement decisions.

Building system-level consistency and comparability: external moderation of Authority subjects

Teachers choose sample student folios to demonstrate how the school has matched student achievement with the relevant syllabus exit standards.

The sample folios are submitted to QCAA review panels at monitoring and verification. Student profiles on their own are not enough to support judgments made by the school — review folios of student work are required. The review panels look for evidence in the sample folios that supports:

- school judgments about standards
- school decisions about levels of achievement.

Review panels provide advice and recommendations to schools about the:

- coverage of the mandatory aspects of the syllabus
- effectiveness of assessment in allowing students opportunities to demonstrate the achievement of the general objectives and the range of standards
- use of standards to make judgments and decisions about levels of achievement.

Building system-level consistency: quality assurance of Authority-registered subjects

Achievement in Authority-registered subjects is quality assured through a combination of internal reviews, moderation meetings and QCAA-conducted external reviews. As is the case with Authority subjects, central to this process are the folios of student work which contain the evidence upon which judgments are made matched against the Authority-registered syllabus standards.

Resources

This policy should be read in conjunction with:

- the assessment section in QCAA syllabuses, www.qcaa.qld.edu.au/670.html.

In addition the following research papers are recommended:

- Matters G 2006, *Assessment Approaches in Queensland Senior Science Syllabuses*, accessed Oct 2013, www.qcaa.qld.edu.au/3514.html [see 'Expert report on senior science syllabuses'], Australian Council for Educational Research (ACER)
- Masters GN & McBryde B 1994, *An Investigation of the Comparability of Teachers' Assessment of Student Folios*, accessed Oct 2013, www.qcaa.qld.edu.au/3523.html [see 'Evaluation of materials'], Queensland Tertiary Procedures Authority (TEPA)
- Queensland Board of Secondary School Studies (QBSSS) 2001, *Review of School-based Assessment (ROBSA): Discussion papers*, accessed Oct 2013, www.qcaa.qld.edu.au/3520.html
- Sadler, R 1986, 'The case for explicitly stated standards: Discussion paper 2'
- Sadler, R 1986, 'A standards schema: Discussion paper 3'
- Sadler, R 1986, 'Subjectivity, objectivity, and teachers' quantitative judgments: Discussion paper 5'
- Sadler R 1988, 'The place of numerical marks in criteria-based assessment: Discussion paper 21'
- Sadler, R 2005, 'Interpretations of criteria-based assessment and grading in higher education', *Assessment & Evaluation in Higher Education*, Vol. 30, No. 2, pp. 175–194, accessed Oct 2013, www.tandfonline.com/doi/abs/10.1080/0260293042000264262#.UeimnNIwdjT.

2 Protocols

2.1 Appropriate materials for submissions of student responses

Purpose

Submissions provided to the QCAA as part of the processes of moderation should not contain materials that may offend, humiliate or intimidate, or materials that a reasonable person would have anticipated that there would be the possibility of offence, humiliation or intimidation to employees working for, or on behalf of, the QCAA. Schools are responsible for ensuring the suitability of materials sent to the QCAA as part of a moderation submission.

Principles

- School principals:
 - determine the appropriateness of particular topics and areas of study for their students
 - ensure that work submitted for moderation of school-based assessment is consistent with general community standards.
- Teachers have a vital role in notifying the principal about the nature and content of student material from an early stage.
- Review panellists should not encounter works or performances that the general adult community would find offensive and disturbing or that may cause distress.
- Review panel chairs refer student responses containing offensive or objectionable material to the QCAA.

Guidelines

When selecting student material for moderation submissions, principals and teachers need to be mindful of certain principles:

- minors should be protected from material likely to harm or disturb them
- everyone should be protected from exposure to unsolicited material that they find offensive
- community concerns need to be considered regarding depictions that condone or incite violence, or that portray a person in a demeaning manner.

Principals and teachers should monitor works considered for inclusion in submissions for:

- offensive language, that is, language likely to cause outrage or disgust
- violence, either real or perceived
- references to the use of illegal drugs
- sexual references or nudity
- inappropriate themes.

2.2 Atypical folios at verification

Purpose

Schools must make defensible and supportable decisions about the exit level of achievement for all students undertaking Authority and Authority-registered subjects, including those who have exited courses before completing all four semesters (or two semesters of a two-semester course of study). This protocol provides information to schools and review panels about atypical sample folios.

Resources

This protocol should be read in conjunction with:

- moderation protocol [2.13: Revisiting semesters and undertaking additional assessment in Authority and Authority-registered subjects](#)
- moderation procedure [3.1: Atypical folios not meeting mandatory requirements](#)
- moderation strategy [4.5: Making judgments about student achievement.](#)

Principles

- QCAA senior moderation procedures must occur before student results in subjects are certified.
- Decisions about achievement are made using evidence available through the opportunities schools provide to students to demonstrate the mandatory aspects of each syllabus relative to the stage of a course of study.
- Schools demonstrate their capacity to make decisions about achievement through the submission of folios of typical judgments within a required sampling pattern.

Guidelines

- A folio of responses is atypical if the student has:
 - left a four-semester course of study after one, two or three semesters or a two-semester course of study after one semester
 - not met syllabus verification folio requirements but will complete four semesters
 - not achieved the mandatory aspects of the syllabus.
- Schools make decisions about exit levels of achievement and the number of semesters of credit in a subject:
 - based on the stage of the course reached, using the exit standards descriptors as a guide and considering the opportunities presented to a student up to that stage
 - based on evidence available on or before the due date in cases of late submission of student responses to assessment instruments
 - ensuring that where there is non-submission of student responses to assessment instruments, standards are not awarded where there is no evidence.

- Atypical sample folios will form part of a school submission if:
 - a school is required to submit all student folios in a small group
 - a school has no typical sample that would demonstrate a required mid-range or threshold level of achievement, as per the sampling pattern
 - the folio is that of the top student in the school cohort.
- Atypical sample folios may form a complete school submission:
 - when a subject is discontinued prior to the cohort of students completing all four semesters
 - if the complete cohort of Year 12 students has completed only one, two semesters or three semesters of a course of study
- Review panels look for evidence to support school judgments:
 - based on all information available at the time the student exited the course
 - taking into account the stage of the course reached, using the exit standards descriptors as a guide and considering the opportunities presented to a student up to that stage.

2.3 Comparability

Purpose

Comparability is the process by which state review panels collect information about the extent to which judgments made in schools about levels of achievement are comparable across Queensland.

This protocol outlines principles and guidelines for state review panels completing comparability processes for Authority subjects.

Resources

This protocol should be read in conjunction with moderation strategy [4.5: Making judgments about student achievement](#).

Principles

State review panels seek to match the verified levels of achievement in the district samples with the syllabus standards and provide advice to the Queensland Curriculum and Assessment Authority.

Guidelines

State review panels:

- review threshold folios from the district samples
- collect information about the alignment between the evidence in the folios and the syllabus standards
- reach decisions about the comparability of interim levels of achievement
- provide advice to district review panels about their judgments
- provide advice to the Manager, Quality Assurance Unit, about comparability.

2.4 Consultation and negotiation

Purpose

At various key junctures of the moderation process, review panel chairs and officers of the Quality Assurance Unit may consult and negotiate with schools. When consulting, the goal is to clarify understanding. When negotiating, the goal is to reach a shared position. This protocol describes the practice of review panel chairs and Quality Assurance officers when consulting and negotiating with schools at times of work program approval, monitoring, verification and confirmation.

Principles

- Consultation precedes negotiation.
- Mutually respectful discussions are evidence-based and conducted in a timely manner.
- All outcomes are consistent with QCAA syllabus documents, policies and procedures.

Guidelines

Participants are advised to:

- use an initial consultation to clarify issues raised on documents such as the Form R6
- establish a common ground and baseline for discussion
- look for issues central to the concern
- focus on evidence
- make clear agreements at the end of each discussion which may be the initial consultation or any subsequent negotiation.

2.5 Form R2 work program advice

Purpose

A work program is the school's plan of a course of study based on the relevant syllabus. Work programs allow for the characteristics of a school and its students to be considered when implementing the syllabus. School work programs must demonstrate that syllabus objectives inform student learning.

This protocol explains the written comments and recommendations provided by review panels to schools on the Form R2 work program advice to schools.

Principles

- Review panels provide written advice to school principals or their nominee.
- Review panels look for evidence of the match of the syllabus requirements with a school's course of study.
- Review panels make decisions and justify advice about work program approval using the relevant syllabus and the work program requirements and checklist.
- Recommendation for approval is based on meeting syllabus requirements.

- Advice about work program approval is recorded on the Form R2.

Guidelines

Advice about work program approval should:

- focus on syllabus requirements
- be based on the match of the work program with the work program requirements and checklist
- refer to relevant syllabus sections and pages
- clearly state whether the work program can be approved.

Advice about recommendations for approval should address the:

- course organisation
- intended student learning
- assessment plan.

2.6 Form R3 monitoring advice

Purpose

The Form R3 records the written communication between a school and the QCAA about a school's assessment design and achievement decisions in a subject after half of the course of study has been completed. Review panels provide advice at monitoring on the Form R3.

This protocol describes the written advice provided to schools by review panels using the Form R3.

Resources

This protocol should be read in conjunction with moderation strategy [4.3: Form R3 advice](#)

Principles

- Review panels provide written advice to school principals or their nominee.
- Review panels look for evidence to support school assessment decisions.
- Review panels make decisions and justify advice about achievement decisions based on the syllabus and evidence provided in the submission and the sample folios.
- Advice recorded on the Form R3 is about decisions made for the current cohort of students and is for consideration by the school.

Guidelines

All review panel advice should be supportive and professional. The language used should be relevant to the moderation process and the particular syllabus. Advice is about school assessment and achievement decisions, as demonstrated in the submission.

At monitoring, review panels provide advice to schools about the:

- effectiveness of the assessment program in providing opportunities to demonstrate syllabus objectives across the range of standards

- appropriate matching of the syllabus standards descriptors with the qualities of student work across responses in sample folios
- appropriateness of interim level of achievement decisions.

2.7 Form R6 verification advice

Purpose

The Form R6 records the written communication between a school and the QCAA concerning the verification and confirmation of school decisions and panel recommendations about the achievement of students exiting an Authority subject in each Year 12 subject cohort.

This protocol describes the written advice provided to schools by review panels using the Form R6.

Resources

This protocol should be read in conjunction with:

- moderation protocol [2.8: Form R7 consultations](#)
- moderation strategy [4.4: Form R6 advice](#).
- moderation strategy [4.5: Making judgments about student achievement](#).

Principles

- Review panels provide written advice to school principals or their nominee.
- Review panels look for evidence to support school level of achievement and relative achievement decisions.
- Review panels make decisions and justify recommendations about achievement based on the syllabus and evidence provided in sample folios and the submission.
- Advice and agreement recorded on the Form R6 is about achievement decisions made for the current cohort of students.

Guidelines

- All review panel advice should be supportive and professional. The language used should be relevant to the moderation process and the particular syllabus.
- Review panels provide specific advice to schools about the:
 - interim level of achievement and relative achievement decisions
 - appropriate matching of the syllabus standards descriptors in dimensions/criteria with the qualities of student work across responses in sample folios
 - effectiveness of the assessment program in providing sufficient opportunities for achievement decisions to be made for the cohort being verified.

- If, on the evidence presented, the review panel cannot support school decisions about the placement of a sample folio on the Form R6, the panel should:
 - recommend a placement for the sample folio
 - provide clear, citable evidence from the sample folio to support the panel's recommendation
 - in subjects requiring submission-based evidence, refer to the submission when citing evidence about student achievement that is not provided as part of a sample folio, e.g. recorded evidence of sample responses for the whole submission.

2.8 Form R7 consultations

Purpose

The Form R7 records the written communication between a school and the QCAA concerning significant changes to the relative achievement of students on the Form R6.

Assessment conducted between the time of agreement on the school proposal at verification and the awarding of final levels of achievement at exit may alter student results. Any agreement about significant changes to placements on the Form R6 as a consequence of post-verification assessment results must be recorded on a Form R7.

This protocol outlines procedures to be followed by review panel chairs (RPCs) when consulting about significant changes to the relative achievement of students exiting Authority subjects in each Year 12 subject cohort.

Resources

This protocol should be read in conjunction with:

- moderation protocol [2.4: Consultation and negotiation](#)
- moderation strategy [4.7: Using the Form R7](#).

Principles

The Form R7 records RPC decisions about placement at exit for individual students with significant changes to their relative achievement.

Guidelines

- Schools complete the Form R7 when post-verification assessment responses result in significant changes to the relative achievement of students on agreed-to Forms R6.
- Schools decide to initiate timely consultation by sending a completed Form R7 with student profiles to the RPC.
- RPCs consider the information on the Form R7 and decide if evidence from post-verification assessment and responses and/or further consultation is necessary.
- Consultation with the RPC ends with the return of the completed Form R7 to the school.

2.9 QCIA draft certificate and evidence of achievement feedback

Purpose

The *Draft certificate feedback* and *Evidence of achievement feedback* are the official documents used to provide advice to schools following the district verification meetings for the Queensland Certificate of Individual Achievement (QCIA). They are records of the written communication from the QCAA regarding the quality of the QCIA information. It is important that advice offered by the district advisers and QCAA officers adheres to principles and guidelines.

This protocol applies to the nature of written advice to schools by district advisers and QCAA officers.

Resources

This protocol should be read in conjunction with moderation protocol [2.10: QCIA provisional certificate feedback and summary of advice to schools](#).

Principles

Written advice concerns:

- the quality of the freeform text Statements of Achievement that follow the certificate guidelines and the link to the curriculum plan provided for the student by the school
- the match between the draft certificate information and the evidence provided in the sample folio
- duplication issues with contributing studies for the Queensland Certificate of Education (QCE).

Guidelines

- Advice should refer to school decisions about the information provided by the provisional Statements of Achievement.
- Comments should address:
 - the quality of the Statements of Achievement
 - duplication issues between:
 - the Statements of Achievement and Statements of Participation
 - contributing studies for the QCE, indicated on the SLIMS report, and QCIA achievement
 - school judgments about the skill and/or knowledge and level of complexity demonstrated
 - information provided for the Statements of Achievement that is outside the scope of an individual learning program developed by the school, where applicable.
- District advisers and officers of the QCAA will review the provisional certificate information and complete the *Provisional certificate feedback* and *Summary of advice to schools* forms.
- Comments should be supportive and professional and informed by guidelines and writing conventions outlined in the QCIA Handbook, the curriculum plan and the certificate requirements.

2.10 QCIA provisional certificate feedback and summary of advice to schools

Purpose

The *Provisional certificate feedback* and *Summary of advice to schools* are the official documents used to provide advice to schools following the state review meeting for the Queensland Certificate of Individual Achievement (QCIA). They are records of the written communication from the QCAA regarding the quality of the QCIA information. It is important that advice offered by the district advisers and QCAA officers adheres to the following principles and guidelines.

This protocol applies to the nature of written advice to schools by district advisers and QCAA officers.

Resources

This protocol should be read in conjunction with moderation protocol [2.9: QCIA draft certificate and evidence of achievement feedback](#).

Principles

Written advice concerns:

- the quality of the freeform text Statements of Achievement that follow the certificate guidelines and the link to the curriculum plan provided for the student by the school
- the match between the draft certificate information and the evidence provided in the sample folio
- duplication issues with contributing studies for the Queensland Certificate of Education (QCE).

Guidelines

- Advice should refer to school decisions about the information provided by the provisional Statements of Achievement.
- Comments should address:
 - the quality of the Statements of Achievement
 - duplication issues between:
 - the Statements of Achievement and Statements of Participation
 - contributing studies for the QCE, indicated on the SLIMS report, and QCIA achievement
 - school judgments about the skill and/or knowledge and level of complexity demonstrated
 - information provided for the Statements of Achievement that is outside the scope of an individual learning program developed by the school, where applicable.
- District advisers and officers of the QCAA will review the provisional certificate information and complete the *Provisional certificate feedback* and *Summary of advice to schools* forms.
- Comments should be supportive and professional and informed by guidelines and writing conventions outlined in the QCIA Handbook, the curriculum plan and the certificate requirements.

2.11 Random sampling

Purpose

Random sampling is a moderation process used to evaluate the effectiveness of the system of externally moderated school-based assessment by determining the extent to which sample folios of student responses have been appropriately matched to syllabus exit standards.

This protocol outlines principles and guidelines that inform the procedures followed by district review panels for the conduct of random sampling reviews for Authority subjects.

Resources

This protocol should be read in conjunction with moderation strategy [4.5: Making judgments about student achievement](#).

Principles

- Random sampling is a feed-forward quality assurance process that provides information about the effectiveness of the system of externally moderated school-based assessment.
- The effectiveness of the system is determined by the extent to which schools' exit level of achievement and relative achievement decisions are supported by random sampling review panels.
- Random sampling review panels gather information through the review process about the appropriateness of school judgments and the effectiveness of assessment design.

Guidelines

District review panellists and district review panel chairs:

- look for evidence to support schools' exit level of achievement and relative achievement decisions
- provide information about the appropriate application of syllabus standards descriptors and the effectiveness of assessment design
- recommend rung placements where the evidence in the submission does not substantiate school decisions about achievement
- substantiate recommended rung placements using evidence from the sample folios matched to syllabus standards descriptors
- complete the random sampling review notes and relevant forms
- have consensus meetings when school achievement decisions are not supported.

2.12 Resolution of unresolved submissions from state review panel comparability meetings

Purpose

When agreement between a school and the district and state review panels concerning the verification of the interim levels of achievement is not reached by the end of the comparability period, the Quality Assurance Unit will arbitrate to reach a resolution concerning confirmation of levels of achievement.

This protocol outlines procedures used by the Quality Assurance Unit when considering submissions that have not been agreed to following the verification process, and a process for unresolved submissions.

Resources

This protocol should be read in conjunction with:

- moderation protocol [2.15: Unresolved submissions](#)
- moderation procedure [3.5: Unresolved submissions](#).

Principles

- Under the principal's signature on the Form A1: Agreement for Student Education Profiles to be issued, schools agree to 'follow the QCAA moderation procedures for assessment in Authority subjects based on QCAA syllabuses'.
- Review panels look for evidence in submissions based on syllabus standards to support the decisions made by the school.
- The Quality Assurance Unit arbitrates a resolution based on the evidence provided by the school and the advice of review panels.

Guidelines

The Manager, Quality Assurance Unit, will:

- confirm that agreement cannot be reached between the school, the district review panel and the state review panel
- inform the school of the resolution process for unresolved submissions from comparability meetings
- seek from the school a submission of exit folios of student work containing any subsequent summative assessment material following verification
- organise an extraordinary review panel to conduct the final review of the submission, consisting of:
 - subject-specific representatives of the state review panel (usually the state review panel chair as chair)
 - district review panel representative (usually a district review panel representative from other than the school's district)
 - Quality Assurance Unit representative (usually a Quality Assurance officer with general oversight of the subject)

- chair a meeting between members of the extraordinary review panel and representatives of the school to determine a resolution.

The extraordinary review panel will:

- conduct the final review of the submission
- provide the Manager, Quality Assurance Unit, with the report of their review
- discuss their review with two representatives of the school.

The school will:

- provide up to two staff members to discuss the extraordinary review panel's report on the school's submission
- consult with the Manager, Quality Assurance Unit, to clarify relative student placements and determine a resolution.

When resolution is reached

The school will:

- complete the exit column on the Form R6
- sign the exit proposal distribution of levels of achievement on the Form R6
- submit Student Data Capture System (SDCS) submissions 4 or 5 matching the relative achievements of students for that subject cohort as indicated in the exit proposal on the Form R6.

If a resolution is not reached

- The Manager, Quality Assurance Unit, through the Assistant Director (P–12 Implementation Branch) will provide the school with the final placement of all students in that subject cohort based on the findings of the district, state and extraordinary review panels in the form of a Notice of decision.
- The Manager, Quality Assurance Unit, will check that SDCS submission 4 or 5 provided by the school for that cohort matches the final placement of students as determined by the decision.
- Schools are entitled to appeal the Notice of decision within seven days of receiving information regarding the Notice of decision.

References

The following QCAA legislation is available via the Office of the Queensland Parliamentary Counsel website at https://www.legislation.qld.gov.au/Acts_SLs/Acts_SL_E.htm:

- *Education (Queensland Curriculum and Assessment Authority) Act 2014*
- *Education (Queensland Curriculum and Assessment Authority) Regulation 2014.*

2.13 Revisiting semesters and undertaking additional assessment in Authority and Authority-registered subjects

Purpose

In the system of school-based assessment, teachers make professional judgments about student achievement. These judgments are informed by assessment programs that provide opportunities to demonstrate the mandatory aspects of syllabuses. This protocol outlines principles and guidelines to assist schools to develop and implement effective assessment programs.

Resources

This protocol should be read in conjunction with:

- moderation policy [1.1: Late and non-submission of student responses to assessment instruments in Authority and Authority-registered subjects](#)
- moderation policy [1.2: Special provisions for school-based assessments in Authority and Authority-registered subjects](#)
- moderation strategy [4.2: Developing a school-based policy for late and non-submission of student responses to assessment instruments](#).

Principles

- Assessment programs provide the range of techniques and conditions necessary to make valid judgments about student learning over a four-semester course of study.
- Effective assessment instruments allow syllabus objectives to be demonstrated and sufficient evidence to be gathered to make judgments about achievement using the syllabus standards descriptors.
- The complexity of assessment is relative to the stage of a developmental four-semester course of study and should allow for increasingly independent demonstration of syllabus-specific knowledge and skills.
- Assessment programs allow exit decisions to be made at the completion of four-semester courses of study using evidence of the mandatory aspects of the syllabus.
- The student's folio is selectively updated based on new assessment evidence.

Guidelines

- Schools develop courses of study to be approved by the QCAA through work program/study plan approval processes. Each course of study must include an assessment program that complies with syllabus requirements.
- Assessment instruments are designed using the relevant assessment information in the syllabus and other QCAA documents available through the QCAA website.
- Each assessment instrument should cover the course of study as identified in the particular work program. Assessment instruments should increase in complexity while allowing for demonstration of greater independence of the learner over the four-semester course of study.

- Each approved work program/study plan includes an assessment plan. In Authority syllabuses, the assessment plan includes verification folio requirements. Meeting those requirements allows students to demonstrate the mandatory aspects of the syllabus and schools to gather sufficient information to make judgments about achievement. Those judgments are verified through QCAA moderation processes at a point just prior to exit.
- Level of achievement decisions at exit are made by matching the syllabus exit standards with evidence in student responses required in a verification folio and as post-verification assessment.
- Level of achievement decisions after one, two or three semesters are made by matching evidence available in student responses with the syllabus standards, given the opportunities presented to that stage of the course.

Further opportunities

Schools may decide to offer further assessment opportunities not specified in an approved work program or study plan when:

- previously completed assessment did not validly assess the knowledge and/or skills that the instrument purported to assess
- additional assessment would allow knowledge and/or skills not previously assessed to be demonstrated
- achievement on an earlier assessment instrument was unrepresentative or atypical.
- Assessment information gathered through further assessment opportunities:
 - adds to the evidence available in a folio where the knowledge and/or skills have not been previously assessed (additional assessment)
 - replaces the information in a folio where the knowledge and/or skills have been previously assessed but earlier achievement was unrepresentative or atypical (revisiting within the summative assessment program). The student's folio is selectively updated based on new evidence, i.e. previous evidence is replaced with new evidence.

Further assessment opportunities:

- require different assessment tasks/items from those of the previous assessment
- may use techniques and conditions similar to the previous assessment
- should be communicated in advance
- are made available to all students in a subject
- may not be accepted by individual students
- are not appropriate where responses are late or not submitted.

Replacing part of an assessment program

- Students may revisit, in whole or in part, one or more semesters of a subject already completed. For OP purposes, results from revisited semesters three and four will override previously recorded results and the final level of achievement will be for four semesters.

2.14 Sufficiency of coverage and adequacy of assessment

Purpose

Principals of senior schools are responsible for accurate reporting for Authority and Authority-registered subjects in cases where results are withheld or semesters of credit are reduced at exit from the course of study.

This protocol describes the responsibilities and actions of principals withholding a result or reducing semesters of credit at exit due to insufficient coverage or inadequate assessment.

Resources

This protocol was developed from information contained in QSA Memo 091/08, *Sufficiency of coverage and adequacy of assessment for students to receive results on a Senior Statement*, 12 Nov 2008, www.qcaa.qld.edu.au/memos/08/091-08.pdf.

Principles

- Principals are accountable for the accuracy of information reported to the QCAA.
- When a result is awarded, principals have the discretion to determine the number of semesters of credit to be reported for a student's course of study.
- Students may not be awarded a result or semester units if there is insufficient coverage or inadequate assessment.
- Schools use the student data capture system (SDCS) to report results and the number of semesters credited for an enrolled subject.

Guidelines

- Semesters of credit are reduced or a level of achievement is not awarded if there is insufficient coverage of a course of study or inadequate assessment of student achievement. In such cases, SDCS should be amended accordingly.
- When achievement is not recorded in a subject:
 - the student should be informed prior to the finishing day for Year 12
 - subject details should be removed from SDCS before data submissions 4 and 5
 - student results should not appear on the Form R6 for that subject
 - a Subject Achievement Indicator (for Authority subjects) will not be assigned
 - a result for that subject will not be recorded on the student's Senior Statement.
- The information reported through SDCS, including all amendments in subsequent uploads to the QCAA, must be checked carefully to ensure accuracy.

2.15 Unresolved submissions

Purpose

Submissions are unresolved when:

- a panel's recommendation about the placement of a folio is different from the school's initial proposal
- the panel and the school cannot reach agreement by the end of the consultation and negotiation period following verification.

This protocol informs the actions of state review panels (for subjects with district review panels) when considering unresolved submissions from verification.

Resources

This protocol should be read in conjunction with moderation procedure [3.5: Unresolved submissions](#).

Principles

- A verification submission provides evidence of each school's capacity to make decisions about levels of achievement and relative achievement for each subject cohort in the year students exit from a course of study.
- A submission is considered 'agreed to' when a school and district review panel reach agreement about the placement of all sample folios in a submission and the review panel chair and the principal sign the Form R6 in the appropriate places.
- All folios where agreement cannot be reached are subject to an additional review. Additional reviews are conducted for all folios where the initial school proposal was not supported by the district review panel as indicated by the panel's placement of the letter for the particular folio in a different place from the school column.
- The state review panel makes recommendations about the level of achievement and relative achievement decisions made by the school, based upon the evidence in the sample folios.
- Where agreement between a school and a district review panel about the levels of achievement and relative achievement for Authority subjects is not reached, the state review panel takes responsibility for verification and the Form R7 exit consultations.

Guidelines

When a submission becomes 'unresolved', the school forwards to the district coordinator:

- the verification submission in the same form as sent to verification
- additional evidence that may have been provided in subsequent negotiation with the district review panel chair, or further information that the school considers may be helpful to the state panel in supporting their submission (not including post-verification student responses).

The state review panel chair (SRPC):

- manages the state review panel's review of the unresolved submission
- contacts the district review panel chair and school to discuss the state review panel recommendations

- resolves the matter by the dates set for the end of consultation in the Senior Education Profile calendar.

After agreement has been reached, the SRPC is responsible for all subsequent consultations with the school including all exit consultations.

The SRPC and the school should notify the Quality Assurance Unit if agreement cannot be reached by the date set for the end of consultation.

2.16 Using evidence to make judgments about student achievement

Purpose

This protocol provides information about how evidence in student responses may vary and how schools and panels use different types of evidence to make decisions about achievement.

Resources

This protocol should be read in conjunction with:

- moderation policy [1.3: Using standards to make judgments about student achievement in Authority and Authority-registered subjects](#)
- moderation strategy [4.5: Making judgments about student achievement](#)
- moderation strategy [4.7: Using the Form R7](#).

Principles

- Schools make judgments about student achievement using evidence of the match of student responses to assessment instruments with the syllabus dimensions and standards.
- Review panels look for evidence of the school's match of the qualities of student work with the syllabus standards descriptors.
- Evidence collected in a sample/student folio should demonstrate the match of syllabus dimensions and standards with student responses.
- Evidence submitted as part of a moderation submission but not as part of a particular sample folio demonstrates how schools make judgments about the match of syllabus dimensions and standards across a particular cohort.

Guidelines

Evidence

Evidence may be:

- student responses/products collected in a sample folio (also known as direct evidence)
- teacher annotations in support of judgments collected in a sample folio (also known as indirect evidence)

- teacher judgments about a cohort using evidence from an individual/indicative response (also known as submission-based evidence) which may include:
 - evidence related to the achievement of the syllabus dimensions and standards descriptors that is part of a submission but is not part of sample folios
 - recorded evidence of sample responses at A, B or C standards not in a folio
 - sample responses to assessment instruments.

Using evidence to make judgments

Schools and panels use the same evidence for different purposes when making decisions about student achievement:

- schools use evidence about student responses to assessment instruments collected as part of the teaching, learning and assessment program to make judgments about standards and decisions about achievement
- panels look for evidence from student responses to assessment instruments collected in a sample folio to support judgments about standards and decisions about interim, proposed and exit levels of achievement made by schools
- decisions about achievement must be based on evidence collected in a folio and made, and be able to be described and justified, using criteria and standards drawn from syllabus dimensions and standards

Submission-based evidence provides information about the school's match of instrument-specific criteria and standards with student responses across the cohort. This information is not specific to a folio and further direct/indirect evidence would need to be provided if submission-based evidence did not substantiate judgments.

3 Procedures

3.1 Atypical folios not meeting mandatory requirements

Purpose

Sample folios are atypical when the work is of a student who has not completed the course of study, does not meet syllabus verification folio requirements or has not achieved the mandatory aspects of the syllabus.

While the first two types of atypical folios are addressed through the guidelines in protocol [2.2: Atypical folios at verification](#), this procedure is intended to give panels and schools a common set of principles and a consistent approach to atypical folios not agreed to at verification and/or exit when the mandatory aspects of the syllabus have not been demonstrated.

Resources

This procedure should be read in conjunction with:

- moderation protocol [2.2: Atypical folios at verification](#)
- moderation strategy [4.5: Making judgments about student achievement](#).

Guidelines

When a review panel cannot support school judgments of atypical sample folios, the review panel chair (RPC) should record this on the Form R6 as follows:

- *Relative achievements of students* section:
 - record the placement of verified samples only in the *Panel* column, then initial the column
 - do not complete the *Agreed* column
- *Distribution of levels of achievement* section:
 - do not complete, sign or date the *Agreed Verification proposal* row.
- *Review panel comments concerning standards and LOA decisions* section:
 - enter comments concerning standards and level of achievement (LOA) decisions
 - mark the Consultation required checkbox, then sign and date at the bottom of the section.

At this stage, the status of the submission is 'not agreed to' and is included in the RPC report.

During consultations

- The school is responsible for making decisions about semesters of credit and judgments about achievements of individual students.
- The school should seek to provide additional evidence relevant to the atypical folio.

- If no further evidence is produced and agreement cannot be reached for that level of achievement (LOA) on the school's judgments:
 - the school should note the points of agreement on the Form R6 and forward the three copies to the RPC
 - upon receipt of the original and duplicate copies of the Form R6, the RPC should annotate both copies, making clear what has been agreed in red
 - the *Agreed Verification proposal* row should only be completed for agreed LOAs
 - the RPC should advise the school that the LOAs not agreed to must be resolved through consultation with the RPC at exit.
- The RPC should enter the Total *including* 'not agreed to' LOAs, then sign and return the Form R6 to the school (see Figure 1).

Figure 1: Sample Form R6, where evidence cannot be found to support school decisions

Distribution of levels of achievement:	VHA	HA	SA	LA	VLA	Total	Signature and date
Initial school proposal	6	8	12	5	4	35	A. Principal 19/9/13 (Principal)
Agreed Verification proposal	6	8		5		35	A. Principal 25/10/13 (Principal) A.R. Chair 29/10/13 (D/SRPC)
Exit proposal							/ / (Principal)

At exit

- If additional evidence is received and/or disagreement is resolved, the Form R6 should be returned to the RPC for completion.
- If still unresolved, the RPC should contact the QCAA.
- The Quality Assurance Unit will manage any situations remaining unresolved.

3.2 Distance education

Purpose

This procedure explains the moderation processes which apply to distance education providers offering Authority subjects.

Resources

This procedure should be read in conjunction with moderation procedure 3.4 Shared Campus Arrangements

Principles

- All students must be part of a cohort of students that is subject to the processes of QCAA externally moderated, school-based assessment.
- Students must be included in the moderation processes for the cohort with whom they study a subject.

Guidelines

In a distance education arrangement, the base school (students' home school) reaches an agreement with the host school (distance education provider) to give the students the opportunity to study subjects that are not offered at the base school. Under this arrangement the distance education provider establishes a partnership with the QCAA. This partnership requires the distance education provider to:

- communicate to base schools the process for recording student enrolments in distance education subjects using the student data capture system (SDCS)
- communicate to the base school that enrolments should meet the following requirements for the scaling of student achievement using cohort-specific and base school data:
 - base school cohorts enrolled at distance education providers should not exceed small-group numbers of nine or fewer OP-eligible students
 - students should complete 50% or more of the courses that contribute to OP calculation in their base school.

Base schools do not need to seek approval from the QCAA for an arrangement with the distance education provider. Completing SDCS in the appropriate manner will be sufficient for this purpose.

Trial procedures

Trial procedures for distance education providers are established and all arrangements should be in place before the first Year 11 cohort commences. The trial will continue until such time as the QCAA is able to ensure that quality assurance processes have demonstrated the ongoing effectiveness of school-based processes.

Moderation processes

Work program approval

Typical work program approval processes are to be followed. Work programs must clearly indicate the conditions of assessment in the assessment plan. Providers must document in the assessment plan conditions under which both internal and base school cohorts will be assessed if this applies. The base school need not submit a work program.

Monitoring

Distance education providers' monitoring submissions should follow typical procedures as described in relevant QCAA documentation and memos. The procedures at monitoring are:

- distance education providers prepare the Form R3 and the monitoring submission
- the Form R3 is completed by the distance education provider and signed by the principal or their nominee. The total number of students completing the subject in Year 11 should include all students in the cohort, including base and host school students
- after monitoring, if requested, the distance education provider may provide feedback by giving a copy of the completed Form R3 with panel comments to the base school.

Distance education providers undertaking trial procedures

Where there are more than five students in a cohort, distance education providers undertaking trial procedures should provide at least two to three sample folios from the internal cohort; but typical sampling requirements must be met. To do this additional folios may need to be sent. Additional folios should be drawn from a range of interim levels of achievement where possible.

Verification

Procedures at verification for all distance education providers are:

- the distance education provider prepares the Form R6 and the verification submission
- there must be only one Form R6 for verification (the original Form R6): base and host school cohorts are treated as a single cohort
- distance education providers are authorised to negotiate with the review panels on all students' achievement in the subject.

Distance education providers' verification submissions should follow typical procedures as described in relevant QCAA documentation and memos. The provider must prepare a submission that has a balance of sample folios from the base school and the host school cohorts.

Distance education providers undertaking trial procedures

Distance education providers undertaking trial procedures must provide additional sample folios as follows:

- a minimum of nine sample folios from each of the external and internal cohorts must be submitted
- the two sets of nine sample folios must meet typical sampling requirements
- the Form R6 should separate and clearly indicate the two sets of samples
- the letters A – I/J must be used for both sets of samples (use an asterisk to indicate the base school cohort)
- the two cohorts will be treated as a single submission
- where either or both cohorts have fewer than nine students, all students should be submitted as samples
- prior to exit, distance education providers follow typical procedures for Form R7 exit consultations ensuring deadlines are met.

Exiting procedures

When exit achievements have been finalised providers should:

- complete the *original* Form R6 with:
 - the signature of the host school principal
 - all students in the cohort, including base school students, entered in the *Exit* column of the *Relative achievement of students* ladder
 - all students in the cohort, including base school students, entered in the *Exit proposal of the distribution of levels of achievement* table.

- When the *original* Form R6 has been finalised, the host school should complete a Form R6 for the host school students only by:
 - transcribing the exit column and distribution from the original Form R6 on the host school Form R6
 - attaching a copy of the original Form R6 and any Form R7 to the host school Form R6
 - submitting this host school Form R6 with attachments to the QCAA with SDCS information by the time set in the Senior Education Profile calendar.
- When the *original* Form R6 has been finalised, the host school should complete a Form R6 for each base school by:
 - transcribing from the *original* Form R6 the exit column and distribution and naming the base school in the school section to the *base school* Form R6
 - attaching a copy of the *original* Form R6 and any Form R7 if appropriate to the *base school* Form R6
 - sending this *base school* Form R6 with the attachments to the base school
 - ensuring the host school principal signs all *base school* Forms R6 and retains the copies.
- The base school, on receipt of the signed *base-school* Form R6 and attachments from the host school, should:
 - ensure that the principal of the base school countersigns the *base school* Form R6
 - submit this signed *base school* Form R6 and attachments to the QCAA with SDCS information
 - retain copies of all documentation.

Confirmation of exit levels of achievement

Distance education providers and base schools should follow the administrative arrangements for confirmation as detailed in the relevant QCAA memo on the final submission of Forms R6 and associated materials.

Checking procedures

When forwarding information to the QCAA at exit, the distance education providers should, for each subject, electronically send to the Manager, Quality Assurance Unit, a spreadsheet containing:

- 50 rungs divided into groups of ten by levels of achievement (matching a Form R6)
- students placed to match the exit column on the agreed-to original Form R6
- each student's name (first and surname) and base school recorded on the spreadsheet in the place matching the exit column on the Form R6.

In the concluding phases of confirmation processes, the distance education providers should provide:

- contact details of the school moderator to assist in the clarification of any data, documentation or information as required
- access to copies of *host school* and *original* Forms R6.

Accompanying the spreadsheet should also be a list of those students who are in dual cohorts. This list includes the students' names, base schools and dual cohort subjects.

Other procedures

Dual cohorts

A dual cohort exists when a student in a cohort enrolled at a base school studies a subject through a distance education provider and other students in the cohort also study the subject at the base school. Dual cohorts are appropriate for resolving issues that arise for small numbers of students such as time-tabling difficulties.

It is the responsibility of the base school to determine Subject Achievement Indicators (SAIs) for the cohort of students studying through a distance education provider. The base school may seek information from the distance education provider, at the completion of the course, so that appropriate SAI decisions can be made. The distance education provider may provide the base school with the student's exit folio. Students' levels of achievement from the distance education providers should be included on the Form R6 sent at exit by the base school.

Upon receipt of the Form R6 from the distance education provider, the base school will:

- add students to the base school's Form R6 in the exit column and distribution row
- attach the Form R6 from the host school to the back of the base school's Form R6 and submit the forms to the QCAA.

Recording information on students' enrolments and achievements

- Information showing semesters completed, levels of achievement and results for students for whom the distance education provider is the base school must be entered in each distance education provider's SDCS.
- Information showing completed semesters, levels of achievement and results for base school students must be entered in the base school's SDCS. The base school indicates on SDCS student enrolment in the particular course of study through the distance education provider.

Tracking of students discontinuing courses

Distance education providers should, upon becoming aware that a student has discontinued a course, notify the last known base school by sending written information that is the equivalent of a transfer Form S1 and noting that the student is no longer enrolled in the course. That student will not be included on the distance education providers Form R6 at exit.

As with all transfer students, it will then be the responsibility of the receiving school to ensure provision of accurate results to the QCAA through the SDCS.

3.3 Moderation procedures for review panel chair submissions

Purpose

To ensure the integrity and independence of the review process, a review panel chair's submission will undergo processes consistent with those used when dealing with all other school submissions. This procedure details guidelines for the review of panel chair's submissions at verification, consultation and exit.

Guidelines

Actions for review panels

At monitoring

- The submission is pre-reviewed by an experienced panellist.
- At the meeting, a second independent review is conducted by an experienced panellist.
- When the reviewers reach consensus about the submission, they develop comments for the Form R3. One of the panellists completes the Form R3 and both panellists sign the form and print their names.

At verification

- The submission is pre-reviewed by an experienced panellist.
- At the meeting, a second independent review is conducted by an experienced panellist.
- When the reviewers reach consensus about the submission, they develop comments for the Form R6. One of the panellists completes the Form R6 and both panellists sign the comments section and print their names.
- If they support the school's judgments, one panellist signs the Agreed Verification Proposal row and submits the review notes with the triplicate copy of the Form R6 to the review panel chair.
- If they do not support the school's judgments, one panellist is nominated to handle any initial consultation, asterisks their printed name, marks the checkbox Consultation required and provides details for contact. Following the meeting:
 - the Form R6 and submission are returned to the review panel chair's school and the photocopy of the non-agreed Form R6 and the review notes are forwarded to the district coordinator. The district coordinator forwards the photocopied Form R6 and review notes to the state review panel chair (for district review panels) for consultation and negotiation
 - for state-only review panels, the state coordinator forwards the photocopied Form R6 and review notes to the Quality Assurance Unit for negotiations. Any negotiations will be between the Quality Assurance Unit and the school.

During consultations

- If agreement is reached during post-verification consultation:
 - for subjects with district review panels, the school forwards the Form R6 to the state review panel chair for signing
 - for subjects with state-only panels, the school forwards the Form R6 to the Quality Assurance Unit for signing.
- Once signed, the Form R6 is returned directly to the school. The state review panel chair handles all further consultations including Form R7 at exit. For state-only panels, the Quality Assurance Unit handles all further consultations including Form R7 at exit.
- If agreement is not reached post-verification, the normal procedures for an unresolved submission apply.

At exit

- If agreement is reached following verification, the school should contact:
 - the state review panel chair for Form R7 exit consultations for district review panel chair submissions
 - the Quality Assurance Unit for Form R7 exit consultations for state-only review panels.
- If agreement is not reached following verification at district level, and the submission is forwarded to state review panel, then the school should contact the state review panel chair for Form R7 exit consultations.
- After any exit consultations are completed, all documentation surrounding the submission (such as review notes) should be forwarded to the relevant review panel chair.

3.4 Shared campus arrangements

Purpose

A shared campus arrangement provides the opportunity for students to study an Authority or Authority-registered subject that is not offered as part of their school's curriculum at another school where it is offered.

This procedure details guidelines for shared campus arrangements in Authority and Authority-registered subjects.

Resources

This procedure should be read in conjunction with:

- moderation procedure [3.2: Distance education](#)
- moderation procedure [3.6: Variable progression rate](#).

Principles

- All students must be part of a cohort of students that is subject to the processes of QCAA externally moderated, school-based assessment.
- Students must be included in the moderation processes for the cohort with whom they study the subject.

- Moderation is the responsibility of the host school; reporting on student achievement at exit is the responsibility of the base school.
- Typical sampling requirements for moderation may be met by the selection of sample folios from both host and base school students.

Guidelines

General guidelines

- The school at which the student is enrolled is referred to as the base school. The school agreeing to provide the course of study is referred to as the host school.
- Shared campus arrangements must be approved by the QCAA before the arrangement commences.
- All base and host school students must be subject to moderation process through the host school Form R3 for monitoring and Form R6 for verification.
- The base school is responsible for submissions of Forms R6 to the QCAA at exit.

Specific guidelines

Gaining approval for a shared campus arrangement

A base school seeking approval for a shared campus arrangement, before the arrangement commences will:

- reach agreement with the prospective host school for such an arrangement
- obtain written agreement from the host school
- make written application to the Manager, Quality Assurance Unit, including the written agreement of the principal of the host school
- agree to meet all of the syllabus requirements for the subject.

Both the base school and the host school should receive written approval before the arrangement commences. If the arrangement ceases, the host school must notify the Manager, Quality Assurance Unit.

Work program and study plan requirements

The host school must submit a work program or a study plan for the subject. The work program or a study plan should be submitted for approval before offering the course of study. The base school need not submit a work program or a study plan for the subject.

Course implementation

Teaching and assessment in the subject will be conducted by the host school, which will retain all student work and record all student achievement for moderation and reporting purposes.

Moderation procedures for Authority subjects

At monitoring:

- The host school prepares a standard monitoring submission.
- The Form R3 should be completed by the host school and signed by the host school principal. The total number of students completing the subject at Year 11 should include all students in the cohort, including base school students.

- After monitoring, the host school may provide feedback to the base school by providing a copy of the completed Form R3 with panel comments.

At verification:

- A Form R6 should be completed by the host school and signed by the host school principal. The base school name should be included in brackets in the school section, e.g. Host SHS (Base SHS — Shared campus).
- All students in the cohort, including base school students, should be entered in the initial column of the *Relative achievement of students* ladder. The base school students should be identified by an asterisk.
- The host school is authorised to negotiate with review panels and officers of the QCAA on all students' achievements in the subject.

At exit:

- When exit achievements have been finalised, the Form R6 should be completed with:
 - the signature of the host school principal
 - all students in the cohort, including asterisked base school students, entered in the *Exit* column of the *Relative achievement of students* ladder
 - the exit distribution of base school students and the exit distribution of host school students recorded separately in the *Distribution of levels of achievement*.
- When the Form R6 has been finalised, the host school should:
 - photocopy the Form R6 for the base school
 - attach a copy of any Form R7 if appropriate
 - send the photocopy of the Form R6 with attachments to the base school
 - forward the Form R6 with attachments and SDCS information to the QCAA by the time set in the Senior Education Profile calendar.
- The base school, on receipt of the photocopied signed Form R6 and attachments from the host school, should:
 - ensure that the principal of the base school countersigns the Form R6
 - submit the signed photocopy Form R6 and attachments to the QCAA with SDCS information by the time set in the Senior Education Profile calendar
 - retain copies of all documentation.

Recording information on students' enrolments and achievements

Information about semesters studied, levels of achievement and results for base school students must be entered in the base school's SDCS.

Information about semesters studied, levels of achievement and results for host school students only must be entered in the host school's SDCS.

Dual cohorts

At times students may not be able to study a subject that is offered at their school due to particular circumstances. In such situations, the student's school may enter a shared campus arrangement with another school. This situation is referred to as a dual cohort.

Dual cohorts are appropriate for resolving issues that arise for small numbers of students such as time-tabling difficulties.

It is the responsibility of the base school to determine Subject Achievement Indicators (SAIs) for the cohort of students studying through a shared campus arrangement. The base school may seek information from the host school at the completion of the course. The host school may provide the students' folios of work so that appropriate SAI decisions can be made.

Upon receipt of the Form R6 from the host school, the base school will:

- add students to the base school R6 in the exit column and distribution row
- attach the host school's Form R6 to the back of the base school Form R6 and submit the forms to the QCAA.

3.5 Unresolved submissions

Purpose

State review panels (for subjects with district review panels) manage submissions from verification when agreement cannot be reached. This procedure details state review panel management of unresolved submissions until the end of consultation and for exit consultations.

Resources

This procedure should be read in conjunction with:

- moderation protocol [2.12: Resolution of unresolved submissions from state review panel comparability meetings](#)
- moderation protocol [2.15: Unresolved submissions](#).

Principles

- Agreement on the Form R6 is reached when the *Distribution of levels of achievement* and *Relative achievement of students* are supported by both the school and the panel. A submission becomes 'unresolved' if this agreement is not reached.
- The review of the unresolved submissions is a focused review.
- The focused review by the state panel relates only to those folios where placement in the panel column on the Form R6 does not match the initial school proposal.
- The state review panel makes recommendations about school decisions based on the evidence in the verification submission and any extra evidence that may have been provided in subsequent negotiations with the district review panel chair (DRPC).
- The state review chair is responsible for verification and any further consultations that may occur at exit.

Guidelines

A submission is unresolved when:

- a school and the district review panel have not reached agreement about all the sample folios in the submission
- agreement has not been indicated in writing on the Form R6.

The DRPC and the school inform the district coordinator when a submission is to be sent to the state review panel as an unresolved submission.

Before the state review panel meeting

Schools should:

- retain the submission in the same form as sent to verification
- include any additional evidence that may have been provided in subsequent negotiation with the DRPC in supporting their submission
- not include student responses to post-verification assessment instruments
- forward the submission and any additional evidence and information to the QCAA.

The Services Coordination Unit will:

- receive the unresolved submission including the original Form R6
- provide the relevant state review panel with:
 - the verification submission, which may include further evidence provided to the DRPC by the school during the initial consultation and negotiation
 - a copy of the Form R6 with only the Initial school proposal for distribution and Initial relative achievements of students indicated
- provide the relevant state review panel chair (SRPC) with the original Form R6.

The Quality Assurance Unit will prepare sufficient unresolved submission review notes for use by state review panels.

The Senior Education Officer will:

- collect for each unresolved submission:
 - two copies of the unresolved submission review notes
 - one unresolved submission summary
- identify on the unresolved submission review notes the school's proposed placement of folios for which agreement has not been reached with the district review panel.

At the state review panel meeting

The SRPC will:

- assign one state review panellist to carry out a focused independent review using the submission, the relevant folios, and the unresolved submission review notes prepared by the SEO
- consider the original Form R6 with panel recommendations
- consult with the state review panellist following the first review to consider:
 - state review panellist's recommendations
 - district review panel's recommendations

- if required, assign a second state review panellist to review the unresolved folios and as appropriate provide them with:
 - the original Form R6 with panel recommendations
 - completed unresolved review notes from the first review.
- consult with the reviewer/s to complete the unresolved submission summary
- contact the DRPC to report the state review panel's recommendations
- contact the school principal to discuss the state review panel's recommendations based on the evidence in the folios for which agreement has not been reached with the district review panel
- provide the school with written advice, as necessary, (in red and initialled), on the Form R6 concerning the state review panel's recommendations
- retain a photocopy of the Form R6, the unresolved submission review notes and summary
- return the submission and Form R6 to the school.

If agreement is reached before the end of the state panel consultation period the school completes the original Form R6 by:

- indicating the agreed relative achievement in the agreed column
- signing and dating the agreed verification proposal row
- returning the original Form R6 to the SRPC for countersigning.
- the SRPC countersigns and dates the Form R6, retains the triplicate and returns the Form R6 to the school.

At exit

The school will negotiate any significant movement for students with the SRPC, referring to:

- moderation protocol [2.8: Form R7 consultations](#)
- moderation strategy [4.7: Using the Form R7](#).

Movements at exit will be based on evidence collected in the post-verification period.

If the evidence available at verification is not sufficient to reach agreement, the SRPC may consider information gathered from post-verification assessment instruments for those folios for which agreement has not been reached with the district review panel. If agreement is still not reached:

- the SRPC and the school inform the Manager, Quality Assurance Unit
- the Quality Assurance Unit will arbitrate to reach a resolution concerning confirmation of levels of achievement following moderation protocol [2.12: Resolution of unresolved submissions from state review panel comparability meetings](#)
- all further consultations will be with QCAA staff.

3.6 Variable progression rate

Purpose

Variable progression rate (VPR) refers to variations to typical patterns of study. Where a school offers a student the opportunity to study using VPR, particular moderation procedures are required. This procedure explains how schools, QCAA panels and officers implement moderation processes for students in VPR arrangements.

Resources

This procedure should be read in conjunction with moderation procedure: [3.4 Shared campus arrangements](#)

Principles

- Schools manage the progression rates of their students.
- Students in VPR arrangements complete moderation processes and are included on Forms R6 with the cohorts with whom they exit their school at the completion of Year 12.
- For the purposes of assigning Subject Achievement Indicators (SAIs), obtaining a result on the QCS Test, and determining Overall Positions (OPs) and Field Positions (FPs), the cohort to which a student belongs is the one with whom they exit the senior phase of learning.

Guidelines

- Managing variable progression rates of students involves providing opportunities for some students to:
 - spread senior studies over three years
 - study two semesters of a senior subject in one semester
 - commence a senior subject in Year 10.
- A Senior Statement will record a maximum of four semester units of any Authority or Authority-registered subject.
- Schools must seek written approval from the Manager, Quality Assurance Unit, before commencing the course/s of study if:
 - the requirement that at least half of the program of Authority subjects to be recorded on a Senior Statement must be completed in the final year of school (Year 12) will not be met
 - an entire cohort will study in a VPR mode.
- Variable progression may be offered to international students who arrive in Australia to commence their studies in Queensland senior high schools if the students:
 - are not eligible for credit transfer or credit transfer is not possible due to non-recognition of their overseas studies
 - are commencing senior schooling in Queensland after semester one
 - may feasibly complete four semesters in three.

Procedures for schools

Monitoring

VPR students are monitored with the group with whom they study. No special arrangements are required.

At verification in the year that VPR students finish a course of study

The school must:

- photocopy a Form R6 (referred to in this procedure as the VPR Form R6) recording the VPR students' rung placements
- clearly indicate on the VPR Form R6 the year that the students will exit Year 12 (e.g. Exit Year 12 2015)
- not include VPR students on the exiting cohort Form R6 but attach the VPR Form R6 behind the exiting cohort Form R6
- submit VPR folios, if necessary, to meet the sampling pattern requirements for a verification submission
- retain a copy of the VPR Form R6 with the quadruplicate of the Form R6.

When completing verification and post-verification processes, the school must:

- consult with the review panel chair, up to and including exit
- consider the whole subject cohort including VPR student folios when making decisions about placement and applying advice from the panel about non-sample folios
- record on the VPR Form R6 all consultations with the review panel chair and any agreed changes in rung placement
- retain copies of exiting cohort Forms R6 and R7 attached to the VPR Form R6 for submission to the QCAA at confirmation when the VPR students exit Year 12.

The VPR student folios will not be submitted again as part of a verification submission in the year in which they exit Year 12.

At verification in the year that VPR students exit Year 12

The school must:

- add the VPR students' rung placements from the VPR Form R6 to the Form R6 for the Year 12 cohort exiting in this year
- add the VPR students to the totals in the exit distribution row
- attach a copy of the VPR Form R6 and any relevant Form R7 to the Form R6
- conduct the typical verification arrangements and complete all moderation processes for the exiting cohort.

VPR students who have previously been verified are not subject to the advice or recommendations made about the exiting cohort. Folios from these students must not be submitted as part of the verification submission.

When there is not a Year 12 cohort exiting in this subject in the year the VPR students exit Year 12, schools must submit the VPR Form R6 to the QCAA at confirmation.

Procedures for review panels

VPR students are verified and exit the course of study in one year and are part of a cohort that exits the school in the next. In both years, the VPR students are on Forms R6 but the processes for panels are different.

At verification in the year that VPR students finish a course of study

Review panels must:

- receive a photocopied Form R6 (referred to here as the VPR Form R6) showing details of VPR students who finished the course but will not exit this year
- receive a Form R6 for the exiting cohort with the VPR Form R6 attached
- complete typical moderation processes
- sign the Form R6 and VPR Form R6 upon reaching agreement with the school
- retain a copy of the VPR Form R6 with the triplicate of the Form R6
- record on the VPR Form R6 all consultations with the school and any agreed changes in rung placement.

The students' folios will not be submitted again as part of a verification submission in the year in which they exit Year 12.

At verification in the year that VPR students exit Year 12

Review panels must:

- receive the exiting cohort Form R6 with the photocopied VPR Form R6 showing details of VPR students who finished the course in a previous year transcribed on to the Form R6
- verify placements using the Forms R6 and supporting documentation from the previous year's moderation processes.

4 Strategies

4.1 Authenticating authorship of student responses

Purpose

Judgments about student achievement are based on evidence of the demonstration of student knowledge and skills. Schools ensure responses are validly each student's own work.

Access to electronic and digital resources and opportunities for collaborative text production requires teachers to ensure all resources are acknowledged.

This strategy describes processes for authenticating the authorship of student responses, monitoring student text production, identifying and minimising opportunities for plagiarism and authenticating the contribution of students to responses when there is access to human resources outside of class.

Resources

This strategy should be read in conjunction with moderation protocol [4.6: Making judgments when student authorship cannot be authenticated](#).

Further advice about practical and rigorous authentication strategies and guidelines for authenticating the ownership of student assessment responses, including those completed outside class, can be found on the assessment pages of the QCAA website in the document: *Advice about strategies for authenticating student work for learning and assessment*, www.qcaa.qld.edu.au/downloads/senior/snr_tla_strat_auth_stud_work.docx.

In addition, the following documents are recommended:

- Australasian Curriculum Assessment and Certification Authorities (ACACA) 1995, *Guidelines for Assessment Quality and Equity*, accessed Oct 2013, acaca.bos.nsw.edu.au/go/acaca-documents
- Implementing teaching, learning, and assessment, www.qcaa.qld.edu.au/31164.html, a video resource that provides information about school-based approaches for authenticating responses
- relevant QCAA syllabus documents.

Principles

Assessment programs:

- provide opportunities for information to be gathered across a range of conditions
- require strategies to confirm the authorship of all responses across the range of conditions
- allow for the increasing independence of learners and help students to assume responsibility for their own development as learners.

Guidelines

Conditions

The range of conditions for assessment techniques includes:

- time allowed to prepare for and to complete the task

- access to resources, both material and human, before and during the assessment process.

Plagiarism

Plagiarism involves students submitting the work of others as their own, without appropriate acknowledgment or referencing of the original work. Examples of plagiarism include failing to acknowledge and/or appropriately reference:

- sentences or paragraphs copied or closely paraphrased
- other's ideas, work or research data
- work produced by someone else on the student's behalf and/or in conjunction with other people but purported to be entirely their own.

Establishing authorship

It is essential that judgments of student achievement be made on genuine student assessment responses. Teachers must take reasonable steps to ensure that each student's work is their own, particularly where students have access to electronic resources and when they are preparing responses to collaborative tasks, and when they have access to others' ideas and work.

Strategies include:

- authenticating student responses to assessment tasks by:
 - spending significant classroom time on the task ensuring that teachers can monitor, discuss and are familiar with each student's response in progress
 - students documenting specific stages in the development of a response, such as topic choice, listing resources and conducting preliminary research
 - copies of each student's response are retained at key points in the assessment process
 - varying assessment tasks from year to year so that students are unable to use other student responses from previous years
 - internal moderation processes such as cross-marking where there is more than one class of a particular subject cohort
- monitoring student text production by:
 - formal acknowledgment and declaration of information about all resources used and assistance provided
 - written, in-class annotations, summaries or discussions which explore further aspects of the subject matter or of the process of text production
 - interviews, spoken discussions or presentations after the submission of a task to explore further or clarify some aspects
 - submission with the final response of the original planning and all drafts
- minimising opportunities for plagiarism by ensuring that the body of evidence about which judgments are made includes tasks that are completed under varying conditions, ranging from most controlled to open access to human and material resources
- authenticating the contribution of the student for tasks with open access to human resources outside of class by planning for many of the tasks undertaken at home and in class to be used for guiding or enhancing activities during the course culminating or synthesising activities with some level of teacher supervision in the classroom

- identifying plagiarism using applications available to schools.

4.2 Developing a school-based policy for late and non-submission of student responses to assessment instruments

Introduction

In Queensland's system of externally moderated school-based assessment, schools need to have policies and practices that encourage the participation and engagement of students in their learning and assessment.

Teaching needs to be supportive of the assessment process. Learning experiences in the general objectives of the subject should enable students to complete the assessment instruments and should involve students in meaningful ways. Students should be monitored as they undertake the requirements of the assessment instrument, as part of a developmental process.

There are cases, however, where students do not submit the response on or before the due date or in a complete form, or do not complete the task at all. In such instances, schools must follow the principles of QCAA moderation policy [1.1: Late and non-submission of student responses to assessment instruments in Authority and Authority-registered subjects](#). In order to do this, schools need to develop and implement a whole-of-school policy and approach, using the principles of the QCAA policy.

Purpose

This strategy provides schools with strategies for developing a school-based policy for the late and non-submission of student responses to assessment instruments in Authority and Authority-registered subjects.

Resources

This strategy should be read in conjunction with:

- moderation policy [1.1: Late and non-submission of student responses to assessment instruments in Authority and Authority-registered subjects](#)
- moderation policy [1.2: Special provisions for school-based assessments in Authority and Authority-registered subjects](#)
- moderation protocol [2.13: Revisiting semesters and undertaking additional assessment in Authority and Authority-registered subjects](#)
- moderation protocol [2.14: Sufficiency of coverage and adequacy of assessment](#)
- Australasian Curriculum Assessment and Certification Authorities (ACACA) 1995, *Guidelines for Assessment Quality and Equity*, accessed Oct 2013, acaca.bos.nsw.edu.au/go/acaca-documents
- QSA Memo 091/08, *Sufficiency of Coverage and Adequacy of Assessment for Students to Receive Results on a Senior Statement*, 12 Nov 2008, www.qcaa.qld.edu.au/memos/08/091-08.pdf
- relevant QCAA syllabus documents.

School policies should be consistent with these policies and documents.

Principles

The following principles should inform school policy on late and non-submission of student responses:

- evidence about student achievement should be gathered in a continuous process throughout the course of the teaching, learning and assessment program
- expectations of assessment instruments and due dates should be made clear to teachers, students and their parents/carers
- procedures are enacted consistently across subjects within the school in a fair and equitable manner
- opportunities should be provided for appropriate members of the school staff to intervene in order to avoid cases of late and non-submission.

Judgments of student responses can only be made:

- where there is student work to match with syllabus standards descriptors
- using exit standards based on evidence available on or before the due date.

Strategies

When developing and implementing a policy for late and non-submission of student responses, schools should:

- be proactive in developing strategies to collect and gather evidence about student achievement throughout the two-year course in the teaching, learning and assessment process
- establish effective mechanisms for gathering evidence prior to student submission or completion of assessment tasks (e.g. class work, collected drafts, rehearsal notes, photographs of work, teacher observations)
- establish whole-of-school approaches to assessment practices (e.g. declared due dates for assessment tasks, measures to ensure evidence is gathered on or before the due date)
- ensure that the policy is made known to staff, students and their parents/carers, and that the procedures and processes are consistently applied across all senior Authority and Authority-registered subjects
- provide points of intervention so that teachers, parents/carers, heads of department and administration and counselling staff can prevent issues of lateness or non-submission of responses to assessment instruments.

Judgments

In cases of late and non-submission of student responses, schools should consider the following when making judgments about student achievement:

- judgments in Authority and Authority-registered subjects are made by matching student responses to assessment instruments with the standards descriptors outlined in the relevant syllabus

- evidence proactively collected as part of the teaching, learning and assessment process may be used to make judgments when, for example, a student:
 - partially completes an assessment instrument
 - does not submit the assessment instrument by the due date
 - does not complete a scheduled assessment instrument
 - refuses to do an assessment instrument
- the practice of awarding a lower standard as a penalty for lateness is not valid in a standards-based system of externally moderated school-based assessment. A standard can only be awarded where evidence has been demonstrated. Therefore, an 'E' standard for a non-response for a particular assessment instrument cannot be awarded if there is no evidence for it
- in incomplete student folios, the level of achievement decisions should match the evidence in the student folio.

Sufficiency of coverage

When proactive measures outlined in the school's policy for late and non-submission have been exhausted, and a student has not demonstrated coverage of the course:

- the student may still receive a level of achievement based on available evidence matched against stated syllabus exit standard descriptors
- consideration should focus on the number of semesters of credit granted for a level of achievement in the subject
- the number of semesters of credit recorded on a Senior Statement should reflect the relative coverage of the course of study

In cases where coverage of the full range of general objectives has not been achieved, school principals should refer to the procedures outlined in the moderation protocol [2.13: Revisiting semesters and undertaking additional assessment in Authority and Authority-registered subjects](#)

4.3 Form R3 advice

Purpose

Review panels need support and guidelines to ensure that advice at monitoring is consistent and appropriate. This strategy describes the nature of the advice provided by review panels using the Form R3.

Resources

This strategy should be read in conjunction with moderation protocol [2.6: Form R3 monitoring advice](#).

Principles

- Panels seek to support school judgments by scanning for evidence of the match of the qualities of the student responses with the syllabus standards descriptors.
- Panels support school judgments or provide and justify advice about assessment decisions using evidence from the submission and the syllabus.

- The Quality Assurance Unit supports moderation processes by providing panellists with models of appropriate advice for the Form R3.

Guidelines

- The Quality Assurance Unit provides panellists with annotated review notes as a model for organising information and making appropriate syllabus and evidence-based comments on the Form R3.
- When documenting and explaining decisions, advice and justifications, panellists use the language of moderation and the syllabus and adhere to the guidelines in the Form R3 protocol.
- Comments on the Form R3 are organised as follows:
 - an introductory paragraph that summarises the information for the school about the school's assessment decisions
 - further paragraphs, as needed, dealing with the:
 - effectiveness of the assessment package in providing opportunities to demonstrate the syllabus objectives and standards
 - appropriateness of the application of standards when making judgments about responses across a folio
 - appropriateness of decisions about interim levels of achievement.
- Advice should cite evidence from the submission and the folios. Examples should be provided to support any issues with assessment, the appropriate application of standards to responses across a folio or the appropriateness of decisions about interim levels of achievement.
- Advice is clear, concise, constructive, factual, respectful and relevant.

4.4 Form R6 advice

Purpose

Review panels need support and guidelines to ensure that advice at verification is consistent and appropriate. This strategy describes the nature of advice provided by review panels using the Form R6.

Resources

This strategy should be read in conjunction with:

- moderation protocol [2.7: Form R6 verification advice](#)
- moderation protocol [2.16: Using evidence to make judgments about student achievement](#)
- moderation procedure [4.5: Making judgments about student achievement](#).

Principles

- Panels seek to support school judgments by scanning for evidence of the match of the qualities of student responses with the syllabus standards descriptors.
- Panels support school decisions or provide and justify advice and recommendations using evidence from the verification submission and the syllabus.

- The Quality Assurance Unit supports moderation processes by providing panellists with models of appropriate advice for the Form R6.

Guidelines

- The Quality Assurance Unit provides panellists with annotated review notes as a model for organising information and making appropriate syllabus and evidence-based comments and recommendations on the Form R6.
- When documenting and explaining decisions, advice and justifications, panellists use the language of moderation and the syllabus and adhere to the guidelines in the Form R6 protocol.
- The comments on the Form R6 are organised as follows:
 - an introductory paragraph that summarises the information for the school about the level of achievement and relative achievement decisions
 - further paragraphs, as needed, to communicate whether the evidence substantiates achievement decisions.
- When making recommendations, panellists:
 - provide specific evidence of where the school’s judgments about responses across the folio were not an appropriate match with the syllabus standards
 - recommend a more appropriate placement
 - comment on the effectiveness of the assessment package in providing sufficient opportunities to demonstrate the syllabus standards.
- Comments on the Form R6 are clear, concise, constructive, factual, respectful and relevant.

4.5 Making judgments about student achievement

Purpose

Schools and panels use evidence from student responses in different ways and for different purposes. This strategy explains how schools use evidence to make judgments about student achievement and the processes for panels when looking for evidence of the match of the qualities of student responses with the syllabus dimensions (or general objectives) and standards descriptors.

Resources

This strategy should be read in conjunction with:

- moderation policy [1.3: Using standards to make judgments about student achievement in Authority and Authority-registered subjects](#)
- moderation protocol [2.16: Using evidence to make judgments about student achievement](#)
- moderation strategy [4.6: Making judgments when student authorship cannot be authenticated.](#)

Principles

- Schools make judgments about student achievement using evidence of the match of student responses to assessment instruments with the syllabus dimensions and standards descriptors.

- Syllabus exit standards, *Awarding exit levels of achievement* and *Principles of exit assessment* inform exit level and relative achievement decisions.
- Decisions about student achievement must be made, and be able to be described and justified, using standards descriptors.
- Review panels scan for evidence of the school's match of the qualities of student responses with the syllabus standards descriptors.

Guidelines

Use of evidence to make judgments

Schools and panels use the same evidence for different purposes when making decisions about student achievement:

- schools use evidence from student responses to assessment instruments collected as part of the teaching, learning and assessment program to make judgments about achievement
- judgments about student achievement are made by matching the evidence in student responses with instrument-specific standards matrixes drawn from the syllabus dimensions and standards
- schools make decisions about interim and exit levels of achievement using a folio of student responses and the relevant information in the syllabus
- panels look for evidence from student responses collected in a sample folio to support school decisions about interim, proposed and exit levels of achievement.

Use of evidence by schools

Judgments about responses

Schools use evidence to make judgments about student responses to assessment instruments by:

- matching the qualities of student work with the relevant syllabus descriptors
- making on-balance judgments about the match of descriptors to a particular standard.

Decisions about levels of achievement

Schools make decisions about interim and exit levels of achievement using a folio of student responses by:

- awarding a standard in each dimension by making an on-balance judgment about how the qualities of the student's responses match the syllabus standards descriptors
- once standards have been determined in each of the dimensions, using the table: Awarding exit levels of achievement, award an exit level of achievement.

Level of achievement decisions are also made by looking at the extent to which the syllabus exit standards have been achieved overall across the dimensions of the syllabus where this is a syllabus requirement.

Decisions about relative achievement

Schools make relative achievement decisions within a level of achievement using a folio of student work. Relative achievement decisions are made by looking at the extent to which the syllabus exit standards have been achieved across the dimensions of the syllabus at, for example, a threshold, typical or better-than-typical standard.

Use of evidence by panels

Review panels look for evidence to support school assessment decisions. That evidence is presented in submissions at monitoring, verification and at exit. As judgments about student achievement have already been made by teachers in schools, review panels scan folios for the evidence of the match of responses with the exit standards.

At verification, panels use this evidence to make decisions and may provide recommendations to schools about:

- on-balance judgments across a folio
- levels of achievement of sample folios
- relative achievement of sample folios as indicated by threshold, typical or better-than-typical placements on a Form R6.

School use of panel advice

Panels provide advice to schools about folios of student work submitted as samples of the school's judgments. As panel advice relates to sample student folios, schools must then consider the extent to which that advice has implications for the level of achievement and relative achievement of non-sample student folios.

When panel advice is relevant to non-sample folios, schools may determine changes to levels of achievement and relative achievement of students, leading to new placements and altered proposals for distributions of levels of achievement. Decisions about the achievement of non-sample folios are subject to confirmation processes.

4.6 Making judgments when student authorship cannot be authenticated

Purpose

Schools are responsible for ensuring that judgments about achievement in Authority and Authority-registered subjects are based on responses that can be authenticated as a student's own work.

Schools are responsible for making judgments about achievement when authorship of student responses cannot be authenticated, or the response is not entirely the student's.

Resources

This strategy should be read in conjunction with:

- moderation policy 1.1: [Late and non-submission of student responses to assessment instruments in Authority and Authority-registered subjects](#)
- moderation policy 1.3: [Using standards to make judgments about student achievement in Authority and Authority-registered subjects](#)

- moderation protocol [2.16: Using evidence to make judgments about student achievement](#).
- moderation strategy [4.1 Authenticating authorship of student responses](#)
- Implementing teaching, learning, and assessment, www.qcaa.qld.edu.au/downloads/senior/snr_tla_strat_auth_stud_work.docx, a video resource that provides information about school-based approaches for authenticating responses
- *Advice about strategies for authenticating student work for learning and assessment*, www.qcaa.qld.edu.au/31164.html.

Principles

- In externally moderated school-based assessment, teachers make judgments about student achievement.
- Syllabuses require that schools gather evidence of student achievement across a variety of assessment techniques and conditions.
- Schools must ensure that, across a range of conditions, completed assessment is the student's own work.
- In order to make judgments about student achievement, there must be sufficient evidence of the student's own knowledge and skills to match with the relevant syllabus standards descriptors.
- Schools are responsible for ensuring that assessment decisions are fair and equitable for all students.

Guidelines

Teachers must implement strategies to ensure authentication of student work. Responses that are not the student's own cannot be used to make a judgment. When authorship of student work cannot be authenticated, or a response is not entirely a student's work, judgments about achievement can be made by:

- providing an opportunity for the student to demonstrate that the submitted response is authentically the student's own work
- providing an additional task/items to gather sufficient evidence of the student's knowledge and skills
- making 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.

4.7 Using the Form R7

Purpose

Schools are responsible for deciding that a Form R7 should be used to request changes to an agreed verification proposal at exit.

This strategy describes the formal consultation with review panel chairs about proposed changes to an agreed-to exit distribution using the Form R7.

Resources

This strategy should be read in conjunction with moderation protocol [2.8: Form R7 consultations](#).

Principles

- Schools initiate the Form R7 consultation.
- All significant changes to a Form R6 require consultation with the review panel chair.
- All changes requested on a Form R7 must be based on evidence found in student responses to assessment instruments completed after verification and prior to exit.

Guidelines

When deciding on the initiation of consultation with a review panel chair by the use of a Form R7, schools should consider the following:

- all changes in the distribution of levels of achievement between the agreed verification proposal and exit proposal require consultation with the review panel chair, initiated by a Form R7
- in small and intermediate groups (fewer than 14 OP-eligible students), all changes in rung placements between the Agreed column and Exit column require consultation with the review panel chair
- in large groups (14 or more OP-eligible students), any significant changes in the relative achievement of students between the Agreed column and Exit column require consultation with the review panel chair. Examples of significant changes include:
 - a change to a rung placement of a student or students that has a significant impact on students:
 - on the same or adjacent rungs
 - who are not on adjacent rungs
 - within the same level of achievement
 - in other levels of achievement
 - a change which is part of a general and similar movement for a number of students within a level of achievement, or across levels of achievement
 - a change which is part of an upward movement for a student or a number of students while other students do not move or are moved downwards (e.g. the top student in the cohort moves up while others do not)

If a school is unsure of whether a change is significant, the school is advised to submit a Form R7.