

**St Columban's College**

**Principles of Assessment  
(Guidelines)**

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## The Assessment Cycle

Assessment is an integral part of the learning process. Assessment supports teachers in planning, teaching and learning, reflection, reporting and confirming targets.



## Principles of Assessment

In considering and designing assessment, the principles of equity, validity, alignment and evidence are at the forefront of your decision making.

# PRINCIPLES OF ASSESSMENT



### Equity

Assessment is underpinned by equity principles. It takes account of the diverse needs of students and contexts of education. As an integral part of the learning and teaching cycle, it makes a positive contribution to each student's learning.

Does the assessment provide the opportunity for all students to demonstrate what they understand, know and can do?

Does the assessment allow for optimal participation for all – that is, is it inclusive of students with diverse backgrounds and learning needs?

All students must be confident that they understand the intent and specific requirements of the assessment.



### Validity

Assessment is aligned with curriculum, pedagogy and reporting. Quality assessment has curricular and instructional validity – what is taught informs what is assessed, and what is assessed informs what is reported.

Does the assessment opportunity provide relevant contexts for learning?

Does the assessment opportunity have a genuine and valued purpose?

Students must recognise and be motivated by the purpose and relevance of the task.

### Alignment

Assessment aligned with curriculum, pedagogy and reporting includes assessment of deep knowledge of core concepts within and across the disciplines, problem solving, collaboration, analysis, synthesis and critical thinking.

Is the assessment clearly related to the content that is being taught?

Does the assessment provide evidence of student achievement across the range of knowledge, understanding and skills in the approved curriculum?

The connections to the approved curriculum must be clear to all audiences.

### Evidence-based

Assessment involves collecting evidence about expected learning as the basis for judgments about the achieved quality of that learning. Quality is judged with reference to the achievement standard and is based on evidence.

Is the information collected through assessment activities sufficient and suitable to enable defensible judgments to be made?

Is the evidence of student learning compiled over time to show the depth and breadth of the learning?

Students must have clear and explicit criteria for the types of evidence they will be required to provide.

**Assessment is a purposeful collection of students' knowledge, understanding and skills used to inform teaching and improve learning. It provides evidence that enables judgements to be made about the students' learning.**

## Assessing Student Learning

Assessing student learning is a crucial part of the classroom. It improves learning and informs teaching. It is the process through which teachers identify, gather and interpret information about student achievement and learning in order to improve, enhance and plan for further learning.

<b>Assessment for Learning</b>	<p><b>Assessment for Learning (Formative Assessment):</b> a regular part of learning and teaching and includes gathering information about the learners, analysing and interpreting this information to inform and shape the learning and teaching process.</p>	<p><b>Strategy Examples</b></p> <ol style="list-style-type: none"> <li>1. Refer to records (Learning Enhancement, Guidance, Pastoral, Diagnostic) to identify learning readiness, abilities, family background, strengths and challenges</li> <li>2. Clarifying, sharing and understanding learning intentions and criteria for success</li> <li>3. Engineering effective classroom discussions, activities and learning tasks that elicit evidence of learning</li> <li>4. Providing feedback which moves learning forward</li> <li>5. Activating learners as instructional resources for one another (peer assessment)</li> <li>6. Activating learners as the owners of their own learning (self-assessment)</li> </ol>
	<p><b>References:</b>  <a href="https://kweb.bne.catholic.edu.au/LandT/LearningTeaching/Assessinglearning/assessmentforlearning/Page/default.aspx">https://kweb.bne.catholic.edu.au/LandT/LearningTeaching/Assessinglearning/assessmentforlearning/Page/default.aspx</a>  <a href="https://kweb.bne.catholic.edu.au/LandT/LearningTeaching/Assessinglearning/Pages/Embedding-formative-assessment.aspx">https://kweb.bne.catholic.edu.au/LandT/LearningTeaching/Assessinglearning/Pages/Embedding-formative-assessment.aspx</a>  <a href="https://kweb.bne.catholic.edu.au/LandT/LearningTeaching/Assessinglearning/Documents/Assessment%20For%20Learning%20activities.pdf">https://kweb.bne.catholic.edu.au/LandT/LearningTeaching/Assessinglearning/Documents/Assessment%20For%20Learning%20activities.pdf</a></p>	

<b>Assessment as Learning</b>	<p><b>Assessment as Learning (Formative Assessment):</b> occurs regularly, formally, informally and helps students take responsibility for their own learning. Student self assessment enables students to reflect on and monitor their own progress to inform their future learning goals. It is used to support students to develop, practice and become experienced with reflection and critical analysis of their own learning.</p>	<p><b>Strategy Examples</b></p> <ol style="list-style-type: none"> <li>1. Discuss and share the success criteria for each assessment activity with students</li> <li>2. Ensure students understand the success criteria</li> <li>3. Explicitly teach students how to apply those criteria to their own work</li> <li>4. Provide students with feedback to help them improve</li> <li>5. Help students to set learning targets/goals to achieve improvement and to monitor learning goals</li> <li>6. Assist learners to develop additional strategies to achieve goals</li> <li>7. Explicitly teach learners how to provide peer feedback, ie offering each other advice regarding what has been done well in relation to success criteria, what still needs to be done in order to achieve the success criteria and advice on how to achieve the improvement</li> </ol>
	<p><b>References:</b>  <a href="https://kweb.bne.catholic.edu.au/LandT/LearningTeaching/Assessinglearning/Pages/AssessmentasLearning.aspx">https://kweb.bne.catholic.edu.au/LandT/LearningTeaching/Assessinglearning/Pages/AssessmentasLearning.aspx</a>  <a href="http://www.assessmentforlearning.edu.au/professional_learning/student_self-assessment/student_research_background.html">http://www.assessmentforlearning.edu.au/professional_learning/student_self-assessment/student_research_background.html</a>  <a href="http://www.assessmentforlearning.edu.au/professional_learning/modules/student_self-assessment/student_strategies_enhance.html">http://www.assessmentforlearning.edu.au/professional_learning/modules/student_self-assessment/student_strategies_enhance.html</a>  <a href="http://www.assessmentforlearning.edu.au/professional_learning/modules/peer_feedback/peer_research_background.html">http://www.assessmentforlearning.edu.au/professional_learning/modules/peer_feedback/peer_research_background.html</a>  <a href="http://www.assessmentforlearning.edu.au/professional_learning/modules/peer_feedback/peer_strategies_enhance.html">http://www.assessmentforlearning.edu.au/professional_learning/modules/peer_feedback/peer_strategies_enhance.html</a>                      Wilsin, J and Wing Jan, L (2008). Smart thinking developing reflection and metacognition. Curriculum Corporation.</p>	

## Assessing Student Learning

Assessing student learning is a crucial part of the classroom. It improves learning and informs teaching. It is the process through which teachers identify, gather and interpret information about student achievement and learning in order to improve, enhance and plan for further learning.

Assessment of Learning	<p><b>Assessment of Learning (Formative and/or Summative Assessment):</b>                  assists teachers to gather and interpret evidence of student learning to assess student achievement against goals and standards. A range of assessment techniques can be used by teachers to gather the information required to make professional judgements and should focus on students' demonstrations of learning, be comprehensive, valid and reliable, reflect equity principles – taking account of individual learners. Whilst providing learners and their parents of measure of student progress at a point in time, Assessment of Learning also provides guidance for future student improvement.</p>	<p><b>Strategy Examples</b></p> <ol style="list-style-type: none"> <li>1. Teacher observation</li> <li>2. Student/Teacher consultation</li> <li>3. Focused analysis</li> <li>4. Anecdotal records</li> <li>5. Checklists</li> <li>6. Research projects</li> <li>7. Responses – written test, short, multiple choice</li> <li>8. Portfolio</li> <li>9. Demonstration</li> <li>10. Research project</li> <li>11. Oral presentation</li> <li>12. Group presentation</li> <li>13. Graphic organisers</li> <li>14. Mapping – concept, spider, mindmap</li> <li>15. Blogging</li> <li>16. Voice thread</li> <li>17. Reflective journal</li> <li>18. Podcasting</li> <li>19. Learning logs</li> <li>20. Thinking skills</li> <li>21. Questioning techniques</li> <li>22. Annotated work samples</li> </ol>
	<p><b>References:</b>  <a href="https://kweb.bne.catholic.edu.au/LandT/LearningTeaching/Assessinglearning/Pages/AssessmentofLearning.aspx">https://kweb.bne.catholic.edu.au/LandT/LearningTeaching/Assessinglearning/Pages/AssessmentofLearning.aspx</a>  <a href="https://kweb.bne.catholic.edu.au/LandT/LearningTeaching/Assessinglearning/Pages/MakingJudgements.aspx">https://kweb.bne.catholic.edu.au/LandT/LearningTeaching/Assessinglearning/Pages/MakingJudgements.aspx</a>  <a href="https://kweb.bne.catholic.edu.au/LandT/LearningTeaching/CTJ/Pages/default.aspx">https://kweb.bne.catholic.edu.au/LandT/LearningTeaching/CTJ/Pages/default.aspx</a>  <a href="https://kweb.bne.catholic.edu.au/LandT/LearningTeaching/CTJ/Pages/CTJStrategies.aspx">https://kweb.bne.catholic.edu.au/LandT/LearningTeaching/CTJ/Pages/CTJStrategies.aspx</a>  <a href="https://kweb.bne.catholic.edu.au/LandT/LearningTeaching/CTJ/Pages/Moderating.aspx">https://kweb.bne.catholic.edu.au/LandT/LearningTeaching/CTJ/Pages/Moderating.aspx</a></p>	

## Special Provisions

'Special Provisions' means making reasonable adjustments to conditions of assessment to ensure equitable opportunities for all students. Special Provisions may apply to any student, depending on the circumstances, including:

- students with specific educational needs (eg sensory, motor, neurological)
- students with educational needs arising primarily from socioeconomic, cultural and/or linguistic factors where there may be some form of educational disadvantage
- 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 (eg students who have short-term impairments such as glandular fever, fractured limbs)
- Students with identifiably different patterns of educational development and orientation, influenced by factors including gender, special talents and life circumstances that may impact on a student's opportunity to engage in learning be assessed fairly.

In making a decision about special provisions, St Columban's College is required to consider what adjustments to assessment conditions are reasonable in the circumstances. Each case must be considered on an individual basis and decisions reached through consultation with specialist College personnel.

Reference: [https://www.qcaa.qld.edu.au/downloads/senior/snr\\_qa\\_mod\\_a-z.pdf](https://www.qcaa.qld.edu.au/downloads/senior/snr_qa_mod_a-z.pdf) (pg 4 – 8)

## Administration of Examinations:

(block examinations, in-class tasks/tests, investigations, oral presentations, practical assessments)

		Middle Phase	Senior Phase
<b>Before</b>	<b>Design</b>	In accordance with Assessment Writing Guidelines and QCAA requirements	
	<b>Storage</b>	<ul style="list-style-type: none"> <li>As guided by Curriculum Leader, eg copied and stored with coordinating teacher or Curriculum Leader</li> <li>Assessment file stored electronically in subject folder on staff common drive or as per Curriculum Leader direction (eg. Moodle)</li> </ul>	
	<b>Communication of exam conditions/expectations to students</b>	<ul style="list-style-type: none"> <li>Frequent communication prior to examination – written and verbal</li> <li>Outlined on examination sheet</li> <li>Address by Middle and Senior Phase Assistant Principals at assemblies</li> </ul>	
			<ul style="list-style-type: none"> <li>Senior Exam Block schedule</li> <li>Email communication with students and parents during week prior to exam</li> </ul>
	<b>Communication of exam conditions/expectations to colleagues</b>	<ul style="list-style-type: none"> <li>Email to staff involved and discussion at faculty meetings</li> <li>Outlined on examination sheet</li> </ul>	
			Senior Exam Block schedule
	<b>Location</b>	Classroom – organised prior to exam if required	Classroom, exam block venue, eg Chapel
<b>During</b>	<b>Seating plan</b>	Teacher discretion, suggested alphabetical order and separate seating.	
	<b>Equipment</b>	<ul style="list-style-type: none"> <li>Borrow from another student before entering room</li> <li>Teacher provides equipment as necessary</li> </ul>	
	<b>Expectations of staff during supervision</b>	<ul style="list-style-type: none"> <li>Settle students outside venue</li> <li>Clear, concise instructions/expectations prior to entry</li> <li>Mobile phones collected on entry to room</li> <li>Directing students to seats in orderly manner</li> <li>Check for equipment not required</li> <li>Confirm Special Provisions</li> <li>Adhere to time requirements</li> <li>Actively supervising by walking, checking on progress and any anomalies of behaviour</li> <li>RTC referrals for students who are disruptive – exam sheet retained by teacher</li> </ul>	
	<b>Student absence known prior to exam, eg funeral, sport event</b>	<ul style="list-style-type: none"> <li>Parent informs College – message forwarded to teacher/Curriculum Leader</li> <li>Negotiate a suitable time with teacher (who consults with Curriculum Leader) prior to absence</li> <li>Complete exam either before or after exam is completed by class – dependent on situation and period of absence</li> <li>Student and/or staff member to arrange Special Provisions application to be completed and distributed</li> </ul>	

## Administration of Examinations (continued):

(block examinations, in-class tasks/tests, investigations, oral presentations, practical assessments)

		Middle Phase	Senior Phase
<b>During (continued)</b>	<b>Student absent due to sickness</b>	<ul style="list-style-type: none"> <li>Parent informs College – message forwarded to teacher/Curriculum Leader</li> <li>Medical Certificate sighted by teacher/Curriculum Leader on return and kept in student file</li> </ul>	
		<ul style="list-style-type: none"> <li>Student completes exam on return to school or negotiates a suitable time with teacher if absences prior to exam</li> </ul>	Teacher and Curriculum Leader consult - student completes exam during Exam Block catch up day – dependent on period of absence and type of sickness – special provisions and/or may require alternative assessment
	<b>Student absent on day of exam – not known prior to exam, not sick, eg family incident</b>	<ul style="list-style-type: none"> <li>Parent informs College – message forwarded to teacher/Curriculum Leader</li> </ul>	
		<ul style="list-style-type: none"> <li>Refer to Assistant Principal (Middle) – dependent on situation, period of absence and how student is affected by unexpected event – special provisions?</li> </ul>	<ul style="list-style-type: none"> <li>Refer to Assistant Principal (Senior) – dependent on situation, period of absence and how student is affected by unexpected event – special provisions?</li> </ul>
	<b>Student arrives late for exam</b>	<ul style="list-style-type: none"> <li>Student sits exam and is provided with the same time as peers to complete</li> <li>Teacher/Curriculum Leader follows up re reason for lateness after completion of exam and action taken as required</li> </ul>	
	<b>Student is unwell and present for exam – unwell to the point of affecting output</b>	<ul style="list-style-type: none"> <li>Teacher/Curriculum Leader organises student to go to First-aid Officer in sick bay</li> <li>Parent/carer is contacted by Administration Officer and requested to pick up</li> <li>Notes re situation are recorded on exam paper</li> <li>On return to College, student completes exam at a time negotiated with teacher/Curriculum Leader – dependant on sickness, period of absence and any other special provision considerations and/or may require alternative assessment</li> </ul>	
	<b>Disruptive behaviour during examination</b>	<ul style="list-style-type: none"> <li>Communicate examination conditions/expectations</li> <li>Referral to RTC if behaviour continues</li> <li>RTC is contacted to communicate referral and examination paper is retained by RTC on completion</li> <li>Teacher to consult with Curriculum Leader if required</li> </ul>	
	<b>Cheating</b>	<ul style="list-style-type: none"> <li>Examination paper is removed from student</li> <li>Student is immediately referred to Curriculum Leader/Assistant Principal (Middle or Senior)</li> <li>In consultation with teacher and Curriculum Leader/Assistant Principal (Middle or Senior), decisions are made regarding consequences for student, parent contact and results of examination</li> </ul>	
<b>Class teacher is absent</b>	<ul style="list-style-type: none"> <li>Decision of class teacher, possibly in conjunction with Curriculum Leader – students complete examination with supervising teacher or examination time is rescheduled</li> </ul>	<ul style="list-style-type: none"> <li>Students complete examination with supervising teacher during examination block</li> </ul>	

## Administration of Assignments: (Individual and Group)

		Middle Phase	Senior Phase
<b>Before</b>	<b>Design</b>	In accordance with Assessment Writing Guidelines and QCAA requirements	
	<b>Storage</b>	<ul style="list-style-type: none"> <li>As guided by Curriculum Leader, eg copied and stored on desk of co-ordinating teacher or Curriculum Leader</li> <li>Assessment file stored electronically in subject folder on staff common drive and student common drive</li> </ul>	
	<b>Communication of assessment conditions/expectations to students</b>	<ul style="list-style-type: none"> <li>Frequent communication during assignment completion phase – written and verbal</li> <li>Outlined on assignment sheet</li> </ul>	
	<b>Communication of examination conditions/expectations to colleagues</b>	<ul style="list-style-type: none"> <li>Email to staff involved and discussion at faculty meetings</li> <li>Outlined on assignment sheet</li> </ul>	
<b>During</b>	<b>Monitor student progress</b>	<ul style="list-style-type: none"> <li>Staged checkpoint lists</li> <li>Draft submissions at each checkpoint</li> <li>Consider special provisions</li> <li>Parent contact on failing to meet checkpoint dates – email forwarded by Curriculum Leader and/or classroom teacher</li> </ul>	<ul style="list-style-type: none"> <li>Staged draft submission</li> <li>Consider special provisions</li> <li>Parent contact on failing to meet draft submission – email forwarded by Curriculum Leader and/or classroom teacher</li> </ul>
	<b>Monitor student/group progress for collaborative assignments</b>	<ul style="list-style-type: none"> <li>Clearly assigned responsibilities for each group member</li> <li>Submission of drafts by each group member – feedback provided</li> <li>Co-ordinate sharing of progress between group members</li> <li>Group draft is submitted – feedback provided</li> </ul>	
	<b>Security of student work</b>	<ul style="list-style-type: none"> <li>No electronic copy or hard copy access given to another student</li> <li>Electronic back up required, eg USB</li> <li>Access to electronic and hard copy as requested by teacher, eg panel submissions, judgements</li> </ul>	
	<b>Draft due dates</b>	<ul style="list-style-type: none"> <li>Clearly shown in course outlines, assessment schedules and on front page of assignment sheet</li> <li>At teacher discretion, due dates may change</li> </ul>	
	<b>Draft feedback modes</b>	<ul style="list-style-type: none"> <li>Variety of written, verbal, electronic, conferencing, peer, self</li> </ul>	
	<b>Draft feedback (spelling, grammar, structure)</b>	<ul style="list-style-type: none"> <li>Spelling, grammar and general structure feedback clearly identified on drafts, however not corrected</li> </ul>	
	<b>Depth of draft feedback</b>	<ul style="list-style-type: none"> <li>At teacher discretion, but typically will include In-text bubbles/electronic editing functions</li> </ul>	
		<ul style="list-style-type: none"> <li>Mostly questioning</li> <li>Limited number of guiding examples are explicit</li> </ul>	<ul style="list-style-type: none"> <li>Predominantly questioning and/or redirecting to task requirements and to the criteria of standards</li> </ul>
	<b>Retention of draft with feedback</b>	<ul style="list-style-type: none"> <li>Retain a copy of draft and feedback to refer to when consulting final copy, ideally electronically</li> <li>In case of non-submission of final copy, final draft is rendered to be the final copy</li> </ul>	
<b>Maximum number of full drafts for submission</b>	<ul style="list-style-type: none"> <li>Generally a single draft, however at teacher discretion and dependent on special provisions</li> <li>Feedback is sufficient to generate changes needed to for student to produce best possible results for final submission (also dependent on quality of draft)</li> </ul>		



**Administration of Assignments (continued):** (Individual and Group)

		Middle Phase	Senior Phase
<b>During (continued)</b>	<b>Consistency of drafting processes among teachers of same classes</b>	Clear guidelines for all as directed by Curriculum Leader Teacher discretion – special provisions and circumstances Task conditions and criteria – uniform guide for consistency	
	<b>Collation of in class achievement standard/criteria evidence in addition to set assignment requirements</b>	Throughout the unit, teacher provides opportunities of formative assessment through class tasks, student and peer assessments and evaluations – ongoing feedback for students to work towards/achieve/meet standards/criteria (antecedotal evidence)	
	<b>Referencing style</b>	Consistency within subject area as directed by Curriculum Leader, eg APA, Harvard	
	<b>Class extensions for drafts and finals</b>	Teacher consults with Curriculum Leader regarding reason/s and new date Changes must be communicated to students and parents (via email, newsletter etc. as appropriate)	
	<b>Final submission requirements on due date</b>	<ul style="list-style-type: none"> <li>• Electronic – emailed/USB to teacher and hard copy provided next day if required</li> <li>• Hard copy (stapled) – handed to teacher or Student Services for time/date stamp and placing in teacher pigeon hole</li> <li>• Student name, Task Sheet and Criteria Sheet included</li> </ul>	
	<b>Absence of teacher on due date</b>	<ul style="list-style-type: none"> <li>• Electronic - Email to teacher and hard copy provided next day if required</li> <li>• Hard copy (stapled) – handed Student Services or supervising teacher to place in teacher pigeon hole</li> <li>• Student name, Task Sheet and Criteria Sheet included</li> </ul>	
	<b>Student absence for group presentation</b>	<ul style="list-style-type: none"> <li>• Design assessment task to enable other group participants to present and demonstrate standards/criteria without any impact of an absent student – contingency plan based on individual performance</li> <li>• Contact parent/carer and negotiate an individual presentation time</li> </ul>	
	<b>Inability to submit hard copy final due to printing problems at home</b>	<ul style="list-style-type: none"> <li>• Consult with teacher</li> <li>• Submit electronically via email/USB</li> </ul>	
	<b>Inability to submit hard copy or electronic final due to unusable, unreadable, corrupted or virus infected file, accidental deletion of electronic files</b>	<ul style="list-style-type: none"> <li>• Access back-up file if possible</li> <li>• Student consults with teacher</li> <li>• Student sources IT expertise</li> <li>• Student negotiates extension with teacher/Curriculum Leader/Curriculum Director – parent is informed</li> <li>• Teacher refers to draft to verify genuine progress/authenticity and use to allocate a final result if required</li> </ul>	
<b>After</b>	<b>Plagiarism</b>	Education re plagiarism <ul style="list-style-type: none"> <li>• Parents contacted to discuss</li> <li>• Re-work plagiarized section/s</li> <li>• Non-plagiarized section/s considered for collation of results</li> <li>• Curriculum Leader consulted to discuss options</li> </ul>	<ul style="list-style-type: none"> <li>• Parents contacted to discuss</li> <li>• Non-plagiarized section/s considered for collation of results</li> <li>• Curriculum Leader consulted to discuss options</li> </ul>
	<b>Collusion</b>	<ul style="list-style-type: none"> <li>• Education re collusion with all parties involved – parents contacted to discuss</li> <li>• Re-work collusion section/s</li> <li>• Non-collusion section/s considered for collation of results</li> </ul>	Non-collusion section/s considered for collation of results

## Additional References

### QCAA References:

#### Assessment Glossary

[https://www.qcaa.qld.edu.au/downloads/approach2/qcaa\\_assessment\\_glossary.pdf](https://www.qcaa.qld.edu.au/downloads/approach2/qcaa_assessment_glossary.pdf)

#### Assessment Policy

[https://www.qcaa.qld.edu.au/downloads/approach2/qcaa\\_assessment\\_policy.pdf](https://www.qcaa.qld.edu.au/downloads/approach2/qcaa_assessment_policy.pdf)

#### A-Z of Senior Moderation

[https://www.qcaa.qld.edu.au/downloads/senior/snr\\_qa\\_mod\\_a-z.pdf](https://www.qcaa.qld.edu.au/downloads/senior/snr_qa_mod_a-z.pdf)

#### Designing good assessment

<https://www.qcaa.qld.edu.au/k-12-policies/student-assessment/p-12-resources/designing-good-assessment>

#### Moderation – a way of working

<https://www.qcaa.qld.edu.au/k-12-policies/student-assessment/p-12-resources/moderation-way-of-working>

#### School-based assessment and moderation in Years 11-12: The Queensland experience

<https://www.qcaa.qld.edu.au/k-12-policies/student-assessment/p-12-resources/queensland-experience>

#### Quality assuring school-based assessment in Years 11-12: Moderation and reviewing

<https://www.qcaa.qld.edu.au/k-12-policies/student-assessment/p-12-resources/moderation-reviewing>

#### Equity in education

<https://www.qcaa.qld.edu.au/k-12-policies/equity-in-education>

#### Equity Statement

[https://www.qcaa.qld.edu.au/downloads/approach2/qcaa\\_equity\\_statement.pdf](https://www.qcaa.qld.edu.au/downloads/approach2/qcaa_equity_statement.pdf)

#### Guidelines for assessment quality and equity

[https://www.qcaa.qld.edu.au/downloads/approach2/acaca\\_equity\\_guidelines.pdf](https://www.qcaa.qld.edu.au/downloads/approach2/acaca_equity_guidelines.pdf)

#### Principles of Assessment

[https://www.qcaa.qld.edu.au/downloads/p\\_10/ac\\_principles\\_ass\\_append2.pdf](https://www.qcaa.qld.edu.au/downloads/p_10/ac_principles_ass_append2.pdf)

#### Designing effective assessment instruments for Authority and Authority registered subjects

[https://www.qcaa.qld.edu.au/downloads/senior/snr\\_assess\\_effect\\_design.pdf](https://www.qcaa.qld.edu.au/downloads/senior/snr_assess_effect_design.pdf)

### Other References:

#### Disability Discrimination Act 1992

<https://docs.education.gov.au/node/35941>

#### Disability Standards for Education 2005

<https://docs.education.gov.au/node/35943>

#### Melbourne Declaration on Educational Goals for Young

[http://www.curriculum.edu.au/verve/resources/National\\_Declaration\\_on\\_the\\_Educational\\_Goals\\_for\\_Young\\_Australians.pdf](http://www.curriculum.edu.au/verve/resources/National_Declaration_on_the_Educational_Goals_for_Young_Australians.pdf)