



ASPIRE - LEARN - ACHIEVE

Summary of Possible Principal-Reported and QCAA-Approved Access Arrangements and Reasonable Adjustments (AARA)

AARA	Description of possible adjustments to assessment and/or conditions	Internal Assessment approval (Units 1-4)	External assessment approval
Extension	An extension to the due date for submission or completion of an extended response project or performance or non-examination.	Principal-reported	Not applicable
Comparable assessment	An alternative comparable assessment that has not previously been administered to students in the subject cohort, may be administered on a different date.	Principal-reported	Not applicable
Extra time	Additional working time at the rate of five minutes per half hour of examination assessment time. Further information is available on the QCAA website: https://www.qcaa.qld.edu.au/downloads/senior/aara_extra-time_factsheet.pdf	QCAA-approved	QCAA-approved
Rest breaks	Time to stop interacting with the test to manage condition or disability at the rate of five minutes per half hour of assessment time, taken at any time during the assessment. This does not require an application for extra time. With rest breaks, the finishing time is adjusted, but the working time is not changed. Further information is available on the QCAA website: https://www.qcaa.qld.edu.au/downloads/senior/aara_rest-breaks_factsheet.pdf	QCAA-approved	QCAA-approved
Assistance	Examples include: <ul style="list-style-type: none"> a teacher aide assisting with manipulation of equipment and other practical tasks a supervisor using the student's name in reading assessment instructions, providing support and reassurance, and prompting the student to start or continue writing / undertaking the assessment task. 	Principal-reported	QCAA-approved
Individual instructions	A clean, unannotated copy of the written instructions. AUSLAN interpreter for instructions.	Principal-reported	Principal-reported
Reader	A reader that reads the assessment or the student's response aloud as often as the student requests. Further information is available on the QCAA website: https://www.qcaa.qld.edu.au/downloads/senior/aara_readers_scripts.pdf	Principal-reported	QCAA-approved
Scribe	Work with someone who transcribes the student's verbal response or directions during the assessment. Further information is available on the QCAA website: https://www.qcaa.qld.edu.au/downloads/senior/aara_readers_scripts.pdf	Principal-reported	QCAA-approved
Alternative format papers	Examples include: <ul style="list-style-type: none"> braille A4 to A3 enlargement large print papers black and white materials (e.g. for colour blind students) 	Principal-reported QCAA-approved for ENE and MAE Common Internal Assessments	QCAA-approved

Assistive technology	<p>Examples include:</p> <ul style="list-style-type: none"> • amplification system • speech-to-text application • magnification application • screen readers • scanning pens • accessible hardware <p>The types of assistive technology that the student may use to complete assessment will depend on variable factors, including the nature and severity of the student's disability and/or impairment and the functional impact related to the type and purpose of the assessment instrument.</p>	Principal-reported QCAA-approved for Essential English and Essential Mathematics Common Internal Assessments	QCAA-approved
Vision aids	<p>Examples include:</p> <ul style="list-style-type: none"> • coloured transparency overlay • different lighting • other vision aids. 	Principal-reported	Principal-reported
Computer	<p>Desktop computer or laptop computer with an approved software application. Further information about computers and document formatting is available on the QCAA website: https://www.qcaa.qld.edu.au/downloads/senior/aara_computers_a_sst_tech.pdf</p>	Principal-reported QCAA-approved for Essential English and Essential Mathematics Common Internal Assessments	QCAA-approved
Medication	Only prescribed medication may be taken into the assessment room in a clear container.	Principal-reported	Principal-reported
Diabetes management	<p>Examples include:</p> <ul style="list-style-type: none"> • bite-sized food • drink • blood-glucose monitoring equipment • rest breaks to eat, measure blood-glucose level or access toilet facilities • medication • varied seating and rest time for the practical aspects of managing the condition. <p>Further information is available on the QCAA website: https://www.qcaa.qld.edu.au/downloads/senior/aara_diabetes-management_factsheet.pdf</p>	Principal-reported	Principal-reported
Bite-sized food	The student may take a sufficient quantity of bite-sized food in a clear container into the assessment room. Food must be unobtrusive in nature, i.e. not crunchy, strong-smelling or wrapped in noisy packaging.	Principal-reported	Principal-reported
Drink	A drink, other than water, that is required for a medical reason into the assessment room in a clear, unlabelled bottle.	Principal-reported	Principal-reported
Physical equipment and environment	<p>Examples include:</p> <ul style="list-style-type: none"> • specialised desk or chair • cushion or pillow • crutches • heat or cold pack • towel • lighting • other physical aid. 	Principal-reported	Principal-reported

Varied seating	<p>Varied seating, if needed, is determined by the school external assessment coordinator or supervisor. Options include:</p> <ul style="list-style-type: none"> • single student supervision (separate from the main assessment room at the same assessment venue, e.g. if using a reader) • small group supervision (separate from the main assessment room at the same assessment venue, e.g. the group of students requiring rest breaks) • seated at the back, front or side of the main assessment room, e.g. a student with a back injury is seated at the back so that they can stand periodically. 	Principal-reported	Principal-reported
Variation to venue	<p>Changes to the assessment venue or assessment room may be made due to severe weather conditions or other incidents. Room changes are not required to be reported unless they impact on the assessment or students, e.g. during an assessment.</p>	Principal-reported	QCAA-approved
Other	<p>Other AARA may be required, based on the functional impact of a student's condition. Further advice can be obtained via the QCAA's AARA Unit.</p>	QCAA-approved	QCAA-approved