



Yeppoon State High School Assessment Policies and Procedures

Date Updated: 5/12/17

Contents

General Introduction: Purpose of Assessment	3
Assessment as, for, of	3
Feedback can have a number of forms:	3
Metacognition and Reflection (assessment as)	3
Evaluating student work (assessment of)	4
Assessment of (validity and reliability)	4
Aligning to the standards and cross marking	4
Standards of Practice	5
Late and Non-Submission of Assessment (Senior: Year 10-12)	5
The reduction of semesters of credit at exit	5
School based policy	6
Junior (Year 7-9)	7
Late and Non-Submission of Assessment	7
School based policy	7
Submission of Assessment Tasks (Senior).....	8
Special Provisions	8
Submission Details	9
Plagiarism and Turnitin	9
Marking and Feedback: Policy and Procedures	9
Policy:	9
Procedures:	10
Formative Assessment and Feedback (assessment for learning)	10
Metacognitive Control and Student Reflection (assessment as learning)	10
Assessment of Learning.....	10
Class teacher absent on the Due Date	12
Student absent on the due date	12
Students on Disciplinary Absence	12
Referencing	12
Assessment Design and Review	13
Examination Procedures	13
Parents and Students Communication Protocols	14
Appendix 1: Editing Codes.....	15
Appendix 2: APA Referencing Guide	16

General Introduction: Purpose of Assessment

Assessment as, for, of

Assessment has three key components. The three types of *assessment* are interrelated, however each has a different emphasis.

Assessment for and *as* learning occur during a unit of work as the student is prepared for *assessment of* learning. *Assessment for* learning tasks are undertaken to evaluate whether students are achieving the learning goals of the unit, and the outcome of assessment should inform the planning of future lessons.

Assessment as learning has as its focus the student's understanding of their own learning. Students evaluate their own learning and set future learning goals.

Assessment of learning forms the basis of external reporting. The teacher makes judgements about the quality of student work against objective criteria.

The development of a unit of work should provide opportunities for students to undertake activities which support all aspects of assessment. The following will outline some ideas which will support this process.

Feedback on class activities (assessment for, as)

Students need opportunities to engage in extended classroom writing activities. These activities should provide students with opportunities to prepare for assessment at the end of units, and to practise skills integral to improving their outcomes. Students should receive feedback on extended writing.

Feedback can have a number of forms:

- Inform students of a specific focus for feedback on the writing activity. As an example, the objective for study and practice may be cohesion. Provide feedback to students about their use of specific cohesive techniques. Ask them to improve their work after taking on feedback.
- Have students edit each other's work. Provide a clear frame and focus. It may be a grammar focus, or a focus around structure. For instance, peer feedback may look at essay or short story structure based on a clear understanding of expectations built up over a series of learning activities. Students can make judgements and provide feedback.
- Have students discuss practice materials against one key criteria from the task sheet. Look for ways to develop and improve their initial task.
- Sometimes students will redraft class activities to understand the editing process and work to improve specific skills or knowledge.

Metacognition and Reflection (assessment as)

- Students are responsible for completing the work profile on their folio and in their class notebooks. Each faculty will have a review and goal setting procedure for assessment of.
- The student needs to be aware of placement against year level standards based on results to date. They need to be mindful of what result they are on at that time given the information available. In the senior school this will include band and possible rung placement.
- Be completely transparent with students about their results and what they mean.

- Faculties are responsible for ensuring that students have a formal opportunity to review their performance and set clear performance goals in both the junior and senior school.

Evaluating student work (assessment of)

When evaluating student work there are several considerations for the teacher:

- The work should be scored so that the teacher is able to identify strengths and weaknesses in the work when making judgements against standards.
- Every effort must be made to indicate text errors - spelling, grammar, punctuation - using the school Correction and Editing Codes (See Appendix 1).
- Comments should address what students have done to match standards and clearly link to the text.
- The teacher comments should try to identify areas that require improvement. Comments should, within reason, be clear and reflect the standards.

Assessment of (validity and reliability)

It is absolutely vital that our assessment be:

- Valid: it assesses what it claims to be assessing. The task should match the content of the unit of study and it should allow students to demonstrate the full breadth of standards.
- Reliable: assessment needs to be consistent between classes and individuals, and results must have inter-rater reliability (we agree as teachers on the result).

To ensure validity we must:

- Design units of study that allow students to develop knowledge and skills that meet the standards.
- Engage in professional conversations to discuss the content required to achieve the standards, and whether learning experiences allow students the opportunity to prepare for assessment.
- Take the time to understand the task and its requirements. It is often helpful to attempt the task, and have students evaluate your efforts against the standards.

Aligning to the standards and cross marking

To ensure reliability we must:

- Discuss and understand the standards.
- Engage in organised professional discussions about the meaning and application of the standards.
- There are two elements of developing alignment with standards:
 - Assessment alignment meetings: These are to be coordinated by Year Level Leaders (YLL) and are to occur in the week following submission of all assessment tasks. The system for these meetings:
 - Use random tasks (1 from each teacher).

- Ask teachers to make the required number of copies, and pass to YLL. The YLL is to collate and distribute to subject teachers. Distribution for each teacher should include:
 - A summary sheet which includes suggested result and space for teachers to write their reasoning against the standards.
 - Relevant criteria.
 - One of each sample tasks (min of 3).
- Meetings should give **every** teacher the opportunity to explore their reasoning, and if possible a consensus for the result against the standards should be achieved. (This is not a vote.)
- These meetings should also provide opportunities for Unit Leaders to introduce and discuss forthcoming units and assessment. And give chocolate.

All faculties require a documented process for alignment and moderation of marking which includes:

- Meeting arrangements.
- Collection and allocation of materials.
- Processes for training and moderation of results.

Standards of Practice

Late and Non-Submission of Assessment (Senior: Year 10-12)

(QCAA-The A-Z)

- Judgement of assessment must be based on evidence of work gathered on or before the due date.
- For each task, decisions must be made by matching evidence to the criteria, allowing for student folios to be judged against standards at exit.
- In instances of non-submission, a standard for the task cannot be awarded if there is no evidence available prior to the due date.

The reduction of semesters of credit at exit

(QCAA-The A-Z)

- The awarding of results and semesters is at the principal's discretion.
- Students may not be awarded a result or semester units if there is insufficient coverage or inadequate assessment.
- Subjects with minimum assessment tasks require completion of all tasks. The minimum number of tasks must reflect the syllabus requirements for verification and post-verification.
- If a subject assesses more than the minimum number of tasks as required by the syllabus then a standard is to be awarded if a judgement can be made using the body of evidence in a student folio against the standards.

- Subjects with more than syllabus minimum must make judgements against standards where appropriate. (Above minimum assessment requires management around equity issues.)

School based policy

- Processes across faculties must ensure proactive policies to collect and gather evidence. This may include:
 - Draft date must be at least one week prior to due date.
 - Feedback will be provided to students at least two school days prior to the due date.
 - Teachers are not expected to receive drafts after the draft date. Teachers are not expected to draft student work (electronically) outside normal working hours.
 - Parent contact and notices of concern at both draft and due date. Notification will be recorded in OneSchool and referred to the Junio, Middle or Senior Schooling HoD.
- The due date for assessment will be clearly indicated on the task sheet. This is also for spoken/presentation tasks. Assessment must be submitted by 3.10 PM on the due date.
- Expectations of assessment instruments and due dates should be made clear to teachers, students and parents/caregivers through OneSchool.
- Opportunities should be provided for appropriate members of school staff to intervene to avoid late and non-submission. This will include; teacher, curriculum HoD, Senior Schooling HoD.
- Faculties require proactive strategies to collect and gather evidence about student achievement (including class work, drafts, rehearsal notes etc...) where appropriate to the task.
- Evidence proactively collected as part of the teaching, learning and assessment process may be used to make judgements 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.
- Faculty assignment policy must make evidence collection explicit in instances where students receive results on work other than assessment work from before the due date.
- Make points of intervention clear and shared by teachers, parents/carers, heads of department, administration and counselling staff. Senior Schooling HoD will be notified of every late submission and notice of concern.
- The responsibility of the Senior Schooling HoD is to initiate non-compliance procedures in the event of a second or subsequent non-compliance notification.
- Parents must be contacted in a timely manner for late and non-submitted items.
- Where appropriate, opportunities may be provided for students to complete required assessment to ensure completion of the course of study within the semester, however completed assessment will not contribute to the student's overall result. This will avoid the awarding of an N as a result of not completing the course of study. This must occur before the awarding of a semester result.

Junior (Year 7-9)

Late and Non-Submission of Assessment

- Every effort should be made to encourage students to complete and submit assessment.
- Judgement of assessment must be based on evidence of work gathered on or before the due date.
- For each task, decisions must be made by matching evidence to the criteria, allowing for student folios to be judged against standards drawn from ACARA at exit.
- In instances of non-submission, a standard for the task cannot be awarded if there is no evidence available. Use of data gathered in class time, or during time negotiated with parents/guardians may be an appropriate guide
- Every reasonable effort should be made to ensure students complete assessment and be awarded results.
- Where appropriate this may form part of support responses including:
 - Student support planning
 - Management plans

School based policy

- Processes across faculties must ensure proactive policies to collect and gather evidence. This may include:
 - Draft dates a week prior to due date.
 - Parent contact and notices of concern. Notification will be recorded in OneSchool and referred to the Junior or Middle Schooling HoD.
- The due date for assessment will be clearly stated on the task sheet. This is also for spoken/presentation tasks.
- Expectations of assessment instruments and due dates should be made clear to teachers, students and parents/caregivers through OneSchool. Adjustments to due dates should occur through HoDs and appropriate line management.
- Opportunities should be provided for appropriate members of school staff to intervene to avoid late and non-submission. This will include; teacher, curriculum HoD, Junior/Middle Schooling HoD, Junior/Middle Schooling Deputy.
- Faculties require proactive strategies to collect and gather evidence about student achievement (including class work, drafts, rehearsal notes etc...) where appropriate to the task.
- Evidence proactively collected as part of the teaching, learning and assessment process may be used to make judgements when, for example, a student:
 - Partially completes an assessment instrument.
 - Does not submit the assessment instrument by the due date.
- Faculty assignment policy must make evidence collection explicit.

- Make points of intervention clear and shared by teachers, parents/carers, heads of department, administration and counselling staff. Junior/Middle Schooling HoD will be notified of every late submission and notice of concern.
- The responsibility of the Junior/Middle Schooling HoD is to support teachers through appropriate support processes so that every effort is made to have students submit assessment tasks.
- Parents should be contacted in a timely manner for concerns about student submission of tasks.
- Where appropriate these concerns will be forwarded to:
 - Junior/Middle Schooling HoD.
 - Deputy Principal for Junior School.

Submission of Assessment Tasks (Senior)

Special Provisions

(A-Z: 1.2)

The purpose of special provisions is to provide reasonable adjustments to assessment requirements so that assessment is equitable for all students.

The rigour of criteria and standards against which achievement is judged are not altered.

Parents should be involved in decision making regarding special provisions.

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

- Disabilities of a physiological basis
- Educational needs arising from sociological, cultural or linguistic factors
- Students with short term impairment (sickness, injury)
- Identifiably different patterns of educational development

Reasonable adjustments may include:

- Permitting signing
- Use of specialised equipment
- Providing a reader where the skill is not being assessed
- Providing students with language difficulties (language backgrounds other than English) where those skills are not being assessed
- Additional time
- Allowing cultural experiences to be reflected in assessment responses where there is Aboriginal and Torres Strait Islander experiences or for migrants (ESL etc)

Foreseeable absences—personal, family or school related activities—are not grounds for Special Provisions. Exemptions to assessment are within the purview of the principal.

Establishing special provisions for students across the school must involve all the relevant stake holders. Special provisions and adjustments will be:

- Established early in units/semesters and information provided to teachers and recorded in student folios
- Reviewed periodically
- Referred to the Junior or Senior Head of department or responsible deputy principal in instances of temporary impairment

- Provided to Curriculum HoDs to ensure appropriate management through liaising with the relevant support personnel
- Developed with and available to parents, teachers and support personnel

Refer to Yeppoon State High School Special Provisions document for additional information.

Submission Details

- Tasks **must** be handed in with the task sheet.
- Hard copies of task sheets and assignments must be stapled when submitted. .
- Drafts must be submitted.
- A draft must be clearly titled **DRAFT**.
- The final copy must be clearly marked **Final Copy**.
- Font used should be clear and easy to read, and 10-12 in size. Acceptable fonts include Garamond or Arial. Line spacing should be 2x or 1.5. Do **not** use larger or more decorative fonts.
- The footer should include page number, assignment and name.
- The order of submission:
 - Task sheet
 - Final copy
 - Referencing
 - The Reference List should be titled **Reference List**.
 - When referencing is required, APA (American Psychological Association) referencing is the accepted form. (Appendix 2)
 - Drafts

Plagiarism and Turnitin

Plagiarism (QCAA; A-Z; 4.1 Authenticating Authorship)

‘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.’

All student tasks (Year 9-12) should be submitted through Turnitin on or before the submission date. If the submitted task exceeds a 15% result for plagiarism it will be investigated.

In the instance where plagiarism is proved, only original work will contribute to the result.

Marking and Feedback: Policy and Procedures

Policy:

- Submissions are marked against standards.
- Feedback to students is timely, focussed and supports student reflection and improvement.
- Marking should be completed within two weeks where possible. Student work should be appropriately scored in alignment with the standards and to provide opportunities for reflection and development.
- Feedback should identify areas of strength as well as target areas for improvement.

Procedures:

Formative Assessment and Feedback (assessment for learning)

- All units should include opportunities for students to practise skills and utilise knowledge required for assessment.
- Units should also include opportunities for teaching general academic vocabulary. In doing so, students are familiarised with the cognitions being assessed.
- The practice may be small and targeted, allowing narrow, supportive feedback for individuals and groups.
- Student engagement with the criteria is vitally important.

Metacognitive Control and Student Reflection (assessment as learning)

- Students should be given the opportunity to reflect on feedback and develop a planned approach to improvement.
- This requires continuing development over the course of the program through practice and feedback.
- Assessment items should be marked, appropriately scored and returned within two weeks of submission.
- Student profiles and folders provide reflection opportunities for students.
- Discussion with individual students and their profiles should provide opportunities to direct learning opportunities.
- Student engagement with the criteria is vitally important.

Assessment of Learning

- Unit assessment is the opportunity for individuals to demonstrate what they know and can do. Scaffolding and teaching for the assessment of the unit occurs during the unit.
- Assessment against criteria should strive to be valid and reliable. That is, it should assess what it claims to assess, and it should yield the same result for different students performing at the same level across classes.

Scoring of the student work should provide feedback (see model exemplar) of both errors committed using the proposed editing marks, as well as comments recognising the successful elements in the student work.

"A Comber?"

P "Hey Viki, do you want to come to the beach with me this arvo?" Lockie asked me with a huge smile.

S.P/P/P "Yer sure why not." I answered forgetting about homework.

That afternoon I met up with Lockie behind the big, sandy dune again. We played on the surf boards. It was a lovely day, a crystal clear sky and crystal clear water. Lockie and I were the most popular couple in the school, though there were two couples who were jealous. They heard that we were going down the beach that afternoon so they arranged to go down as well. While we were having fun, they decide to come and try to break us up so we would not be so popular. They came up to me and Lockie as we were walking back to hose our boards, they looked at us.

to P/P/P
CS

effective selection of ideas.

"What do you think you two are doing?" One of the boys asked.

P "Trying to mind our own business." Lockie snapped quickly.

use of language to communicate ideas/atmosphere.

Sp. Then 'BAM!!' one of the girls swung a punch which hit me square in the cheek. I don't remember anything after that because I was knocked out for at least half an hour.

Sound imagery is not effective.

Verb choice (were in)

(3) P/P/P The next day at school Lockie and I had huge trouble. Rumours had gone around that we had broken up and so other couples were trying to be the school's next most popular couple like us. Lockie asked me if I wanted to go to the beach again that afternoon, so we could take our minds of the horrible things happening at school.

word choice is ineffective

P
Sp

That afternoon I walked to the beach with Lockie and we went for a walk up the long beach. When we got back the bullies had come to the beach again. I had heard that this girl did Kung Fu but I thought it was a rumour and once again she swung and hit me right, square in

P

Class teacher absent on the Due Date

Senior

- All assessment will be submitted to library.
- Assessment will be submitted to Turnitin on the due date.
- All assessment will be submitted on the first day of the due week.

Junior

- Assessment will be submitted to the supervising teacher.
- The roll and folder will be placed in teacher pigeon hole.

Student absent on the due date

Senior

- If absence means a student has missed an exam, a medical certificate will be needed upon the student's return. Students will complete assessment on their first day of return.
- No extension can be given on the due date for an assignment.
- Students must ensure the assessment is submitted through Turnitin and via email through to the class teacher. Student must request receipt from teacher to ensure work has been received.
- There are no exemptions for submission of assessment.

Junior

- Students must ensure the assessment is submitted through Turnitin and via email through to the class teacher (Year 9 only). Student must request email receipt from teacher to ensure work has been received.
- Students must submit their assessment to their teacher immediately upon their return to the school.
- A written explanation from the parent must be attached to the assignment explaining why the student was unable to submit the assessment.
- Teacher contact should occur only if the student does not return the assessment task upon returning to school.

Students on Disciplinary Absence

Disciplinary absences do not excuse non-submission of assessment or extend the assessment deadline. The submission is to be made to the teacher's email account (found through MIS) and through Turnitin.

Referencing

APA referencing is the standard to be used at Yeppoon State High School (see Appendix 2).

Assessment Design and Review

- Each faculty is responsible for establishing and publishing a document which outlines the faculty's approach to assessment design and review, the purpose being to evaluate the validity and reliability of the assessment. The document must provide timelines which cover:
 1. Assessment writing
 2. Teacher discussion and clarification
 3. Distributions
 4. Post-unit review and refinement.
- Assessment tasks must be prepared and finalised prior to the start of a unit.

Examination Procedures

Procedures: Examination Blocks

Appropriate Assessment for Examination Period

- Assessment requiring supervised conditions
- Exams requiring more than 70 mins
- Exams where test security between classes is of concern
- Assessment with special conditions or extended multi-modals may need to be timetabled during examination block

Responsibilities:

Chief Invigilator:

Before:

- Receive exams from teachers one week prior to the commencement of examinations
- Store exams safely until the due date
- Ensure a safe place for student bags and equipment
- Ensure clocks are available and visible
- Ensure materials required for the exam are present and correctly arranged in the room, including:
 - Desks
 - Chairs
 - Note paper
 - Exam booklets
 - Specific stationery for the exam (e.g. White out, rulers, calculators, etc.)

During:

- Start and finish exams
- Record times and progress on clearly visible boards
- Note key time markers: ½ time elapsed; 30 minutes remaining; 10 minutes remaining etc
- Monitor invigilators
- Contact parents/students absent from exams texts, phone, email)
- Complete appropriate OneSchool entries and referrals
- Liaise with administration regarding student behaviour

After:

- Collect and distribute completed exams
- Prepare for subsequent exams, store materials.

Invigilators:

- Be at examination room 10min prior to the exam commencement time

- Actively supervise student behaviour during the exam
- Assist Chief Invigilator to collect and organise papers

Teachers:

- Ensure assessment pieces are to the chief invigilator one week prior to the commencement of the examination block with names on the assessment pieces and in order.
- Ensure the requisite material (calculators, paper, pencils, etc.) are with the Chief Invigilator one week prior to the examination block.

Students:

- Remain in the examination room for the total elapsed time of the exam
- Complete work to the best of their ability
- Attend exams in full school uniform (students not in uniform will not be permitted to complete the exam)

Parents and Students Communication Protocols

All outgoing communications should be timely, direct and transparent, and make use of the appropriate medium to achieve these outcomes.

- The media available for communications are:
 1. Website
 2. Newsletter
 3. Facebook
 4. Email
 5. Phone
 6. SMS
- The communications officer manages directed announcements and reminders for target parent groups in relation to assessment due dates through the appropriate media.
- Teacher contact with parents with regards to late and non-submit for senior students is required to be logged on OneSchool and referred to:
 1. The curriculum HoD
 2. Middle and Senior Schooling HoD
 3. Year Level Coordinator
- Teacher contact with parents with regards to late and non-submit for junior students is required to be logged on OneSchool and referred to:
 1. The curriculum HoD
 2. Junior and Middle Schooling HoD
 3. Year Level Coordinator

Appendix 1: Editing Codes

Simple Correction and Editing Codes

Symbol	Description
P	Punctuation
Sp	Spelling
Gr	Grammar
V/A	Verb Agreement
T	Tense
C	Cohesion
S/S	Sentence Structure
Vocab	Vocabulary choice or word meaning
R/O	Run on
C/S	Comma splice
N/P	New Paragraph
E/P	End Paragraph
Syn	Syntax: combination of words and meaning
Cap	Capitalise
W/W	Wrong word
W/M	Word meaning
Frag	Sentence fragment
Pos	Possessive

Appendix 2: APA Referencing Guide



The "APA style" is an author-date style for citing and referencing information in assignments and publications. This guide is based on the American Psychological Association's Publication Manual, **6th edition (2010)**.

Note: Before you write your list of references, check with your lecturer or tutor for the bibliographic style preferred by the School. There may be differences in the style recommended by the School.

What is referencing?

Referencing is a standardised way of acknowledging the sources of information and ideas that you have used in your assignments. This allows the sources to be identified.

Why reference?

Referencing is important to avoid plagiarism, to verify quotations and to enable readers to identify and follow up works you have referred to. **Steps in referencing**

Record the full bibliographic details and relevant page numbers of the source from which information is taken.

Note the DOI (digital object identifier), if present. When a DOI is used, do not provide the URL or date of retrieval.

Insert the citation at the appropriate place in the text of your document.

Include a reference list that includes all in-text citations at the end of your document.

In-text citations

In an author-date style, in-text citations usually require the name of the author(s) and the year of publication.

A page number is included if you have a direct quote. When you paraphrase a passage, or refer to an idea contained in another work, providing a page number is not required, but is "encouraged", especially when you are referring to a long work and the page numbers might be useful to the reader.

How to create a reference list/bibliography

A **reference list** includes just the books, articles, and web pages etc. that are cited in the text of the document. A **bibliography** includes all sources consulted for background reading.

A reference list is arranged alphabetically by author. If an item has no author, it is cited by title, and included in the alphabetical list using the first significant word of the title.

If you have more than one item with the same author, list the items chronologically, starting with the earliest publication.

Each reference appears on a new line.

Each item in the reference list is required to have a hanging indent.

References should not be numbered.

Referencing Software

The University of Queensland Library provides access to EndNote and RefWorks software, which assist in creating reference lists. An **APA 6th style** is provided in the Endnote X6 software. (21/8/2013)

Contents

Book	19
Chapter in a book	23
Dictionary or Encyclopedia	24
Journal Article	25
Conference papers and proceedings	29
Newspaper and magazine articles	30
Government publications	31
Thesis	32
Dataset	33
Interview	33
Webpage	34
Other internet sources	35
Brochure	38
Lecture Notes	39
Video or DVD	40
Television program	40
Indirect Citation	41
Direct quotation	41
Citing works in non-English languages	42
Citing works in non-English script	43

APA 6 Edition

Book

Elements of the citation

Author(s) of book – family name and initials, *use & for multiple authors*. (Year of publication). *Title of book – italicised*. Place of publication: Publisher.

Reference type	In-text examples	Reference list example	EndNote reference type
One author	Sophisticated searching techniques are important in finding information (Berkman, 1994) OR Berkman (1994) claimed that ...	Berkman, R. I. (1994). <i>Find it fast: How to uncover expert information</i> . New York, NY: Harper Perrenial.	Book
Two authors	It is futile to maintain that the sexes are interchangeable (Moir & Jessel, 1991) OR Moir and Jessel (1991) found students... Always list the authors in the order in which they appear in the publication. Cite both authors for each use of reference.	Moir, A., & Jessel, D. (1991). <i>Brain sex: The real difference between men and women</i> . London: Mandarin.	Book
Three to five authors	(O'Keefe, Bell, & Wyne, 2009) (O'Keefe et al., 2009)	O'Keefe, J. H., Bell, D. S. H., & Wyne, K.L. (2009). <i>Diabetes essentials</i> . Sudbury, MA: Jones and Bartlett Publishers.	Book

	O'Keefe, Bell, and Wyne argue that...(2009) Cite all authors the first time the reference appears; for all subsequent uses, cite last name of first author followed by "et al."		
Six or more authors	Johnson et al. (2005) argue ... OR It was argued that...(Johnson et al., 2005) Cite just the last name of the first author followed by "et al." and year for the first and all other citations.	Johnson, L., Lewis, K., Peters, M., Harris, Y., Moreton, G., Morgan, B., . . . Smith, P. (2005). <i>How far is far?</i> London: McMillan. When a reference has up to seven authors, include all authors' names in the reference list. When a work has eight or more authors, cite the last names & initials of the first six authors then follow with a comma and three spaced ellipsis points (. . .), then the last author's name.	Book
No author	Management is defined as (<i>CCH Macquarie Dictionary</i> , 1993) OR <i>CCH Macquarie Dictionary</i> (1993) defines... Cite in the text the first few words of the title and the year.	<i>The CCH Macquarie dictionary of business.</i> (1993). North Ryde, NSW: CCH Australia.	Book
Author Identified As <i>Anonymous</i>	(Anonymous, 1996) Use only if author is specifically named as "Anonymous" .	Anonymous. (1996). <i>Primary colors : A novel of politics.</i> New York, NY: Random House.	Book

Authors With Same Last Name	(J. P. Lewis, 2007) J. P. Lewis argues that...(2007) (R. Lewis, 2007) R. Lewis stated that...(2007) Include first author's initials in all citations.	Lewis, J.P. (2007). <i>Fundamentals of project management</i> . New York, NY: American Management Association. Lewis, R. (2007). <i>Human genetics : concepts and applications</i> . Boston, MA: McGraw-Hill Higher Education.	Book
-----------------------------	--	---	------

Multiple works by the same author	...geology of Queensland's national parks (Willmott, 2004, 2006).	Willmott, W.F. . (2004). <i>Rocks and landscapes of the national parks of Southern Queensland</i> . Brisbane: Geological Society of Australia, Queensland Division. Willmott, W.F. (2006). <i>Rocks and landscapes of the national parks of Central Queensland</i> . Brisbane: Geological Society of Australia, Queensland Division. Order chronologically from earliest in the reference list.	Book
Multiple works by the same author, published in the same year	(Dawkins, 1996a, 1996b)	Dawkins, R. (1996a). <i>Climbing Mount Improbable</i> . London: Viking. Dawkins, R. (1996b). <i>River out of Eden</i> . London: Phoenix. Order alphabetically by title in the Reference list.	Book
Book by an organisation or institution (corporate author)	(Queensland Health, 2002) Queensland Health (2002) recommends that....	Queensland Health. (2002). <i>Best practice guidelines for the management of type 1 diabetes in children and adolescents</i> . Brisbane, Australia: Author.	Book

Different Editions	<p>(DeHart, Sroufe, & Cooper, 1995)</p> <p>DeHart, Sroufe, & Cooper (1995) state the idea that...</p>	<p>DeHart, G. B., Sroufe, L.A., & Cooper, R. G. (1995). <i>Child development: Its nature and course</i> (4th ed.). Boston, MA: McGraw-Hill.</p> <p>The edition statement is placed after the title of the work.</p> <p>This is not necessary for a first edition.</p>	Book
Edited book	<p>(Friedman & Wachs, 1999)</p> <p>(Everson, 1991)</p>	<p>Friedman, S. L., & Wachs, T. D. (Eds.). (1999). <i>Measuring environment across the life span: Emerging methods and concepts</i>. Washington, DC: American Psychological Association.</p> <p>Everson, S. (Ed.). (1991). <i>Psychology</i>. Cambridge: Cambridge University Press.</p>	Edited book
Electronic version of print book	<p>(De Lara & Doyen, 2008)</p> <p>(Ardia, 2008)</p>	<p>De Lara, M., & Doyen, L. (2008). <i>Sustainable management of natural resources: Mathematical models and methods</i>. [SpringerLink version]. Retrieved from http://www.springerlink.com/openurl.asp?genre=book&isbn=978-3-540-79073-0</p> <p>Ardia, D. (2008). <i>Financial risk management with Bayesian estimation of GARCH models: Theory and applications</i> [SpringerLink version]. doi: 10.1007/978-3-540-78657-3</p> <p>Add the name of the provider of the electronic version in square brackets.</p>	<p>Electronic book</p> <p>Enter the Digital Object Identifier of the book in the <i>DOI</i> field.</p> <p>If the book has no DOI, use the <i>URL</i> field and enter the full URL of the e-book if it was only published electronically. If the book was originally published in print, enter the URL of the homepage of the website on which it is available.</p>

Electronic-only book	(Stevens, n.d.)	Stevens, K. (n.d.) <i>The dreamer and the beast</i> . Retrieved from http://www.onlineoriginals.com/showitem.asp?itemID=332	Electronic book
Translation of a book	(Ylinen, 2008)	Ylinen, J. (2008). <i>Stretching therapy: For sport and manual therapies</i> (J. Nurmenniemi, Trans.). Edinburgh, Scotland: Churchill Livingstone.	Book Enter translator's name in Translator field

Chapter in a book

Elements of the citation

Author(s) of chapter – family name and initials, *use & for multiple authors*. (Year of publication). Title of chapter. In Editor(s) – initials and family name - of book (Eds), *Title of book – italicised*, (pp. Page numbers). Place of publication: Publisher.

Reference type	In-text examples	Reference list example	EndNote reference type
Chapter in an edited book	(Baker & Lightfoot, 1993) Use the chapter authors, NOT the editors of the book.	Baker, F. M., & Lightfoot, O. B. (1993). Psychiatric care of ethnic elders. In A. C. Gaw (Ed.), <i>Culture, ethnicity, and mental illness</i> (pp. 517-552). Washington, DC: American Psychiatric Press.	Book section
Chapter from an electronic book without DOI	(Scott, 2005)	Scott, D. (2005). Colonial governmentality. In J. X. Inda (Ed.), <i>Anthropologies of modernity</i> (pp. 21-49). Retrieved from http://www3.interscience.wiley.com/cgi-bin/bookhome/117909832	Book section

Chapter from an electronic book with DOI	(Iacono, 2008)	Iacono, W. G. (2008). Polygraph testing. In E. Borgida & S. T. Fiske (Eds.), <i>Beyond common sense: Psychological science in the courtroom</i> (pp. 219-235). doi: 10.1002/9780470696422	Book section
Review from the Mental Measurements Yearbook database	(McInerney, 2004)	McInerney, V. (2004). Review of the Neale Analysis of Reading Ability, 3rd Edition [Australian Standardisation]. In <i>The fifteenth mental measurements yearbook</i> . Retrieved from EBSCO Mental Measurements Yearbook database.	Book section Add "EBSCO Mental Measurements Yearbook database" in the URL field.

Dictionary or Encyclopaedia

Elements of the citation

Author(s) of work – family name and initials, use & for multiple authors. (Year of publication). *Title – italicised*. Place of publication: Publisher.

Reference type	In-text examples	Reference list example	EndNote reference type
Dictionary or Encyclopedia – print version	(Wolman, 1989)	Wolman, B.B. (Ed.). (1989). <i>Dictionary of behavioral science</i> (2 nd ed.). San Diego, CA: Academic Press.	Book

Entry from Electronic dictionary or encyclopedia	(Community, 2009)	Community. (2009). In J. Scott & G. Marshall (Eds.), <i>A dictionary of sociology</i> (3 rd rev. ed.). Retrieved from http://www.oxfordreference.com/view/10.1093/acref/9780199533008.001.0001/acref-9780199533008-e-337?rkey=wDCUCP&result=1&q=community	Book section
--	-------------------	--	--------------

Journal Article

If the journal article has a digital object identifier (DOI), include this in your reference.

If there is no DOI and you have accessed the article electronically, include the URL of the journal’s homepage in your reference.

Elements of the citation

Journal article with DOI (print or electronic)

Author(s) of journal article – family name and initials, use & for multiple authors. (Year of publication). Title of journal article. *Journal name – italicised*, *Volume – italicised* (Issue or number), Page number(s). doi:xx.xxxxxxxxxx

Journal article – DOI not available and journal retrieved online

Author(s) of journal article – family name and initials, use & for multiple authors. (Year of publication). Title of journal article. *Journal name – italicised*, *Volume – italicised* (Issue or number), Page number(s). Retrieved from http: www.xxxxxx

Reference type	In-text examples	Reference list example	EndNote Reference Type
Journal article from print journal, no DOI	(Lowrie & Diezmann, 2009)	Lowrie, T., & Diezmann, C. M. (2009). National numeracy tests: A graphic tells a thousand words. <i>Australian Journal of Education</i> , 53, 141-158.	Journal article
Journal article (print or electronic) with DOI – one author – paginated by issue	(Osman, 2010) OR Osman (2010) thought that....	Osman, M. (2010). Controlling uncertainty: A review of human behavior in complex dynamic environments. <i>Psychological Bulletin</i> , 136(1), 65-86. doi: 10.1037/a0017815 Note: The volume number is in italics.	Journal article When citing an article which you accessed electronically, use the “Electronic article” reference type.

Journal article with DOI – two authors	(Kerrigan & Kingdon, 2010)	Kerrigan, A. M., & Kingdon, C. (2010). Maternal obesity and pregnancy: A retrospective study. <i>Midwifery</i> , 26, 138-146. doi: 10.1016/j.midw.2008.12.005	Journal article
Journal article with DOI–three to five authors	(Skenderian, Siegel, Crano, Alvaro, & Lac, 2008) For works with 3-5 authors, in the in-text citation, cite all authors the first time the reference appears; for all subsequent uses, cite last name of first author followed by “et al.”	Skenderian, J. J., Siegel, J. T., Crano, W. D., Lac, A., & Alvaro, E. E. (2008). Expectancy change and adolescents' intentions to use marijuana. <i>Psychology of Addictive Behaviors</i> , 22, 563-569. doi:10.1037/a0013020 Note: In the reference list, include all authors up to seven.	Journal article

<p>Journal article with DOI – six authors or more</p>	<p>(Wolchik et al., 2008)</p> <p>Note: For the in-text citation, for works with six or more authors, use only the first author’s last name followed by “et al.”, for every use of the citation.</p>	<p>Wolchik, S. A., West, S. G., Sandler, I. N., Tein, J., Coatsworth, D., Lengua, L., . . . Griffin, W. A. (2000). An experimental evaluation of theory based mother and mother-child programs for children of divorce. <i>Journal of Consulting and Clinical Psychology, 68</i>, 843-856.</p> <p>doi:10.1037/0022-006X.68.5.843</p> <p>Note: In the reference list, include all authors up to seven. For eight or more, include the first six, then an ellipsis, followed by the last author's name.</p>	<p>Journal article</p>
<p>Journal article with DOI - continuous pagination throughout volume</p>	<p>(Wilens & Biederman, 2006)</p>	<p>Wilens, T.E., & Biederman J. (2006). Alcohol, drugs, and attention-deficit/hyperactivity disorder: A model for the study of addictions in youth. <i>Journal of Psychopharmacology, 20</i>, 580-588.</p> <p>doi:10.1177/0269881105058776</p> <p>Note: Issue number is not required.</p>	<p>Journal article</p>
<p>Journal article with DOI – available in</p>	<p>(Allan, 2010)</p>	<p>Allan, H. (2010). The perils facing nurse education: A call for leadership for learning. <i>Nurse Education Today</i>, Advance online publication. doi: 10.1016/j.nedt.2010.01.002</p>	<p>Electronic article</p>
<p>advance in an online publication (before it is assigned a volume, issue or</p>			

page numbers)			
Cochrane Review with DOI	(Shaw, O'Rourke, Del Mar, & Kenardy, 2005)	Shaw, K., O'Rourke, P., Del Mar, C., & Kenardy, J. (2005). Psychological interventions for overweight or obesity. <i>The Cochrane database of systematic reviews</i> (2). doi:10.1002/14651858.CD003818.pub2	Journal article
Journal article accessed electronically, without DOI	(Fallon & Engel, 2008)	Fallon, A., & Engel, C. (2008). Hypertensive disorders of pregnancy. <i>The Practising Midwife</i> , 11(9), 1-27. Retrieved from http://www.practisingmidwife.co.uk	Electronic article Note: In the <i>URL</i> field, enter either the URL of the journal's website (for subscription-based journals), or the full URL of the article (for articles available free on the web).
Journal article – in press	(Williams & Beattie, in press)	Williams, S., & Beattie, H. J. (in press). Problem based learning in the clinical setting – a systematic review. <i>Nurse Education Today</i> .	Journal article Put “in press” in year field.
Article from UQ eReserve	(Shaw, 2003)	Shaw, J. (2003). Epidemiology and prevention of type 2 diabetes and the metabolic syndrome. <i>Medical Journal of Australia</i> , 179, 379-383. Retrieved from University of Queensland Library E-Reserve.	Electronic article Put “University of Queensland Library E-

			Reserve” in URL field.
--	--	--	-------------------------------

Conference papers and proceedings

Elements of the citation

Author(s) of paper – family name and initials, use & for multiple authors. (Year of publication). Title of paper. *Title of published proceeding – italicised.*
Place of Publication: Publisher.

Reference type	In-text examples	Reference list example	EndNote reference type
Published conference paper	(Scheinin, 2009)	Scheinin, P. (2009). Using student assessment to improve teaching and educational policy. In M. O'Keefe, E. Webb, & K. Hoad (Eds.), <i>Assessment and student learning: Collecting, interpreting and using data to inform teaching</i> , 12-14. Melbourne, Australia: Australian Council for Educational Research.	Book section
Unpublished conference paper	(Bowden & Fairley, 1996)	Bowden, F.J., & Fairley, C.K. (1996, June). <i>Endemic STDs in the Northern Territory: Estimations of effective rates of partner change</i> . Paper presented at the Scientific Meeting of the Royal Australian College of Physicians, Darwin.	Conference paper Add “June” in the Date field.

Conference paper from proceedings published regularly online Note: include a DOI or URL as for an online journal article	(Herculano-Houzel, Wong, Kaas, & Lent, 2008)	Herculano-Houzel, S., Collins, C. E., Wong, P., Kaas, J. H. & Lent, R. (2008). The basic nonuniformity of the cerebral cortex. <i>Proceedings of the National Academy of Sciences, 105</i> , 12593-12598. doi:10.1073/pnas.0805417105	Electronic article
--	--	--	--------------------

Newspaper and magazine articles

Elements of the citation

Author(s) of article – family name and initials, use & for multiple authors. (Year of publication, month day). Title of article. *Title of newspaper – italicised*, p. page number(s).

Reference type	In-text examples	Reference list example	EndNote reference type
Newspaper article with author	(Cook, 2002)	Cook, D. (2002, January 28). All in the mind. <i>The Age</i> , p. 8. Note: Precede page numbers with p. or pp.	Newspaper article
Newspaper article, no author	(Meeting the needs, 2001)	Meeting the needs of counsellors. (2001, May 5). <i>The Courier Mail</i> , p. 22.	Newspaper article
Magazine article	(Marano, 2008)	Marano, H.E. (2008, March-April). Making of a perfectionist. <i>Psychology Today, 41</i> , 80-86.	Magazine article

Electronic newspaper or magazine article	(Sandy, 2009)	Sandy, A. (2009, January 22). Cheaper to fly than hire a bike in Brisbane. <i>The Courier Mail</i> . Retrieved from http://www.news.com.au/couriermail/	Newspaper article Enter the URL of the newspaper's homepage in the URL field.
Newspaper article from full text database	(Lampathakis, 1997)	Lampathakis, P. (1997, August 11). Tantrums seen as suicide warning. <i>The West Australian</i> , p. 26. Retrieved from Factiva database.	Newspaper article Enter "August 11" in the Issue field. Enter "Factiva database" in the URL field.

Government Publications

Elements of the citation

Author(s) of report – (person or organisation), use & for multiple authors. (Year of Publication). *Title of report – italicised*. Place of publication: Publisher.

Reference type	In-text examples	Reference list example	EndNote reference type
Government report	(Queensland Health, 2005)	Queensland Health. (2005). <i>Health systems review. Final report</i> . Brisbane, Australia: Queensland Government.	Report

Online report	(Australian Institute of Health and Welfare [AIHW], 2010)	Australian Institute of Health and Welfare. (2010). <i>Child protection Australia 2008-09 (Report No. CWS 35)</i> . Retrieved from http://www.aihw.gov.au/publications/cws/35/10859.pdf	Report Enter “Report No. CWS 35” in the Report Number field.
---------------	---	--	---

Thesis

Elements of the citation for a thesis

Author. (Year of preparation of thesis). *Title of thesis – italicised* (Doctoral dissertation or master's thesis, Institution, Location).

Reference type	In-text examples	Reference list example	EndNote reference type
Thesis- retrieved from institutional or personal website	(Axford, 2007)	Axford, J.C. (2007). <i>What constitutes success in Pacific island community conserved areas?</i> (Doctoral dissertation, University of Queensland, Brisbane, Australia). Retrieved from http://espace.library.uq.edu.au/view/UQ:158747	Thesis
Thesis – retrieved from database	(Sheehan, 2007)	Sheehan, L. R. (2007). <i>Destination management organizations: A stakeholder perspective</i> (Doctoral dissertation). Retrieved from Proquest Digital Dissertations. (AAT NR25719)	Thesis

Dataset

Elements of the citation for a dataset

Investigators. (Year). *Title of dataset - italicised* [Description of form]. Retrieved from Web address

Reference type	In-text examples	Reference list example	EndNote reference type
Dataset	(Pew Hispanic Center, 2004)	Pew Hispanic Center. (2004). <i>Changing channels and crisscrossing cultures: A survey of Latinos on the news media</i> [Data file and code book]. Retrieved from http://pewhispanic.org/datasets/	Dataset
Dataset with DOI	Wong & Langevin, 2007)	Wong, K.K., & Langevin, W.E. (2007). <i>Policy Expansion of School Choice in the American States, 1991-2005</i> [Dataset]. doi:10.3886/ICPSR20427.v1	Dataset

Interview

Elements of the citation for an interview

Note: List the interviewee as the author. Include the interviewer's name in the description.

Name of interviewee (Year). *Title/Interviewer: name of interviewer* [Description of form]. Retrieved from Web address

Reference type	In-text examples	Reference list example	EndNote reference type
Transcription of a recorded interview, no recording available	(Sparkman, 1973)	Sparkman, C. F. (1973). <i>An oral history with Dr. Colley F. Sparkman/Interviewer: Orley B. Caudill</i> . Mississippi Oral History Program (Vol. 289), University of Southern Mississippi, Hattiesburg.	Unpublished work
Interview recorded and available in an archive	(Barnes, 1969)	Barnes, E. (1969, September 4). <i>Interview with Eva Barnes - Part 1/Interviewer: Studs Terkel</i> [Real Media file]. Retrieved from http://www.studsterkel.org/dstreet.php	Online multimedia
Interview with participant(s), as part of your own research	Do not cite individually, because this could compromise confidentiality. Quote anonymously, for example, "Participant A said".	Do not include in the reference list.	

Webpages

Elements of the citation

Author(s) of page – person or organisation, use & for multiple authors. (Year page created or revised). *Title of page – italicised*. Retrieved from web address. Do not include retrieval date unless the material may change over time (e.g., Wikis).

Reference type	In-text examples	Reference list example	EndNote reference type
Web page - with author	(Atherton, 2005)	Atherton, J. (2005). <i>Behaviour modification</i> . Retrieved from http://www.learningandteaching.info/learning/behaviour_mod.htm	Web Page

Web page - no author	(Behaviour modification, 2007) Use title instead of author name.	<i>Behaviour modification.</i> (2007). Retrieved from http://www.educationalpsychologist.org.uk/behaviour.html	Web Page
Webpage – no date	(Society of Clinical Psychology, n.d.)	Society of Clinical Psychology. (n.d.). <i>About clinical psychology.</i> Retrieved from http://www.apa.org/about/division/div12.aspx	Web Page
Webpage – corporate author	(Queensland Health, 2009) As stated by Queensland Health (2009),	Queensland Health. (2009). <i>Sun safety and physical activity.</i> Retrieved from http://access.health.qld.gov.au/hid/SkinHealth/SunSafety/sunSafetyAndPhysicalActivity_ap.asp .	Web Page
Image on a webpage	The image of the rash (Scarlet Fever Rash Picture, n.d.)	Scarlet fever rash picture [Image] (n.d.). Retrieved from http://www.lib.uiowa.edu/hardin/md/dermatlas/scarletfever.html	Audiovisual material Add “Image” to Type field.

Other Internet Sources:

Elements of the citation

Author. (Year, month day). *Title*, [Type of media]. Retrieved from Web address

Reference type	In-text examples	Reference list example	EndNote reference type
Podcasts	(Al Zaabi & Bjarnesen, 2006)	Al Zaabi, M. (Producer), & Bjarnesen, T. (Presenter). (2006, November 7). <i>Diabetes in the elderly</i> [Audio podcast]. Retrieved from http://www.abc.net.au/hn/talks/	Audiovisual material Add "Producer" and "Presenter" in manually Add "Audio podcast" to the Type field.
Email or personal communication	K.P.Miles (personal communication, August 6, 2008) Or (L.J. Henderson, personal communication, February 5, 2007)	Not included in reference list, only cited in text.	Entered into text manually
Message posted to a newsgroup, online forum or discussion group	(Winther, 2009)	Winther, M. (2009, January 14). <i>The unconscious is spirit</i> [Online forum comment]. Retrieved from http://groups.google.com/group/alt.psychology.jung/topics?lnk	Web Page Add "January 14" to Last Update Date field Add "Online forum comment" to Type of Medium field.
Blog Post	(Reville, 2006)	Reville, L. (2006, September 5). <i>Where to find fundraising ideas</i> [Web log message]. Retrieved from http://nlrp.blogspot.com/	Blog

Email Discussion List – Web Archive	(Vuinovich, 2001)	Vuinovich, G. (2001, April 4). <i>Report on malaria outbreak</i> [Electronic mailing list message]. Retrieved from http://www.hcmatters.org/VirtualListserv_Archives/HCM/Policy/2001/msg016.html	Web Page Add “April 4” to Last Update Date field Add “Electronic mailing list message” to Type of Medium field.
Eric document (limited circulation book or monograph, from electronic database)	(Alberta Education, 2009)	Alberta Education, Learning and Teaching Resources Branch. (2009). <i>Cree language and culture: 9year program guide to implementation, grades 4-5-6</i> [Monograph]. Retrieved from http://eric.ed.gov/	Web Page Add “Monograph” to Type of Medium field.
Eric document (informally published or self-archived)	(Montgomery, 2009)	Montgomery, J.R. (2009). <i>Using audio books to improve reading and academic performance</i> . Retrieved from ERIC database (ED505947).	Web Page
YouTube video	(University of Queensland, 2010)	University of Queensland. (2010, February 4). University of Queensland dugong conservation research [Video file]. Retrieved from http://youtu.be/m03-Xi-i0ew	Blog

Brochures

Elements of the citation

Author. (Year). <i>Title of brochure</i> . [Brochure]. Place: Use author as publisher. Reference type	In-text examples	Reference list example	EndNote reference type
Brochure	(University of Queensland, Student Services, 2000)	University of Queensland, Student Services, Personal Counselling Program. (2000). <i>Eating disorders</i> [Brochure]. Brisbane, Australia: Author.	Pamphlet

Lecture Notes

Elements of the citation

Name of author(s) or the institution responsible, use & for multiple authors. (Year of publication). *Title and subtitle of publication – italicised*, Name of institution, Location of institution.

Reference type	In-text examples	Reference list example	EndNote
Lecture notes - print	(Johnson, 2008)	Johnson, A. (2008). <i>Week three: Foucault</i> [PowerPoint slides]. Unpublished manuscript, BESC1001, University of Queensland, St Lucia, Australia. List name of city, state and country. Do not include state if listed in university name.	Manuscript Add [PowerPoint slides] manually Add “manuscript” to Type of Work field Add “BESC1001, University of Queensland, St Lucia, and Australia” to the Institution field.
Lecture notes - online	(Johnson, 2008)	Johnson, A. (2008). <i>Week three: Foucault</i> [PowerPoint slides]. Retrieved from BESC1001, University of Queensland Blackboard Online: http://www.elearning.uq.edu.au/	Web Page Add “Week three: Foucault [PowerPoint slides] to the Title field Add “BESC1001, University of Queensland Blackboard Online: http://www.elearning.uq.edu.au/ ” to URL field.

Video or DVD

Elements of the citation

Producer, A.A. (Producer), & Director, B.B. (Director). (Year). *Title of video or DVD – italicised* [Motion picture, DVD, etc.] . Place of origin: Studio.

Reference type	In-text examples	Reference list example	EndNote reference type
Video or DVD	(Smith, 2009)	Smith, S. (Producer). (2009). Excellence in teaching: Lesson planning [DVD]. Plainview, NY : Sunburst Media.	Audiovisual media Add “DVD” to the Type field.

Television programs

Elements of the citation

Writer name(s) (Writer). (Year, month day). [Type of medium.] Place of broadcast: Name of broadcaster

Reference type	In-text examples	Reference list example	EndNote reference type
Television or radio program	(Bryant, 2001)	Bryant, B. (Writer). (2001, September 12). <i>The Bryant medical hour</i> [Television broadcast]. Sydney, Australia: Public Broadcasting Service.	Audiovisual material In Date field, add “September 12”. Add “Television broadcast” to the Type field.

Indirect citation

An indirect citation is when the ideas of one author are published in another author's text but you have not read or accessed the original author's work. In the list of References provide the details of the author of the work you have read.

Reference type	In-text examples	Reference list example	EndNote reference type
Indirect citation or secondary source	Miller (cited in Agrios 2005) found it was found (Miller, cited in Agrios 2005).	Agrios, G.N. (2005). <i>Plant pathology</i> (5th ed.) Burlington, MA.: Elsevier Academic Press. Cite the source where you found the citation.	Book Use the relevant reference type for the item you are citing. Add "cited in" manually using "Edit Citation" option.

Direct quotation

A direct quotation reproduces word-for-word material directly quoted from another author's work, or from your own previously-published work.

If the quotation is **fewer than 40 words**, incorporate it into your paragraph and enclose the quotation in double quotation marks.

If the quotation comprises **40 or more words**, display it in an indented, freestanding block of text, without quotation marks. At the end of a block quotation, cite the quoted source and the page number in parentheses, after the final punctuation mark.

If you have directly quoted words from a source (in inverted commas, or in an indented paragraph), provide the author, year, and specific **page number** for that quotation. (For material without page numbers, give the paragraph number.) Include a complete reference in the reference list.

The citation in the text will look like this: (Smith, 2003, p. 105) or (Brown, 1999, pp. 49-50)

Citing works in non-English languages

If you use the original version of a non-English work, cite the original version. Give the original title, and, in brackets, the English translation.

Example:

Reference type	In-text example	Reference list example	EndNote Reference Type
Journal article from print journal, no DOI	(Guimard & Florin, 2007)	Guimard, P, & Florin, A. (2007). Les evaluations des enseignants en grande section de maternelle sont-elles predictives des difficultes de lecture au cours preparatoire? [Are teacher ratings in kindergarten predictive of reading difficulties in first grade?]. <i>Approche Neuropsychologique des Apprentissages chez l'Enfant</i> , 19, 5-17.	Journal article

Citing works in non-English scripts, such as Arabic or Chinese

If you use the original version of a non-English work, cite the original version. Non-Latin alphabets are not used in the reference list in APA Style, so the title needs to be transliterated (that is, converted to the alphabet you are using to write a paper), and then followed by an English translation, in brackets.

Example:

Reference type	In-text examples	Reference list example	EndNote reference type
Book with one author	(Najm, 1966)	Najm, Y. (1966). <i>Al-qissah fi al-adab Al-Arabi al-hadith</i> [The novel in modern Arabic literature]. Beirut: Dar AlThaqafah.	Book

Example from the website of the University of Balamand Library, Lebanon, www.balamand.edu.lb/english/library/APA6thEd.pdf

For complete information about APA Style, consult the manual:

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.) Washington, DC: Author.

- Copies are available in UQ Library; details at: <http://library.uq.edu.au/record=b2380885~S7>

The APA website provides answers to ‘frequently asked questions’ about APA style, at: <http://www.apastyle.org/learn/faqs/index.aspx>

More answers can be found on the APA.org blog, at: <http://blog.apastyle.org/apastyle/>