

## **Senior School Assessment Policy**

### **1. Overview**

This policy is concerned with formal assessment used in reporting.

Assessment assists teachers and schools in:

- monitoring the progress of students and diagnosing learning difficulties
- providing feedback to students
- adjusting programs and developing subsequent learning programs
- reporting student achievement to parents
- whole-school and system planning, reporting and accountability procedures

Assessment procedures must therefore be fair, valid, and reliable.

### **2. Assessment Guidelines**

Senior secondary schooling assessment has mandatory guidelines set by the School Curriculum and Standards Authority and partner registered training organisations (RTOs). A Course/Qualification outline and assessment outline including task due dates will be provided to students at the start of the learning program.

Requirements for submission of assessments can take three forms:

- A response task that is completed and submitted within a single lesson.
  - Tests.
  - In-class essays.
- An extended piece of work where the student has had and extended time to complete the task but has a clearly defined due date.
- Extended task where the due date is less defined.

For this document an *assessment period* is defined to be either the school period in which a response task is to be sat and completed or the school period which has been clearly defined to be the due time of an extended piece of work.

### **3. Student Responsibilities**

It is the student's responsibility to:

- Engage with SEQTA.
- Be present for assessment periods.
- Initiate contact with teachers concerning absence from class, leading to missed

assessments, extension requests.

- Complete all course/qualification requirements by the due date.
- Maintain a folio of assessment evidence for all marked written assessments and to make it available whenever required.
- Review all returned assessments, in particular examination papers, to ensure errors and any misunderstanding of concepts and aspects of the syllabus are addressed.
- Special note: Whilst teachers will maintain a file of assessment items, should students remove any marked work for revision purposes; the onus is on the student to keep the assessment items. Any dispute about allocated grades requires access to *all* marked work.
- General students, if requested by their teacher, are required to attend school during examination periods to complete missed assessments.

#### **4. Staff Responsibilities**

It is the responsibility of the teaching staff to:

- Ensure the current course syllabus is used to develop a teaching/learning program that meets School Curriculum and Standards Authority requirements and guidelines and that of our auspicing partner RTOs.
- Provide students with a copy of the course syllabus, course outline and assessment outline at the start of each new course unit.
- Ensure that assessments are fair, valid, reliable and discriminatory.
- Use SEQTA to clearly define the due date of each assessment and update as required.
- Provide students with timely assessment feedback and guidance.
- Provide the students with the assessment marking key which clearly shows the criteria used to award marks.
- Establish an assessment file for each student for each course in which to hold marked assessments. Students will have access to this file for revision purposes.
- Maintain accurate records of student achievement and assessment using SEQTA Marksbook and Reporting to Parents on the Portal and retain evidence of all non-written assessment tasks. The school retains student files until the marks have been accepted by the Authority. The written assessment tasks and/or folios are available to students for collection after the marks have been accepted. (See special note in Student Responsibilities)
- Meet school and external timelines for assessment and reporting.
- Use SEQTA to inform students and parents of academic progress.
- Ensure small group moderation partnerships are registered with the School Curriculum and Standards Authority as required. (Year 12 only)
- Participate in review, moderation, and validation meetings with partner RTOs.
- Be aware of scheduling assessments at times which do not disadvantage students completing off site studies.

#### **5. Parents' / Guardians' Responsibilities**

It is the responsibility of Parents' Guardians' to:

- Ensure they are familiar with course/qualification outlines and assessment schedules as provided to their child at the beginning of each course or course unit.
- Maintain contact with the school (telephone, written) regarding any issues that may impact on their child's success and attend scheduled parent nights to discuss their child's progress.
- Provide a suitable environment for home study.
- Provide firm support to follow a set study plan thus helping to avoid overload and undue stress.
- Encourage students to be present for all assessment periods and to be accountable for any absence from an assessment period.
- Contact the school by 9.30am on the day if their child is absent from an assessment period providing an explanation for the absence. Where possible a medical certificate should be forwarded to the school as soon as possible.

## **6. Missed Assessment Work Due to Absence from Class**

### **General**

If a student is absent from class, their ability to achieve to their potential is at risk. Extended absence frequently results in lower levels of achievement, or unit assessment requirements not being met, thus being reported as an 'E' grade. Students absent from certificate qualifications will have difficulty demonstrating competence. This may have WACE implications. To meet the requirement of assessment being fair, valid, and reliable, students must attend assessment periods unless they have a genuine reason for not attending such as illness.

### **Absence from scheduled assessment tasks**

- For absence from a scheduled assessment task, (including tests and examinations) which is explained by either a medical certificate or evidence provided immediately on the student's return to school, provision will be made to ensure the student is not disadvantaged.
- The teacher will place a mark of zero in Reporting to Parents immediately a student is absent for an assessment period. This will happen whether the student has a valid reason for absence or not and will be changed when the assessment has been completed or it has been deemed appropriate to exclude the assessment from the calculation of the student's final result.
- Satisfactory explanation of the absence may enable the student to complete that assessment task, a similar task or, in extenuating circumstances, have a re-weighting of tasks. These strategies are designed to ensure that the student is not disadvantaged, and the best option is selected according to individual circumstances.
- In cases where a student is unable to attend to complete a scheduled assessment task, and where appropriate supervision is guaranteed, permission may be negotiated to complete that task in an alternative venue.
- Where there is no satisfactory explanation for absence from a scheduled assessment task or examination, a loss of good standing is applied and the student may receive a reduced mark, in consultation with the Head of Learning Area.

- Where a student is absent from a class assessment due to participation in a school sanctioned or organised activity, it is the student's responsibility to negotiate their absence from class with the teacher and make alternative arrangements to complete the assessment
- Where a student is absent due to in-term holiday arrangements it becomes the student's responsibility to ensure all work and associated assessment tasks missed are completed.

#### **Unit completion requirement**

For a grade to be assigned for a pair of ATAR or General units, or unit, where a single Year 11 unit is studied, the student must have completed the education program and the assessment program for the unit/s. The education program refers to the classroom activities that allow for full engagement with the delivery of the syllabus including the teaching content and associated class activities, such as group discussions, team investigations, field trips and other similar processes.

### **7. Prolonged Inability to Engage with School**

Where a student is unable to engage with school for a lengthy period due to a validated illness, injury or social/emotional circumstances, the school will liaise with the parent/guardian to discuss alternative opportunities to complete assessment requirements and seek to provide support to the student's learning program. This may include examination periods and the end of year prior to reporting deadlines.

### **8. Changing a Course**

- It is not recommended that students change courses after the first month of each semester, as it could place a student at risk. However, if unavoidable, it is the responsibility of the student to negotiate with the teacher a plan to catch up on all missed work and associated assessments.
- Where a course unit assessment requirement have not been met, then the assessment will affect the overall grade achieved. This may have WACE implications. This situation could arise through chronic absence or late course changes.
- All changes must have signed parental approval and must be negotiated through the Deputy Principal or their nominated representative.
- Where a student changes school during a school year, credit for the completion of work in the same course unit will be given when the student and/or previous school supplies appropriate evidence.

### **9. Failure to Submit Work**

#### **Extensions**

- Generally, it will not be possible for students to seek an extension of deadlines. In cases

where work is not submitted on time, penalties for late submission will be applied.

- In cases of illness or significant personal problems, extensions to assessment due date may be given at the discretion of a teacher. It is, however, the student's responsibility to negotiate this with the teacher **prior to the due date**. If a student does not apply in advance and receive an extension, the consequences will be the same as for missed work without an acceptable explanation of their absence.

### **Penalty for late submission of assessment tasks**

Where a student fails to submit an assessment on time without negotiating an extension with the teacher prior to the due date then the following penalties will apply:

- Courses: The penalty for late work is 10% per school day, which will be calculated in relation to the actual mark awarded to the student for their performance in the assessment. Deductions will not force a piece of work to be awarded below 50% of the marks allocated to the assessment in the assessment outline. Students are advised to submit assessments on the due date, even if incomplete, to avoid a penalty. Percentage of marks lost each day is as follows:

#### *Scale of mark deductions:*

<b>1 day late:</b>	<b>10% marks taken off</b>
<b>2 days late:</b>	<b>20% marks taken off</b>
<b>3 days late:</b>	<b>30% marks taken off</b>
<b>4 days late:</b>	<b>40% marks taken off</b>
<b>5 days late:</b>	<b>50% marks taken off</b>

- Certificates: late work will be resulted as a 'hold'. The student must negotiate an opportunity to re-submit work for assessment prior to annual reporting deadlines.

NOTE: It is a requirement that all assessment tasks are submitted to demonstrate completion of the course or unit regardless of whether marks are allocated.

## **10. Cheating, Collusion and Plagiarism**

- Students shown to have cheated or been involved with collusion or plagiarism in assessed work or in examinations **will not** have that work accepted as valid evidence of their achievement. Upon investigation all students involved may have a score of zero recorded for that assessment.
- Collusion is when a student submits work for an assessment and it shows evidence that is not their own work.
- Plagiarism is when a student uses someone else's words or ideas without acknowledging that they have done so (work is essentially copied). Work copied from other sources must be correctly referenced.

## **11. Examinations**

- Examinations are seen as a valuable means of assessing students' knowledge, skills and understanding of the course concepts and the application of them. Completion in a timed environment allows the student to perform under pressure.

### **Attendance at examinations**

- Students must attend scheduled examinations. In exceptional circumstances, alternative arrangements may be negotiated through the Principal and/or School Curriculum and Standards Authority before the advertised date.
- Participating in family holidays will not be accepted as an exceptional circumstance.

### **Students Requiring Special Consideration**

- The school will ensure that students with special educational needs are catered for in an appropriate way and in accordance with School Curriculum and Standards Authority and Registered Training Organisation guidelines.
- Students will be informed of their right to apply to the School Curriculum and Standards Authority to apply for Special Examination Arrangements if they are completing an ATAR Pathway.

## **12. Reporting to Parents**

- Students will be kept informed of their progress throughout their course.
- Teachers will assess completed tasks and provide prompt assessment feedback to the student using the facilities available in Reporting to Parents.
- Parents will be regularly informed about their child's progress via interim reports, parent interviews and Semester 1 and 2 formal reports. Students and parents/guardians will be contacted when it is identified that there is a risk of the student not:
  - *achieving their potential,*
  - *completing the subject/course requirements resulting in a U or E*
  - *completing certificate qualification requirements*
  - *meeting WACE requirements*
- Student achievement is reported to the School Curriculum and Standards Authority and Registered Training Organisations. The final results are recorded on the Statement of Attainment.
- Grades submitted to the School Curriculum and Standards Authority by the school are interim subject to ratification.

For those courses which have an external examination, the Authority statistically moderates the school assessment based on the school performance in the external examination. The moderated school assessment appears on the student's record of achievement.

## **13. Certificate qualifications using external training providers**

Students enrolled in training with external training providers not covered by an auspicing agreement with the school do so under the assessment policy of that provider. Where a student misses an assessment or does not prove competency, it is the student's responsibility to negotiate re-assessment and, where applicable, pay the associated fees.