

Assessment Guidelines

The following guidelines have been developed to ensure that teaching staff, students, and parents know their responsibilities in the Assessment and Reporting process. Assessment and Reporting play an integral role in our teaching and learning programs. They provide a method of monitoring and tracking progress and are used to provide effective feedback to students and parents. Each Learning Area may have a specific assessment policy underneath these guidelines. Students and parents will be advised well before adjusting the College or Learning Area policy.

Assessment

Assessment is integral to teaching and lies at the heart of promoting student learning. It can provide a framework for setting educational objectives and pupil progress charting and expressing. It forms the basis for planning the next educational steps in response to the student's needs.

Year 7 - 9 Assessment Policy

1. Policies and Responsibilities

Student Responsibilities

It is the student's responsibility to:

- Meet all assessment deadlines where possible.
- Maintain a good record of attendance and conduct.
- Initiate contact with teachers concerning missed assessments, extension requests and other issues pertaining to assessment.
- Keep copies of all returned assessments in a portfolio. (Students can take all assessments, such as tests and assignments, home for parental comment and self-analysis).
- Inform the Year Coordinator / Learning Support Coordinator of any disability affecting learning and/or assessment outcomes.
- Discuss ongoing results with parent/guardian.
- If absent, meet with the teacher of classes missed on the day they return to school to discuss what was covered
- Ensure all work submitted is their own
- Complete tests and exams according to the conditions/instructions required by the College

Teacher Responsibilities

It is the teacher's responsibility to:

- Develop a Teaching and Learning Program that meets the syllabus requirements for the course.
- Provide students with and publish on Connect, a Course Outline that includes the following information: sequenced course content, assessment timings and percentage weighting of each assessment.
- Ensure that assessment tasks are fair, explicit, valid, reliable and include relevant marking keys.
- Provide students with timely feedback on assessment tasks.
- Ensure students have a task mark report following each assessment to analyse individual performance if applicable.
- Maintain accurate student assessment records using Reporting To Parents (RTP).
- Moderate assessment pieces regularly at team meetings.
- Meet school and external timeframes for assessment and reporting.
- Inform students and parents of academic progress regularly.

2. Reporting

Teachers make judgments about student achievement using various assessment tools, including marks from tests and common assessment tasks, anecdotal comments, observations, progress maps, work contained in presentation folders and portfolios, digital recordings of student performance in delivering monologues, working in groups or debating. Academic achievement is reported in grades from A – E whereby:

A	=	Excellent Achievement
B	=	High Achievement
C	=	Satisfactory Achievement
D	=	Limited Achievement
E	=	Very Low Achievement

Students will be kept informed of their progress via their subject teachers. Teachers will assess completed tasks and provide prompt feedback to their students. Parents will be regularly informed about a student's progress by one or more of the following methods:

- Formal reports (Semester 1 and Semester 2)
- Term 1 interim reports
- Connect
- Student Diary
- Letter of Concern
- Letter of Commendation
- Phone call
- Email
- Parent Interview
- HOLA Intervention
- Case Conference

Year 7 and Year 9 students are issued a separate report giving important information on their performance in national tests in literacy and numeracy (NAPLAN).

3. Completion of assessments

Students should be given sufficient notice of assessment due dates and relevant weightings of these assessments. When an assessment schedule is adjusted, it should be done in close consultation with all students and clearly publicised to students and parents.

- It is a teacher's responsibility to manage the assessment schedule.
- It is a student's responsibility to submit assessed work on time, including oral or performance assessments.
- Parents/guardians will be notified in cases where concern for a student's progress emerges.
- Parents are encouraged to attend parent evenings and specific subject performance review meetings.

Students who submit work late without an extension being granted by the subject HOLA may face the following penalties:

1. One school day late: 10%; for example, a score of 70% becomes 60%.
2. Two school days late: 20%; for example, a score of 70% becomes 50%.
3. Three school days late: 30%; for example, a score of 70% becomes 40%.
4. Failure to submit after seven (7) school days may result in a mark of zero.

A student may apply to the HOLA before the submission date for an extension. Extensions are granted at the discretion of the HOLA on a case-by-case basis. If a student does not submit an assessment task or attend a scheduled in-class assessment task, the parent/guardian will be contacted.

4. Absence from Class/Non-submission of work

- If students are absent from class, their ability to achieve their potential is diminished. Extended periods of absence will result in lower levels of achievement. Absences may result in a student not fulfilling the requirements of a subject or course.
- Absence from a scheduled assessment task must be accompanied by an acceptable explanation, e.g., a medical certificate, letter or phone call from a parent, so the student can complete that task or a similar task to gain credit.
- Where a student cannot attend school for a lengthy period due to injury or illness, the school will endeavour to support the student's learning and make alternative arrangements for assessment items.
- There will be no special arrangements made for students who miss work as a result of a family holiday. However, students will have access to Connect and must complete all assessments within one week of their return.
- Where a student changes schools during a school year, credit for completing work in the same subject will be given. (Subject to appropriate evidence from previous school, e.g. school report)

5. Retention of student work

Teachers will retain student work for a short duration after the assessment deadline to allow for marking and moderation. Copies may be kept for use as exemplars or other future uses. Names will be removed from the work copied for use as an exemplar. Once assessed work has been marked and feedback provided, the original copy of the work will be returned to students for their records. Some Learning Areas may retain student work for extended periods (for example, for the semester).

6. Students with Special Needs

Parents of students with special needs should inform the Learning Support Coordinator or Program Coordinator to ensure provisions are implemented. This may include modification of assessment, modification of text/colour, use of special equipment, provision of a scribe or additional time. Students who are unable to complete an assessment task because of their special education needs will be provided with alternative opportunities to demonstrate their knowledge, skills and understanding.

7. Cheating, Collusion and Plagiarism

Plagiarism is when a student uses someone's words or ideas without acknowledging that they have done so. That is, the work is essentially copied. This also includes cut-and-paste work derived from a computer. All work that is not original must be referenced correctly. In years 7-9, students will continue to be taught referencing skills where required. **Collusion** is when a student submits work not their own for assessment.

A student shown to have plagiarised in assessed work will be penalised:

1st offence: provided with an opportunity to resubmit assessment with a 20% penalty

2nd offence: awarded a zero

A student shown to have colluded in assessed work will be penalised

1st offence: provided with an opportunity to resubmit assessment with a 50% penalty

2nd offence: awarded a zero

Cheating involves a student possessing unauthorised equipment or material in an assessment, whether it has been used or not. (Eg. smartwatch, smartphone, textbook, letters, words or symbols on paper or parts of the body). Students found cheating will be penalised

1st offence: loss of 50%

2nd offence: awarded a zero

Parents and the HOLA will be informed in all instances of cheating, collusion or plagiarism. As part of this process, the student will be given the right to reply.

Examinations

Year 10-12 Assessment Policy

The following guidelines have been developed to ensure teaching staff, students and parents are aware of their responsibilities in the assessment and reporting process.

Assessment and Reporting are integral to the school Learning and Teaching program. The College's focus is always on ensuring all students meet the WACE requirements without impacting the scaled assessable marks of their peers.

Students are enrolled in a combination of WACE courses. Some students also gain credit for the WACE by undertaking one of the vocational education and training (VET) programs and/or endorsed programs, such as Workplace Learning. A registered training organisation (RTO) monitors and assesses VET programs. Some VET courses are delivered by ASC staff, others through external providers.

1. Policies and Responsibilities

Student Responsibilities

It is the student's responsibility to:

- Meet assessment deadlines.
- Maintain a good record of attendance and conduct.
- Initiate contact with teachers concerning missed assessments, extension requests and other issues pertaining to assessment.
- Keep copies of all returned assessments in a portfolio that may be collected for moderation. (Students are permitted to take assessments, such as tests and assignments home for parental comment and self-analysis.)
- Inform the Senior School Coordinator and Learning Support Coordinator of any disability, learning difficulty, injury or cultural belief that has not already been documented that may affect learning and/or assessment outcomes. (Claims for special consideration must be accompanied by appropriate evidence.)
- Discuss ongoing results with parent/guardian.

Teacher Responsibilities

It is the teacher's responsibility to:

- Develop a Teaching and Learning Program that meets the WACE syllabus requirements for the course.
- Provide a program to HOLA for review by the end of Week 1, Term 1.
- Provide students with a Course Outline that includes the following information: course content, the course is sequence, and an approximate time to teach each section of the course.
- Provide students with an Assessment Outline indicating the assessment's type, weighting, content, and approximate timing.
- Ensure the assessment outline on reporting to parents (RTP) accurately reflects the Assessment Outline given to students.
- Ensure that assessments are fair, explicit, valid, reliable, educative, and comprehensive
- Ensure all assessment tasks include relevant marking keys.
- Provide students with timely feedback on assessment tasks, including the standards upon which achievement demonstrated on the task has been assessed. (A 2-week turnaround is the maximum expected time expected).
- Maintain accurate records of student achievement and assessment in RTP
- Organise and maintain student portfolios of work that may be required in the moderation process and explain the moderation process to all students.
- Meet school and external timeframes for assessment and reporting.
- Inform students and parents of academic progress regularly.
- Provide students with the opportunity to resolve any issues that may arise.
- Immediately notify HOLA of concerns about students not passing a particular course.
- Mark all assessments and provide appropriate feedback before the commencement of exams

Information provided to students

At the start of each unit (or pair of units), the teacher will provide each student access to the following:

- The syllabus for the course
- A course unit outline that includes the following information:
 - The content
 - The sequence in which the content will be taught
 - The approximate time to teach each section of the unit (or pair of units).
- An assessment outline that includes the following information:
 - The assessment types
 - The weighting for each assessment type
 - The weighting for each assessment task
 - A general description of each assessment task
 - A general indication of the content covered by each assessment task
 - An indication of the outcomes covered by each assessment task
 - The approximate timing of each assessment task (i.e. the week in which each assessment task is planned or the due dates for significant stages of each extended task).

In each unit (or pair of units), a number of assessment tasks occur during the semester/year (including end-of-semester exams in all ATAR courses and an Externally Set task in General Courses). Some jobs are completed in class, and others are completed out of class. Each task provides evidence of student achievement. The teacher uses the total weighted mark from all assessment tasks when assigning a grade at the completion of the unit or pair of units.

During every unit (or pair of units), the requirements for each assessment task will be clearly described in writing (i.e. what the student needs to do, often indicating the steps involved for extended tasks). The criteria against which the task will be marked will also be provided wherever appropriate.

For ATAR courses, teachers will endeavour to avoid assessments within five school days of examinations if possible.

2. Reporting

Year 10

Teachers make judgments about student achievement using a variety of assessment tools, including marks from tests and common assessment tasks, anecdotal comments, observations, progress maps, work contained in presentation folders and portfolios, digital recordings of student performance in delivering monologues, working in groups or debating. Academic achievement is reported in grades from A – E whereby:

A	=	Excellent Achievement
B	=	High Achievement
C	=	Satisfactory Achievement
D	=	Limited Achievement
E	=	Very Low Achievement

Students will be kept informed of their progress via their subject teachers. Teachers will assess completed tasks and provide prompt feedback to their students. Parents will be regularly informed about a student's progress by one or more of the following methods:

- Formal reports (Semester 1 and Semester 2)
- Term 1 interim reports
- Connect
- Student Diary
- Letter of Concern
- Letter of Commendation
- Phone call
- Email
- Parent Interview
- HOLA Intervention
- Case Conference

Reports for Year 10 students provide their current standing in relation to the Online Literacy and Numeracy Assessment (OLNA). Successful completion of the OLNA is a requirement for attainment of the Western Australian Certificate of Education (WACE) in Year 12

Years 11 and 12

At the end of the year, students will be provided with an Ashdale Secondary College statement that lists the grade for each course (pair of units), and, where required, the school mark, which was submitted to the School Curriculum and Standards Authority. All grades on Semester 1 and 2 reports are subject to School Curriculum and Standards Authority approval at the end of the year. The student (and parent/guardian) will be notified of any changes that result from the School Curriculum and Standards Authority's review of the student results submitted by Ashdale Secondary College.

Both students and parents/guardians will be informed when it is identified that there is a risk of:

- Non-completion of coursework
- Students not achieving their potential
- When a grade of D or less is likely in formal reports.
- Not meeting requirements of a Unit of Competency

Some Learning Areas also report to parents through portfolios showing samples of student work and/or assessment tasks. These portfolios are sent home for parent viewing, comment and signature. For moderation purposes, it is imperative that these portfolios are returned to the College after parental review. A successful teaching and learning process involves strong connections and support from parents.

3. Completion of Assessments

A Course Outline and Assessment Outline will be provided to each student at the commencement of the course. Students should be given sufficient notice of assessment due dates and relevant weightings of these assessments. Where an adjustment is made to the assessment schedule, it should be done in close consultation with all students and clearly publicized to students and parents.

- It is a teacher's responsibility to manage the assessment schedule.
- It is a student's responsibility to submit assessed work on time, including oral or performance assessments.
- Parents/guardians will be notified in cases where concern for a student's progress emerges. Parents are encouraged to attend parent evenings and specific subject performance review meetings.
- A student may apply to the HOLA before the submission date, for an extension of time to complete an assignment, oral presentation or other task. Extensions are granted at the discretion of the HOLA but only in cases of illness or significant personal problems.

A) Students studying **ATAR** subjects and who submit late work without an extension being granted will face the following penalties:

One school day late: 10%, for example, a score of 70% becomes 60%.

Two school days late: 20%, for example, a score of 70% becomes 50%.

Three school days late: 30%, for example, a score of 70% becomes 40%.

Failure to submit after seven (7) days will result in a mark of zero.

The weekend period will count as one school day, i.e. 10%

If a student does not submit an assessment task or attend a scheduled in-class assessment task, the teacher will contact the parent/guardian to discuss the risk of the student not completing the course and to negotiate a solution in consultation with the HOLA.

It is compulsory for students to attend study periods. If students need to complete work in a particular subject, they need to inform the study period teacher via a written request from their subject teacher. Students who fail to attend study periods without a valid reason will have this privilege removed.

B) Students studying General Courses who submit late work without an extension being granted have an unfair time advantage over students who submit assessments at the required deadline. Students who submit work late without an extension granted will face the following penalties.

One school day late: 10%, for example, a score of 70% becomes 60%.

Two school days late: 20%, for example, a score of 70% becomes 50%.

Three school days late: 30%, for example, a score of 70% becomes 40%.

The weekend period will count as one school day, i.e 10%

These penalties will apply until the student can achieve a maximum of 50%. Thus, students who submit assessments after this time period can only achieve a maximum C grade. The following consequences may also be enforced:

- Loss of student time during recess, lunchtime and the 25th Period until assessments are completed at the appropriate standard.
- Exclusion from non-assessment excursions and/or extracurricular activities until work is completed.
- Meet with the Senior School Coordinator, classroom teacher and HOLA to review completed assessments and plan completion of unfinished work.

C) Students completing a Certificate Course need to show evidence of progress throughout the school year. Teachers will provide a delivery plan when Units of Competency need to be completed. Students who fail to complete Course booklets or practical tasks without a valid reason will face the following penalties:

- Loss of student time during recess, lunchtime and the 25th Period until course booklets or practical tasks are completed at the appropriate standard.
- Exclusion from non-assessment excursions and/or extracurricular activities until work is completed.
- Meet with the VET Coordinator, classroom teacher and HOLA to review completed units of competency and plan completion of unfinished work.

Students are required to submit their evidence to a satisfactory standard in line with the Delivery Plan. Teachers will confirm completion of the required standard by signing the Year 11 clearance form at the end of the year.

4. Absence from Class/Non Submission of work

- If a student is absent from class, his/her ability to achieve his/her potential is diminished. Extended periods of absence will result in lower levels of achievement. Absences may result in a student not fulfilling the requirements of a subject or course.
- Students in danger of not meeting attendance requirements will be asked to meet with the Deputy Principal Senior School when parents can attend.
- Absence from a scheduled assessment task must be accompanied by an acceptable explanation, e.g. a Medical Certificate, letter or phone call from a parent for the student to complete that task or a similar task to gain credit. A teacher may re-weight the student's marks for other tasks (if, in the opinion of the teacher, sufficient evidence exists in other tasks completed to enable a grade to be assigned) or statistically estimate the student's mark for the assessment task on the basis of their marks in similar tasks.
- Where a student cannot attend school for a lengthy period due to injury or illness, the school will endeavour to support the student's learning. Hospital Services or SIDE may be required if appropriate. Parents must contact the College Administration in this situation. If a student cannot complete the education program offered by the College, a "U" or "E" grade may result.
- It is the policy of the College that there will be no special arrangements made for students who miss work leading to an assessment or the assessment itself due to family holidays.
- If a student changes subject, credit cannot be given for work not completed in the subject. However, students will be required to complete assessments missed to gain credit.
- All subject changes depend upon the ability of the school to provide for the change and must have parental support. Subject changes must be organized through the Deputy Principal or the Senior School Co-ordinator. Subject changes are dependent on the School Curriculum and Standards Authority cut-off dates.

- Where a student changes schools during a school year, credit for the completion of work in the same subject will be given subject to appropriate evidence and the request of the new school.

5. Retention and disposal of student work

Students are responsible for the collation of their marked written assessment tasks, and/or folios are to be retained on behalf of the student by the College. The College will retain all non-written assessment tasks. This material is required by the teacher/s when assigning grades at the completion of the course and may be required by the School Curriculum and Standards Authority for moderation purposes. Using the materials for any other purposes requires the student's written permission. Students will have access to this file for revision purposes. The College retains the files until the marks have been accepted by the School Curriculum and Standards Authority. The written assessment tasks and/or folios are available to students for collection after the marks have been accepted. All assessments not collected by the students after the appeal date by the School Curriculum and Standards Authority will be securely disposed of by the College. This does not include work from Certificate courses that need to be retained for 7 years.

6. Students with Special Needs

The School Curriculum and Standards Authority provides guidelines for schools when providing extra assistance for students with specific learning disabilities. The granting of Special Examination Arrangements is not necessarily automatic but depends upon the provision of medical and/or psychological evidence to justify the decision. Parents of students with a new diagnosis need to inform the Deputy Principal Senior School as soon as possible to allow them to request the relevant permission from the School Curriculum and Standards Authority. For WACE examination candidates, modifications depend upon the individual student's needs and can include special equipment, provision of a scribe or rest breaks. Students who are unable to complete an assessment task due to their specific education needs will be provided with alternative opportunities to demonstrate their knowledge, skills and understanding.

7. Cheating, Collusion and Plagiarism

Plagiarism is when a student uses someone's words or ideas without acknowledging that they have done so. That is, the work is essentially copied. This also includes cut-and-paste work derived from a computer. All work that is not original must be referenced correctly. Collusion is when a student submits work that is not their own for assessment. A student shown to have cheated in assessed work may be awarded a zero or;

1st offence: provided with an opportunity to resubmit assessment with a 50% penalty

2nd offence: awarded a zero

Parents and the HOLA will be informed in all instances of cheating, collusion or plagiarism. The student will be given the right to reply as part of this process.

8. Examinations

Year 10

Year 10 Examinations will be held in English, Maths, Science and HASS and occur in both semesters each year.

Years 11 and 12

A written examination will be held in all ATAR courses at the end of Semester 1 and Semester 2. In those courses with a practical/performance/oral WACE examination, a practical/performance/oral exam will also be held.

Examinations may be scheduled for General Courses that the Head of Learning Area considers appropriate. In some courses with a practical/performance/oral component, a practical/performance/oral exam will also be held. This will be included in the assessment outline for the unit/s. All year 12 students studying General courses must undertake the Externally Set Task during weeks 2 - 4 of Term 2.

Students must attend scheduled examinations. In exceptional circumstances, alternative arrangements may be negotiated through the principal, their delegate, and/or the School Curriculum and Standards Authority

before the examination date. Suppose a student is unwell on the day of an examination. In that case, the Deputy Principal of Senior School should be advised by telephone and a Sickness/Misadventure Form (Appendix B) be completed by the student/parent and provided within three school days of the missed examination. **Participating in family holidays will not be accepted as an exceptional circumstance.**

The College bases its Rules for Conduct on the School Curriculum and Standards Authority's rules, procedures and penalties for the conduct of WACE exams. When attending exams or significant tests, students must adhere to the rules that pertain to that exam or test. Infringement will result in the following penalties:

Breaches of examination rules and maximum penalties that might apply include but are not limited to:

- *Impersonation of a candidate* – cancellation of all papers, exclusion from remaining examinations in that year,
- *Collusion between candidates* – cancellation of the course paper of each of those involved,
- *Possession or knowledge of examination questions before an examination* – cancellation of all the candidate's examination papers,
- *Possession of unauthorised materials in the examination room* – cancellation of part or all of the examination mark
- *Markings on authorised materials in the examination room* – cancellation of part or all of the examination mark
- *Removal of examination materials* – unauthorised removal of examination materials from the examination room will result in cancellation of the part(s) removed,
- *Examination room behaviour* – blatant disregard of examination room regulations will result in the removal of the candidate from the examination room.
- *Failure to remove watches (including analog and smartwatches) and mobile phones* may result in the cancellation of part or all of the candidate's examination paper
- *Failure to follow examination instructions* – cancellation of part or all of the examination mark where the candidate's failure to follow the instructions is considered to have given the candidate an advantage over the other candidates

Additional

- Students must wear full school uniform to all examinations.
- Students must attend scheduled examinations. In exceptional circumstances, alternative arrangements may be made by speaking to the Deputy Principal Senior School
- Failure to attend an examination without an exceptional reason and the provision of an Ashdale Secondary College Sickness or Misadventure Form will result in a score of zero.

9. School Curriculum and Standards Authority and Year 11

- A statement of results is issued to each student at the end of Year 11.
- Schools must submit a grade of A, B, C, D or E for each subject in which a student is enrolled.

10. Promotion to Year 12

The minimum requirement at Year 11 level for a student to gain entry to Year 12 is 8 WACE points, of which four must be awarded through SCSA courses. WACE points can be achieved through enrolled courses, Certificates and or WPL. Continued enrolment requires an interview with the Deputy Principal Senior School if a student does not meet this requirement, at which point it may be suggested that, in the best interests of the student, WACE attainment is achieved over three years.

11. Appeals- Review or Clarification of Assessment

Appeals Relating to Individual Assessment Items

A student may appeal in circumstances where they consider that an assessment has not been fairly considered about a clear marking schedule. Such appeals should occur within seven (7) school days of the

return of the assessment to the student. Appeals should be directed to the teacher first and then to the Head of Learning Area should a satisfactory resolution not be reached.

Appeals Relating to the Assessment of a Course

You may appeal against the assessment of a Course if you have grounds to believe that:

1. Curriculum guidelines have not been followed
2. Published assessment guides have not been provided or followed
3. Computational errors have occurred.

Applications for appeal in these circumstances are available from the Senior School Coordinator.

Appeals Relating to Final Scores Submitted to the School Curriculum and Standards Authority

Students are referred to the School Curriculum and Standards Authority procedures for appeals related to assessment. These can be found on the School Curriculum and Standards Authority website at <https://wace1516.scsa.wa.edu.au/> or by telephoning (08) 9273 6300. Should parents require clarification, contact can be made with the subject teacher and/or Head of Learning Area.

The above information is provided to ensure clarity for all about the various terminology, processes and expectations of assessment. Should you be unclear on any aspect of the policy, please call the Senior School Deputy Principal on 6207 1300

REVIEW DATE October 2023