

# ASSESSMENT POLICY

## YEARS 11-12

### 1. POLICY STATEMENT

To provide guidelines so that students, parents and staff are aware of their responsibilities in the assessment and reporting process across Years 11 and 12.

### 2. POLICY SCOPE

Assessment and Reporting are an integral part of the school Teaching and Learning Program which is guided by the School Curriculum and Standards Authority (the Authority) and Year 11 and Year 12 Western Australian Certificate of Education (WACE) manual. In accordance with the Western Australian Curriculum, assessment procedures must be fair, valid, explicit, educative and comprehensive.

### 3. PROCEDURES AND RESPONSIBILITIES

#### 3.1 Student Responsibilities

It is the student's responsibility to:

- Complete the prescribed work in each course by the due date.
- Meet all assessment deadlines.
- Maintain a good record of attendance, conduct and progress.
- Initiate contact with teachers concerning absence from class, missed assessments, extension requests and other issues pertaining to assessment.
- Maintain a portfolio of prescribed work and assessments which may be required by the School Curriculum and Standards Authority for moderation, at least until the grades are confirmed. Students are permitted to take all assessments, such as tests, assignments and related scripts, home for parental comment and self-analysis, before promptly returning them to their portfolio at school. Contractual arrangements for tests purchased from private providers sometimes involve embargoes on the removal of papers from the school for certain periods of time.
- Inform the Learning Support Coordinator of any disability, learning difficulty, injury or cultural belief that may affect their learning and/or assessment outcomes. Claims for special consideration must be accompanied by appropriate evidence and made in good time.

#### 3.2 Staff Responsibilities

It is the responsibility of staff to:

- Develop a Teaching and Learning Program that adheres to current School Curriculum and Standards Authority and DoE Curriculum guidelines.
- Ensure that when commencing the subject, students are informed in writing or online of the assessment program for the subject, including a general indication of assessment tasks which contribute to final assessments and their timing.
- Senior Secondary students must also be informed of the assessments respective worth and weightings relative to the Authority assessment requirements.
- Ensure that assessments are fair, explicit, valid, reliable, educative and comprehensive.

- Ensure that all aspects of their Learning Area Policy are adhered to.
- Provide students with timely feedback on assessment tasks, including the standards upon which achievement demonstrated on the task has been assessed. Feedback will be provided within ten school days.
- Maintain accurate records of student achievement and assessment.
- Use student achievement information to plan future learning programs.
- Organise and maintain student portfolios containing documentation and samples of work that may be required in the moderation process, at least until grades are confirmed. Students should have access to their work samples when needed.
- Meet school and external time frames for assessment and reporting.
- Inform students and parents of academic progress as appropriate.
- For students with a disability, staff will work with the Learning Support Coordinator in the development of Individual Education Plans (IEP). If required staff will provide differentiated curriculum and assessments for students that will be negotiated with the student and their parent/guardian.

#### 3.3 Absence from Class/Missed Work

If a student is absent from class their ability to achieve to 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.

##### i) Scheduled Assessment Tasks

Absence from a scheduled assessment task must be accompanied by an acceptable explanation (eg. phone call/email from parent) in order for the students to complete that assessment task or a similar task and gain credit. If an assessment task is not completed within a reasonable time frame this task may be exempt from the assessment outline if the teacher believes that sufficient evidence exists in other tasks completed to enable a grade to be assigned. A medical certificate will be required if ongoing absence occurs for scheduled assessment tasks.

##### ii) Prolonged Absence

Where a student is unable to attend school for a lengthy period due to injury or illness, the school will endeavour to provide support to the student's learning program to the best of its ability. School of Special Education Needs: Mental and Medical Health or SIDE may be required if appropriate. Parents must contact the school in this situation.

##### iii) Family Holidays

Parents are requested to notify the school prior to going on holidays during term time. Family holidays during term are not supported by the school as extended absences affect student learning and progress. It is the policy of the school that there will be no special arrangements made for students that miss work.

If a student is absent from an examination due to a family holiday, they will receive a zero for the missed examination. For other forms of internal assessments that are affected by family holidays, an application may be made to the individual subject teacher for special consideration or for an extension of the due date. The decision to accommodate such requests will be made on an individual basis by the Head of Learning Area. Subject grades will generally be adjusted to reflect a student's ability given sufficient prior evidence.

### 3.4 Changing Courses

Generally students cannot be given credit for work not completed in the course. However, where possible:

- Students will be given the opportunity to complete assessments missed and gain credit.
- Recognition of comparable achievement will be given and credit granted.

Where a student changes school during a school year, credit for the completion of work in the same course will be given upon the student and/or previous school supplying appropriate evidence. If this is not possible, the teacher will use all possible means to arrive at a grade which is appropriate to the student's ability.

### 3.5 Late/Non Submission of Work

A student may apply to the class teacher, prior to the due date for submission, for an extension of time to complete the assignment, oral presentation or other task. Evidence may need to be supplied. If the class teacher determines that the reasons for late or non-submission are valid (e.g. medical, significant personal issues etc) then the teacher may:

- Grant an extension of time to complete the task without penalty.
- Provide an alternative task.
- Require the student to complete the assessment prior to the due time and date.
- Record the student as exempt from that assessment.
- In exceptional circumstances, and with approval from the Associate Principal or Head of Learning Area, determine an estimate of achievement based on previous performance.

Students studying courses who submit late work without an extension being granted may face the following penalties:

#### i) ATAR courses

- 1 school day late less 10%
- 2 school days late less 20%
- 3 school days late mark of zero

#### ii) General courses

- 1 school day late less 10%
- 2 school days late less 20%
- 3 school days late 30%

Students in General courses who submit assessments after this time can achieve a maximum of 50% and thus only achieve a C grade.

#### iii) Certificate courses

- Students completing a Certificate course need to show evidence of progress throughout the school year. Teachers will provide a delivery plan outlining when Units of Competency need to be completed. Students who fail to complete the relevant Unit of Competency without a valid reason will face loss of good standing.

NB: In all cases, failure to complete assessments may result in a Year 11 or Year 12 student losing their Good Standing Status.

### 3.6 Students with Special Needs

During Term 1 of each academic year, parents of students with permanent or temporary disabilities and/or specific learning disabilities are invited, in writing, to apply for extra consideration when completing assessments.

The granting of Special Examination Arrangements is not necessarily automatic, but depends on the provision of medical and/or psychological evidence to justify the decision. Parents of students with a new diagnosis are invited to approach the Learning Support Coordinator, for consideration as soon as possible.

Parents of students with cultural beliefs that might prevent them from completing the normal tasks within a course must communicate with the teacher of the course prior to the tasks being undertaken so that time for an alternative can be arranged. Where too much of the course cannot be completed as per the program, they should see the relevant Associate Principal to choose a more appropriate course.

### 3.7 Cheating, Collusion and Plagiarism

A student who has cheated in assessed work or in an examination will receive a mark of zero for that task or exam.

**Collusion** is when a student submits work that is not their own for assessment.

**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. If work that is not the original product of the student is submitted for assessment, it will be deemed that the task has not been attempted.

Students may be awarded a result for work which can be authenticated. Students who allow their work to be copied may receive a zero for the task or section. In all instances of cheating, collusion or plagiarism, parents will be informed.

### 3.8 Examinations

When attending examinations, students must adhere to the regulations that pertain to that examination. Regulations will be issued with the examination timetable. Any infringement will result in an appropriate penalty.

- Students must wear full school uniform to all examinations.
- Students must attend scheduled examinations. In exceptional circumstances, special alternative arrangements may be made through the relevant Associate Principal.
- Failure to attend an examination without an acceptable reason will result in a score of zero.

#### i) Sickness/Misadventure Procedures for exams

The sickness/misadventure provisions are designed to cover the case of a student who performs below expectations, or is not able to sit the exam, because of sickness or misadventure. In such cases students must complete a sickness/misadventure form immediately following the exam. They are available from the front office and the school website.

Generally, students are advised to sit the examination if possible. Marks may be adjusted or estimated depending on the circumstances. A medical certificate is required for sickness and an independent witness for a misadventure. (cont'd)

### 3.9 Reporting

#### i) Ongoing Feedback

Students will be kept informed of their progress throughout their enrolment in a subject or course. Both students and parents/guardians will be informed when it is identified that there is a risk of:

- Non completion of the course work.
- Students not achieving their potential.
- A grade of 'D' or less is likely in formal reports.

Parents will typically be informed when their child performs below the expected standard in an assessment task. Teachers will also respond to parent/guardians request for information regarding a student's achievement and how it compares with the student's peer group at the school. This information is also available through SEQTA Parent Login.

#### ii) Formal School Reports

In Year 11 students will receive a report at the end of Semester 1 and Semester 2. Year 12 students receive a report at the end of Semester 1 and a Statement of Results at the end of Semester 2.

- Year 11 and 12 ATAR courses show a grade, course percentage and Exam percentage.
- Year 11 and 12 General courses show a grade.
- Year 11 and 12 Certificate courses will show a comment reflecting progress towards competency.
- The Year 12 Statement of Results show a grade and course percentage.

#### iii) National and Statewide Assessments

Students who have not pre-qualified by achieving Band 8 or above in Year 9 NAPLAN or met standard through sitting OLNAs in Year 10 will be required to sit OLNAs in Year 11 & Year 12 until the standard has been met. Students need to meet the Literacy and Numeracy Standard to meet WACE requirements. The school will disseminate to parents/guardians the reports from OLNAs, as appropriate and provide opportunities for discussion between teachers and parents/guardians.

#### iv) School Curriculum and Standards Authority and Year 11 and 12 Courses

Senior Secondary students work to achieve their:

- Western Australian Certificate of Education (WACE). Schools are required to submit a grade of A, B, C, D, or E for each course in which a student is enrolled.
- All Senior Secondary Courses at Churchlands SHS are offered as year-long courses made up of a pair of units.
- At Churchlands SHS the same final grade and percentage mark awarded to a student at the end of the year will be submitted to the School Curriculum and Standards Authority for both units. The Semester 1 grade and mark provided in the first semester report will be an interim result only.

All ATAR courses have compulsory external examinations set by the School Curriculum and Standards Authority. As part of the WACE certificate requirements all students must sit these external examinations.

All Year 12 General courses include a compulsory Externally Set Task (EST) worth 15% of the final assessment. This will be completed in Term 2 and based on Unit 3 Syllabi. Exact content areas are published at the start of the academic year.

### 3.10 Appeals Against School Assessment

The use of grades for certification and marks for calculation of the Australian Tertiary Admissions Rank (ATAR) requires a high level of school accountability. Students have the right to appeal against their assessment. Schools are required to:

- Provide students with details of procedures used for assessment and grading.
- Inform students of their final grades and/or numerical school assessments before forwarding this information to the School Curriculum and Standards Authority.
- Give students the opportunity to query their grades and numerical school assessments for each course before the end of the school year; and
- Provide details of how students may lodge an appeal against their school assessments.

If a decision regarding assessment for a course is not acceptable to the student, the student should discuss the matter with the classroom teacher in the first instance. If the decision is still not acceptable to the student, the student may then take his/her concerns to the HOLA/TiC for review, and if necessary the Associate Principal, who will conduct a formal documented assessment review. Students are also able to appeal to the School Curriculum and Standards Authority following this step.

Information provided was correct at the time of publication December 2022, in accordance with information provided by the School Curriculum and Standards Authority.