

ASSESSMENT POLICY

YEARS 7-10

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 7-10.

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 the Pre-Primary to Year 10 Western Australian Curriculum and Assessment Outline.

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 subject 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 if required by the Learning Area. Portfolios need to be kept up to date, shown to parents for comment and signing as requested by the Learning Area.
- 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 Western Australian Curriculum and Assessment Outline.
- Ensure that when commencing the subject, students are informed in writing or online of the assessment outline for the subject, including a general indication of assessment tasks which contribute to final achievement and their timing.
- 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 feedback on assessment tasks, including the standards upon which achievement demonstrated on the task has been assessed. Feedback will be provided within 10 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 (phone call/email from parent) in order for the students to complete that assessment task or a similar task and gain credit. The school must be notified prior to, or on the day of, the absence. 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/guardians 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 or scheduled assessment due to a family holiday, they will receive a zero for that task.

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 Exams

We have English, Humanities & Social Sciences, Language, Mathematics, Music and Science exams in Years 9 and 10 to help prepare students for examinations in Years 11 and 12 and to give our students practice at long term recall. Year 10 exams are one and a half hours and Year 8 and 9 exams are one hour. 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.

3.5 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.

3.6 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:

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

3.7 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 timed assessments.

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.

3.8 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.

3.9 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 to 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

These occur at the end of Semester 1 and Semester 2 each year and show achievement against set criteria or standards. Academic achievement is reported in grades from A-E that reflect the Western Australian achievement standards.

Please note: Formal Year 7-10 School Reports will also use C+ or B+ grade to indicate that a student is approaching the next level of achievement. An A+ grade indicates that the student is at the top level of achievement within that grade.

iii) National and Statewide Assessments

Students in Year 7 and 9 will sit National Assessment Plan for Literacy and Numeracy (NAPLAN) each school year. Students who have not pre-qualified by achieving Band 8 or above in Year 9 NAPLAN will be required to sit OLNA tests over Years 9-12 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 national and statewide assessments, as appropriate and provide opportunities for discussion between teachers and parents/guardians.

RESPONSIBLE STAFF MEMBER:

Policy Manager	Principal
Responsible Staff	Head of Learning Area's
Approval Authority	School Board
Next evaluation date	xx/xx/xxxx

REVISION HISTORY:

Version	Approved Amended Rescinded	Date	Authority	Key changes/notes
1	Approved	xx/xx/xxxx	xxxxxxxxx	xxxxxxxx
2	xxxx	xx/xx/xxxx	xxxxxxxxx	xxxxxxxx
3	xxxx	xx/xx/xxxx	xxxxxxxxx	xxxxxxxx
4	xxxx	xx/xx/xxxx	xxxxxxxxx	xxxxxxxx
5	xxxx	xx/xx/xxxx	xxxxxxxxx	xxxxxxxx
6	xxxx	xx/xx/xxxx	xxxxxxxxx	xxxxxxxx