



# ALBANY SENIOR HIGH SCHOOL

# ASSESSMENT POLICY YEARS 7 - 12

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**Author:** Sara Garcia Perlines / Reese Driscoll  
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## Assessment and Reporting Policy

**Assessment** is the process of gathering information about students and their learning and making judgements on achievement using the data gathered. This information forms the basis of planning for future teaching and learning. Assessment is an integral part of teaching and learning. Assessment procedures must therefore be valid, reliable and inclusive and specifically reflect School Curriculum and Standards Authority (SCSA) Assessment Principles.

### Assessment Principles

1. Assessment should be an integral part of Teaching and Learning
2. Assessment should be educative
3. Assessment should be fair
4. Assessments should be designed to meet their specific purposes
5. Assessment should lead to informative reporting
6. Assessment should lead to school-wide evaluation processes

**Reporting is the process of communicating the outcomes of assessments to parents, carers and students.**

### Year 7 -10 Reporting

- We communicate with parents about student achievement and progress through: Goldies, Letters of Concern, Parent Interview Evenings; Interim or Task Reports, phone calls, Formal reports and through student results being available online in Connect
- We report to parents for each student at the end of each semester through provision of two formal written reports
- Student achievement is reported with grades, A to E for each subject studied
- An A grade means the students demonstrates Excellent achievement of expectations for their year level, a B, high achievement, C satisfactory , D; limited and an E is very low achievement of expectations for the given year level at school. Additionally, parents are given information about attributes that influence learning. These are assessed in terms of the frequency of demonstration of the given attribute using the terms; consistently, often, sometimes and seldom
- VET students will be reported on as competent once they have achieved the required unit/s
- Formal reports are emailed to parents each semester

### Year 11-12 Reporting

The school reports student achievement at the end of Semester 1 and at the end of Semester 2. The report provides for each course:

- a comment by the teacher
- a grade
- the percentage mark for the school-based examination (for ATAR courses)
- the percentage mark (calculated from the weighted total mark)
- The Semester 1 mark and grade are interim as they are not finalised until the pair of units is completed at the end of the year
- There are no pre-determined percentage grade cut-offs. The Grade Related Descriptors determine grades in relation to achievement over time.
- Year 12 final statement of results (Semester 2) will contain no comments.
- At the end of the year, students will be provided with a statement of achievement, which lists the school mark and grade for each pair of units. These are the results which will be submitted to the Authority. Successful completion of VET qualifications and endorsed programs are also listed on the statement of achievement.
- All final grades are subject to approval by the Authority at the end of the year. The student (and parent/guardian) will be notified of any changes that result from the Authority's review of the student results submitted by the school.
- VET students will be reported on as competent once they have achieved the required unit/s.
- Formal reports are emailed to parents each semester

## School Assessment Policy (Years 7 – 12) 2018

Albany Senior High School has high expectations for our student body. The Assessment Policy aims to encourage students to take responsibility for their learning and to achieve success. It is our aim to allow staff, students and parents to work together in order to allow students maximum opportunities to successfully complete their assessment program. Assessment procedures must therefore be fair, valid, explicit, educative and inclusive. This policy refers to WACE courses, endorsed programs and Units of Competency (UoC) within Certificate I, II, III and IV courses and lower school subjects. Any statement using the term course will refer to all of the above.

To achieve this, assessment procedures must, be fair, valid, relevant, educative and inclusive.

### Assessment Guidelines

- Senior School student assessment has guidelines set by the School Curriculum and Standards Authority (SCSA). Adherence to these parameters is mandatory. ([https://scsa.wa.edu.au/\\_\\_data/assets/pdf\\_file/0009/438192/WACE-Manual-2018-November-2017.pdf](https://scsa.wa.edu.au/__data/assets/pdf_file/0009/438192/WACE-Manual-2018-November-2017.pdf))
- A course outline and clear assessment outline must be provided to students at the commencement of the learning program and be placed on CONNECT.
- A course outline for each subject and clear assessment outline **must** be provided to students, and made accessible to parents, at the commencement of each term or semester (first week of a course).
- Each subject must have an assessment outline which describes the tasks and weighting for a body of work and when the assessments are due.
- The purpose of each assessment task should be clear and students provided with the requirements of each assessment task.
- Assessment tasks will be given a numeric mark.

### Student Responsibilities

- Complete and submit all assessment tasks described in the course outline and assessment outline by the due date. (unless **prior** negotiations have been made with the teacher.)
- Initiate contact with teachers concerning absence from class, missed assessments, extension requests and other issues pertaining to assessment.
- Advise teachers of any circumstances that affect assessment work being submitted on time.
- During tests and exams students will work silently and independently on the assessment at the direction of the teachers.
- In Years 7 to 12 maintain a portfolio of evidence for each course studied and **make it available, whenever it is required**. Non written work should be photographed and the image included in the assessment portfolio. Audio and video recordings of performance evidence are encouraged.
- Students are encouraged to store work digitally on their profile on the school network

### Teacher Responsibilities

- Develop a teaching/learning program that adheres to current SCSA guidelines, to be submitted electronically to the Senior School Deputy Principal by the end of Week 2 Term 1 via email to [albany.shs.office@education.wa.edu.au](mailto:albany.shs.office@education.wa.edu.au)
- Each teacher must have a teaching, learning and assessment program derived from the WA Curriculum (Phase 1 and 2) or LA scope and sequence, informed by SAIS and NAPLAN data and compliant with school policy.
- Provide students with a course outline and assessment outline at the commencement of the course for the entire course. (Week 1).
- Course outlines and assessment outlines will be submitted electronically to the relevant school Deputy by Friday of Week 2 of each semester via email to [albany.shs.office@education.wa.edu.au](mailto:albany.shs.office@education.wa.edu.au)
- For all Maths, English, Science and Humanities and Social Sciences at least 80% of marks and 80% of assessments will be supervised and generally timed assessments used to validate learning that occurs both at school and elsewhere.

- Develop a teaching/learning program that adheres to current education and school policy.
- Ensure that assessments are fair, valid, reliable and inclusive.
- Engage in school and SCSA moderation activities.
- Maintain accurate records of student achievement and assessment
- Meet school timeframes for assessment and reporting including those agreed to in the MOU for reporting to Registered Training Organisations in the delivery of Certificate II courses.
- Provide a WACE course mark and grade at the end of each semester, for courses delivered either concurrently or sequentially.
- Provide appropriate feedback at the end of each semester for endorsed programs and certificate courses on units of competencies completed and attainment.
- Teachers will mark completed tasks and relay assessment information to the student promptly.
- Teachers will maintain a student portfolio of evidence of assessed work for Year 11 and 12 courses, until March the following calendar year for practical work. This means keeping copies of marking rubrics and images of production work for practical and performance tasks in addition to recalling student assessment folios at the end of the school year.
- Teachers will enter scores for assessment tasks onto Reporting to Parents in a timely manner.
- At the end of the year, provide SCSA marks, exam mark and grade as required, for each course.
- Grades will be awarded to students at the end of each semester in accordance with reporting policy.
- Inform students and parents of academic progress as appropriate, including failure to submit or complete a task on time via a Bluey and/or phone call. Contact by phone and letter to be recorded on SIS.
- Inform parents in writing by using a Bluey, at least once a term of any student who is deemed unlikely to achieve a grade C or better.
- In consultation with their Head of Department, teachers will be flexible in the assessment requirements with students on alternative / flexible programs and provide modified programs and take prior work into consideration, if the student transfers part of the way into the course or requires a modified assessment program.
- Flexibility in the assessment requirements with students on alternative programs and those with special needs will be determined in consultation with Head of Departments.
- Teachers and Head of Departments will work together, in context with system guidance from grade exemplars, judging standards and other resources as developed, to determine marking processes.
- Teachers will ensure appropriate test and exam conditions are followed by students during assessments.

## **Absence from Class / Missed Work**

### **General**

Where a student can provide a medical certificate for extended absences it may be possible to modify the assessment program.

### **Scheduled Assessment Tasks and Failure to Submit or Complete Work**

- An assessment panel consisting of the Principal, a Deputy Principal and the relevant HOD (subject specific) will review and instance where there is an issue with an exam at a year 11/12 student.
- Absence from a scheduled assessment task (including tests and examinations) must have a written explanation in the 1<sup>st</sup> instance and in the 2<sup>nd</sup> instance a medical certificate or a mark of zero will be applied.
- Absent students will complete assessment tasks at the first opportunity upon their return to school.
- Where possible, advance notification of absence is required to negotiate completion dates.
- In cases where a student is unable to attend school to complete a scheduled assessment task, and where appropriate supervision can be provided and assured, the student may be given permission to complete that task in an alternative venue and time.

- When an assessment task has not been submitted by the due date, the teacher will notify parents.
- In cases where work is not completed on time teachers will make their judgement on the evidence available at the deadline.
- For students attempting Units of Competency working towards a certificate course, they will be given two opportunities per assessment to demonstrate each competency. Any student who fails to demonstrate a competency twice must negotiate with their teacher, by providing a satisfactory reason, for any further opportunities. Failure to do so or failure to complete the competency will put that student at risk of not completing the full qualification.
- For practical assessments that cannot be replicated (ie. Outdoor Ed Camps), a medical certificate is required. Where this is the situation, students who have been absent due to an acceptable reason, should negotiate with the class teacher for an alternative arrangement. An unacceptable reason could result in a mark of zero.

### **Failure to Submit or Complete Work**

- When an assessment task has not been submitted by the due date, the teacher will notify parents.
- Absence from a scheduled assessment task (including tests and examinations) must be accompanied by an acceptable explanation (e.g. a note from a parent) not to incur marks penalties.
- Where possible, advance notification of absence is required.
- In cases where work is not completed on time teachers will make their judgement on the evidence available at the deadline.
- For students attempting Units of Competency working towards a certificate course, they will be given two opportunities per assessment to demonstrate each competency. Any student who fails to demonstrate a competency twice must negotiate with their teacher, by providing a satisfactory reason, for any further opportunities. Failure to do so or failure to complete the competency will put that student at risk of not completing the full qualification.

### **Transfer between courses and/or units**

Should a student commence a pair of units late they will be at risk of being disadvantaged compared to others in the class. An application to transfer between types of courses or between courses is made to the Deputy Principal. A meeting may be held with the parent/guardian to discuss student progress and the requirements necessary for the student to be assigned a grade in the pair of units into which they wish to transfer. The assessment profile will be adjusted, for a student entering late into a course, so as not to disadvantage the student. Students cannot change courses after the due date without SCSA approval. All course changes are dependent on the ability of the school to provide for the change and must have parental support. All applications to change courses must be submitted to the Deputy Principal in writing.

The deadline for course changes in Year 12 is Friday of Week 5 in Term 1 as all courses are assessed as a pair of units. In Year 11, students can also change, where deemed appropriate, at the end of Semester 1, where class numbers enable this to occur. Students studying a Foundation course can transfer to a General course after the OLN results are received from the Authority.

When a student transfers to a different course within the same subject (e.g. from English ATAR Year 11 to English General Year 11) or to a similar course (e.g. Human Biology ATAR Year 11 to Integrated Science General Year 11), the marks from completed assessment tasks will be used, where they are appropriate, for the unit into which the student is transferring. These marks will need to be statistically adjusted to ensure that they are on the same scale as the marks for all students in the new class.

Where additional work and/or assessment tasks are necessary to enable a grade to be assigned, the teacher will develop an IEP showing the work to be completed and/or an adjusted assessment outline. The plan and/or the adjusted assessment outline will be discussed with the parent/guardian and provided to the student.

### **Transfer from another school**

It is the responsibility of any student who transfers into a class from the same course at another school, to provide the school with evidence of all completed assessment tasks. The Deputy Principal will contact the previous school to confirm:

- the part of the syllabus that has been taught
- the assessment tasks which have been completed
- the marks awarded for these tasks.

The head of learning area/teacher-in-charge responsible for the course will:

- determine how the marks from assessment tasks at the previous school will be used [Note: Where necessary these marks will be statistically adjusted to ensure that they are on the same scale as those at Albany Senior High School.
- determine the additional work, if any, to be completed
- determine the additional assessment tasks, if any, to be completed to enable a grade to be assigned.
- Where additional work and/or assessment tasks are necessary, the teacher will develop an individual education plan showing the work to be completed and/or an adjusted assessment outline. The plan and/or the adjusted assessment outline will be discussed with the parent/guardian and provided to the student.

### **Extensions / Late work**

- In cases where work is not submitted on time teachers will make their judgement on the evidence that is already available by the deadline.
- If there is no evidence available a penalty of 10% per school day late, will be applied for non-valid reasons for late submission, up to a maximum of 30% penalty of the total available marks. Weekends count as two days and staff may return work as soon as it has been marked after the initial 3 day window. Once work is returned to students, marks will not be awarded. Students must still complete the assessment to maintain the learning process and may seek feedback, however marks will not count towards their assessment. This does not apply to students with a valid extension.
- Students will complete all assessment tasks with appropriate penalty applied at the first opportunity upon their return to school.
- A student may apply to the class teacher for an extension to the due date for an assignment. NB: This must be applied for prior to the due date.
- Extensions may be given in consultation with the Level 3 Head of Department, at the discretion of the Head of Department in cases of valid reasons, e.g. factors beyond the control of the student have resulted in the late submission of work.
- A student may apply to the class teacher for an extension to due work, however, extensions will only be given at the discretion of a teacher and where a valid reason applies. Any request for an extension must be made prior to the due date of the assessment task.
- Work submitted excessively late, as determined by the Head of Department and teacher, may not be marked. The Head of Department and teacher will consider SCSA deadlines, reporting deadlines and other matters when considering marking excessively late work.

### **Cheating, Collusion and Plagiarism**

Students shown to have cheated in assessment work or in examinations will not receive credit for that task.

- Students who have cheated by collusion, plagiarism or other means in assessment work or in examinations or are disruptive during exams and tests will receive a reduced mark, up to 100% of the total score. Teachers will contact parents about this.
- Collusion is when a student submits work that is not his or her own for assessment.
- Plagiarism is when a student uses someone else's words or ideas without acknowledging that they have done so. That is, work is essentially copied.

- If work that is not the original product, as defined above, of that student is submitted for assessment, a mark of zero will be awarded.

## Examinations

- All ATAR courses in Year 11 and 12 will be examined in Semester 1 and 2
- All courses will be run as semester or combined year-long courses and end of year exams will assess content for the entire year
- A written examination will be held in all ATAR courses at the end of Semester 1 and the end of Semester 2
- A practical/performance/oral exam will also be held in those courses with a practical, performance or oral ATAR examination.
- Some students in Year 10 will sit exams in Maths, English, Science and Humanities and Social Sciences.
- Head of Departments may choose to set separate exams for students with educational needs.
- In Year 11 written examinations are typically 2 or 2.5 hours in duration.  
In Year 12 all written examinations are 3 hours duration except for courses with a practical, performance or oral examination which are 2.5 hours plus a separate practical, performance or oral examination.
- The examination timetable is issued to students three weeks before the start of the exam period. The examination rules are printed on the student exam timetable, are an appendix to this policy and are available on CONNECT.
- If an examination contains an error or questions are based on content that is outside the syllabus or there is a breach of security the school will:  
remove the question containing the error or based on content outside the syllabus, **or**  
set a new examination if there is a breach of security that affects all students, **or**  
penalise the students involved if there is a breach of security limited to only them (i.e. a mark of zero).
- Where health issues or personal circumstances prevent a student from completing one or more school examinations, as for all other assessment tasks, the school will determine whether the reason is acceptable and if not acceptable the student will be given a mark of zero. If the reason is acceptable to the school an alternate date will be set or where this is not possible the student will not sit the examination and their marks for other tasks will be re-weighted.
- When attending examinations, students must adhere to the exam regulations. (See Appendix C)
- Infringement will result in an appropriate penalty, as detailed in the attached examination regulations.
- If a student does not attend an examination through sickness, a medical certificate must be provided and their school assessment mark will be based on the remaining completed work.
- A student who does not supply appropriate evidence, i.e. medical certificate, will be awarded zero for the examination and no further opportunity will be provided to sit the examination.
- A panel, consisting of a Deputy Principal and two Head of Departments, will be convened to consider extenuating circumstances relating to exams, to determine a management strategy consistent with this policy. For example, student absence or events relating to the administration of exams.

## Externally set tasks

All students enrolled in a Year 12 General or Foundation course are required to complete an externally set task (EST) for that course.

The EST is included in the assessment outline for the pair of units. This assessment task has a weighting of 15% of the final mark for the pair of units.

The EST is a 50 minute written assessment task developed by the Authority based on content from Unit 3. It is completed in class under standard test conditions.

Where a student does not complete the EST they will be required to complete the task at the first available opportunity (generally within two days of the student's return to school). If this is not until after



the date that the Authority requires the school to submit the EST marks then the school will determine if the reason for non-completion is acceptable (see Section 13 below for details), and if not acceptable the student will be allocated a mark of zero. If the reason is acceptable to the school the teacher will:

- decide on an alternate assessment task (if, in the opinion of the teacher, the task is no longer confidential), **or**
- not require the task to be completed and re-weight the student's marks for other tasks.

### **Awarding of "U"**

A "U" is awarded to a student who has not had an opportunity to complete the assessment program and there is insufficient evidence to make an on-balanced judgement of all the outcomes.

Parents must be immediately informed in writing when a "U" is likely to be awarded.

Head of Departments must negotiate with the Deputy Principal if any student is to be awarded a 'U' (See WACE handbook for clarification).

### **Students with Special Needs**

The school will ensure that students with special needs are catered for in an appropriate way and in accordance with SCSA guidelines.

Students who have special educational needs will be provided with opportunities to demonstrate their achievements within the assessment requirements of the syllabus. Standards must be applied in the same way for all students, and so if a teacher considers a student with special educational needs may not complete all content/assessment tasks for a course, the student and parent/guardian must be notified.

Students with a diagnosed disability will, where their disability, impairment or medical condition will significantly affect their access to a particular assessment task, have written and/or practical assessment tasks (including school examinations) adjusted by the teacher in consultation with the relevant head of learning area/teacher-in-charge responsible for the course. These adjustments will be consistent with those described in the Authority's *Guidelines for Disability Adjustments for Timed Assessments*, which can be accessed from the Authority website. Adjustments, depending on the individual students' education needs, can include special equipment, provision of a scribe, or additional time to complete the task.

Students who are unable to complete an assessment task because of their disability will be provided with alternative opportunities to demonstrate their knowledge, skills and understandings.

### **Individual Education Plans and SEN Reporting**

If there is a legitimate reason for a student to be following a modified curriculum (for example, an Individual Education Plan (IEP), documented learning plan or differentiated learning plan), the Learning Support Coordinator (LSC) will coordinate the information required for staff to develop an IEP. Teaching staff are responsible for developing the IEP as relevant to their subject and recording this on SEN. The LSC will convene parent meetings each term to sign off, review and modify the combined IEP. IEPs for funded students are due to the lower school Deputy Principal by Week 4 of each semester.

It is during IEP development, that any modifications to assessment be negotiated in addition to documenting any variation to the reporting of the student's achievement with the student and her/his parents or carers. Parents must be aware and clear of the variation to reporting at the sign off of the IEP, and notified of any changes prior to the reporting cycle.

### **Reporting and Parental Communication**

Students will be kept informed of their progress throughout enrolment in a course.

Teachers will notify parents immediately, with an appropriate letter, when it is identified that the student is at risk:

- When not completing the course or assessment task.
- Of achieving a D or E grade.
- In certificate courses where a student has not completed a Unit of Competency and is therefore at risk of not completing the full qualification.

### **Reviewing marks and grades**

If a student considers that there is an issue about the delivery of the course, the marking of one or more assessment tasks or the grade assigned for a pair of units they should, in the first instance, discuss the issue with the teacher.

If an assessment issue cannot be resolved through discussion with the teacher then the student (or the parent/guardian) should approach the relevant Head of Department/teacher-in-charge responsible for the course.

The student or their parent/guardian can request, in writing, that the school conduct a formal assessment review, if they consider that the student has been disadvantaged by any of the following:

- the assessment outline does not meet the syllabus requirements
- the assessment procedures used do not conform with the school's senior secondary assessment policy
- procedural errors have occurred in the determination of the course mark and/or grade
- computational errors have occurred in the determination of the course mark.

The Principal, or a nominated representative, will conduct the review. The reviewer will meet with the student and the teacher independently and prepare a written report. This report will be provided to the student and their parent/guardian.

If this review does not resolve the matter, the student (or parent/guardian) may appeal to the School Curriculum and Standards Authority using an appeal form which is available from the Deputy Principal or the Authority website. Authority representatives will then independently investigate the claim and report to the Authority's student appeal committee.

If the committee upholds a student appeal the school will make any required adjustments to the student's mark and/or grade and where required the mark and/or grade of other students and re-issue reports and/or the statement of achievement as necessary.