



# ALBANY SENIOR HIGH SCHOOL

## ASSESSMENT POLICY YEARS 7 - 12

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## Assessment 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 progress and achievement of students to parents, carers and students.**

Details for reporting are covered in the Reporting Policy Years 7-12

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

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. 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 as described in the Western Australian Curriculum (WAC). 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

- 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). This will be available online via the schools learning management platform.
- Each course 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, with the exception of certificate courses where students will be deemed competent or not.
- Senior School student assessment has guidelines set by the School Curriculum and Standards Authority (SCSA). Adherence to these parameters is mandatory. Refer WACE current manual for specific details.

### 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.
- Students are encouraged to store work digitally on their profile on the school network and where possible submit work electronically using the school's Learning Management System.

## Teacher Responsibilities

- HoLAs ensure all teachers 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 or LA scope and sequence, informed by SAIS and NAPLAN data and compliant with school policy.
- Ensure that a course outline and assessment outline are available (online or in print) at the commencement of the course for the entire course. (Week 1).
- For all Maths, English, Science and Humanities and Social Sciences, Years 7-10, 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.
- Ensure that assessments are fair, valid, reliable and inclusive.
- Engage in school and SCSA moderation activities.
- Maintain accurate records of student achievement and assessment on RTP
- 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.
- Grades will be awarded to students at the end of each semester in accordance with reporting policy.
- Teachers will mark completed tasks and relay assessment information to the student within two weeks of the due date or administration of the task to the majority of students.
- Teachers will enter scores for assessment tasks onto Reporting to Parents at this time.
- 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.
- At the end of the year, provide SCSA marks, exam mark and grade as required, for each course.
- Inform students and parents of academic progress as appropriate, including failure to submit or complete a task on time via a Chronicle Letter of Concern and/or phone call. Contact by phone and letter to be recorded on Chronicle.
- Inform parents in writing by using a Chronicle Letter of Concern, at least once a term of any student who is deemed unlikely to achieve a grade C or better.
- In consultation with their HoLA and PCSS, 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.
- Teachers and HoLAs 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 including provision of adjustment for disability where required.
- Provide notice of assessment tasks in the week before the task is due or undertaken.

## Absence from Class / Missed Work

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

**Scheduled Assessment Tasks (Invigilated timed tasks) in cases where no evidence or valid reason is given.**

- An assessment panel consisting of the Principal, a Deputy Principal and the relevant HoLA will review any instance where there is an issue with an exam of a Year 11/12 student.
- Absence from a scheduled class assessment, in the first instance requires a written explanation provided to the teacher from the parent/carer.
- In the second instance, a medical certificate must be supplied within 3 days, dated to include the date of the assessment task otherwise a mark of zero will be applied.
- Absent students will complete assessment tasks at the first opportunity upon their return to school, provided the task has not been returned to students.
- 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.
- 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 if appropriate. An unacceptable reason could result in a mark of zero.
- Staff may return work to students as soon as it has been marked, after which students may be ineligible to sit this task and a score of zero recorded

### **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 PCSS or Deputy Principal. The parent/guardian will be consulted 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 or PCSS in writing.

The deadline for course changes in Year 12 is published on the school calendar. 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.

Lower school students who transfer between different courses after published deadlines will have their reporting requirements negotiated between previous and current teachers, in consultation with HoLA's. This will be guided by when the transfer occurs and how much of each course is completed.

Where additional work and/or assessment tasks are necessary to enable a grade to be assigned, the teacher will develop an alternative course outline 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,
- Senior school student's completion and appropriate SCSA credit.

The HoLA 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 assessment 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**

- A student may apply to the class teacher for an extension to the due date for an assignment. This must be applied for in an appropriate timeframe prior to the submission date
- Extensions will only be given at the discretion of the teacher where a valid reason applies
- Disputes about extensions can be referred to the HoLA for consideration

## **Late submissions of non-invigilated tasks**

- 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 appropriate
- If there is no evidence available a penalty of 10% per 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. 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 must submit all assessment tasks with appropriate penalty applied at the first opportunity, for example – electronic submission.
- Work submitted excessively late, as determined by the HoLA and teacher, may not be marked. The HoLA and teacher will consider SCSA deadlines, reporting deadlines and other matters when considering marking excessively late work.
- Where students have not submitted work due to extenuation circumstances, submissions may be accepted at the teacher's discretion.

## **Cheating, Collusion and Plagiarism**

- Collusion is when one or more student contributes to a piece of work that is submitted as an individual's piece of work.
- 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.
- Cheating is an unauthorised use of materials to complete an assessment. For example, notes, talking, accessing technology.
- 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.

## **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 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.
- HoLAs must ensure that any student entitled to an adjustment for disability is planned for and that those adjustments are provided by working with the Deputy Principal and PCSS.
- Head of Learning Area may choose to set separate exams for students with alternate educational needs.
- Examination times will be published prior to the examination period.
- 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 and are available on Connect or via the SCSA website.
- 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 (ie 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 may be re-weighted in consultation to the panel below.
- When attending examinations, students must adhere to the exam rules.
- Infringements may result in an appropriate penalty, as determined by the panel below.
- If a student does not attend an examination through sickness, a medical certificate that covers the dates of the exam, must be provided and their school assessment mark may be based on the remaining completed work.
- A student who does not supply appropriate evidence, ie medical certificate, will be awarded zero for the examination and further opportunity will be provided to sit the examination for experience and feedback in Year 11 only.
- A panel, consisting of a Deputy Principal and two Head of Learning Area, 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 50minute 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, 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, based on the EST's nominated subject material 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 a "U"**

Year 12 students cannot be awarded a 'U' for a final mark as it will be changed to an 'E' grade by SCSA. See section 2.4.3 in the SCSA WACE Handbook.

Year 11 students can be awarded a 'U' in consultation with the Deputy Principal and HoLA, only when further opportunity to complete the course can be provided.

### **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 HoLA/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. See student's individual SEN Plan for details.

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.

### **SEN Plans and SEN Reporting**

If there is a legitimate reason for a student to be following a modified curriculum the Learning Support Coordinator (LSC) will coordinate the information required for staff to develop plans. Teaching staff are responsible for developing the SEN Plan relevant to their subject and recording this on SEN-RTP. The LSC will convene parent meetings each semester to sign off, review and modify student plans. SEN plans for funded students are to be entered in SEN-RTP, by Week 3 of each semester.

It is during SEN 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 SEN Plan.

HoLAs will ensure the staff in their learning area complete and upload plans by the due date.

### **Reporting and Parental Communication**

Parents and students will be kept informed of their progress throughout enrolment in a course, via the schools learning management system.

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

- of not completing requirements of the course,
- has failed to complete assessment task/s as per the assessment outline,
- is at risk of achieving a D or E grade when they are not already being catered for by a SEN Plan.
- In certificate courses where a student has not completed a Unit of Competency and is therefore at risk of not completing the full qualification.

## **Senior School Unit Completion**

For a student to be assigned a grade for any senior school unit or deemed to a course, they must have completed the educational program and assessment program for each of the units. The educational program refers to classroom activities that allow for full engagement with the delivery of the syllabus including teaching of content and associated class activities, such as group discussion, team investigations, field trips and other similar processes.

## **Reviewing marks and grades**

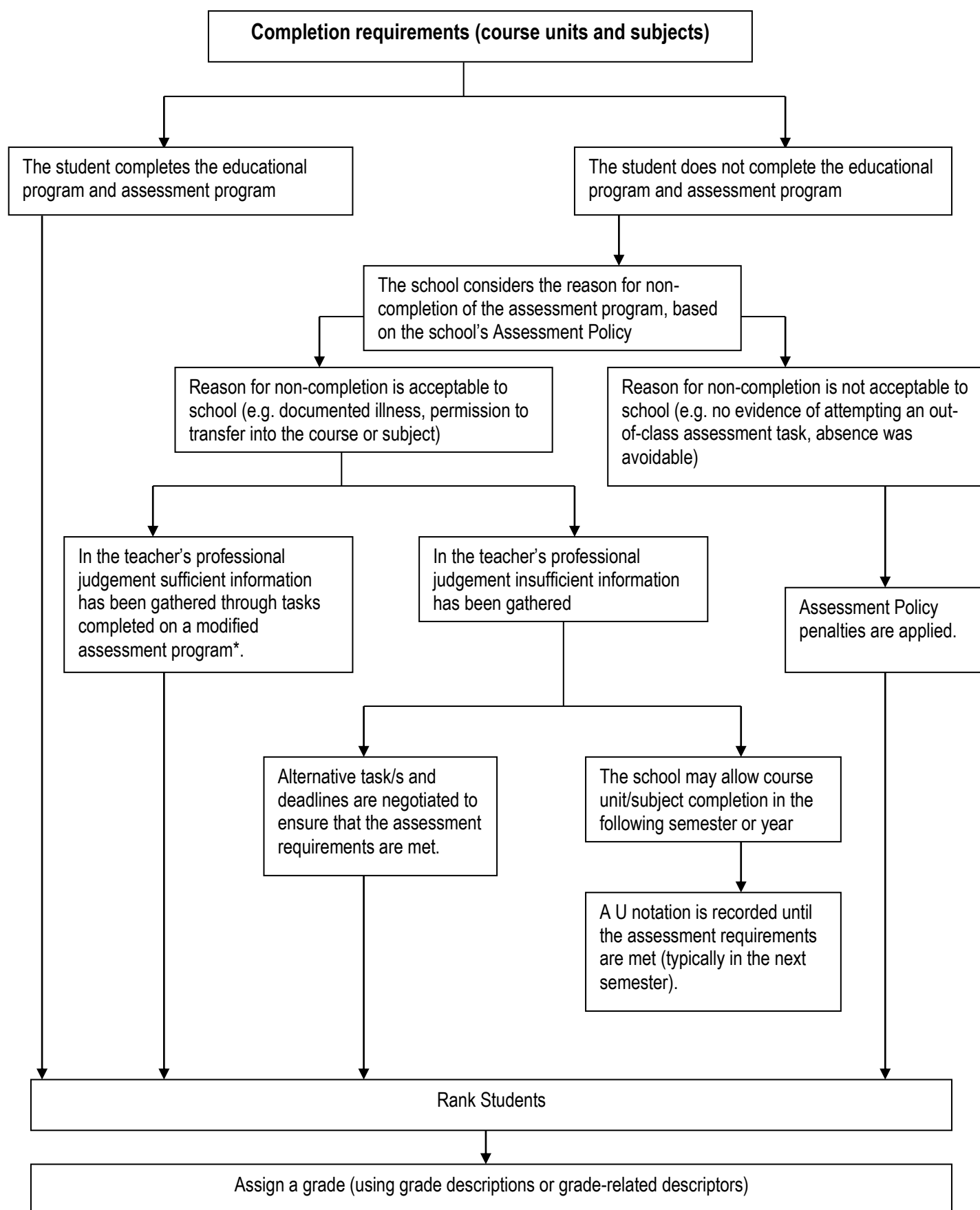
- If a student considers that there is an issue about the delivery of the course, the marking of one or more assessment tasks or the grade assigned for a pair of units they should, in the first instance, discuss the issue with the teacher.
- If an assessment issue cannot be resolved through discussion with the teacher then the student (or the parent/guardian) should approach the relevant HoLA/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.

## **Exclusion of a Task**

Exclusion is an option in RTP, whereby a student does not have a mark included as part of the weighting. Students may be excluded because they were ill or unable to participate in an assessment task. eg broken leg in PE. A teacher may exclude a whole class from an assessment piece due to an interruption of circumstances that prevent it being completed. Students can be excluded from a maximum of 40% of assessments. In senior school students must have completed at least one of each assessment types. Teachers must keep a record of the reason for the exclusion

## Appendix A

### Albany SHS Senior School Assessment Policy Process



\*A modified assessment program must meet the assessment requirements of the course subject. This will typically require re-weighting of marks for the tasks completed.

## **Appendix B**

### **School Grading Procedures for all students Years 7-12**

1. Students provided with a course and assessment outline that summarises the sequence and timing of delivery and assessment.
2. Course outline and assessment outline that adheres to current SCSA principles to be uploaded to the school's management system by the end of Week 2 Term 1, or Week 2 of Term 3 for Semester 2 based courses.
3. All tasks and weightings on Reporting to Parents (RTP) by the end of Week 2, Term 1 for yearlong courses or Semester 1 courses, or Term 3 for Semester 2 based courses.
4. Complete at least one assessment item prior to the end of Week 7 of Term 1 to be marked with results entered on RTP prior to parent interviews in MESH and where possible in other subjects.
5. Where more than one teacher is teaching the same course, implement internal comparability procedures. Moderation with other schools is also desired and encouraged.
6. Provide a course mark and grade at the end of each semester for senior school SCSA courses and grade only lower school courses.
7. Rank all students numerically, determining grade cutoffs using the grade related descriptors provided by SCSA for all courses. Moderation of this process is completed by the teacher in charge with consultation with the HOLA.

## **Appendix C**

### **Year 11 and 12 Courses**

This policy is provided to all senior secondary students at Albany Senior High School and is based on School Curriculum and Standards Authority requirements.

All Year 11 and Year 12 students are enrolled in a combination of ATAR, General and VET courses. Some students are also gaining credit for the WACE by undertaking one of the Vocational Education and Training (VET) qualifications at TAFE and/or the endorsed workplace learning program which are available at the High School. This policy applies to the assessment of all courses on offer at ASHS