



**Year 7-10
Assessment Policy
Albany Senior High
School
Published - 2025**

This Assessment and Reporting Policy reflects the principles and practices of assessment and reporting set by the School Curriculum and Standards Authority's (SCSA) *Pre-primary to Year 10: Teaching, Assessing and Reporting Policy*. It is provided to all Years 7-10 students at Albany Senior High School (ASHS) on *Connect* and is available throughout the academic year via the School's website.

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Assessment

Assessment plays a vital role in the learning process, serving two key purposes: to support student learning (assessment for learning) and to evaluate student achievement (assessment of learning).

Assessment for learning: Assessment encourages students to reflect on their progress and provides teachers with information about what students know and can do. This informs planning for future teaching and allows teachers to provide targeted feedback that supports further learning.

Assessment of learning: Assessment is also used to evaluate student achievement against year-level achievement standards. Teachers use both formative and summative assessments to determine whether students have demonstrated these standards. Year 7-10, teachers use an “on balance” judgment of the two assessment methods to determine a student’s mid-year and final grade.

National and statewide assessments, including NAPLAN and OLNA, form part of the school’s assessment program and are administered according to provided guidelines.

Assessment Tasks

Albany Senior High School uses the Western Australian Curriculum and Assessment Outline to guide planning, assessment, and reporting, in line with the School Curriculum and Standards Authority’s (SCSA) expectations. A range of formative and summative assessment tasks are used to provide timely feedback to students about their learning, inform future teaching and evaluate academic achievement. Assessment tasks provide the basis for communicating progress to parents/carers.

Reporting on Student Achievement

The School Curriculum and Standards Authority sets out achievement standards that describe the expected level most students should reach by the end of each year. Meeting these standards at a satisfactory level corresponds to a C grade, while exceeding them is reflected in a B (High) or A (Excellent) grade. These standards form the basis for the five-point grading scale used to assess student performance.

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

Albany Senior High School reports on student academic achievement through:

- **Formal reports** are issued at the end of each semester. These reports include a grade for each course (based on the five-point A-E scale above), information about the student’s *attitude*, *behaviour* and *effort* and a holistic comment about overall progress.
- **Informal reporting** occurs throughout the year in various forms, including written feedback, phone calls, and digital communication.
- **Additional feedback** may be requested from parents or caregivers.

Parent-Teacher Interview evenings are scheduled each year. These provide an opportunity for parents/carers to meet with teachers and discuss their child’s academic progress. The Term 1 evening is for Years 7, 11, and 12, while the Term 2 evening is for Years 8, 9, and 10.

Student Responsibilities

It is the student's responsibility to:

- Familiarise themselves with the ASHS Assessment Policy, as well as the Course and Assessment Outlines for each subject.
- If absent from class, meet with their teacher to discuss what was missed.
- Ensure all work submitted is their own.
- Complete and submit all assessments required in each subject by the due date.
- Initiate contact with teachers concerning missed assessments, extension requests (prior to the due date) and other issues relating to assessment.
- Proactively seek feedback about progress and implement teacher feedback.

Parent Responsibilities

We value open communication with parents and aim to provide clear, accurate information through formal and informal reporting. We ask parents to:

- Familiarise themselves with the ASHS Assessment Policy, including procedures for absences during assessments, requests for extensions and non-submission of assessments.
- Actively engage with teachers in relation to their child's progress, through attending Parent-Teacher Interview evenings and/or contacting teachers if they have subject specific concerns.
- Notify the School Attendance Officer if their child is absent on the day of an assessment.
- Inform the Learning Support Teacher of any disability affecting their child's learning.
- Support their child to:
 - Maintain regular attendance at school to ensure they meet subject requirements.
 - Manage important dates relating to assessments.
 - Revise subject content and prepare for upcoming assessment tasks.
 - Communicate constructively with teachers about assessment concerns, absences, missed work or extension requests.

Teacher Responsibilities

It is the teacher's responsibility to:

- Develop a teaching program that aligns with the Western Australian Curriculum K-10 Outline.
- Upload a Course and Assessment Outline to Connect at the commencement of the course.
- Ensure assessment tasks are fair, explicit, valid, reliable and include relevant marking keys.
- Publish an assessment notification to students via Connect, one week before each assessment.
- Mark and return assessments in a timely fashion, typically within two weeks. This includes:
 - Entering marks into Reporting to Parents (RTP).
 - Providing students with an in-class opportunity to review their assessment, receive individual feedback and identify next steps in their learning.
- Inform parents/carers through an Academic Notification if:
 - students are not meeting assessment deadlines.
 - student achievement/progress warrants commendation or concern.
- Utilise moderation to ensure teacher judgements are comparable.
- Adhere to school and external deadlines for assessment and reporting.

Absence from Class / Non-Submission of Work

Assessment plays a vital role in supporting student learning. Assessment tasks provide timely, targeted feedback that enables students to reflect on their knowledge and skills and improve their performance. While every effort is made to ensure students complete assessments, missed or delayed tasks disrupt learning and reduce opportunities to effectively engage with feedback. Additionally, the timing and structure of the teaching program will influence whether assessments can be rescheduled.

- Students are expected to complete all assessment tasks.
- Absence from a scheduled assessment task must be accompanied by an acceptable explanation (sickness, injury or significant personal circumstances) from a parent (email, phone call or Kaartdijn attendance entry).
- If a student does not submit an assessment task by the due date or is absent during an in-class assessment (and the school has not received an acceptable explanation from a parent/carer), an Academic Notification will be sent to parents via email.

Assessment tasks are also used to evaluate student achievement against year-level standards. While some flexibility may be applied, the delayed completion of assessments often reduces the validity and comparability of results and will influence how the assessment is able to be factored into on-balance judgments about overall achievement.

- Non-submission of an assessment task without an acceptable explanation from parents (i.e. approved absence) may result in a mark of 0 being awarded for the task.
- If a student completes too few assessments and their teacher is unable to accurately compare their performance against the 'Judging Standards' the student will be awarded an "N/A" (Not Assessed) in their formal semester report.

Extended Absences

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/or make alternative arrangements for assessment items. Each case will be treated on an individual basis and where appropriate:

- Students may be required to complete additional/modified assessment tasks on their return.
- Missed assessment tasks may be removed from the assessment outline for the student, and the weightings of other tasks altered accordingly.

Family holidays during the school term are not approved absences. Students who miss classes due to family holidays are responsible for;

- speaking with their teacher in advance to identify any work or resources they will miss.
- catching up by reviewing Course and Assessment Outlines and other resources on Connect.

Changes to Scheduled Assessment Dates

Changes to assessment dates will be clearly communicated to students in class and via Connect. Updated Course and Assessment Outlines will be provided if needed.

Requests for Extension

A student may request an extension from the classroom teacher before the submission date. Extensions are granted at the classroom teacher's discretion on a case-by-case basis.

Retention of Student Work

Written Work: Once written assessments have been marked, reviewed by students, and feedback provided, original copies are stored in a portfolio at school. Students may access their portfolios throughout the year to reflect on progress and prepare for future assessments. These portfolios:

- Support teachers to assign grades and make on-balance judgements about achievement.
- Provide examples and information to parents during interviews and progress discussions.
- Assist in moderation and school-based review processes.

For electives and semester-long courses, assessed written work will be disposed of at the end of each semester. Assessed work from Mathematics, English, Science and HASS will be securely disposed of at the end of the year unless required for moderation. Some work may be retained as exemplars or for educational purposes, with identifying information removed before use.

Digital Work: Digital work, such as videos, presentations, websites, or other media is typically submitted and stored on school managed platforms (e.g. Connect, Teams etc.). These may be retained temporarily for assessment purposes, shared with families, or deleted at the end of the school year, depending on the nature of the task and privacy considerations.

Student-created digital work may be retained by the school for future promotional or educational purposes. Where this occurs, students will be acknowledged for their contribution, and any use of their work will comply with the school's media and privacy permissions.

Creative Work: Creative pieces such as sculptures, artworks, or woodwork projects are typically only retained for the period required for assessment or display. Due to storage limitations, these must be collected by students or parents within a specified timeframe after completion. Uncollected items may be responsibly recycled or disposed of by the school.

Responsible Use of Artificial Intelligence (AI) Tools in Assessments

The use of AI tools (e.g. ChatGPT, CoPilot, Grammarly, image generators etc.) is permitted in some learning contexts but must be used responsibly and ethically. Whether AI use is appropriate depends on the purpose of the assessment task and the skills or knowledge being assessed.

The school's approach to AI use:



Inappropriate:

The use of AI tools (e.g. ChatGPT, CoPilot, Grammarly, image generators) is prohibited unless explicitly stated by the teacher.

Submitting AI-generated work as your own is considered **plagiarism**.



Permitted:

AI tools can be used with teacher approval to support learning (e.g. idea generation, proofing, feedback) where it does not replace the student's own thinking or skills.

1. All AI use must be acknowledged and correctly referenced.
2. A copy of any AI-generated material must be submitted with the assessment, including the prompts used to generate the material.

See the **Plagiarism** section of this policy for guidance on referencing non-original content.

Collusion, Cheating and Plagiarism

Collusion refers to submitting work that is not the student's own for assessment.

Cheating involves a student possessing unauthorised equipment or material in an assessment, whether it has been used or not. (e.g. smartwatch, smartphone, textbook, letters, words or symbols on paper or parts of the body).

Plagiarism occurs when a student presents someone else's words, ideas, or paraphrased content as their own without proper acknowledgment. This includes (but is not limited to):

- Copying from another student, book, or website
- Using cut-and-paste content from digital sources
- Submitting uncredited work generated by Artificial Intelligence (AI) tools
- Using AI-generated content in assessments where students are expected to demonstrate individual thinking or skill, will also be treated as **plagiarism**.

In all instances of Collusion, Cheating and/or Plagiarism:

- Parents and the Head of Learning Area (HOLA) will be notified.
- A mark of 0 will be awarded for either part or all of the task.

Students with Additional Needs

Parents of students with special needs should inform the Learning Support Teacher or Student Services Program Coordinator to ensure provisions are implemented. This may include modification of the assessment, modification of text/colour, use of special equipment, rest breaks, 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.

Assessment in the Gifted and Talented Program

Assessment in the Gifted and Talented program follows the school's Assessment and Reporting Policy, with some additional approaches to meet the needs of high-achieving students. The program ensures learning is appropriately challenging and provides targeted feedback on a broader range of skill development.

Pre-Assessment: Students are pre-assessed at the start of each unit to ensure teaching and assessment are suited to their individual capabilities.

Assessment Tasks and Extension Work: Assessment tasks are based on the Judging Standards for the relevant year level. Tasks may also include extension work that reflects classroom learning and provides opportunities for students to engage with more advanced content. Extension tasks may incorporate material from future year levels where appropriate.

Monitoring General Capabilities: Progress across the General Capabilities is monitored and reported throughout Years 7-10 and is incorporated into assessment tasks to support holistic evaluation.

Feedback: Students and parents receive feedback aligned to the Judging Standards for the relevant year level. Additional feedback is provided on progress in extension tasks to recognise achievements beyond standard expectations.

Referencing

Referencing refers to the acknowledgment of ideas, thoughts or direct quotes used within a piece of research or writing. When students quote, summarise, or paraphrase another person's work (no matter what year level or subject) they must appropriately acknowledge the source by referencing the material.

Non-original work must be cited using the **APA (American Psychological Association)** referencing style.

The system relies on two basic elements:

- Referencing within your essay.
- A list of references at the end of your essay (Reference List).

Students are expected to reference their sources in a bibliography from Year 7 onwards. In Years 9 and 10, they are also required to use the APA referencing system to cite sources within their text.

Students in Years 7-10 continue to receive guidance on referencing skills.

Appendix A - Information Provided to Students

The following information is provided to support students to successfully complete the assessment schedule.

Timing	Resource	Further Information
At the beginning of each course.	Course and Assessment Outline	<u>Course Outline</u> Shows all of the content from the syllabus, in the sequence in which it will be taught and the approximate time allocated to each section of syllabus content. <u>Assessment Outline</u> Shows all of the required assessment tasks for the Course. For each assessment task, this includes: ○ A general description of the task. ○ The assessment type (e.g. test, investigation etc.). ○ The weighting for each task. ○ The approximate timing of each task (e.g. week conducted or start and due dates). CONNECT: 'Course Materials' folder in the 'Content' section.
One week prior to each assessment task.	Assessment Notification	Received one week prior to a scheduled assessment. Includes the following information: • When the task is scheduled (e.g. 9th April - Wed Wk 10). • A description of required syllabus content for the task (e.g. Measurement: Area and Perimeter of 2D shapes). • Percentage weighting (e.g. Weighting: 10%). • Assessment type (e.g. test, investigation etc). CONNECT: Posted in the 'Notices' section of Connect. EMAIL: Connect 'Notices' generate a student and parent email.
Usually within 10 school days of assessment task completion.	Completed Assessment Tasks	Marked assessment tasks are usually returned to students for review and feedback within <u>two weeks</u> of completion. IN-CLASS: Assessment tasks are reviewed during class time.
	Marksbook	Task results can be viewed through the Connect 'Marksbook' page once they have been entered into RTP. CONNECT: Available in the 'Marksbook' Tab on Connect

Appendix B - Additional Forms of Academic Communication

Further information about a student's progress/achievement may also be communicated through:

Communication	Further Information
Goldie	A Goldie acknowledges day-to-day engagement, effort and/or classroom behaviours which support academic growth. EMAIL: Goldies are emailed to students and parents.
Certificate of Commendation	A Certificate of Commendation acknowledges pleasing achievement, effort or progress in a particular subject over the duration of a term. KOOINDA: Certificates of Commendation are distributed to students in Kooinda, in Week 10 of each term.
Certificate of Excellence	A Certificate of Excellence acknowledges the highest achieving student in each subject each semester. EMAIL: Certificates of Excellence are emailed to students/parents.
Academic Notification	An Academic Notification communicates that a student: • has achieved below the expected standard for an assessment task. • was absent for an assessment or did not submit the assessment by the due date. • may not be on track to meet expected academic standards. EMAIL: Academic Notifications are emailed to parents through Kaartdijn.
Classroom Concern	A Classroom Concern communicates that a student's attitude, effort, or behaviour is negatively impacting their own learning and/or the learning of others. EMAIL: Classroom Concerns are emailed to parents through Kaartdijn.
Parent-Teacher Interviews	Parent-Teacher Interviews are scheduled each year. These provide an opportunity for parents/carers to meet with teachers and discuss their child's academic progress. • Term 1 interviews are for Years 7, 11, and 12 • Term 2 interviews are for Years 8, 9, and 10. KAARTDIJN: Parent-Teacher Interviews are booked through Kaartdijn. Information is communicated through email and social media.
Formal Academic Reports	Formal Academic Reports are issued at the end of each semester. These include: • a grade for each course (based on the five-point A-E scale) • information about the student's <i>attitude, behaviour</i> and <i>effort</i> and • a holistic comment about overall progress. EMAIL: A download link for Formal Academic Reports is emailed to parents/carers at the end of each semester. Reports are also available on parent/carer 'Connect' pages.

Informal reporting occurs throughout the year in various forms, including written feedback, phone calls, and digital communication.