



ASSESSMENT POLICY – SENIOR SCHOOL

1. RATIONALE

The following principles underpin assessment in all courses:

- assessment tasks provide accurate and valid information about the knowledge, skills and understandings expected of students
- assessment makes a positive contribution to students' learning
- assessment procedures and marking keys are explicit and provide a clear basis for judgements
- assessment is demonstrably fair to all students and does not discriminate on grounds such as disability and ethnicity
- judgements about students' progress and achievement are based on multiple assessment tasks of various types

2. APPLICATION

- Assessment procedures must therefore be valid, educative, explicit, fair and comprehensive. In addition, all tasks should have the following characteristics.
- They are consistent, accurate and can be used by different groups of students to produce assessment information (reliable)
- They have the capacity to differentiate between student achievements (discrimination)
- They are consistent with the content and assessment requirements of the syllabus (relevance)

3. KEY REFERENCE

For WACE courses, assessment guidelines have been established by the School Curriculum and Standards Authority (SCSA). Adherence to these guidelines is mandatory. A course outline (including task deadlines) and scheme of assessment must be provided to students at the commencement of the learning program. (See below for more details). This policy is adapted from SCSA (2018). WACE Manual 2018.

4. POLICY

4.1 Student responsibilities

Students are required to take responsibility for familiarising themselves with the St Hilda's Assessment Policy. In addition, it is the student's responsibility to:

- complete the prescribed work requirements by providing evidence of achievement for each course by the due date
- complete all assessment tasks described in the assessment outlines
- maintain a folio of evidence for each course studied and to make it available whenever it is required
- maintain a good record of attendance, conduct and progress (a student who is absent for five days or more per term is deemed to be at risk)
- when absent from school, contact the Student Wellbeing Centre making special reference to missed assessments, portfolio submission dates and/or performance tasks
- on returning to school after missing a class assessment a Year 11 or 12 student must:
 - obtain a Sickness/Misadventure Form from the Student Wellbeing Centre immediately
 - make contact with the HoD and their teacher immediately and ask for the relevant section of the Sickness/Misadventure form to be signed.

- ask the HoD and teacher if they can sit the assessment late (or hand in the work late). They may decide that the student can sit the in class assessment if they consider that the information in the assessment has not been compromised. In which case the student may sit the in class assessment
- submit the Sickness/Misadventure form when it has been completed. If the Sickness/Misadventure form indicates that there is a satisfactory explanation for the missed assessment or that there was a significant interruption to the assessment preparation time (see Section 4.3 and 4.4) then the mark will be prorated
- sign-off that a printout of their results is accurate, prior to their end of year examinations.

Please note that:

- Applications for illness must be accompanied by a medical certificate (completed by a medical practitioner or registered health professional not related to the student). Students must submit the form to the School Psychologists (Student Wellbeing Centre) no later than
 - five days after the missed in class assessment and
 - two days after the student's last examination
- Students who are absent for part of a day may not sit the assessment that day. For absences from mid-year and end-of-year examinations, the Dean of Teaching and Learning must be notified.
- If a satisfactory explanation is not received then the student will receive a mark of zero for that assessment.

4.2 Staff responsibilities

It is the responsibility of the teaching staff to:

- develop a teaching/learning program that adheres to current SCSA guidelines
- provide students with a paper copy of and online access to the course outline and expectations at the commencement of the course
- provide students with a paper copy of and online access to the assessment outline which includes:
 - the number of tasks
 - a general description of each task
 - an indication of the coverage of the unit of work provided by each task
 - an indication of the coverage of the unit outcomes provided by each task
 - all assessment dates. If an adjustment to an assessment date is necessary, it will be made in close consultation with all students and clearly publicised. Where possible, in Years 11 and 12 the School will endeavour to ensure that no student has more than three tests on any one day and no assessments should be scheduled in the week prior to examinations. Assignments set over an extended period of time do not count in the assessment limit
 - the weightings of each assessment task
 - the weightings of each assessment type
- manage the assessment schedule by ensuring that assessments are reliable, are able to differentiate students' performance and are relevant to the course; by maintaining accurate records of student achievement and assessment; and by meeting school and external timeframes for assessment and reporting
- inform students and parents of academic progress as appropriate, including three formal reports, meeting with parents at parent-teacher nights and providing appropriate feedback. Teachers of Year 11 and Year 12 students must also provide students with a print-out of their results prior to their final examination so that they can confirm that their marks are accurate by signing the print out and returning it to the teacher.

- Retain an assessment file for each student which contains all marked written assessments, and can be accessed by the student for revision purposes. This file must be retained by the School until the results are accepted by SCSA.

4.3 Completion of the assessment program for courses and course units (Year 11-12)

According to the SCSA assessment protocols, the completion of a course requires **all** assessments to be completed. The School may, however, consider that in some circumstances there is a satisfactory explanation for the non-completion of an assessment. Where possible, advance notification of an absence from a scheduled assessment is required. Please note that if a satisfactory explanation for a missed assessment is not received then the student will receive a score of zero.

4.3.1 Missed in-class assessments and examinations

Where a **satisfactory explanation** of the absence from an in-class assessment has been provided, the mark will be prorated or if the information on the in class assessment has not been compromised the student may be allowed to sit the assessment late. Where a satisfactory explanation of an absence from an examination is provided the mark will be prorated, however in exceptional circumstances special alternative arrangements may be negotiated with the Dean of Teaching and Learning prior to the examination dates.

A satisfactory explanation for **sickness** is considered to be a medical certificate (completed by a medical practitioner or registered health professional not related to the student) and this needs to accompany the Sickness/Misadventure Form. A certificate from a Pharmacy or Chemist will not be considered as supporting documentation for Sickness and Misadventure applications.

For **misadventure**, the Sickness/Misadventure Form needs to be completed by an independent witness. The School Psychologists, relevant Head of Department and Dean of Teaching and Learning will evaluate whether or not they consider the application to be substantiated by appropriate and relevant evidence.

In cases where there is **no satisfactory explanation** of an absence from a scheduled assessment task, the student will be assigned a score of zero. This will impact on her grade and may affect her ability to graduate with the Western Australian Certificate of Education. Please note that holidays and sporting events (unless State or National representation) will not be considered as satisfactory explanations.

4.3.2 Interruption to assessment preparation

Where a student has her preparation time immediately preceding an assessment interrupted, she must notify the Head of Department **before** the assessment is conducted. In special cases marks may be statistically determined, however, for this to be considered students must submit a Sickness/Misadventure Form to the Psychologists.

4.3.3 Prolonged Absence and students requiring special consideration

Where a student is unable to attend school for a lengthy period, based on a medical report the School will endeavour to provide support for the student to complete the assessment program. A Differentiated Learning Plan (DLP) may be developed with the expectation that the student will contact the School each week. If sufficient information has been gathered through the completion of a modified assessment program, grades will be assigned on the evidence provided, not on the student's potential to achieve.

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

4.4 Completion of the assessment program (Year 7-10)

Where a student is absent from an in-class assessment or assessments the mark will either be pro-rated or an NA applied at the discretion of the Head of Department.

4.5 Late and non-submission of portfolio work, assignments etc.

To assist students with the organisation of their work, a course overview, including deadlines for submission of evidence, will be provided to each student at the commencement of the course. Due dates will be clearly outlined and implemented. If an adjustment to a deadline is necessary, it will be made in close consultation with all students and clearly publicised.

Parents/guardians will be notified in cases where concern for a student's progress emerges.

4.5.1 Late submission - Extensions (assignments, reports, oral presentations etc.)

Extensions may be given in cases of illness or significant personal problems, at the discretion of the Head of Department. The Head of Department will request that the student complete a Sickness/Misadventure Form. Without a satisfactory explanation and/or a previously agreed extension date, late submission will incur a penalty of a 20% reduction of the final score for work that is one calendar day late; 40% for two days late and 50% for three days late. Late work will not be accepted if it is more than three calendar days late and a zero score will be assigned. Computer problems will not generally be accepted as a legitimate reason for an extension.

4.5.2 Non-submission of work

Where a student is unable to provide acceptable supporting evidence for the failure to submit work, the student will receive a zero score. Therefore we encourage students to **submit partially completed work** as evidence of achievement, rather than no work at all.

4.6 Changing a course or course unit

All course changes are subject to the School's ability to accommodate the request and follow SCSA guidelines. Students may be required to complete all of the assessment requirements for the new course and these must be outlined on the Course Change Form which is available from the School Psychologists.

For WACE courses in Years 11 and 12, course change forms must be submitted by the end of **Week 9, Term 1**. For Year 11, it is also possible to change courses immediately after the Semester 1 examination period. Course changes must be negotiated through the Head of Department, School Psychologists and the Dean of Teaching and Learning.

A course change will not be permitted if the student is unable to meet the assessment requirements of the course or if she is significantly disadvantaged in terms of course completion.

4.7 School examinations

A written examination will be held in all ATAR courses in both Semester 1 and Semester 2. Year 10 Examinations are held at 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.

The weighting (i.e. proportion of the final mark) for these school based examinations varies between courses and can be determined from the assessment outline.

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 satisfactory (see Section 4.3 for details) and if not satisfactory the student will be given a mark of zero.

4.8 Cheating, collusion and plagiarism

Cheating is where a student engages in a dishonest act to increase her achievement. Students shown to have cheated in assessed work or in examinations will not have that work accepted as valid evidence of their achievement.

Collusion is when a student submits for assessment, work that is not her own and which may be similar or identical to that of other students.

Plagiarism is when a student uses someone else's words or ideas without acknowledging that she has done so (a work is essentially copied). If work that is not the original product of that student is submitted for assessment, it will not be accepted as valid evidence of achievement. Staff may require, and students are encouraged to use *Plagscan* to verify that their work is not copied from the web. Teachers may use a range of assessment strategies to authenticate a student's work. If a student is found guilty of cheating, colluding or plagiarising she will have her entire assessment disqualified, or, if the teacher is able to isolate clearly a part of the assessment that has been advantaged, then part marks will be deducted. The student's parents will be informed.

When sitting examinations/assessments, students must adhere to the regulations that pertain to the examination or test. Regulations will be issued with the examination timetable.

Devices such as mobile phones and watches with internet capability are not to be taken into examinations, tests and assessments. Any student found to have used such devices under test or examination conditions will receive a mark of zero.

4.9 Reporting

Students will be kept informed of their progress throughout their study of a course. Teachers will assess both incomplete and completed tasks, and provide prompt assessment feedback to students. Parents will be informed about their daughter's progress at the end of Terms 1, 2 and 4. In addition, a parent-teacher night will be held during the year.

Students and parents/guardians will be informed when it is identified that there is a risk of the student:

- not achieving her potential
- not completing the course requirements and/or
- being judged at risk of not achieving secondary graduation (the WACE).

4.10 Student Appeals against Assessment

A student who believes that there are fairness issues in the marking of an assessment should follow this process:

- The assessment task and the responses should be thoroughly reviewed by the student. Marking guides and associated teacher feedback also should be considered carefully.
- Any queries relating to the assessment should be directed to the subject teacher for comment. If the issue has not been addressed it may then be directed to the Head of Department.
- The Head of Department may request a formal review if the issue has not been resolved.

Upon completion of the School based component of a WACE course, a student may ask for a review of her results to determine whether:

- the assessment procedures conform with the SCSA guidelines
- the assessment procedures conform with this assessment policy
- there are any procedural or computational errors.

A review must be requested within three school days following the issue of results.

5. RELATED POLICIES

Assessment Guidelines for Year 7 and 8

Curriculum Evaluation Policy

Differentiation Policy

Reporting Policy

Responsibility: Dean of Teaching and Learning

Review Date: January 2019

Next Review Date: January 2020