



ARMADALE  
SENIOR HIGH SCHOOL

We Aspire  
We Strive  
We Achieve

# School Assessment Policy

Last Updated: May 2020



The following guidelines have been developed so that students, parents and teachers are aware of their responsibilities in the assessment process.

Assessment assists teachers and schools by:

- monitoring the progress of students and diagnosing learning difficulties
- adjusting programs to ensure all students have the opportunity to achieve the intended outcomes
- developing subsequent learning programs
- reporting student achievement to parents
- whole-school and system planning, reporting and accountability procedures.

Assessment procedures must therefore be fair, valid, reliable and transparent.

This policy covers the assessment of all Schools Curriculum and Standards Authority (SCSA) accredited courses.

The VET programs are undertaken at and assessed by Training WA.

Year 8, 9 and 10 assessment is guided by the Department of Education through the Curriculum Assessment and Reporting Policy documents.

### **1 Student responsibilities**

- Complete the prescribed work requirements in each subject by the due date.
- Complete all assessment tasks described in the Course Outline.
- Maintain a good record of attendance, conduct and progress. A student who is absent for five periods/days or more per term is deemed to be at risk.
- Initiate contact with teachers concerning absences from class, missed assessments, extension requests and other issues pertaining to assessment.

### **2 Teacher responsibilities**

- Develop a teaching/learning program that adheres to current DOE and SCSA guidelines.
- Provide students with a course overview and assessment guidelines at the commencement of the course.
- Ensure that assessments are fair, valid and reliable.
- Maintain accurate records of student achievement and assessment.
- Meet school and external timeframes for assessment and reporting.
- Inform students and parents of academic progress as appropriate.

### **3 Information provided to students**

At the start of every course or subject, the teacher will provide a copy of the following to each student:

- the syllabus.
- a course unit or subject outline that includes at least the following information:
  - the content.
  - the sequence in which the content will be taught and the approximate time to teach each section.
  - an assessment outline that includes at least the following information:
    - the assessment types
    - the weighting for each assessment type



- the weighting for each assessment task
- a general description of each assessment task
- a general indication of the content covered by each assessment task
- an indication of the outcomes covered by each assessment task
- the approximate timing of assessment tasks (i.e. the week in which each assessment task is planned or the due dates for significant stages of each extended task).

In each course unit or subject a number of assessment tasks occur during the semester/year (including, in most cases end of semester exams – see Section 11 for details). Some tasks are completed in-class and others are completed out-of-class. Each task provides evidence of student achievement, the combination of which the teacher uses to assign a grade at the completion of the course unit or subject. During every course or subject, the requirements for each assessment task will be clearly described in writing (i.e. what the student needs to do, often indicating the steps involved for extended tasks). Where appropriate, the criteria against which the task will be marked or rated will also be provided.

#### **4 Modification of the assessment outline**

When a student's disability or specified learning disability does not allow them to complete a particular assessment task, the teacher may modify the task. This will normally occur in consultation with the Head of Learning Area. An individual education plan will be developed showing any modifications to the assessment outline for the course unit or subject.

When a student's cultural beliefs do not enable them to complete a particular assessment task, the teacher may modify this task in consultation with the Head of Learning Area. An individual education plan will be developed showing any modifications to the assessment outline for the course unit or subject.

When a student's personal circumstances limit his/her capacity to complete a particular assessment task, the teacher, in consultation with the student and others involved, may negotiate a variation to the submission date. The teacher will consider fairness for all students when making decisions about adjusting timelines for a particular student.

If circumstances change during the teaching of a course unit or subject that requires the teacher to make adjustments to scheduled assessment tasks, then an updated copy of the assessment outline clearly indicating the changes will be provided to students.

#### **5 Completion of a course unit or subject**

A grade is assigned for each course unit or subject completed (i.e. if the student completes the school's structured education and assessment program within the given timeframe).

Students are required to:

- submit all out-of-class assessment tasks for marking on the due date
- attempt all in-class assessment tasks on the scheduled date.

**It is expected that students will complete all assessment tasks, and will submit those assessment tasks at or before the due time and date. Where this does not occur, students are provided with an opportunity to present evidence supporting their reason for failing to submit an assessment task. The teacher will decide whether the reason is acceptable or not (see Section 6) and apply an appropriate strategy.**

## Student Assessment Policy



Typically, this means:

If a student is unable to meet an assessment task deadline, the student should:

- where appropriate, be prepared to present all work attempted on that assessment task up to the due date; **and**
- inform the teacher of the reasons that prevent them meeting that deadline; **and**
- present documentation for those reasons.

This should be done prior to the due date if possible, or as soon as possible after the due date if not. The classroom teacher, in consultation with the HOLA, will determine whether the reasons given are valid.

If the teacher determines the reasons given are valid, the teacher may:

- grant an extension of time so the task can be completed; **or**
- provide an alternative task; **or**
- require the student to complete the assessment prior to the due time and date; **or**
- in exceptional circumstances and with the approval of the Head of Learning Area, determine an estimate of performance based on previous achievement.

If the teacher determines reasons given are not valid, the teacher will:

- award an appropriate mark, grade or rating for work so far completed if the task has been attempted; or
- if the task has not been attempted, send a letter home to parents informing them of the situation and require the student to attempt the task by an appropriate date (determined in conjunction with the Head of Learning Area). This letter should also inform the parent that the student has lost GOOD STANDING and may be required to attend 'catch up' sessions (typically lunch detentions and session 5 Fridays – Senior School) until the assessment is completed.

In view of the potential impact on individual students, before a "U" is to be awarded at the completion of a course records must be forwarded to the Deputy Principal clearly outlining all assessments that have and have not been completed by the student to allow for possible completion in a subsequent year.

### *ADDITIONAL OPPORTUNITY TO COMPLETE A TASK*

In accordance with SCSA guidelines, students enrolled in a SCSA subject may be provided with an additional opportunity to complete a task if:

- The teacher agrees that it is feasible.
- The student has attempted other assessment tasks but requires an additional opportunity to demonstrate achievement of an outcome.
- The school agrees that it is feasible and desirable to provide an additional opportunity, so that a student may convert a **U** (unfinished) to a grade.



## LATE WORK

### General

For any late out-of-class assessment task, where the student **does not** provide a reason which is acceptable to the school, teachers will use appropriate strategies to assist students to submit the work. Where this happens parents will be advised.

If a student **does not** submit an assessment task or attend a scheduled in-class assessment task, the teacher will contact the parent/guardian to discuss the risk of the student not completing the course unit/subject and to negotiate a solution.

### 6 Acceptable reasons for non-submission or non-completion

Examples of acceptable reasons:

- where sickness, injury or significant personal circumstances for part or all of the period of an out-of-class assessment task prevents completion and submission.
- where sickness, injury or significant personal circumstances prevents a student attending on the day that an in-class assessment task is scheduled.

In such cases the parent/guardian must:

- contact the school before 9.30am on the day **and**
- provide either a medical certificate or a letter of explanation immediately the student returns.

Where the student provides a reason acceptable to the school for the non-submission or non-completion of an assessment task the teacher will:

- negotiate an adjusted due date for an out-of-class assessment task or an adjusted date for an in-class assessment task (generally, within two days of the student's return), **or**
- re-weight the student's marks for other tasks (if there is sufficient evidence to assign a grade), **or**
- decide on an alternate assessment task if, in the opinion of the teacher, the assessment is no longer confidential
- statistically estimate the student's mark for the assessment task on the basis of their marks in similar tasks

### 7 Changes of course units or subjects

When a student commences a course unit or subject late they are at risk of being disadvantaged compared to others in the class. An application to transfer is made through 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 new course unit or subject.

The deadlines for changes are: (DP/HOLA may extend the deadline)

- Friday of Week 2 of Term 1 for all Semester 1 units and all subjects
- Friday of Week 10 of Term 2 for all Semester 2 units.

When a student transfers to a different unit in the same course, or a unit in a similar course or a similar subject, the marks from any assessment tasks that assess the syllabus will be used. These marks may 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, the teacher



will develop an individual education plan showing the extra work to be completed and the modifications to the assessment outline. The plan will be discussed with the parent/guardian and provided to the student.

### **8 Transfer from another school**

It is the responsibility of any student who transfers into a class from the same course or subject at another school, to provide the school with the details of all completed assessment tasks.

The Deputy Principal, will contact the previous school to determine:

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

The Head of Learning Area/Teacher- in-Charge 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 ARMADALE SHS.
- 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 extra work to be completed and the modifications to the assessment outline. The plan will be discussed with the parent/guardian and provided to the student.

### **9 Cheating, collusion and plagiarism**

All work in each individual assessment task must be the work of the student. Students are not permitted to submit for marking/rating, as original, any work which contains:

- identical or similar material to the work of another person (e.g. another student, a parent, a tutor)
- identical, or similar material to a published work unless the source is acknowledged in referencing or footnotes.

Students must not cheat (i.e. engage in a dishonest act to gain an unfair advantage). If a student is believed to have engaged in cheating, collusion or plagiarism, the teacher will refer the matter to the Head of Learning Area/Teacher- in-Charge. As part of this process, the student will be provided with the right of reply.

Note: Where a student permits others to copy their work they will also be penalised. If it is demonstrated beyond reasonable doubt that a student has cheated, colluded or plagiarised, the following penalties will apply to WACE course units:

- a mark of zero for the whole assessment task, **or**
- a mark of zero for part of the assessment where the teacher can identify the part of the assessment task that has been copied or plagiarised

Note: The parent/guardian will be informed of the penalty and any further disciplinary action.

### **10 Security of assessment tasks**

Where there is more than one class in a course unit or subject most or all of the assessment task will be the same. In such cases, to ensure that no students are unfairly advantaged, the question papers used for in-class assessment tasks will be collected at the end of the lesson. In their own interests,



students must not discuss the nature of the questions with students from the other classes until after all classes have completed the task. Discussion of the questions will be treated as cheating and the students will be penalised. Where ARMADALE SHS uses the same assessment task or exam as other schools, the task and the student responses will be retained by the teacher until the task has been completed by all school/s.

### **11 Examination Conduct**

A written examination will be held in some courses at the end of Semester 1 and the end of Semester 2. In some courses and subjects a practical exam will also be held. Examinations are typically 2 or 2.5 hours in Year 11 and 2.5 or 3 hours in Year 12. The examination timetable and a copy of the examination rules will be issued to students 3 weeks before the commencement of the exam period.

Any activity that allows one candidate to have an unfair advantage over other candidates is deemed to be unacceptable.

Mobile technologies such as smart watches, mobile telephones and iPods must be on silent and in bags at the front of the room for all internal ASHS exams.

### **12 Reporting achievement**

Students will be kept informed of their progress throughout their enrolment in a course. Teachers will assess completed tasks, and relay assessment information to the student promptly. Parents will be informed about a student's progress regularly.

Both students and parents/guardians will be informed when it is identified that there is a risk of

- students not completing the course
- students not achieving their potential

ARMADALE SHS reports student achievement at the end of Semester 1 and at the end of Semester 2. The report provides a comment by the teacher for each course unit or subject and the following information:

#### **Semester Courses**

- a grade for the unit
- a mark (based on the weighted combination of the marks for all assessment tasks in the unit, including the Semester exam, where applicable)
- In some Semester 1 course units, the mark and grade will not be finalised until after the Semester 2 exam
- (as this exam covers both units). In this case, an estimated mark and grade are reported at the end of Semester 1.

#### **Course units**

- the mark in the Semester 1 exam
- the mark in the Semester 2 exam
- a grade for the subject
- a mark (based on the weighted combination of the marks for all assessment tasks completed during the reporting period including exams where appropriate)

All grades reported are subject to SCSA approval at the end of the year.

The parent/guardian will be notified of any changes to that result from SCASA's review of the student results submitted by ARMADALE SHS.





For all Stage 2 and 3 course units and Year 12 WACE courses, a statistically adjusted school mark is reported by SCSA on the student's Statement of Results. Details of the marks adjustment process are available on the SCSA website at [www.scsa.wa.edu.au](http://www.scsa.wa.edu.au)

Information about calculating the ATAR for university entry is available on the TISC website at [www.tisc.edu.au](http://www.tisc.edu.au).

### **13 Reviewing marks and grades**

When a student considers that there is an issue about the marking of an assessment task or about the grade assigned for a course unit or subject they should, in the first instance, discuss the issue with the teacher. If a marking or grading issue cannot be resolved through discussion with the teacher then the student or parent/guardian should approach the Head of Learning Area/Teacher-in-Charge of the course or subject.

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

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

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 parent/guardian. If this review does not resolve the matter, the student (or parent/guardian) may appeal to SCSA using the appeal form is available from the Deputy Principal. SCSA representatives will then independently investigate the situation. If the panel upholds a student appeal, ARMADALE SHS will make any required adjustments to the student's marks and/or grades and re-issue reports as necessary.

### ***PROBLEMS AND QUERIES***

Students and parents should consult with the Principal if they have concerns on the matters outlined above.