

School Assessment Policy

The following guidelines have been developed so that students, parents, and teachers are aware of their responsibilities in the assessment process. It is our aim for staff, students and parents to work together in order to allow students maximum opportunities to successfully complete their assessment program.

The overriding principle that must always be taken into consideration when using this Assessment Policy is that we, as a teaching staff, always look for ways to help students submit assignments and assessments. We recognise that our students require flexibility to be successful at school and we will always be available to help them achieve their academic goals.

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, transparent and allow for differentiation among students across the full range of ability levels.

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

- Year 7, 8, 9 and 10 assessments are guided by the Department of Education through the Curriculum Assessment and Reporting Policy documents.
- Year 11 and 12 assessments are guided by the WACE Manual.
- All VET programs undertaken at school are assessed by VET qualified teachers under an auspice arrangement. Final results can not be submitted until agreed to by the relevant Registered Training Organisation (RTO)
- Curtin UniReady in schools is undertaken at school and is assessed by Curtin University Policy and Procedure.

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.

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.
- Participate in Moderation activities and Common Assessment Tasks.
- 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.
- Advise parents when a student is at risk of achieving below a C grade.

Parent/Guardian Responsibilities

- Encourage your child to attend each class prepared to learn and with the required equipment.
- Monitor and support your child's progress through Connect and contact subject-specific teachers as required.
- Monitor assessment deadlines and homework tasks through Connect.
- Contact subject-specific teachers concerning absences from class, and missed in - class assessment tasks

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
- at risk of achieving a D or E grade.
- students not achieving their potential

Armadale SHS reports student achievement at the end of Semester 1 and at the end of Semester 2. An Interim Report during Term 1 is also provided to parents.

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)

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.

Completion of a course unit or subject

A grade is assigned for each course unit or subject completed. Students are required to:

- submit all out-of-class assessment tasks for marking on the due date
- complete 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 and apply an appropriate strategy.

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 until the assessment is completed.

In view of the potential impact on individual students, before a "U" in upper school 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 compete or re submit a task.

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

- The teacher and the Head of Learning Area 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 in Year 11 & 12.

Procedures to be implemented if assessment is affected by a catastrophic event.

If assessment is affected by a catastrophic event which means students and/or staff are unable to attend the school worksite, or planned assessments are disrupted, scheduled assessment tasks will be postponed to a later date, or amended. If the event leads to disruption over a period of time, schedules or assessments will be adapted.

Late Work

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**. For Upper School, students who don't submit work will lose GOOD STANDING.

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.
- Friday of Week 2 of Term 3 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.

Security of assessment tasks

Where there is more than one class in a course unit or subject most or all of the assessment tasks 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.

Retention and disposal of student work

Armadale SHS is responsible for retaining copies of student marked written and non-written assessment tasks. This material is required by the teacher when assigning grades and may be required for moderation purposes.

To assist Year 11 and 12 students, the teachers will establish an assessment file for each student in each course containing copies of all marked written assessment tasks. The school will keep the file until the marks have been accepted by SCSA. Students can collect the assessment tasks after that time. All materials not collected by the end of the school year are securely disposed of by the school after the required time.

Armadale SHS will not use the materials for any other purposes without written permission from the student.

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 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.

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. 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 plagiarized, **or**
- re sit a test/assessment.

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

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

Transfer from another school

When a student transfers into a class from the same subject or subject from another school, grades will be transferred by:

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 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.

Problems and queries

Students and parents should consult with the Head of Learning Area of the relevant subject if they have concerns on the matters outlined above.

Year 7, 8, 9 and 10



All teaching, learning and assessments will be guided by the Principles of Teaching and Learning and Principles of Assessment provided by SCSA. The Judging Standards is a tool to support teachers when reporting against the achievement standards for each year of schooling; when giving assessment; and when explaining the differences between one student's achievement and another's.

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

- a course outline that includes the content in the sequence that will be taught.
- an assessment outline that includes task outlines and due dates.

These documents are available to students and parents/guardians through CONNECT and hardcopies are provided to students at beginning of courses.

Achievement in each Learning Area

Achievement is reported against a scale (A-E) for each learning area:

- A** The student demonstrates **excellent** achievement of what is expected for this year level.
- B** The student demonstrates **high** achievement of what is expected for this year level.
- C** The student demonstrates **satisfactory** achievement of what is expected for this year level.
- D** The student demonstrates **limited** achievement of what is expected for this year level.
- E** The student demonstrates **very low** achievement of what is expected for this year level.

NAPLAN

NAPLAN is an annual assessment for students in Years 7 and 9. In Western Australia, the Authority is responsible for overseeing the implementation of NAPLAN online in all Western Australian schools. The Authority has been working with all education sectors in Western Australia to support schools.

NAPLAN tests skills that are essential for every child to progress through school and life. With the test results, teachers can tailor each child's education more effectively.

NAPLAN is made up of tests in the four areas of:

- reading
- writing
- language conventions (spelling, grammar and punctuation)
- numeracy.

The assessments are undertaken nationwide, every year, starting in Week 7 of Term 1.

NAPLAN Online also enhances the provision for students with disabilities. Adjustments are available to allow them to access and participate in NAPLAN tests

NAPLAN assesses the literacy and numeracy skills your child is already taught in school. Teachers will ensure students are familiar with online assessments while also providing support and guidance.

If you would like more information about NAPLAN in general, visit the NAPLAN website.

Reporting for students with Special Learning Needs and Strive Program

Students engaging in the Strive Programs are receiving a level of differentiation and adjustment that is significant to meet the needs of the student. The student's progress and achievement in the modified curriculum is reported on using the Reporting to Parents Special Education Needs (RTP SEN) frameworks.

A student with diagnosed or imputed special learning needs may be reported on using the RTP SEN frameworks. The aim of an Individual Education Plan using the RTP SEN frameworks is to recognise and respond to the diverse learning needs of all students, as well as in assessing and reporting student learning and monitoring student progress. The reporting model will be based on the teacher determination of student goals and level of curriculum adjustment. Individual students within the same class may have different models of reporting determined by their need, and this may vary across learning areas. That is, a student may have an RTP SEN report for English based on a need for increased curriculum adjustments but have a standard report for Maths.

Year 11 and 12



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
 - 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).

Note: Students without internet access at home can request from their teacher a hard copy of these documents.

For units 3 & 4 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

Achievement in each Learning Area

Achievement is reported against a scale (A-E) for each learning area:

- A** The student demonstrates **excellent** achievement of what is expected for this year level.
- B** The student demonstrates **high** achievement of what is expected for this year level.
- C** The student demonstrates **satisfactory** achievement of what is expected for this year level.
- D** The student demonstrates **limited** achievement of what is expected for this year level.
- E** The student demonstrates **very low** achievement of what is expected for this year level.

All grades reported are subject to SCSA approval at the end of the year. Parent/guardian will be notified of any changes to that result from SCASA's review of the student results submitted by Armadale SHS.

Examination Conduct

A written examination will be held in some courses at the end of Semester 1 and 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 three 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 and mobile phones must be on silent and in bags at the front of the room for all internal ASHS exams.

Year 12 General Course: Externally Set Task

All students enrolled in a Year 12 General course are required to complete an Externally Set Task (EST). 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 School's Curriculum Standards Authority based on content from Unit 3 syllabus. It is completed in class under standard test conditions during Term 2. The School Curriculum and Standards Authority informs schools during Term 3, in the previous year, of the Unit 3 syllabus content on which the task will be based. This notification will enable schools to ensure that the identified content is taught prior to the administration of the EST. The ESTs are marked by teachers in each school using a marking key provided by the school.

If a student is absent when the EST is administered but returns to school within the period when the ESTs are scheduled, they are expected to complete the task under standard test conditions. 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. 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**
- If a medical certificate is provided for when the EST weeks are scheduled, students may be exempt from the EST.

If the reason is not acceptable to the school, the student will be allocated a mark of zero.

Vocational Education and Training (VET)

At the start of each qualification the teacher will provide:

- Course outline – a list of Units of Competences (UoC) to be completed in order to gain the qualification in order to gain the qualification. Note: ALL UoCs must be completed and deemed competent for the student to receive the qualification.
 - The course outline will indicate the sequence in which the course will be completed and the approximate time to teach each unit. In most cases this is called the Teaching and Assessment Schedule (TAS)

At the start of each UoC the teacher will provide:

- Learning and Assessment Plan (LAP) this indicates in more detail how each UoC will be delivered
 - A general overview of the learning and the approximate time taken for that learning
 - A general description of the assessment/s and the timing of each task and the due date.

Reasonable Adjustment or Modification of the assessment

Under the Standards for RTOs (2015) VET qualifications can be modified or “reasonably adjusted” for students who are disabled or have ill health providing it does not give that person an advantage. Reasonable Adjustment might include, but is not limited to:

- Using larger print
- Where appropriate orally questioning the learner
- Providing extra time for assessments

Evidence of the student's disability/ill health must sought and approved by the relevant RTO prior to any reasonable adjustment.

Reporting of Achievement

Students will be given feedback no longer than 2 weeks after an assessment has been completed. Students are permitted to act on feedback and re-submit tasks/assessments. Depending on the nature of the UoC student achievement will either be reported at the end of Semester 1 or Semester 2.

Achievement in VET

Achievement in VET is reported as CO – Competent if a student has completed ALL work correctly. All achievement is reported to the relevant RTO for approval before final grades are submitted.

Reviewing VET Achievement

When a student believes there is an issue with the marking of an assessment in the first instance the student should address this with the teacher. If it is still not resolved, it can be addressed through the relevant RTO via the VET Coordinator.

ATAR

The School Curriculum and Standards Authority (the Authority) sets, administers and marks external examinations for Year 12 ATAR courses.

The Year 12 ATAR courses examinations are conducted towards the end of each year, with the written examinations commencing on Monday of the week in which November 1 falls on a weekday; and Monday of the following week, when November 1 falls on a weekend. The practical examinations are held during the Term 3 holidays, including weekends and public holidays and continuing into the beginning of Term 4.

The examination timetable will be issued to students two weeks before the start of the examination period.

The School Curriculum and Standards Authority establishes examination centres in which each written examination is conducted at the same time, under uniform conditions by trained supervisors. The rules of conduct are outlined in the Year 12 Information Handbook: Part II Examinations, which is published on the School Curriculum and Standards Authority. Any variation to standard examination conditions must be approved by the School Curriculum and Standards Authority through its special provisions processes.

Curtin UniReady

The Curtin UniReady course will follow the assessment guidelines of Curtin University. Information is available on the Curtin University website at

https://policies.curtin.edu.au/local/docs/policy/Assessment_and_Student_Progression_Manual.pdf

Online Literacy and Numeracy Assessment (OLNA)

In Western Australia the Authority is responsible for setting standards and assessing and certifying student achievement according to those standards. Students must demonstrate a minimum standard of literacy and numeracy to be eligible for the Western Australian Certificate of Education (WACE), awarded at the completion of Year 12 for achievement of the senior secondary requirements.

There are two ways in which the student can demonstrate the minimum standard: prequalification through Year 9 NAPLAN; or performance on OLNA. There are three assessment components of OLNA; Reading, Writing and Numeracy which are conducted online. Appropriate adjustments are made for students with a diagnosed disability so that all students are able to access and participate in the tests.

Following each round of assessment, the Authority provides the school with access to diagnostic feedback in the form of a list detailing skills and understandings. The school will send the OLNA results to parents/guardians after Round 1 and 2.

Problems and queries

Students and parents should consult with the Head of Learning Area of the relevant subject if they have concerns on the matters outlined above.