

Lower Secondary Assessment Policy (Years 7-10)

This policy is to be read in conjunction with the School Curriculum and Standards Authority (SCSA) *Pre-primary to Year 10: Teaching, Assessing and Reporting Policy* and *Policy Standards*. Where inconsistencies arise between this document and SCSA requirements, the *Pre-primary to Year 10: Teaching, Assessing and Reporting Policy* and associated Authority policies take precedence.

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1 Purpose and Scope

- 1.1 This policy outlines the assessment requirements for students in Years 7–10. It ensures consistent, fair and transparent assessment practices across all learning areas and aligns with the Western Australian Curriculum and Assessment Outline (K–10).
- 1.2 This policy applies to all students, teachers and learning areas involved in the teaching, assessment and reporting of Years 7–10 subjects.
- 1.3 The purpose of assessment in lower school is to monitor learning progress, diagnose strengths and areas for improvement, support effective feedback, inform planning and differentiation, and contribute to semester grades and reporting.

2 Principles of Assessment

2.1 Assessment in Years 7–10 must be:

- Fair – accessible to all students and free from bias.
- Valid – aligned to curriculum content and skills.
- Reliable – consistent within and across classes.
- Educative – supporting learning and improvement.
- Transparent – expectations and criteria are clear.
- Ongoing – based on multiple opportunities for students to demonstrate learning.

3 Student Responsibilities

- 3.1 It is the responsibility of the student to attempt all in-class assessment tasks on the scheduled date and submit all out-of-class assessment tasks by the due date.
- 3.2 Students must maintain a good record of attendance, conduct and progress. A student who is absent from class for five lessons or more per term is deemed to be *at risk* of not achieving their best possible result.
- 3.3 Students must initiate contact with teachers regarding any absence from class, missed in-class assessment tasks, requests for extensions, or any other matters relating to assessment.

4 Teacher Responsibilities

- 4.1 Teachers must develop and deliver a teaching and learning program that meets the requirements of the current Authority syllabus for the pair of units.
- 4.2 Teachers must provide students with access to a Course Outline and Assessment Outline (see Section 3).
- 4.3 Teachers must ensure that all assessment tasks are fair, valid and reliable.
- 4.4 Teachers must provide timely assessment feedback and guidance to assist students in improving future performance.
- 4.5 Teachers must maintain accurate records of student achievement.
- 4.6 Teachers must meet School and external deadlines relating to assessment and reporting.
- 4.7 Teachers must inform students and parents of academic progress where appropriate.
- 4.8 Teachers are required to mark and return student assessment tasks within 10 working days of submission. This timeframe ensures feedback is timely, meaningful, and supports ongoing student learning and improvement.
- 4.9 Once assessment results are finalised and released, teachers are required to email the Task Mark Report to both students and parents through Reporting to Parents (RTP) as part of the school's formal communication and reporting processes.

5 Curriculum and Assessment Requirements

5.1 All teaching, learning and assessment in Years 7–10 must align with the Western Australian Curriculum (K–10) and the school’s documented Learning Area plans. Teachers must ensure that the content taught, the skills developed, and the assessment tasks administered reflect the Achievement Standards, SCSA Judging Standards, and scope and sequence expectations for each learning area.

5.2 At the start of each learning period (year or semester), students must be provided with:

- a Course Outline or learning overview that clearly identifies the curriculum content to be taught, the sequence of learning and the estimated timelines; and
- an Assessment Schedule listing the major assessment tasks, assessment types, and the approximate timing of each task.

5.3 Assessment programs must include a range of assessment types and modes to provide students with multiple opportunities to demonstrate their knowledge and skills. These may include, but are not limited to:

- in-class tests and quizzes
- investigations and inquiry tasks
- projects and research assignments
- practical, performance or demonstration tasks
- multimodal or oral presentations
- portfolios or extended tasks
- examinations or summative tests where appropriate

5.4 Assessment tasks must be aligned to explicitly taught content, use clear marking keys or criteria, and reflect the developmental stage of students. Teachers must ensure that assessments collectively address both knowledge and understanding and skills/applications, consistent with WA Curriculum expectations.

Assessment design should provide appropriate challenge and opportunities for students to apply, reflect on and extend their learning, rather than solely recall information. Where appropriate, students may be supported to reflect on their performance and progress against assessment criteria

5.5 Where common courses are taught across multiple classes, Learning Areas must ensure consistency through:

- common assessments where possible
- shared marking keys
- collaborative planning
- moderation processes to support reliable judgements against standards

5.6 Assessment must be planned with consideration of student workload, ensuring tasks are distributed across the term to avoid excessive clustering of deadlines.

5.7 Digital platforms or learning management systems used to administer or support assessments (e.g., Connect, Teams, Compass etc.) must be kept up to date with accurate assessment information, deadlines and resources.

5.8 Teachers must follow school and SCSA expectations regarding assessment security, authenticity of student work, and storage of assessment evidence.

6 Submission of Work and Deadlines

- 6.1 Work must be submitted on or before the due date.
- 6.2 If a student does not submit an assessment by the due date without valid evidence, a preliminary mark of zero will be recorded until the task is submitted.
- 6.3 Valid evidence includes medical certificates, significant personal circumstances, or parent communication accepted by the school.
- 6.4 Even if late, students must still complete the task so that evidence of learning can be collected.
- 6.5 Teachers are not required to provide work or alternative tasks for families who choose to take holidays during school term.

7 Missed In-Class Assessments

- 7.1 If a student misses an in-class assessment, they may complete the task at the next reasonable opportunity.
- 7.2 Repeated absence or avoidance will be referred to the Head of Learning Area.

8 Examinations

- 8.1 Some learning areas may run examinations to assess cumulative understanding.
- 8.2 Students absent from an exam must provide valid evidence (e.g., medical certificate) or a mark of zero may apply.
- 8.3 Teachers may provide modified or catch-up examinations where appropriate.

9 Academic Integrity

- 9.1 Students must submit their own original work.
- 9.2 Academic misconduct includes copying, plagiarism, unauthorised use of AI tools, contract cheating, or submitting work completed by another person.
- 9.3 Where misconduct is confirmed, consequences may include a mark of zero, or re-completion of the task under supervised conditions.

10 Feedback and Reporting

- 10.1 Teachers provide ongoing feedback through classwork, comments, digital tools, marking keys and verbal discussions, and support students to understand this feedback and reflect on how it can be used to improve future learning.
- 10.2 Formal reporting occurs twice yearly using the A–E grading scale defined by SCSA.
- 10.3 Reports include achievement grades, comments (Principal’s discretion), attitude/behaviour/effort indicators, and attendance.
- 10.4 Parents may request meetings at any time.

11 Adjustments and Support

- 11.1 Adjustments may be provided to students with diagnosed learning needs or disabilities in accordance with relevant legislation.
- 11.2 Adjustments must not compromise curriculum expectations or assessment integrity.
- 11.3 Cases involving wellbeing or behavioural concerns will be referred to the Head of Learning Area for additional support.

12 Retention of Assessment Records

- 12.1 Teachers are required to retain a representative sample of student to be used to support moderation processes, ensure accuracy in reporting, and assist with communication with parents and carers.
- 12.2 Assessments and associated materials are retained by the school until student marks and grades have been and finalized on Reporting to Parents. Once this process is complete, students may collect their assessment materials in accordance with school procedures.
- 12.3 Any assessment materials not collected by the end of the school year will be securely disposed of by the school in accordance with approved retention and disposal schedules and Department of Education Records Management Procedures.

13 Review and Appeals

- 13.1 Students may request a review of marks if they believe an error was made or criteria were not applied correctly.
- 13.2 Reviews must be requested within a reasonable timeframe.
- 13.3 Unresolved concerns may be escalated to the Head of Learning Area.

14 Compliance and Accountability

- 14.1 All staff involved in lower school assessment must comply with this policy and with SCSA requirements.
- 14.2 This policy will be reviewed regularly, and at least when significant changes are made to SCSA requirements, to ensure ongoing alignment with the relevant Authority Policies.