

	Policy:	Assessment: Senior Secondary
	Sub-Committee:	Principal, Campus Co-ordinator, Psychologist
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1. Rationale

At St Clare's School, the assessment policy aims to reflect the philosophy of a Catholic School. In particular, it recognises and draws upon the Gospel values of community, hope, justice and the dignity of every person. It recognises education as a developmental process in which attainable, cognitive, social and affective objectives are pursued by the student and the teacher working together to achieve continuing personal growth. It also aims to meet the thrust of the WA Curriculum, and the guidelines and procedures adopted by the Western Australian School Curriculum and Standards Authority (SCSA).

2. Definitions

Assessment is the process of identifying, gathering and interpreting information about the progress in students' learning in order to make judgements about the students' learning in relation to curriculum goals. Assessment, for the purposes of this document, does not include homework tasks, the completion of class activities and practice exercises.

3. Principles

- 3.1 Assessment should be valid, educative, explicit, fair and reliable. At the same time, it needs to emphasise flexibility and variety.
- 3.2 Assessment tasks should be sensitive to gender, culture, linguistic background, physical disability, socio-economic status, geographical location and specific learning difficulties.
- 3.3 Assessments should be carried out continuously and cumulatively throughout a course of study but should not dominate the learning program.
- 3.4 Assessment should be used to:
 - help a student to become aware of their stage of development, to build on strengths, and to recognise limitations to one's progress
 - focus on achievement and to provide feedback to both a student and their parents/guardians on progress being made. When progress is unsatisfactory, or when weaknesses are recognised, positive recommendations should be made regarding how improvements can be achieved, and the student assisted to cope with weaknesses in a constructive way
 - nurture the student's sense of personal worth by affirming and emphasising individual strengths before weaknesses
 - provide adequate information about what a student has learned, what skills have been mastered, and what learning experiences have been provided
 - guide a student in the selection of subjects and courses
 - report on the progress of the student
- 3.5 Assessment should assist teachers and school community in:
 - 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/guardians, and
 - whole-school planning, reporting and accountability procedures.
- 3.6 Whilst all students at St Clare's are on an Individual Education Plan, Senior secondary studies involve certain demands. Courses used towards a Western Australian Certificate of Education (WACE) require particular levels of compliance and the flexibility, especially regarding assessments, which may have been employed in Middle-school classes cannot be applied to WACE courses.

4. Procedures

4.1 Central Secure Storage of all Materials associated with assessment.

- a) Each Learning Area must have a central folder on the Shared-Drive in which the following information for each subject or course is stored:
 - Outline of work and programmes
 - Assessment Outlines
 - Editable copies of all assessments and copies of answer keys, where applicable.
- b) In 2018 the School's Learning Management System (LMS) is SEQTA. A Marks-book in SEQTA is to be created by the teacher for the secure, cumulative storage of assessment data/outcomes from each subject or course. These marks are then accessible by the Principal or other senior staff when needed for reporting or consulting purposes.

4.2 Subject Completion

In order to complete a subject and be eligible to receive a grade (Years 11/12) students must complete the school's structured educational program, not just the assessment tasks; that is, students must complete learning tasks in lessons, and complete all of the assessment items for the subject.

4.3 Subject and Assessment Outlines / requirements

- a) A Subject Outline, including clear assessment guidelines, is to be provided to students at the commencement of the learning program. While there is no prescribed format for the presentation of an assessment outline, each outline must include the following information:
 - the number of tasks
 - a general description of each task
 - an indication of the coverage of the unit outcomes provided by each task
 - the approximate timing of each task (e.g. the week the task is conducted or the issue and submission dates for an extended task)
 - the weighting of each assessment task, conforming to the assessment table of the WACE syllabus.
- b) Should changing circumstances require the assessment outline to be amended for the entire cohort, (e.g. deleting a planned assessment task and re-weighting all other tasks; changing an assessment date for due cause and in negotiation with the whole class), students must be informed and given a hard copy of the amended assessment outline. Then an electronic copy is placed centrally on the Learning Area Folder on the network and on the School LMS (SEQTA)

4.4 Marking of Assessed Work

- a) Work will be marked and returned to students in a timely manner (within one week, except in extenuating circumstances).
- b) Policies will be in place to provide some internal or external comparability. Comparability strategies include cross marking, sample marking, the use of detailed marking keys etc
- c) Teachers will ensure students receive adequate feedback for each assessment.

5. Student responsibilities in relation to assessment:

5.1 It is the student's responsibility to:

- attend and actively participate in scheduled classes
- complete, by the due date, the prescribed work requirements and assessments in each subject, described in the Subject Outline;
- maintain a good record of attendance, conduct and progress.
- maintain a 'C' grade average or better across the courses studied

5.2 The student also has specific responsibilities should difficulties arise in relation to their completion of an assessment program. Such difficulties might include absence from class, missed assessments, the need to request an extension. In such instances, it is the student's responsibility to approach their subject teacher or Student Support Team (SST) in order to negotiate a resolution to the difficulty

5.3 Students must gain a subject teacher's permission to attend a school sanctioned activity and if it clashes with an in-class assessment. In such instances, alternative arrangements for the completion of the assessment must be negotiated.

6. Management of Course Selection

6.1 At St Clare's School, Senior school students are offered the possibility of aiming for the Western Australian Certificate of Education (WACE) at a General level, if this is a desired goal. Students are not required to qualify for the WACE, and are encouraged to choose a course of study which best serves their abilities, interests, and goals.

6.2 At St Clare's School, Senior school students may study some WACE courses. These comprise of Australian Tertiary Admissions Rank (ATAR), General, and Certificate courses. Additionally, several school-based courses are taken. These are offered to maximise the qualification-currency which students attain at St Clare's. Only the WACE and Certificate II (or higher) courses contribute towards the attainment of the WACE. Different requirements and expectations are in place for the school-based courses (eg Health). Whilst these may receive a grade, it will not be counted toward WACE attainment or appear on the WA Statement of Student Achievement (WASSA).

6.3 Subject selection: Due to the demands associated with WACE courses, Subject selection for Year 11 and 12 is carefully overseen by the Campus coordinator and the Careers Teacher, so that realistic choices are made. Reasonably, the study of four ATAR courses (and hence receiving an ATAR) is beyond the reach of students who have not been studying the WA Curriculum in Year 10. The study of any ATAR courses is questionable in its purpose. Prerequisites or entry-assessments will be set in place for ATAR courses. Some of the guidelines are outlined below:

- All students in Year 11 must choose a Certificate II course to maximise their chances of attaining the WACE

- Students may choose to do a Workplace Learning course (WPL) but this would usually preclude them from studying any ATAR courses.
- Students who wish to choose an ATAR course must apply to the Principal, and will need to sit a timed entry-assessment in Semester 2 of Year 10 to a certain standard, to be eligible to take the course.
- It is unlikely that any course other than ATAR English will be offered within the school timetable.
- Any course (including ATAR English) will only be offered if student numbers and staffing are viable.
- Any additional ATAR courses will need to be studied independently, via Catholic Education Virtual Schools Network (ViSN) or through the School of Isolated and Distance Education (SIDE). Studying these depends on success at Year 10 level, and various cost factors.
- It is unlikely that a student will be given permission to study more than one ATAR course.
- As the study of ATAR courses brings rigid constraints and pressures, it will only be permitted under very particular circumstances.

7. Management of WACE Courses

7.1 Processes relating to a student's absence from class / missed work

a) Being absent from class affects a student's ability to:

- learn new content/processes; and
- complete set tasks

b) If a student is absent from class, their ability to achieve to their potential is diminished. Extended periods of absence result in lower levels of achievement. Absences may result in a student not fulfilling the requirements of a subject and thus, being deemed as 'unable to be assessed'. The consequence is the awarding of an E grade.

7.2 When a student is away for any reason (illness, excursions, etc.) it is their responsibility to find out what work was missed and to complete it. This includes any assessment work that may have been set in their absence.

7.3 A student's absence from a scheduled assessment task (including tests, oral presentations and examinations) must be explained by one of the following:

- A medical certificate to the class teacher upon the student's return to school or
- Contact from parent/guardian to the school in which there is a reasonable explanation of the student's absence from the scheduled assessment task.

7.4 Upon the student's return to school, the missed assessment task is to be completed at the earliest opportunity. However, while the assessment work is to be marked and feedback is to be provided, a mark is not recorded until a note confirming the student absence is received.

7.5 Expected Absences: If a student knows that they will be attending a sanctioned school event when an assessment is scheduled, the student must negotiate alternative arrangements for completing the assessment with the subject teacher.

7.6 Unexpected absence for a justifiable cause: If a student is away on the day of a scheduled assessment task and a school-endorsed explanation of the absence is accepted (genuine

illness accompanied by a medical certificate, injury, compassionate grounds or other accepted extenuating circumstances), then, where possible, the student will be able to complete that assessment task or a similar task and gain credit. The task should be completed immediately upon the student's return to school to ensure the reliability of the assessment.

- If a student in **repeatedly absent** (more than twice) on the day of an ATAR course assessment, a late penalty of 20% will likely be incurred.

7.7 Absence without a school-endorsed reason: Where there is no school-endorsed explanation of an absence from a scheduled assessment task, the student will not have fulfilled the subject completion requirements and will not receive marks for that assessment. The subject teacher will notify the Student-Support Team and the Campus Coordinator.

- **Note:** such things as holidays, social functions, or driving lessons or tests and arriving late to school are generally not endorsed by the school as reasons for missing assessments. In most instances, such absences will be treated as 'absences without a school-endorsed reason'.

7.8 Prolonged or Frequent Unexplained Absence

- Prolonged or Frequent Absence in Years Eleven and Twelve:
 - a) Even with justifiable cause, a prolonged absence prevents a student from fulfilling their requirement to complete the course work and assessment tasks. At the **beginning of a new term**, any incomplete work from the previous term will be considered incomplete, and outstanding assessments will receive a mark of zero.
 - b) Students who have not been able to complete enough of the assessment and/or educational programme through chronic or frequent absence are in jeopardy of receive an 'E' grade.
 - c) Parents/guardians are to be informed in cases where concern for a student's progress emerges.

8. The management of assigned work

A task sheet outlining the requirements of assigned work must be given to students when the task is set. Due dates are to be clearly identified and must be adhered to. Additionally, appropriate and *permissible* scaffolding of larger tasks is encouraged to breakdown larger tasks into smaller parts.

8.1 Extensions: A student may apply to the class teacher for an extension to the due date for an assigned task. In cases of illness or significant personal problems, extensions may be given at the discretion of a teacher. An extension cannot be sought after the due date.

8.2 Handing-In Work Late: If an extension has not been sought and granted, and no authorised explanation has been provided, then work handed in after the due date will attract a penalty.

8.3 Processes and penalties for assigned work not handed-in on the due date:

- For ATAR courses, obligations around assessment dates have greater importance. This is further affected by the need at St Clare's School for Small-Group Moderation, which has certain obligations.
- If work is not handed in on the due date, students are to negotiate an extension of no longer than three days. A deduction of 20% of the total score will be imposed immediately if just cause is not shown.
- The subject teacher will inform the Student Support Team (SST) to work with the parent /guardian regarding a late assigned task, by means of a phone call.

- If the work is not forthcoming by the negotiated extension date, parents/guardians are to be notified immediately by the subject teacher who will also refer the matter to the Campus Coordinator. An additional 20 % penalty of the total score will apply.
- Additional late penalties of 20% per day may ensue; at this stage, students who fail to hand in the assigned work will not receive any allocated marks for that task
- In cases of genuine concern about a student's ability to complete an assigned task, or concerns about a student's wellbeing, the teacher will consult the SST and the Campus coordinator to discuss possible alternative arrangements for the completion and assessment of outstanding work.

9. Cheating, collusion and plagiarism:

Collusion occurs when a student submits an assessment that is not exclusively their own work; plagiarism occurs when a student uses someone else's words or ideas without acknowledging that they have done so; that is, the work submitted is essentially copied from the original author.

- 9.1 If work that is not the original product of a student is submitted for assessment or it is shown that the student has cheated in assessed work or in examinations, that task may be given a zero OR a penalty based on the amount of plagiarised material, even if no advantage is gained by the plagiarism.
- 9.2 The student may be required to resubmit the task upon the direction of the teacher or Campus Co-ordinator.

10. Changing Courses

All course changes depend upon the ability of the school to provide for the change, and must have parent/guardian support.

- 10.1 Subject changes must be organised through the Campus Co-ordinator or Principal
- 10.2 In Year 11, students may not commence the study of an ATAR course in Semester 2. Year 12 students may not commence the study of a new ATAR course,
- 10.3 Generally, all changes to courses must be completed by the end of the third week of the academic year, or occasionally between Semester One and Two.

11. Examinations

Examinations are required as part of the assessment program for ATAR courses. St Clare's School has adopted examinations procedures consistent with those established by SCSA.

- In Year 11, a Semester 1 exam is conducted during the middle of Term 2 (Usually Week 6) on the Semester's work. At the conclusion of Semester 2, usually in Week 6 of Term 4, an examination is conducted on the **entire year's work**. Ideally, this examination would be held at an external venue to replicate the examination requirements of Year 12, and give a fair indication of expectations.
- In Year 12, a Semester 1 exam is conducted during the middle of Term 2 on the first Semester's work. At the conclusion of Semester 2, an examination is conducted on the **entire year's work**. This examination is known as the Trial WACE examination, and would normally occur in the first week of Term 4.
- When attending examinations, students must adhere to the regulations that pertain to that examination. Regulations will be issued with the examination timetable. Infringement will result in an appropriate penalty.

11.1 Missed Examinations:

- The written examination schedule will be published well in advance, and students must make themselves available during this time. In publishing this schedule, consideration will be given to Small-Group Moderation partner schools, as well as SIDE or ViSN examination schedules.
- In cases of genuine illness, the School must be informed prior to or on the day of the examination that a student will be absent.
- Before the end of the week set aside for end-of-semester examinations, a medical certificate must be presented to the Principal who will notify the subject teacher. Failure to submit a medical certificate will result in a mark of zero for the examination
- Missed examinations will not be automatically re-sat but, at the discretion of the Principal, arrangements may be negotiated for a student to complete the examination at a later date during the published exam period
- Students who forget to attend an examination or misread their timetable will not be permitted to sit a late examination and will forfeit all marks allotted to the examination
- Students will not be able to sit examinations prior to the scheduled exam time
- Participating in family holidays, leaving before the end of the school term or arriving at school late will not be accepted as exceptional circumstances for missing an examination. In these cases, as a general rule, students will receive zero for the missed examination.

11.2 The setting, marking and reviewing of examinations

- All school exams with worked solutions/markings rubric are checked by the Campus coordinator and signed off before the exam is copied and stored.
- Some moderation process must be in place for end of year exams; this must occur with the Small Group moderation partner in Year 12, and in Year 11, with a colleague from another Catholic secondary school; This is to ensure that the setting and marking of the paper is fair and to an appropriate standard.
- A review of ATAR exams is conducted by the Principal, the Campus Coordinator and the course teacher when ATAR results are available through the Tertiary Institutions Service Centre (TISC).

11.3 Senior School students are to be informed of their exam results and grades after one week of the formal exam period, and only when all students marks have been finalised.

12 Students with Special Needs

12.1 It is the responsibility of students/guardians to notify the school where there are specific needs that are likely to necessitate the provision of special consideration or conditions in relation to the completion of assessment tasks including examinations

12.2 The school will ensure that students with special needs are catered for in an appropriate way and in accordance with guidelines set by SCSA

12.3 In ATAR courses only, students who have been granted special conditions by SCSA will be allowed those conditions (and only those) in School assessments. For these conditions to be applied for WACE examinations, a pattern of special conditions must be evident in school practice.

13 Reporting

- 13.1 The Campus Coordinator and Principal will oversee the formal reporting process.
- 13.2 Students will be kept informed of their progress throughout their enrolment in a subject. Teachers will assess completed tasks and relay assessment information to the student promptly.
- 13.3 The school will report formally to parents/guardians three times a year.
- Term One Update: All Years. This report will provide brief information about progress in every course against attributes, with an optional comment. No grades or marks are reported at this time
 - End of Semester One – Full report – All Years. The full report will identify Grades, Exam and Semester Marks, and attributes
 - Year 12: November – Statement of Results. This will include a Final Year Grade for all Year 12 courses, and a Year Mark for ATAR courses only
 - Year 8-11: End of Year - Full report.
 - Reports will be signed by the Principal
- 13.4 A time line, for teachers, outlining all the reporting process will be published no later than three weeks before the reports are due. The time line will indicate when:
- Data is due into SEQTA.
 - Reports are to be printed and signed.
 - The reports are to be posted to parent/guardians.
- 13.5 The formal School report will be reviewed periodically.
- 13.6 Parents are offered two opportunities each year to meet with teachers to discuss students' progress.
- Term Two – Student Review meetings (appointment times on the Term One Update)
 - Term 4 - Tours of Learning: student work and progress display (Years 8 – 11)
- 13.7 Students and parents/guardians will be informed when it is identified that there is risk of the student being awarded a grade of D or E in a WACE Course.
- 13.8 Final grades for all Year 11/12 WACE and certificate courses are submitted to SCSA
- 13.9 A WASSA is issued at the conclusion of Year 11 and Year 12 studies, providing a comprehensive record of all WACE, Certificate and Endorsed programs which have been completed by the student.

REFERENCES

SCSA Policy on Assessment
Education Act 1999

REVIEW

Next review 2020