

St Clare's School

Year 8-10 Assessment policy 2017



1. Introduction

The St Clare' Assessment Policy has been developed so that students, parents/carers and teachers are aware of their responsibilities in the assessment process. By following the requirements of the Assessment Policy students are encouraged to develop a positive work ethic which will enhance their likelihood of successful achievement.

Assessment assists teachers and schools to:

- Monitor the progress of students and diagnose learning difficulties;
- Adjust programs to ensure all students have the opportunity to achieve the intended outcomes.
- Develop subsequent learning programs.
- Report student achievement to parents, to employers and to external agencies for accreditation purposes.

2. ASSESSMENT TYPES

Students are typically assessed using a variety of different tasks including the following:

- extended written responses also described as essays;
- shorter written responses;
- multiple choice answer questions;
- research tasks, projects and investigations;
- assignments;
- oral presentations;
- practical demonstrations and
- tests and examinations.

Teachers may require some of these assessments to be done by students working in groups and may also provide adjustments if flexibility is deemed necessary according to Individual Education Plans.

3. THE ASSESSMENT CONTRACT

Teacher Responsibilities:

It is the responsibility of teachers to:

- ensure in all Year Seven-Ten subjects, that the subject outline is derived from the Western Australian
- provide a curriculum and Assessment Outline which will:
 - advise students which assessment types will be used;
 - advise students when the assessments are likely to occur during the year; and
 - record the weighting for each assessment type which will contribute to the final result.

Student Responsibilities

It is the student's responsibility to:

- Complete the prescribed work requirements in each subject by the due date;
- Maintain a good record of attendance, conduct and progress.

4. DESCRIBING STUDENT ACHIEVEMENT AND PROGRESS

Assessment tasks will normally be marked using a marking key that assigns marks for each answer of the task.

At the end of the semester and year, all assessment marks will be converted to an overall subject percentage mark that reflects the weightings from the different assessment types outlined in the subject Assessment Guidelines.

This end of semester/year description of each student's achievement in each subject which runs for a full semester will occur as follows:

A Grade from A to D in each subject studied will be given.

6. ABSENCES FROM CLASS AND MISSED WORK

Where possible, at the discretion of the teacher, documented evidence of the absence will enable the student to complete that assessment task or a similar task.

Where possible, advance notification of absence is appreciated.

Where a student is unable to attend school for a lengthy period, due to injury or illness, the school will endeavour to provide support to the student's learning program and course outlines will be available on SEQTA.

7. REPORTING

Students will be informed of their progress throughout their enrolment in a subject. Teachers will assess completed tasks, and inform students of their mark for each completed task. Parents will be regularly informed about a student's progress.

Both students and parent/guardians will be informed when it is identified that there is a risk of a student not completing the course, not achieving their potential and/or failure.

Student reviews will be held in term two where the student, parent/guardian, principal and teachers can meet to discuss progress and set goals. There will be a midyear report at the end of semester one and an end of year report at the end of semester two. Parents/guardians are always welcome to make an appointment to see the Principal or teachers if they have any concerns about a student's progress.

Senior secondary school assessment policy 2017

Year 11 & 12

This policy is provided to all Year 11 & 12 students at St Clare's School and is based on School Curriculum and Standards Authority requirements.

Year 11 & 12 students are enrolled in a combination of WACE ATAR, SIDE, General, Foundation, Preliminary and VET courses. Some students are also gaining credit for the WACE by undertaking one of the Vocational Education and Training (VET) qualifications which are available at the school. The VET qualifications are delivered and assessed in partnership with YMCA, a Registered Training Organisation (RTO).

This policy applies to the assessment of all Year 11 & 12 WACE courses.

1 Student responsibilities

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;
- maintain an assessment file for each pair of units (or unit) studied and to make it available whenever required;
- maintain a good record of attendance, conduct and progress.

2 Teacher responsibilities

It is the responsibility of the teacher to:

- develop a teaching and learning program that appropriately delivers the correct syllabus for the particular pair of units (or unit);
- provide students with a course outline and an assessment outline;
- ensure that all assessment tasks are fair, valid and reliable;
- provide students with timely assessment feedback and guidance;
- maintain accurate records of student achievement;
- meet school and external timelines for assessment and reporting;
- inform students and parents of academic progress, as appropriate.

3 Information provided to students

The teacher will provide the following documents in hardcopy and online through SEQTA

- the SCSA syllabus for the pair of units (or, where a single unit is being studied in Year 11, for that single unit) which includes the grade descriptions
- a course outline for the pair of units (or unit or semester) that shows:
 - the content from the syllabus in the sequence in which it will be taught
 - the approximate time allocated to teach each section of content from the syllabus.

- an assessment outline for the pair of units (or unit) that includes:
 - the number of tasks to be assessed;
 - the approximate timing of each assessment task (i.e. the week in which each assessment task is planned or the start week and submissions week for each out-of-class extended task);
 - the weighting for each assessment task;
 - the weighting for each assessment type, as specified in the assessment table of the syllabus;
 - a general description of each assessment task;
 - an indication of the content covered by each assessment task.

4 Assessing student achievement

In each pair of units (or unit), a number of assessment tasks occur during the year/semester (including, end of semester exams in all ATAR courses). General Year 12 courses will have an Externally Set Task (EST) set by SCSA.

Some tasks are completed in-class and others are completed out-of-class.

Each task provides evidence of student achievement. The teacher uses the total weighted mark from all assessment tasks when assigning a grade at the completion of the pair of units (or unit).

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). Wherever appropriate, the criteria against which the task will be marked will also be provided.

5 Modification of the assessment outline

When a student's specific education needs do not allow them to complete a particular assessment task, the teacher may modify the task in consultation with the campus coordinator and principal. An individual education plan will be developed showing any modifications to the assessment outline for the pair of units (or unit).

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/teacher-in-charge. An individual education plan will be developed showing any modifications to the assessment outline for the pair of units (or unit).

When a student's personal circumstances limit her capacity to complete a particular assessment task, if documented evidence is provided, the teacher may vary the submission date.

6 Students with special education needs

Students with a special education need will where necessary have assessment tasks (written, practical and school examinations) modified. These modifications will be consistent with those provided by the School Curriculum and Standards Authority. Modifications, depending on the individual students' education needs, can include special equipment, provision of a scribe, or additional time.

Students who are unable to complete an assessment task because of their special education needs will be provided with alternative opportunities to demonstrate their knowledge, skills and understandings.

7 Completion of a pair of units (or unit)

A grade is assigned for each pair of units (or unit) completed. Students are required to:

- attempt all in-class assessment tasks on the scheduled date;
- submit all out-of-class assessment tasks on or before the due date (ATAR courses);

Where the reason for not submitting an assessment task or attending a scheduled in-class assessment task **is acceptable** to the school's the student's assessment outline will, where possible, be modified and a grade assigned.

If a student does not submit an out-of-class assessment task or attend a scheduled in-class assessment task, without providing an acceptable reason, the teacher will contact the parent/guardian to discuss the possible impact of the penalty on the student's grade and to negotiate actions to prevent this re-occurring. There will be a percentage deduction according to the number of days the submission is late.

8 Acceptable reasons for non-completion or non-submission

The penalty for non-completion or non-submission of an assessment task will be waived if the student provides a documented reason which is acceptable to the school. For example:

- extensions may be given at the discretion of the teacher in cases of sickness or misadventure – it is the responsibility of the student to request the extension;
- where an extension is requested the student is expected to provide evidence towards the development of the task;
- where sickness, injury or significant personal circumstances prevents a student attending on the day that an in-class assessment task is scheduled;
- where sickness, injury or significant personal circumstances for part or all of the period of an out-of-class assessment task prevents completion or submission by the due date.

In such cases the parent/guardian/independent student must:

- provide either a medical certificate or a letter of explanation immediately the student returns to school.

Where the student provides a documented reason, which **is acceptable** to the school, for the non-completion or non-submission 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**
- decide on an alternate assessment task (if, in the opinion of the teacher, the assessment is no longer confidential), **or**
- re-weight the student's marks for other tasks (if, in the opinion of the teacher, sufficient evidence exists in the other tasks completed to enable a grade to be assigned).

Events that can be rescheduled are not a valid reason for non-completion or non-submission of an assessment task (e.g. sitting a driver's licence test, family holidays). In exceptional circumstances, the parent/guardian may negotiate with the Campus Coordinator on the development of an individual education plan. This plan will show how the missed lesson time will be compensated for and any modifications to the assessment outline for each pair of units (or unit).

9 School examinations

A written examination will be held in all ATAR courses at the end of Semester 1 and the end of Semester 2.

In Year 11 & 12 examinations are typically 2 or 2.5 hours duration.

The examination timetable is issued to students three weeks before the start of the exam period. The examination rules are handed out with the unit outline and are available on the school's intranet.

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 for the pair of units (or unit).

10 Cheating, collusion and plagiarism

Students must not cheat (i.e. engage in a dishonest act to gain an unfair advantage).

All work in each individual assessment task must be the work of the student. Students are not permitted to submit for marking, 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.

If a student is believed to have engaged in cheating, collusion or plagiarism, the teacher will refer the matter to the relevant head of learning area/teacher-in-charge responsible for the course. As part of this process, the student will be provided with the right of reply.

If it is demonstrated beyond reasonable doubt that a student has cheated, colluded or plagiarised, one of the following penalties will apply:

- a mark of zero for the whole assessment task, **or**
- a mark of zero for the part of the assessment task where the teacher can identify that the work is not the student's own.

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

11 Transfer between courses and/or units

At St Clare's School the deadline for transfers during Semester 1 is Friday of Week 6. In exceptional circumstances the student and parent/guardian may meet with the Principal, Deputy and Teacher to discuss the possibility and consequences of transfers between courses and/or units in Semester Two. The exception is Year 11 Foundation courses where students can transfer to a General course after the OLNA results are received from the School Curriculum and Standards Authority. Where class numbers allow at the end of semester, transfers can occur.

When a student transfers to a different course (e.g. from ATAR English to General English) or a similar course, the marks from completed assessment tasks will be used, where they are appropriate, for the unit into which the student is transferring. These marks may 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 to enable a grade to be assigned, the teacher will develop an individual education plan showing the work to be completed and an individual assessment outline. The plan and the assessment outline will be discussed with the parent/guardian and provided to the student.

12 Transfer from another school

It is the responsibility of any student who transfers into a class from the same course at another school, to provide the college with evidence of all completed assessment tasks. The Deputy Principal will contact the previous school to confirm:

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

The teacher-in-charge responsible for the course 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 St Clare's.]
- 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 work to be completed and an individual assessment outline. The plan and the modified assessment outline will be discussed with the parent/guardian and provided to the student.

13 Reporting student achievement

The school reports student achievement at the end of Semester 1 and at the end of Semester 2 in Year 11 & 12 and at the end of Semester 1 in Year 12. In Year 11 the report provides for each course:

- a comment by the teacher
- a grade¹

At the end of the year, students will be provided with a St Clare's statement of achievement, which lists the grade for each pair of units and the school mark, which was submitted to the School Curriculum and Standards Authority. Successful completion of VET qualifications and endorsed programs will also be listed on the statement.

All final grades are subject to School Curriculum and Standards Authority approval at the end of the year. The student (and parent/guardian) will be notified of any changes that result from the School Curriculum and Standards Authority's review of the student results submitted by St Clare's.

14 Retention and disposal of student work

Students are responsible for retaining all of their marked written assessment tasks and/folios. The school will retain all non-written assessment tasks (typically as audio or video recordings or digital products). This material is required by the teacher/s when assigning grades at the completion of the pair of units (or unit) and may be required by the School Curriculum and Standards Authority for

moderation purposes. The college will not use the materials for any other purposes without the written permission of the student.

To assist students, the school establishes an assessment file for each student for each course/program. The file holds all marked written assessment tasks. Students will have access to this file for revision purposes. The school retains the files until the marks have been accepted by the School Curriculum and Standards Authority. The written assessment tasks and/or folios are available to students for collection after that time. The school securely disposes of all materials not collected by the students by the end of the school year. All recorded evidence of performance for non-written assessment tasks is deleted/erased at the end of the school year.

15 Reviewing marks and grades

If a student considers that there is an issue about the delivery of the course, the marking of one or more assessment tasks or the grade assigned for a pair of units (or unit) they should, in the first instance, discuss the issue with the teacher.

For most courses, the Semester 1 mark and grade are interim as they are not finalised until the pair of units is completed at the end of the year. However, for some courses the Semester 1 mark and grade are final as they are based on the single unit completed.

If an assessment issue cannot be resolved through discussion with the teacher then the student (or the parent/guardian) should approach the teacher-in-charge responsible for the course.

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

- the assessment outline/s does/do not meet the syllabus requirements;
- the assessment procedures used do not conform with the school's assessment policy;
- procedural errors have occurred in the determination of the mark/s and/or grade/s;
- computational errors have occurred in the determination of the mark/s and/or grade/s.

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 their parent/guardian.

If this review does not resolve the matter, the student (or parent/guardian) may appeal to the School Curriculum and Standards Authority using an appeal form which is available from the Deputy Principal or the Authority website. Authority representatives will then independently investigate the claim and report to the Authority's student appeal committee. If the committee upholds a student appeal the college will make any required adjustments to the student's marks and/or grades and where required the marks and/or grades of other students and re-issue reports as necessary.