



# Girrawheen Senior High School

## YEAR 7 – 9 ASSESSMENT POLICY

### STUDENT, TEACHER AND PARENT GUIDE

#### RATIONALE:

This policy is provided to all students in Years 7-9 at Girrawheen Senior High School and is based on the School Curriculum and Standards Authority (SCSA) requirements, as outlined in the *Curriculum and Assessment Outline- Reporting Policy: Pre Primary-Year 10 and Assessment Principles and Reflective Questions* <http://k10outline.scsa.wa.edu.au/Resources/download> , to enable students, parents, guardians, carers and teachers to be aware of their responsibilities and expectations in the assessment and reporting process.

#### 1 Overview

**Assessment** is the process of gathering information about students and their learning and making judgement using the data gathered. This information forms the basis of planning for future teaching and learning. Assessment is an integral part of teaching and learning “SCSA Curriculum Assessment Outline” (Reporting Policy Years 1 -10).

Assessment must be fair, valid and reliable. Assessment assists schools and teachers to:

- provide individual students with feedback on their learning;
- use student achievement information to plan future learning programs;
- make judgements of student achievement in relation to expected standards;
- administer prescribed State assessments e.g. NAPLAN;
- communicate with parents and carers about student achievement and progress;
- report to parent and carers for each student at the end of each semester and
- distribute to parents and carers prescribed State assessment reports.

The Western Australian Curriculum is in a process of phasing in the Australian Curriculum. As such, the Western Australian Curriculum features the mandated Australian Curriculum v8.1 for English, Mathematics and Science.

#### 2 Student responsibilities

It is the responsibility of the student to:

- maintain a good record of attendance, behaviour and progress (a student who is absent for five days or more per term is deemed to be at risk).
- complete the prescribed work requirements in each subject by the due date.
- complete and submit assessment tasks described in the course overview and scheme of assessment by the due date.
- initiate contact with teachers concerning absence from class, missed in-class assessment tasks, requests for extension of the due date for out-of-class assessment tasks and other issues pertaining to assessment.
- seek assistance when required.
- maintain a folio of evidence for each subject studied, including marking keys for practical assessments.
- adhere to the Good Standing Policy.

### 3 **Teacher responsibilities**

It is the responsibility of the teacher to:

- develop a teaching and learning program that meets the Australian Curriculum or the Western Australian Curriculum Framework as per the implementation scheme
- complete an assessment item prior to the **end of Week 4 of Term 1** to determine and report student progress via Progress Reports. Some exemptions negotiated for practical courses.
- provide students with a course and assessment outline or learning program that summarises the sequence and timing of delivery and assessment by the **end of Week 2 of Term 1**.
- ensure that assessments are fair, valid and reliable.
- provide students with timely feedback on achievement. This may include marking of drafts with provision of adequate feedback for improvement, rubrics, score keys and marking guides.
- maintain accurate records of student achievement and assessment through the *Reporting to Parents* facility and meet school and external timelines for assessment and reporting
- inform students and parents of academic progress as appropriate including failure to submit or complete a task on time. Initial contact to be made either by telephone, email or letter and recorded on SIS; subsequent contact to be made by telephone and recorded on SIS.
- inform the relevant Head of Learning Area (HOLA), Teacher In Charge or Positive Behaviour Co-ordinator, via an Academic Referral Form, at least once a term of any student who is deemed unlikely to achieve a grade C or better.
- where more than one teacher is teaching the same course, implement internal comparability procedures.
- include in the teaching and learning program, **one common assessment task** using the NAPLAN format and an examination each semester.
- in consultation with their HOLA/Teacher In Charge, teachers will be flexible in the assessment requirements with students when necessary and provide modified programs and take prior work into consideration if the student transfers part of the way into the course or requires a modified assessment program.
- develop an Individual Education Plan/ make curriculum adjustments in consultation with Head of Learning Area and Positive Behaviour Co-ordinator for students who achieve less than a C grade.
- meet school and external timelines for assessment and reporting
- guide students in the use of the diary as a study skill.

### 4 **Parent responsibilities**

- monitor student progress and make contact with the school/teacher as required.
- attend parent information and reporting sessions.
- encourage and support your child to realise their potential and accept their assessment responsibilities.
- ensure contact details are current and up to date.
- ensure your child completes homework five times a week (See Homework policy). This should include reading, set homework, revision of class work and preparation for tests and assessments. On average students in Year 7 should be completing half an hour five times per week. Years 8 and 9 should be completing one hour of homework five times a week. The school also offers homework support twice a week via the homework club.

### 5 **Students undertaking a modified curriculum (e.g. a documented individual education plan, documented learning plan or differentiated learning plan)**

If there is a legitimate reason for a student to be following a modified curriculum (for example, an individual education plan, documented learning plan or differentiated learning plan), negotiated and documented variations to the reporting of the student's achievement with the student and her/his parents or carers will be undertaken.

## **Absence from Class/Missed Work**

### **a) General**

If a student is absent from class, their ability to achieve to their potential is diminished. Extended absence frequently results in lower levels of achievement and missed opportunities for future subject selection.

## b) Scheduled assessment tasks

Students who are absent from an assessment task need to supply a written explanation from the parent/guardian on their return to school. Depending on individual circumstances if the reason for absence is valid, the

- student may take an assessment task at an alternate time.
- student may have to complete an alternative assessment item.
- assessment tasks may not be included in the student's assessment profiles.

Wherever possible, advance notification of absence is required.

Parents/guardians/carers will be notified in cases where concern for a student's progress emerges.

## c) Failure to Submit or Complete Work by the Due Date

- When an assessment task has not been submitted by the due date, the teacher will notify parents.
- In cases when work is not attempted/completed on time, the teacher may request students complete the work in a detention setting either during recess/lunch time or until the work is completed.
- If assessment is not completed, teacher refers student to HOLA/TIC.
  - HOLA/TIC organises meeting with student.
  - Notifies Positive Behaviour Coordinator to place student on detention for 5 days.
  - Student has 5 days to complete task and return to HOLA/TIC.
  - HOLA/TIC advises student that failure to complete task will result in loss of Good Standing.
  - If work is not completed, HOLA/TIC refers matter to Positive Behaviour Coordinator.
- Positive Behaviour Coordinator communicates with parent and negotiates a timeframe to complete work.
  - Advises student that they have lost Good Standing.
  - Completes 'Loss of Good Standing Notification and Contract' and provides copy to Parent.
  - Reviews and discusses progress in all courses.
  - Discusses barriers to completing work, organises support for students to complete tasks and refers students to relevant support staff at school. Communicates with class teacher regarding possible IEP.
  - Positive Behaviour Coordinator organises after school homework attendance until task is completed.
  - If student completes work within agreed time frame, student will regain Good Standing.
  - If student does not complete work, Positive Behaviour Coordinator will organise parent/student interview.

## d) Acceptable reasons for non-submission/late submission of work, non-completion of tasks

Where the student provides an acceptable reason for the non-completion of an assessment task, the Head of Learning Area/Teacher In Charge, in consultation with the teacher will:

- negotiate an adjusted due date for an out of class assessment tasks or an adjusted date for an in class assessment task (generally within a few days of the student's return) **or**
- decide on an alternate assessment task.

## e) Extensions

Generally, it will not be possible for students to seek an extension of deadlines unless there is a valid reason. In cases where work is not submitted on time, teachers will make their judgement on the evidence available by the deadline. Extensions may be given at the discretion of a teacher in cases of illness or significant personal problems. **If a student does not apply and receive an extension, the consequences will be the same as for missed work without an acceptable explanation of their absence.**

#### **f) Student re-submission of work opportunity**

Students who submit work by the due date and achieve less than 50% **CAN re-submit to achieve a maximum of 'C' grade.** Students must have demonstrated a 'genuine attempt' in submitting their initial assessment to qualify for the re-submission opportunity.

#### **f) Penalties for late submission of work**

Students who submit work late without an extension being granted will be penalised by a loss of marks and loss of Good Standing.

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|-----------------------------------|----------|
| • One school day late             | Less 10% |
| • Two School days late            | Less 20% |
| • Three to seven school days late | Less 50% |

#### **g) Changing Subjects/Course**

The assessment outline will be modified for a student entering late into a course.

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

Students shown to have cheated or been involved with collusion or plagiarism in assessed work or in tests will not have that work accepted as valid evidence of their achievement.

- Collusion is when a student submits evidence that is not his or her own work for assessment.
- Plagiarism is when a student uses someone else's words or ideas without acknowledging that they have done so (a work is essentially copied).
- If work that is not the original product of that student is submitted for assessment, a mark of zero will be awarded and parents will be informed.

#### **Suspensions**

If a student is suspended from school, it is the responsibility of the student to ensure any assessment task is handed in by the due date. Students on suspensions are not permitted on school premises however the assessment tasks can be submitted to the front office.

When a test or examination occurs during a period of student suspension, the school will determine the course of action to be followed:

- The student may take the test/examination at an alternative time.
- The student may have to complete an alternate assessment item.
- An estimated mark/grade may be awarded.
- The test/examination may be removed from the assessment profile.

#### **Examinations**

##### **Regulations**

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.

##### **Attendance**

Students must attend scheduled examinations. In exceptional circumstances, special alternative arrangements may be made through the Deputy Principal. **Please note:** Participating in family holidays will not be considered an exceptional circumstance.

## NAPLAN

NAPLAN is an annual assessment for all students in Years 3, 5, 7 and 9. It tests the numeracy and literacy skills that are essential for every child to progress through school and life. The assessments are undertaken every year in the second full week of May.

- Students who achieve Band 8 or above in the Year 9 NAPLAN Reading, Writing or Numeracy tests will **NOT** be required to sit the corresponding components of the OLNA (online literacy and numeracy assessment) in Senior School. Students **cannot** achieve their Western Australian Certificate of Achievement (WACE) unless they have passed NAPLAN with a Band 8 or have achieved a Category 3 in all 3 areas of OLNA.

### Reporting of student achievement in learning areas

Results received in Year 7, 8 and 9 are used to stream and determine class placements in Year 10, which may influence course selection in Years 11 and 12, therefore it is vital that a student achieve to his/her potential from the time he/she starts high school. In addition, all students receive an Interim Report during term 1.

### Reporting of student achievement in learning areas

Girrawheen SHS, in accordance with The *National Education Agreement 2009* (NEA) provides parents/guardians/carers with reports twice a year that:

- are readily understandable to those responsible for the student and give an accurate and objective assessment of the student's progress and achievement;
  - include an assessment of the student's achievement against any available standards;
- and
- include, for subjects studied, an assessment of the student's achievement:
    - reported as A, B, C, D and E, clearly defined against specific learning standards; and
    - relative to the performance of the student's peer group.

In Western Australia, student achievement in the learning areas taught is reported on a five-point scale for all years from Pre-primary to Year 10. In Years 3 – 10 the following table of letter grades and achievement descriptors must be used.

Letter grade	Achievement descriptor
A Excellent	The student demonstrates excellent achievement of what is expected for this year level.
B High	The student demonstrates high achievement of what is expected for this year level.
C Satisfactory	The student demonstrates satisfactory achievement of what is expected for this year level.
D Limited	The student demonstrates limited achievement of what is expected for this year level.
E Very low	The student demonstrates very low achievement of what is expected for this year level.

Note 1: As the Australian Curriculum is implemented, expected achievement will be defined by the achievement standards as described in the *Western Australian Curriculum and Assessment Outline*.

## **Reporting on student attributes**

In addition to reporting students' achievement in the eight learning areas information relating to the development of other student attributes that influence learning will include

- a teacher assessment of the student's attitude, behaviour and effort;
- an overall teacher comment.

## **Mid-year reporting**

Australian Curriculum achievement standards describe the expected achievement for students who have been taught the curriculum content for the full year of schooling. Therefore, in mid-year reports, teachers will make a professional judgement regarding the level of achievement that the student is demonstrating relative to the achievement standard, taking into account the curriculum that has been taught and assessed to that point in time. Thus, students demonstrating excellent achievement at that point in time would be allocated an A grade or excellent achievement, students demonstrating satisfactory achievement would be allocated a C grade or satisfactory achievement. These grades may change up or down depending on a student's progress after that reporting period.



# GIRRAWHEEN SENIOR HIGH SCHOOL

## YEAR 7 - 9 ASSESSMENT POLICY AGREEMENT

Please sign and return to the Year 7 – 9 Positive Behaviour Co-ordinator.

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I have read the Year 7 - 9 Assessment Policy and acknowledge my responsibilities as stated.

Student name: \_\_\_\_\_ Form: \_\_\_\_\_

Parent/Guardian name: \_\_\_\_\_

Parent/Guardian signature: \_\_\_\_\_

Student signature: \_\_\_\_\_

Date: \_\_\_\_\_



# GIRRAWHEEN SENIOR HIGH SCHOOL

## APPLICATION FOR EXTENSION

Name: \_\_\_\_\_ Form: \_\_\_\_\_  
Class: \_\_\_\_\_ Teacher: \_\_\_\_\_  
Subject: \_\_\_\_\_  
Assessment Number/Title: \_\_\_\_\_  
Due Date: \_\_\_\_\_

I wish to apply for an Exemption for my child for not meeting a set deadline. He/she was unable to meet the deadline because:

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**THIS FORM MUST BE COMPLETED PRIOR TO THE DUE DATE (including Teacher signature)**

Parent signature: \_\_\_\_\_ Contact Number: \_\_\_\_\_

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### NOTE:

- 1 This exemption will only be granted when there is justifiable reason for missing the deadline.
- 2 Repeated requests for exemption will be subject to review, which may require a parent interview.

Teacher signature: \_\_\_\_\_

Need review: Yes/No - refer to Positive Behaviour Coordinator/Deputy Principal ☐

Last review: December 2016