



Girrawheen Senior High School

YEAR 11 & 12 ASSESSMENT POLICY

STUDENT, TEACHER AND PARENT GUIDE

The following guidelines have been developed so that students and their parents/carers are aware of their responsibilities in the assessment process. The policy is provided to all senior secondary students (students in Years 11 and 12) at Girrawheen Senior High School and is based on the **School Curriculum and Standards Authority (SCSA)** requirements.

1 Overview

Assessment must be fair, valid and reliable and an integral part of teaching and learning. Assessment policy requires 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 national, State and system assessments e.g. NAPLAN, OLNA, WACE external exams;
- › communicate with parents and carers about student achievement and progress;
- › report to parents and carers for each student at the end of each semester; and
- › distribute to parents and carers prescribed national, State and system assessment reports.

2 Student Responsibilities

It is the student's responsibility to:

- › Complete the prescribed work requirements in each subject by the due date.
- › Complete all assessment tasks described in the Assessment Outline.
- › Maintain a satisfactory record of attendance, conduct and progress. (See Good Standing Policy)
- › Initiate contact with teachers concerning absence from class, missed assessments, extension requests and other issues pertaining to assessment.
- › Seek assistance when required.
- › Keep parents/guardians informed of their progress.
- › Adhere to the Good Standing Policy.

3 Teacher Responsibilities

(a) Teacher Accountability

It is the responsibility of the teacher to:

- › Conform to the principles of assessment as per the WACE Manual.
- › Develop a teaching/learning program that adheres to School Curriculum and Standards Authority guidelines and course syllabus.
- › Provide students with a course outline, current syllabus and assessment outline at the commencement of the course.
- › Ensure that assessments are fair, valid, educative, explicit and comprehensive.
- › Maintain accurate records of student achievement, assessment (using Reporting to Parents Marks book) and attendance.
- › Meet school and external timeframes for assessment and reporting.

- ▶ Create a marking key for each assessment task (other than the EST) to make clear and explicit the criteria used to award marks.
- ▶ Advise the parent/guardian/carer if a student does not complete an assessment task,
- ▶ Advise parents if students are in a small group partnership and outline the grading process.
- ▶ Determine grades and ranking of students based on combining and comparing results where multiple classes of the same course are being assessed,
- ▶ Inform students and parents of academic progress as appropriate.
- ▶ Provide students with timely and specific assessment feedback and guidance.
- ▶ Inform the relevant Head of Learning Area, Teacher in Charge or Year 11/12 Coordinator if students are at academic risk (including those achieving at D or E level), using Academic Referral Form (online via shared document- link found on Connect).
- ▶ Provide students with an estimated grade at the end of Semester 1 for year-long courses.
- ▶ Schedule an assessment free week prior to exams in Certificate, General and ATAR courses.
- ▶ Retain students' year 11 and year 12 assessment tasks securely until March in the year after their graduation from high school.
- ▶ Dispose of students' assessment tasks securely or return work to students after the retention period stated above.
- ▶ Participate in the SCSA documentation and grading reviews, consensus moderation procedures, syllabus delivery audits and small group moderation procedures for moderation of ATAR and General/Foundation courses.

(b) Information provided to students (ATAR/GENERAL/FOUNDATION)

At the start of every course or subject, the teacher will provide students with:

- ▶ Access to the syllabus.
- ▶ Printed copies of the course unit or course 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** of each assessment type.
 - The **weighting** for each assessment task.
 - A general indication of the content covered by each assessment task.
- ▶ The approximate timing of assessment tasks (i.e. the week in which each assessment task is planned).

In each course a number of assessment tasks occur during the semester/year including, in ATAR courses, end of semester exams. Some tasks are completed in-class and others are completed out-of-class. Each task provides evidence of student achievement, the combination of which the teacher uses to assign a grade at the completion of the course unit or subject.

Should changing circumstances require the assessment outline to be amended; students will be informed and provided with the amended assessment outline.

Parents/guardians will be notified in cases where concern for your progress is identified e.g. Letter of Concern.

During every course or subject, 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). Where appropriate, the criteria against which the task will be marked or rated will also be provided.

(c) Information provided to students (CERTIFICATE II Business, Sport & Recreation, Dance, Hospitality)

At the start of every Certificate the teacher will provide students with printed and online copies of the competencies to be delivered in the Certificate and (where required) conduct an online VETiS Consulting Services (VCS) student induction addressing:

- Qualification information
- Training requirements
- Assessment procedures and timeline
- Program duration
- Rights, responsibilities and support services

Teachers will:

- Identify the support needs of individual learners through school processes.
- Devise and monitor strategies to support the students in their training and assessment.

4 Absence from class/missed work

(a) General

If a student is absent from class their ability to achieve to their potential is diminished. Extended periods of absence will result in lower levels of achievement. **Absences may result in a student not fulfilling the requirements of a subject or course.**

(b) Specially scheduled assessment tasks

Absence from a specially scheduled assessment task (including tests and examinations) must be supported by an exceptional circumstance (e.g. medical certificate) in order for the student to complete that assessment task or a similar task and gain credit. The expectation is that a parent rings prior to submission of the assessment task, test or examination. **Satisfactory** explanation of the absence may enable the student to complete that assessment task or a similar assessment task and gain credit. Where no reason or a reason not acceptable to the school is given, the school will record a mark of zero for the assessment.

(c) Prolonged absence

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. Parents must contact the school in this situation. If a student cannot complete the education program offered by the school a "U" grade may result or alternatively if the reason for non-completion or non-submission is acceptable to the school and sufficient evidence of work in progress is available, adjust the students assessment outline and may in consultation with the Year 11/12 Coordinator/Deputy in some circumstance be able to provide a grade.

5 Changing Course

All course changes are subject to the ability of the school to provide for the change, and must have parental support. Subject changes must be organised through the Deputy/Year 11/12 Coordinator. The final date for a student initiated change of course is the end of Week 4 Term 1 (Year 11 and 12) Semester 1 and the end of Week 4 Semester 2 (Year 11 only).

Where a student changes school during a school year, credit for the completion of work in the same subject or similar course will be given upon the student and/or previous school supplying appropriate evidence. The Deputy Principal and/or Year 11/12 Coordinator will investigate and advise class teachers about requirements for course completion.

6 Assessment Tasks and Submission of Work

(a) Student re-submission opportunity (*Foundation OR General only*)

- 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.

(b) Extensions

- A student may apply to the class teacher prior to the due date for submissions, for an extension of time to complete the assignment.
- Extensions may be given at the discretion of a teacher but only in cases of illness or significant personal problems.
- If a student does not apply for and receive an extension then the same penalty will apply for late submission of work when there is no satisfactory explanation of an absence.**

(c) Penalties for late submission of work

Students who submit work late without an extension being granted will be penalised by a loss of marks. . When attending examinations, you 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.

Late Penalties:

10% per school day late up to maximum 5 days. After 5 days, the maximum achievable mark is 50%

Penalties for small group moderation courses will be subject to small group moderation assessment procedures.

(d) Electronic submission

It is at the discretion of the teacher to allow electronic submission.

Where electronic submission is permitted:

If submitted electronically it is required for work to be **submitted a day before the due date**. It is the responsibility of the student to confirm that the assessment has been successfully received by the teacher.

An assignment submitted electronically on the due date **will not** be considered successfully received. Electronically submitted assignments are typically collated automatically before school on the day due and would not be ready for collection.

If the assignment has not been successfully received by the teacher it is the responsibility of the student to resubmit the assignment in an alternate form acceptable by the teacher on or before the due date.

No extensions will be given to a student if a student or teacher has issues with sending or accepting an electronic submission.

Connect:

Electronic submission can also be done via Connect if decided by the teacher. The teacher can set the due date (date and time) on the submission.

(e) Catastrophic Event

In the case of an assessment not being completed due to a catastrophic event, the teacher and HOLA/TiC makes a professional judgement of the performance of the students affected by the event. Where additional tasks are required to enable the professional judgement, the assessment outline is modified for the students affected by the event. The school informs students affected by the event (and parents/guardians/carers) of the changes to how their achievement will be determined including any additional assessment tasks

(e) School Assessment Review

If the school receives a written request from a student (parent/guardian/carer acting on behalf of a student) to review his/her school assessment result based on a syllabus, assessment policy, assessment practice or computational error, the school will refer the request to the appropriate TiC/HOLA/Year 11/12 Coordinator/Deputy who will determine if the request for a review is warranted. If the request is deemed reasonable and after investigation the mark awarded is deemed incorrect, the HOLA/TiC may adjust the mark in consultation with the Year 11/12 Coordinator. In either case, a written response will be provided to the student or parent/guardian/carer acting on behalf of a student.

7 Non submission of Assessment task (Detention Process and Loss of Good Standing Status)

(a) Teacher:

- › Negotiates new date for submission with student.
- › Informs student's parent/s that their work is overdue (preferably phone call).
- › Penalises student with loss of marks when work is submitted.
- › If assessment is not completed by revised submission date teacher to add their information to the Academic Referral shared document and refer student to HOLA/TiC.

(b) Head Of Learning Area/Teacher In Charge:

- › Organises meeting with student.
- › Sets final date for submission (preferably within the week)
- › Informs student that (if appropriate) they have been placed on the Homework Centre catch-up list and must attend Homework Centre until their work is complete and submitted
- › Advises student that failure to complete task will result in loss of Good Standing.
- › If work is not completed HOLA/TiC refers matter to Year 11/12 Coordinator.

(c) Year 11/12 Coordinator – Poor Performance Review

- › Set appropriate consequences for non-submission of work (I.e. detention, in-school suspension, parent meeting etc).
- › Communicates with parent and negotiates a timeframe to complete work.
- › Advises student that they have lost Good Standing until work is completed
- › Reviews and discusses progress in all courses.
- › Discusses barriers to completing work, organises support for students to complete task and refers student to relevant support staff at school eg. school psychologist, youth worker, chaplain.
- › Communicates with class teacher regarding possible IEP.
- › If student does not complete work Year 11/12 Coordinator will refer student to the Deputy Principal.

(d) Deputy Principal

- › Organises case conference with school psychologist, parent, any relevant outside agencies and student to discuss alternative education options.

8 Suspensions

If any student is suspended it is the responsibility of the student to ensure any assessment task is handed in by the due date. Students on suspension are not permitted on school premises; hence, the assessment task needs to reach the school by some other means.

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.

9 Cheating, Collusion, appropriation and Plagiarism

Students shown to have plagiarised or colluded during assessed work or in examinations will not receive an assessment mark for that task.

Collusion is assisting another student to submit work that is not their own for assessment. Plagiarism is when a student uses someone else's words or ideas without acknowledging that they have done so; that is, work is essentially copied. If work that is not the original product of that student is submitted for assessment, it will not be assessed.

Strategies may be used by the school to validate that work submitted for assessment, which has been completed out of class, is the student's own work. Plagiarism and collusion are unacceptable. To assist with authentication, various strategies may be used including oral tests, mini tests, student declaration etc. **See Plagiarism Policy.**

10 Examinations

(a) 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.

(b) 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.

(c) Online Literacy and Numeracy Assessment (OLNA)

- › 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.
 - All other students are required to demonstrate the standard through the OLNA to achieve a WACE.
 - Opportunities will be provided for you to sit the assessment each March and September from Year 10 until you have demonstrated the required standard.
 - Girrawheen Senior High School will access reports that identify if you have met the standard and will inform you about your performance.
- › All students sitting the OLNA must comply with examination conditions as specified to the school and by the School Curriculum and Standards Authority (SCSA).

11 Overall Course Grades for Reporting

For Foundation and General courses grades are allocated according to the following cut offs:

A	75% and above.	Excellent Achievement
B	65 – 74%	High Achievement
C	50 - 64%	Satisfactory Achievement
D	35 - 49%	Limited Achievement
E	34 and below.	Very Low Achievement

Grade cut-offs using gaps in marks and grade related descriptors as outlined in the WACE manual and related syllabus should be used to identify A,B,C,D,E grades and then the marks scaled accordingly to match the above percentages.

For ATAR courses grades are subject to scaling of marks. Grades may also be subject to Small Group Moderation cut offs.

All grades for Foundation, General and ATAR courses are not final until approved by the School Curriculum and Standards Authority (SCSA).

12 Students with Special Learning Needs

Students with special education needs will have assessments (written, practical and school examinations) adjusted. Adjustments will be consistent with those provided by the School Curriculum and Standards Authority. For WACE examination candidates, modifications depending on the individual students' 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 if the course assessment requirements are flexible.

13 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 adjust the task in consultation with the Head of Learning Area, Teacher in Charge, Year 11/12 Coordinator or Deputy Principal responsible for the learning area. An individual education plan will be developed showing any modifications to the assessment outline for the unit or pair of units.

When a student's cultural beliefs do not enable them to complete a particular assessment task, the teacher may adjust the task in consultation with the Head of Learning Area, Teacher in Charge, Year 11/12 Coordinator responsible for the learning area. An individual education plan will be developed showing any modifications to the assessment outline for the unit or pair of units.

When a student's personal circumstances limit their 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.

Should changing circumstances require the assessment outline to be amended (eg. Deleting a planned assessment task and reweighting other tasks), students must be informed and provided with a copy of the amended assessment outline.

14 Student completion of WACE

When students overall WACE achievements are reviewed by the Deputy Principal/Year 11/12 Coordinator it may be necessary for a student to re-submit tasks in a particular course to achieve their WACE. The teacher will be required to review the assessment requirements of a particular course and provide further assessment opportunities to enable the student to complete work to achieve a higher mark/grade in the course.

15 Awards

Year 12 Subject Awards will be awarded to the student with the highest final score in each course providing their result is a high B or an A result.

Last review: January 2021 Board endorsed 4/4/2018
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