

KELMSCOTT SENIOR HIGH SCHOOL

Lower Secondary Assessment Policy and Guidelines

1. Overview

This policy is provided to all lower secondary students at Kelmscott Senior High School and is based on School Curriculum and Standards Authority (SCSA) requirements. Assessment can be formative (to inform the future direction of the teaching and learning) or summative (to summarise the evidence of learning at the end of a teaching and learning program). The lower school assessment policy acknowledges the importance of formative assessment; however, these guidelines focus, for the most part, on summative assessment procedures.

Assessment assists teachers and schools in:

- monitoring the progress of students and diagnosing learning difficulties
- providing feedback to students
- adjusting programs
- developing subsequent learning programs
- reporting student achievement to parents
- whole-school and system planning, reporting and accountability procedures

Assessment procedures must therefore be fair, valid and reliable.

2. Assessment Guidelines

A subject outline and assessment outline, including due dates for tasks, will be provided to students at the start of the learning program.

3. Student Responsibilities

It is the student's responsibility to:

- Complete all subject requirements by the due date.
- Maintain a folio of evidence for each subject studied and to make it available whenever required.
- Initiate contact with teachers concerning absence from class, missed assessments, extension requests.
- Review all returned assessments, in particular tests and examination papers, to ensure errors and any misunderstanding of concepts and aspects of the curriculum are addressed.
- Maintain a good record of attendance, conduct and progress.
 - A student who is absent from a class for five lessons or more per term is deemed to be 'at risk' of not achieving the best possible result.
 - A child enters an 'attendance risk' category once their attendance drops below 90%.

4. Staff Responsibilities

Information collected to establish where students are in their learning can be used for summative purposes (assessment 'of' learning) and for formative purposes (assessment 'for' learning) because it is used to inform subsequent teaching.

- *Summative assessment* involves assessment procedures that aim to determine students' learning at a particular time, for example when reporting against the achievement standards, after completion of a unit of work or at the end of a term or semester. The aim of the assessment is to identify students' achievement at that point in time and it is particularly important that the assessments are fair and that teacher judgements are reliable.
- *Formative assessment* involves a range of informal and formal assessment procedures used by teachers during the learning process in order to improve student attainment and to guide teaching and learning activities. It often involves qualitative feedback (rather than scores) for both students and teachers that focuses on the details of specific knowledge and skills that are being learnt. Therefore it is essential that the assessments provide fine-grained information about student performance that assists teachers to plan learning that challenges students to go beyond what they already know, understand or can do in order to build new knowledge, understandings and skills.

It is the responsibility of the teaching staff to:

- Develop a teaching/learning program that meets SCSA requirements and guidelines.
- Provide students with a subject outline and assessment outline at the start of each new subject. These will also need to be uploaded to SEQTA.
 - A subject overview will be provided to each student at the start of the term/semester.
 - Due dates will be clearly stated, outlined and enforced.
 - Where adjustment to a deadline is necessary, it will be made in close consultation with students and publicised.
- Ensure that assessments are fair, valid and reliable.
- Provide students with timely assessment feedback and guidance.
- Maintain regular and accurate records of student achievement and assessment using SEQTA and retain evidence of all assessment tasks.
 - The school retains students' files until the marks have been moderated at the end of the year.
- Meet school and external timelines for assessment and reporting.
- Inform students and parents of academic progress as appropriate.
- Notify parents/carers in cases where there is concern for the student's progress.

Note: Students and parents will also be able to access these on SEQTA.

Written assessment tasks and/or folios are available for students to collect after the final marks have been determined at the end of the school year.

5. Parents'/Carers' Responsibilities

It is the responsibility of Parents/Carers to:

- Ensure they are familiar with subject outlines and assessment schedules which are provided to students at the beginning of each subject.
- Maintain contact (telephone, written) and attend scheduled parent nights to discuss their child's progress.
- Provide a suitable environment for home study.
- Provide firm support to follow a set study plan thus helping to avoid overload and undue stress.
- Contact the school by 9.30am on the day if their child is absent on a due date for assessment and provide either a medical certificate or written explanation for this absence upon their child's return to school.

6. Missed Assessment Work Due to Absence from Class

6.1 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, or assessment requirements not being met, and being reported as an 'E' grade.

6.2 Absence from scheduled assessment tasks

- For absence from a scheduled assessment task, (including tests and examinations) which is explained by either a medical certificate or evidence provided immediately on the student's return to school, provision will be made to ensure the student is not disadvantaged.
- Satisfactory explanation of the absence may enable the student to complete that assessment task, a similar task or, in extenuating circumstances, have a re-weighting of tasks to ensure that the student is not disadvantaged, whichever the school deems as most appropriate.
- Wherever possible, advance notification of absence is required.
- In cases where a student is unable to attend to complete a scheduled assessment task, and where appropriate supervision is guaranteed, permission may be negotiated to complete that task in an alternative venue.
- Where there is no satisfactory explanation for absence from a scheduled assessment task or examination, a loss of good standing is applied and the student will receive a mark of zero.

- Where a student is absent from a class assessment due to participation in a school sanctioned or organised activity, it is the student's responsibility to negotiate their absence from class with the teacher and make alternative arrangements to complete the assessment.
- Where a student is absent due to in term holiday arrangements it becomes the student's responsibility to ensure all work missed is caught up on.

6.3 *Prolonged absence*

Where a student is unable to attend school for a lengthy period due to injury or illness, the school will liaise with the parent/carer to discuss alternative opportunities to complete assessment requirements and seek to provide support to the student's learning program.

7. **Changing a Subject**

It is not recommended that students change subjects/courses after the first month of Semester One, as it could place a student at risk. However, if unavoidable, it is the responsibility of the student to negotiate with the teacher a plan to catch up on all missed work and associated assessments.

- The school will only consider changes in exceptional circumstances.
- Where subject assessment requirements have not been met then the assessment will affect the overall grade achieved. This situation could arise through chronic absence or late subject changes.
- All changes must have signed parental approval and must be negotiated through the Deputy Principal.
- Where a student changes school during a school year, credit for the completion of work in the same subject will be given when the student and/or previous school supplies appropriate evidence.

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/or an adjusted assessment outline. The plan and/or the adjusted assessment outline will be discussed with the parent/guardian and provided to the student.

8. **Failure to Submit Work**

8.1 *Extensions*

- Generally, it will not be possible for students to seek an extension of deadlines. In cases where work is not submitted on time, teachers will make their judgement on the evidence available by the deadline.
- In cases of illness or significant personal problems, extensions to assessment due date may be given at the discretion of a teacher. It is, however, the student's responsibility to negotiate this with the teacher *prior to the due date*. If a student does not apply in advance and receive an extension, the consequences will be the same as for missed work without an acceptable explanation of their absence.

8.2 *Penalty for late submission of assessment*

Where a student fails to submit an assessment on time without negotiating an extension with the teacher prior to the due date then the following penalties will apply:

- Loss of good standing for one week is automatically applied.
- Parents, Head of Learning Area, the Year Coordinator and Deputy Principal are notified by the teacher. Loss of Good Standing will be maintained until the work is submitted.
- The student has one week to submit the assessment task/s noting that a percentage of marks are lost each day as follows:

Scale of mark deductions:

- 1 day late: 10% marks taken off
- 2 days late: 20% marks taken off
- 3 days late: 30% marks taken off
- 4 days late: 40% marks taken off
- 5 days late: 50% marks taken off
- Students will be expected to complete an alternative task with a maximum percentage of 50% to be awarded.
- It is a requirement that all assessment tasks are submitted to demonstrate completion of the learning program regardless of whether marks are allocated.

8.3 *Certificate Courses*

Late work will be resulted as a 'hold'. Ongoing enrolment, as per AVETMISS compliance, means the result will be on hold until deemed competent or not competent. The student must negotiate an opportunity to re-submit work for assessment prior to annual reporting.

9. Cheating, Collusion and Plagiarism

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

- Collusion is when a student submits work for an assessment and it shows evidence that is not his or her own work.
- Plagiarism is when a student uses someone else's words or ideas without acknowledging that they have done so (work is essentially copied). Work copied from other sources must be correctly referenced.

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 and the parent/guardian will be informed of suspected inappropriate behaviour. The student will be provided with the right of reply. Students shown to have cheated or been involved with collusion or plagiarism in assessed work or in examinations *will not* have that work accepted as valid evidence of their achievement.

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
 - a student who 'provides' their work for others to claim as their own has colluded, and so the previous two dot points will apply to them as well as to the student submitting such work.

The parent/carer will be informed in writing of the decision made, the penalty and any further disciplinary action.

10. Security of Assessment Tasks

Where there is more than one class studying the same subject at the school, all or most, of the assessment tasks will be the same to ensure student marks are on the same scale. In such cases, to ensure that no students are unfairly advantaged, the question papers used for in-class assessment tasks will be collected at the end of the lesson and retained by the teacher until the task has been completed by all classes. In their own interests, students must not discuss the nature of the questions with students from the other classes until after all classes have completed the task. Discussion of the questions will be treated as collusion and the students will be penalised.

Where the school uses the same assessment task or exam as other schools, the task/exam and the student responses will be retained by the teacher until the task/exam has been completed by all schools.

11. Retention and disposal of student work

Teachers will retain all marked assessment tasks, including audio or video recordings or digital products.

- This material is required by the teacher when assigning grades at the completion of the course and may be required by SCSA or the school for moderation purposes.

Teachers will establish an assessment file for each student for each course/program. These are to be stored within the learning area. The file will hold all marked written assessment tasks.

- Students would have access to this file for revision purposes.
- The school would retain the files until the marks have been accepted by the SCSA. The written assessment tasks would be available to students for collection after that time.
- All materials not collected by the end of the school year would be securely disposed of by the school. All recorded evidence of performance for non-written assessment tasks would be deleted/erased at the end of the appeal dates set by the school.
- The school will not use the materials for any other purposes without the written permission of the student.
- All VET Certificate material will be scanned and electronic copies passed to the relevant RTO and a copy kept with the school.

12. Examinations

Examinations are seen as a valuable means of assessing students' knowledge, skills and understanding of the key concepts and the application of them. Completion in a timed environment allows the student to perform under pressure and it is good preparation for upper school. Some Learning Areas participate in Year 10 examinations.

12.1 Timing of examinations in Year 10

Some Learning Areas include formal examinations in their assessment schedules. The following rules apply for Year 10 exams.

Examination Rules

- When attending examinations, students must adhere to the rules for that examination.
- Details of rules will be issued with the examination timetable.
- Infringement of rules could result in a penalty.

Attendance at examinations

- Students must attend scheduled examinations. In exceptional circumstances, alternative arrangements may be negotiated through the Principal.
- Participating in family holidays will not be accepted as an exceptional circumstance.

13. Students Requiring Special Consideration

The school will ensure that students with special educational needs are catered for in an appropriate way and in accordance with SCSA and RTO guidelines. During Term 1 of each academic year, parents of students with permanent or temporary disabilities and/or specific learning disabilities are invited in writing, to apply for extra consideration when completing assessments. SCSA has provided some guidelines for schools when providing extra assistance.

The granting of Special Arrangements is not necessarily automatic, but depends on the provision of medical and/or psychological evidence to justify the decision. Parents of students with a new diagnosis are invited to approach the Learning Support Coordinator, for consideration as soon as possible.

14. Reporting to Parents

Reporting happens at the end of a teaching cycle and provides an accurate summary of the formative and summative assessment information collected for each student. The purpose of reporting is to provide feedback to students, parents, and teachers.

Ongoing Feedback

Students will be kept informed of their progress throughout their enrolment in a subject or course. Teachers will assess completed tasks, and relay assessment information to the student promptly. Parents will be regularly informed about a student's progress by one or more of the following methods:

- Via the School Organiser.
- Letter of Concern/Commendation via SEQTA.
- Telephone / E-mail.
- Interim Report.
- Parent SEQTA Login.

Both students and parents/carers will be informed when it is identified that there is a risk of:

- Non completion of the course work.
- Students not achieving their potential.
- When a grade of 'D' or less is likely in formal reports in Years 7-10.

Teachers will also respond to parent's/carer's request for information regarding a student's achievement and how it compares with the student's peer group at the school. This information is also available through SEQTA Parent Login.

- Teachers will assess completed tasks and provide prompt assessment feedback to the student using the facilities available in SEQTA.
- Student assessment results will be posted within 10 school days of the formal assessment date.

Formal Feedback

Parents will be regularly informed about their child's progress via SEQTA, parent interviews and Semester 1 and 2 formal reports. Students and parents/carers will be contacted when it is identified that there is a risk of the student not:

- achieving their potential,
- completing the subject requirements resulting in a D or an E
- The formal semester reports provides for each course:
 - a comment by the teacher
 - a grade
 - the percentage mark in the school-based examination (for Year 10)

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 they should, in the first instance, discuss the issue with the teacher.

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

The student or their parent/carer 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:

1. the assessment outline does not meet the syllabus requirements
2. the assessment procedures used do not conform with the school's lower secondary assessment policy
3. procedural errors have occurred in the determination of the course mark and/or grade
4. computational errors have occurred in the determination of the course mark

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/caregiver.

16. External Examinations/Testing

- Students in Years 7 & 9 will sit National Assessment Plan for Literacy and Numeracy (NAPLAN) in May of each school year.
- Students in Year 10 will sit Online Literacy and Numeracy Assessment (OLNA) in March and September each year. Students who have not pre-qualified by achieving Band 8 or above in Year 9 NAPLAN or met standard through sitting OLNA in Year 10 will be required to sit OLNA tests in Year 11 & Year 12 until the standard has been met. Students need to meet the Literacy and Numeracy Standard to meet Year 12 WACE requirements.
- The school will disseminate to parents/carers the reports from national and state-wide assessments, as appropriate and provide opportunities for discussion between teachers and parents/carers.