



Senior School Assessment Policy (updated October 2016)

Please note that the following acronyms are used within this policy:

SCSA = School Curriculum and Standard Authority (formerly "Curriculum Council")
ATAR = Australian Tertiary Admission Rank
WACE = Western Australian Certificate of Education

The following guidelines have been developed so that students, parents and teachers are aware of their responsibilities in the assessment process. The policy is provided to all senior secondary students at Duncraig Senior High School and is based on SCSA requirements.

1. Overview

Assessment procedures must be fair, valid and reliable. Assessment assists teachers and schools 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.
- whole-school and system planning, reporting and accountability procedures.

2. Student/Parent

Responsibilities It is the student's responsibility to:

- complete the prescribed work requirements in each course by the due date.
- complete all assessment tasks described in the course outline.
- maintain a good record of attendance, conduct and progress. Senior School students whose attendance rate falls below 65% will be given an E grade unless extenuating circumstances (e.g. extended illness) and it can be established that the parents and students made every effort to keep up with the work and assessment.
- initiate contact with teachers concerning absence from class, missed assessments, extension requests and other issues pertaining to assessment.

Note: A student who is absent for five periods/days or more per term is deemed to be at risk.

3. Teacher Responsibilities

It is the responsibility of the teacher to:

- develop a teaching/learning program that adheres to current SCSA guidelines.
- provide students with an "overview and assessment guidelines at the commencement of the course".
- ensure that assessments are fair, valid and reliable.
- maintain accurate records of student achievement and assessment.
- meet school and external timeframes for assessment and reporting.
- inform students and parents of academic progress as appropriate.

4. Information Provided to Students

At the start of every course, the teacher will provide a printed copy of the following to each student:

- the syllabus (note - this may be placed in SEQTA instead of being provided as a hard copy).
- a 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 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 and the due dates for significant stages of any extended tasks)

In each course a number of assessment tasks occur during the semester/year (including in most cases end of semester exams). Some tasks are completed in-class and others are completed out- of-class. Each task provides evidence of student achievement that is used by the teacher to assign a grade at the completion of the course.

In every course, 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.

5. Absence from Class/Missed Work

(a) General

If a student is absent from class his/her ability to achieve to his/her 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 course and can adversely impact on achievement of WACE and a student's ATAR for university entry.

(b) Specially scheduled assessment tasks.

If a student is absent from a specially scheduled assessment task (e.g topic test or practical test) for an exceptional reason such as illness or family emergency, the parent in the first instance must **contact the relevant Head of Learning Area** who will inform the class teacher . Any subsequent absences will require a medical certificate or in the case of a family emergency, contact with the Associate Principal (Senior School) who will notify relevant staff if an allowance can be made. Note that the medical certificate must be presented within one week of missing the assessment. The expectation is that a parent will ring prior to the assessment task where possible. **Students who fail to adhere to these requirements will receive a zero(0) for the assessment.** Examinations are covered by the "Sickness and Misadventure" provision described in point (d) below. A list of relevant Heads of Learning Area and their courses can be located at the SSBB.

(c) Prolonged Absence

Where a student is unable to attend school for a lengthy period due to injury, illness or a family emergency, the school will endeavour to provide support for 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 (course not completed).

Family Holidays – Parents are actively discouraged from scheduling family holidays during non school holiday periods. Students who miss extended periods of time due to family absence will be allowed on one occasion (over Year 11/12) to apply for assessment consideration. This application will need to be made through the Associate Principal (Senior School) who will then inform Learning Areas. Subsequent applications (due to Family Holiday) will not be considered.

(d) "Sickness/Misadventure Procedures" for internal and external exams

Students who are ill or who can not attend on the day of an exam due to a family emergency must immediately contact the Associate Principal (Senior School) to obtain and complete a "Sickness or Misadventure" form. In the case of sickness a Medical Certificate will be required with the form. On completion and acceptance of the application the information will be forwarded to the relevant Head of Learning Area for processing. Where possible the school will try and re-schedule the exam within the current examination period.

The relevant section states: *"The sickness/misadventure provisions are designed to cover the case of a student who performs below expectations because of sickness or misadventure. Schools should generally advise the student to sit the examination. Discretion should be based on the basis of available evidence."*

"The students are awarded either a derived mark or the actual mark depending on which one is higher."

6. Changing Course

Generally, students cannot be given credit for work not completed in the course. However, where possible:

- students will be given the opportunity to complete assessment tasks missed or to demonstrate outcomes and gain credit.

- recognition of comparable achievement will be given and gain credit.
(Note: It may be difficult to gain credit in particular course, therefore the student must check what tasks have been completed before the change into a new course occurs)

All course changes are subject to the ability of the school to provide for the change and must have parental support. Course changes must be organised through the Associate Principal or a member of the school administration nominated by the Principal.

Senior School course changes should be completed by the end of **Week 4** in Term 1 unless initiated by administration/parents following a progress review.

Where a student changes school during a school year, credit for the completion of work in the same course will be given provided the student and/or previous school supplies appropriate evidence.

7. Assessment Tasks and Submission of Work

A course outline and assessment schedule should be provided to each student at the commencement of the course. Students should be given sufficient notice of assessment due dates and relevant weightings of these assessments. Where an adjustment is made to the assessment schedule, it should be done in close consultation with all students and clearly publicised.

- It is a teacher's responsibility to manage the assessment schedule.
- It is a student's responsibility to submit assessed work on time including oral or performance assessments.
- It is the parent's responsibility to contact staff if a student is going to miss an assessment.
- Parents/guardians will be notified in cases where concern for a student's progress emerges. e.g. Letter of Concern.

(a) Extensions

- A student may apply to the class teacher prior to the due date for submission for an extension of time to complete the assignment, oral presentation or other task.
- 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.**

(b) Penalties for Late Submission of Work

- Students who submit late work without an extension being granted will face the following penalties:

Penalty for Late Submission of Work	
1 school day late	Less 10% of the mark achieved
2 school days late	Less 20% of the mark achieved
3 school days late	Less 30% of the mark achieved
Greater than 3 days late	0

If after 4 or more days no reasonable attempt has been made to complete an assessment the student will receive a mark of 0%.

*** The expectation is that students MUST complete all work given and submit the work regardless of the penalty. Students will be referred by the teacher to the provisions of the Senior School Behaviour Management Policy ('Good Standing Policy') if they refuse to complete set tasks. Students not submitting tasks risk not completing a course and putting achievement of WACE at risk.**

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 test may be supervised by the administration in the administration area
- the student may have to complete an alternative assessment item.
- an estimated mark/grade may be awarded.
- the test/examination may not be included in the student's assessment profile.

9. Cheating, Collusion and Plagiarism

Students shown to have cheated in assessed work or in examinations will not receive an assessment for that task. **A mark of zero will be awarded.**

Collusion is when a student submits 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, the work is essentially copied. If work that is not the original product of that student is submitted for assessment, it will be deemed not to have been completed.

Strategies may be used by the school to validate that work submitted for assessment, (which has been completed in an out of class situation), is the student's own work. Plagiarism and collusion are unacceptable and a mark of zero will be awarded. To assist with authentication, various strategies may be used including oral tests, mini tests and submitting work through our onsite plagiarism monitoring system (turnitin).



10. Examinations and External Set Tasks (EST)

(a) Regulations

When attending examinations, students must adhere to the regulations that pertain to that examination. Regulations will be issued with the examination timetable and any infringements will result in an appropriate penalty.

(b) attendance

Students must attend scheduled examinations (including EST's). In exceptional circumstances, special alternative arrangements may be made through the Associate Principal Senior School. Please see the previous section relating to "Sickness or Misadventure" application.

For students studying Australian Tertiary Admission Rank (ATAR) scoring courses, failure to attend an examination without an approved "Sickness or Misadventure" application will result in a score of zero.

Students studying non ATAR courses who fail to attend an examination without a valid reason will only be able to sit the examination at an alternate time at the discretion of the Associate Principal for Senior School. A penalty of the loss of 20% from the final examination score will be applied where the student is permitted to sit the examination. (e.g. 70% subtract 20% [14%] = 56%).

Participating in family holidays will not be accepted as an exceptional circumstance.

11. Sickness/Misadventure Procedures for Year 11 and 12 Internal and External Exams

The sickness/misadventure provisions are designed to cover the case of a student who performs below expectations because of sickness or misadventure. In such cases students must complete a sickness/misadventure form immediately following the exam. Forms are available from the Associate Principal (Senior School). Generally, students are advised to sit the examination. For internal exams, marks may be adjusted or estimated depending on the circumstances. A medical certificate is required for sickness and an independent witness for a misadventure. Where a student is absent from the exam period, the school will endeavour to arrange for the student to complete their exams after the exam period rather than before.

12 Students with Special Needs

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. The SCSA has provided some guidelines for schools when providing extra assistance. The granting of Special Examination 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, Mr Chris Olsen, for consideration as soon as possible.

13 Reporting

Students will be kept informed of their progress throughout their enrolment in a course. Teachers will assess completed tasks and relay assessment information to the student promptly. Parents will be informed about a student's progress details. This will be generally in the form of a Letter of Academic Concern (LOAC) which can be in the form of a letter or SEQTA email.

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

- not achieving their potential
- being awarded a grade of D or E.

The final grade is submitted to the SCSA.

14 Adjusted Marks

In all Year 11 & 12 ATAR courses, the Semester 1 progress mark, final year mark and examination marks will be adjusted (standardised) based on historical data and professional knowledge. This procedure gives realistic scores for students aiming to achieve a competitive ATAR (Australian Tertiary Admissions Rank) and is recognised as best practice by the Department of Education and accepted by the SCSA. Refer to the SCSA link below for further information with regards to:

http://www.scsa.wa.edu.au/internet/Senior_Secondary/School_Based_Assessment/Statistical_Moderation

15 Concurrent Units

At Duncraig SHS, all paired units such as English ATAR Unit 1 and 2 will be taught as concurrent units. This means that the final grade and percentage mark awarded to a student at the end of the year will be submitted to the SCSA for both semester units. The Semester One grade and mark provided will be an interim result only.

16 Compulsory External WACE Examinations

Students studying ATAR courses in Year 12 will be required to complete the WACE examination. External examinations are not held for General courses.

Courses such as Physical Education Studies and Drama also have a practical examination.

There are no provisions for exemptions from ATAR exams.

17 Appeals Against Assessment

The use of grades for certification and marks for calculation of the Australian Tertiary Admission Rank (ATAR) require a high level of school accountability. Students have the right to appeal against their assessment. Schools are required to:

- Provide students with details of procedures used for assessment and grading.
- Inform students of their final grades and/or numerical school assessments before forwarding this information to the SCSA.
- Give students the opportunity to request a review of course marks and grades before the end of the school year.
- Provide details of how students may appeal against their school assessments.

18 Cultural Beliefs

Parents of students with cultural beliefs that might prevent them from completing the normal tasks within a course must communicate with the teacher of the course prior to the tasks being undertaken so that time for an alternative task can be arranged. Where too much of the course cannot be completed as per the program, they should see the relevant Associate Principal Senior School to choose a more appropriate course.

19. Promotion to Year 12

The minimum requirement at Year 11 level for a student to gain entry to Year 12 is to achieve 4 "C" grades. Students who fail to meet this requirement will need to review their education or employment options.