

## Lower School Assessment Policy

The Principles of Teaching, Learning and Assessment focus on the provision of a school and class environment that is intellectually, socially and physically supportive of learning. The principles assist whole-school planning and individual classroom practice.

### Introduction

This document details the Lower School Assessment Policy. Students need to be fully aware of the information provided and ensure they carefully apply this in every subject.

**This document applies to all courses in lower school.**

As a student, your specific responsibilities in relation to assessment are to:

- Complete the prescribed work requirements - including all necessary oral, practical and project work by the due date;
- Complete all assessment tasks. An outline of assessment tasks and the timing of tasks will be provided in a subject information package by your teacher at the start of the year. Failure to complete tasks as required may result in a much lower level of achievement being attained;
- Maintain a good record of attendance, conduct and progress in each of your courses;
- Initiate contact with teachers concerning missed assessments, extensions and other issues regarding the assessment program. Please refer to the relevant sections in this document regarding these matters; and
- Maintain a positive working relationship with your teachers and fellow students.

### Section A: Missed Assessment

*If students are absent for any period and do not complete any aspect of the prescribed work, the final result may be considerably reduced. Credit cannot be given for work not completed or class time not experienced.*

*Extensive absences are likely to result in students not satisfactorily meeting the requirements of the educational and assessment program of a subject and as a result, a much lower level of achievement will be the result.*

*Potential achievement will not be considered.*

*It is the student's responsibility to discuss with their teacher, assessments missed during absences and to negotiate satisfactory completion.*

#### 1. Late Student Transfer or Entry into a Subject

Credit cannot be given for work not done in any new subject. On entering a subject late, students will be given the opportunity to complete assessments which were completed prior to entry into the subject. Where assessments were completed prior to entering the subject, the teacher may choose to provide alternate assessments. If students do not take the opportunity to complete missed assessments or teacher prescribed alternatives, they will not meet the subject requirements and this may impact on their chances of obtaining a level of achievement comparable to their ability.

#### 2. Deadlines for Changing Courses in Lower School

In Years 7 and 8 there is no opportunity to change courses as the program is set. However, from Year 9 onwards, students may have the opportunity to change courses where a legitimate reason can be provided. These changes should be discussed and initiated through the Deputy Principal. It

is imperative that such changes are made as early as possible to maximise the likelihood of success for the student in the new course.

### **3 Credit for Work Completed At Other Schools**

Credit for work completed in a previous school in the same course will be awarded on production of evidence (e.g. reports, marked assignments, test papers etc.). It is the students' responsibility to produce this for teachers.

If a student is new to this school and are enrolling in different courses to those studied at their previous school students will be given the opportunity to complete assessments which were completed prior to their entry into the course. The teacher may choose to provide alternate assessments.

If students do not take the opportunity to complete missed assessments or teacher prescribed alternatives, they will not meet the course requirements and this may impact on their chances of obtaining a level of achievement comparable to their ability. Deadlines set for course changes may be flexible for students who have changed schools.

### **4 Absence from Scheduled Class Assessment Tasks**

Teachers will give prior notice of all assessments to be conducted during class time. Therefore, absence from such assessments is considered significant.

Students will be permitted to complete missed assessments (or an alternative assessment) where one of the following provides a legitimate reason of a student's absence during a scheduled assessment:

- Medical Certificate;
- Letter from parents; and/or
- Phone call from parents.

Failure to follow these procedures may result in penalties being applied. (Section 2.2)

### **5 Absence When an Assessment Is Due**

Students, or parent/guardian, are required to contact the class teacher in circumstances where the student will be absent on the date an assessment is due. The teacher will consider the circumstances and negotiate for the assessment to be submitted on time by alternate means or for the assessment to be submitted at the next available opportunity.

Failure to follow these procedures may result in penalties being applied.

### **6 Repeated Absence Related To Assessment**

Where a teacher considers that repeated absences have affected the completion or timely submission of assessment tasks, one or more of the following actions may be taken:

- Penalties for lateness may be applied;
- A Medical Certificate (for illness) may be requested to explain each repeated absence;
- Where applicable, a letter from parents may be requested explaining the circumstances of the absence;
- A parent meeting may be requested to discuss the detrimental effect of repeated absences on assessments; and/or
- A review by the Curriculum Team Leader of a student's continued status within the affected course. This may result in the student receiving a much lower final level of achievement in the course.

## 7 Extended Absence

The school is not able to maintain a teaching and assessment program for students if they plan to be absent for lengthy periods.

Students should enrol in the Schools of Isolated and Distance Education (SIDE) for absences of three or more months. For more information about SIDE, contact the school.

Upon request, teachers will normally provide "catch up" work for short periods of absence.

## Section B: Late Assessment

*This section relates specifically to circumstances where a student has been present for an assessment but will not/has not submitted the assessment by the due date. This section should be read in conjunction with the relevant parts of Section A of this document.*

### 1. Negotiation of Changes in Assessment Deadlines

Where possible, class teachers will attempt to negotiate assessment deadlines – taking into consideration general student workload, the extent of the assessment, and other circumstances as deemed appropriate.

In circumstances where it becomes clear to a student that they are unlikely to be able to submit/complete an assessment by the due/scheduled date, they should immediately discuss the matter with their class teacher. Where appropriate, this discussion should take place when at least 25% of the assessment working time remains.

Specifically, students should not attempt to negotiate extension of a due date for an assessment on the day that the assessment is due.

Where the class teacher considers that an appropriate reason for an extension has been provided and appropriate progress on the assessment has been achieved, the teacher may grant an extension. When discussing an extension of an assessment deadline with a class teacher, students are required to provide evidence of progress made thus far.

**Please note** – It is unlikely class teachers will favourably consider part-time work commitments when setting assessment deadlines or when providing extensions.

Refer to the flow chart in **Appendix 1** for further details of the process for negotiating extensions of assessment deadlines.

### 2. Late or Unsubmitted Work

It is the students' responsibility to seek extensions BEFORE the due date. These will normally be given for sickness and other genuine reasons only. Without an approved extension, a penalty for late work will be applied. All courses will have assessment schedules published at the start of the course. Teachers will discuss deadlines with students when providing the assessment program for the course.

In the reporting process, grades in Years 8 – 10 are used to reflect the level of achievement by students in each class. The grades can be determined by a range of means depending on the nature of the class. In the case of courses where marks are used, penalties will occur where marks will be deducted for late work or work that is not submitted.

Teachers make professional on-balanced judgments of student achievement based on evidence provided. Teachers will use this professional judgment, taking into consideration all aspects of work the student has completed and considering penalties for work either not submitted, or work

submitted late. (In most cases, students complete work during the teaching/learning process in class that can be used as evidence for teachers to make professional judgments as to student achievement).

Late work must still be submitted, even if no award is given, by students for teachers to be able to validate their on-balanced judgment and to provide students with feedback about important learning outcomes. Failure to submit any assessment will impact significantly on the level of achievement awarded by the teacher.

### 3. Penalties

Failure to submit an assessment task on time (i.e. by the due date) will result in penalties being applied if the student has **NOT taken action to negotiate an extension with the class teacher**.

The Penalty Schedule is include in Appendix 3

## Section C: Modification of Assessment and Reporting Arrangements

On pages 24 and 25 of the **Disability Standards for Education 2005**, it states the following:

*Measures that the education provider may implement to enable the student to participate in the learning experiences (including the assessment and certification requirements) of the course or program, and any relevant supplementary course or program, on the same basis as a student without a disability, include measures ensuring that:*

- *The curriculum, teaching materials, and the assessment and certification requirements for the course or program are appropriate to the needs of the student and accessible to him or her; and*
- *The assessment procedure and methodologies for the course or program are adapted to enable the student to demonstrate the knowledge, skills or competencies being assessed.*

Teachers at our college routinely support students during the process of completing assessments which form part of a mark or grade. Teachers will often provide a framework (scaffolding) which supports students in appropriately following a process to complete an extended assessment. Often teachers will provide the marking information so that students can clearly see what will be assessed and the standard expected. These strategies are routinely undertaken by teachers to support students in achieving their best and clearly demonstrating their skills and understandings during assessment. This support may be provided to students across a class group or it may be the case that small groups within an assessed group are provided with support to facilitate them accessing the assessment. In all circumstances our college aims to provide fair opportunity for all students to demonstrate their skills and understandings through assessments.

In some circumstances, it may become clear to teachers that particular students need more support than normal to access assessments provided. Where any adjustment is necessary that does not allow for the fair and reasonable comparison of performance on adjusted and unadjusted assessment a teacher will discuss the adjustment they believe is necessary with the Collegiate Team Leader. Reasonable adjustment aims to make it possible for students with disability to participate fully in education and training. It is not to give a student with disability an advantage over other students, to change course standards or outcomes, or to guarantee success. - Refer to Appendix 4 and Appendix 5 for additional information.

ACARA acknowledges that many students with disability are able to achieve educational standards commensurate with their peers, as long as the necessary adjustments are made to the way in which they are taught and to the means through which they demonstrate their learning.

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The Reporting to Parents Special Education Needs (SEN) functions provide a flexible environment to report student achievements. Elements from the Australian Curriculum learning areas, WA Curriculum learning areas or school defined learning areas can be used in student plans and reports.

When the Curriculum Team Leader agrees; then the teacher and Curriculum Team Leader will:

1. Arrange to meet with the parent/caregiver of the student(s) involved to discuss the detail of the situation and their belief that significant adjustment is necessary. Where it is clear that adjustment to assessment is necessary in a number of subjects/Learning Areas then the Collegiate Team Leaders will collaborate to ensure that our college response is coordinated – often through an Individual Education Plan (IEP).
2. Seek agreement from parent/caregiver that adjustment to assessments is necessary to allow students to engage with tasks. This agreement will be documented and stored on the official student file and may be in the form of an IEP.
3. Ensure that the following statement is included in the comment section of the semester report: “The assessment program undertaken by this student has been modified and may not be comparable with the performance of other students”.

What is being assessed and the way that it is being delivered to particular students may be so considerably different to that of the rest of the student cohort that it may be necessary to adjust how performance is reported to parents. Specialised reports that reflect a vastly different set of assessed outcomes may be used to provide an accurate reflection of the skills, attributes and achievements of students with particular needs. Specialised reporting arrangements will only be applied by negotiation with parents/caregivers and in conjunction with a coordinated Individual Education Plan.

## Section D: Breaches of Assessment Protocol

### 1 Cheating

Cheating is regarded as an action which provides an unfair advantage in the completion of an assessment. Actions regarded as cheating include, but are not limited to:

- Gaining a copy of an assessment prior to its release for completion;
- Gaining information specific to an assessment which could reasonably be expected to provide an unfair advantage in completion;
- Talking during a silent assessment. (Tests and examinations);
- Using mobile phones or other telecommunications and/or information technology not approved for use during an assessment; and
- Presenting a response to an assessment which is not your own work.

If students are shown to have cheated in any assessed work or in examinations they will receive no credit for that assessment.

### 2 Plagiarism

Assigned or other work which is not a student’s own but is presented as such will not be accepted. The submission of work which is not a student’s own in a class will result in no credit for that assessment being awarded.

### 3 Referencing

All student responses to assessment tasks which contain the work of others must be correctly referenced. Further, a Bibliography must be provided where a range of texts and resources have been used for information if this is a requirement of the assessment task. Please refer to the college’s Standard Referencing Template (**Appendix 2**)

## Appeals

Applications for appeal in these circumstances are available from the Deputy Principal.

### 1 Appeals Relating To Individual Assessments Items

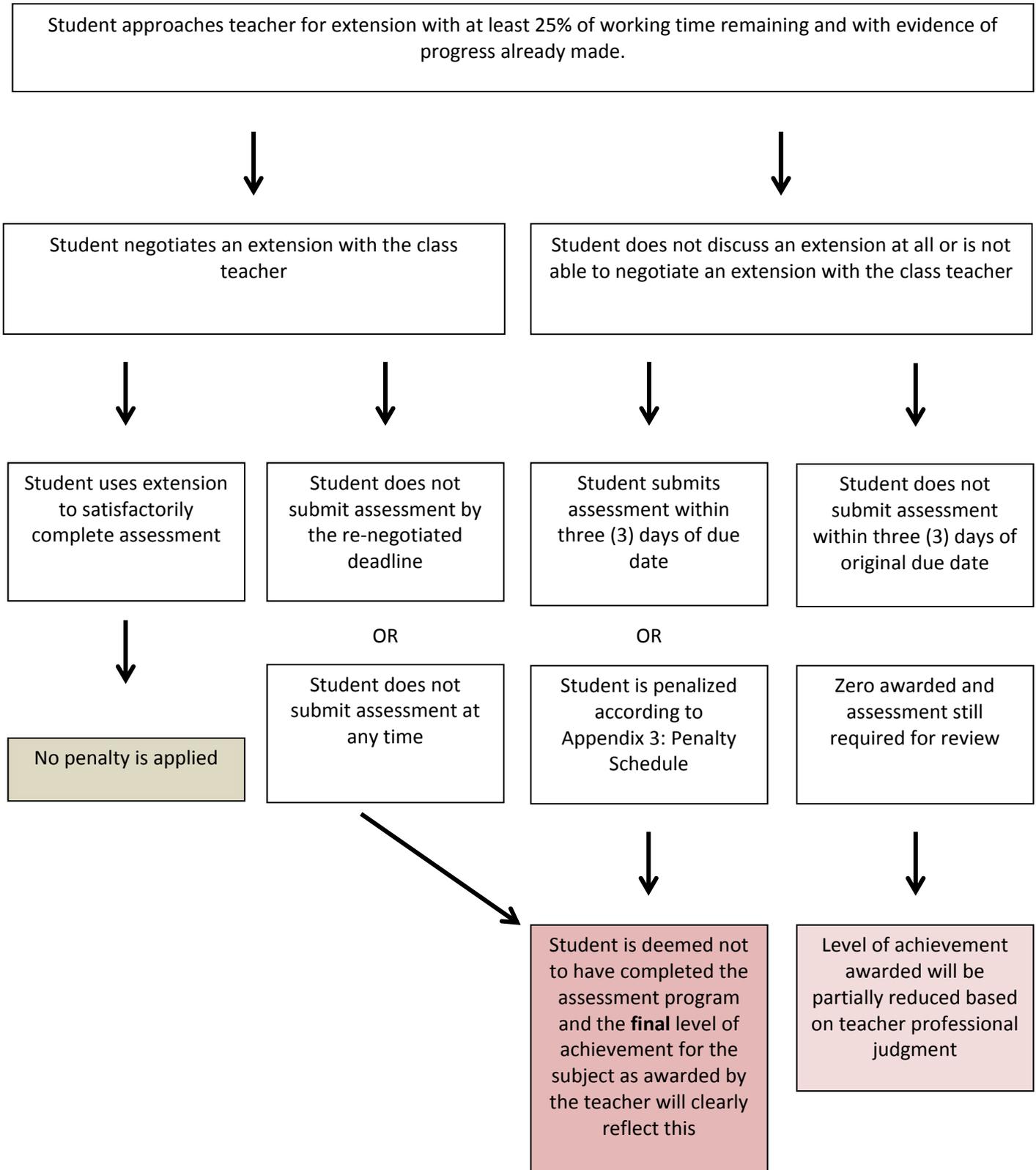
A student may appeal in circumstances where they consider that an assessment has not been fairly considered in relation to an assessment program. Such appeals should occur within seven (7) days of the return of the assessment to the student by the teacher. Appeals should be directed to the teacher in the first instance and then to the Curriculum Team Leader should a satisfactory resolution not be reached.

### 2 Appeals Relating To Assessment

You may appeal against the assessment of a course if you have grounds to believe that:

- School guidelines have not been followed;
- Published assessment guides have not been provided or followed; and/or
- Errors in the level of achievement allocated by the teacher have occurred.

## APPENDIX 1: Process for Extension of Deadlines on Assessment



## APPENDIX 2: Standard Referencing Template

### What is referencing?

Whenever you write an assignment, you will be expected to use information from different sources to support and develop your thinking. Referencing is a standard practice used in academic writing to show your reader which ideas you have gathered from other sources and where those ideas came from.

### Why do we reference?

It is important to show your reader that you have sought out expert, reliable sources to help support and develop your thinking, and this is done through referencing. The referencing in your assignment:

- Demonstrates good research conduct;
- Shows the range of ideas and approaches you have found and thought about;
- Acknowledges the sources of those ideas; and
- Tells your reader where they can locate those sources.

Referencing also helps you to avoid plagiarism. If you present someone else's ideas as if they are your own work, or use the exact same language they use without acknowledgment, you are committing plagiarism. Plagiarism can be unintentional due to poor referencing, but the consequences are always serious. Accurate referencing helps you to avoid this.

### When do we reference?

Every time you include words, ideas or information from a source – whether it's a website, book or journal article – in your assignment, you must include an in-text reference to show that this content has been gathered from somewhere else. In-text references must be included whenever you:

- **Paraphrase** someone else's ideas in your own words;
- **Summarise** someone else's ideas in your own words;
- **Quote** someone else's ideas in their exact words; and/or
- **Copy** or **adapt** a diagram, table or any other visual material.

For each source that you reference in-text, you must also create an entry in the reference list at the end of the assignment.

### How do we reference?

There are two components to a Harvard reference:

1. An **in-text reference** in the body of your assignment  
E.g. Chabon (2008) explores a range of themes and ideas...
2. Full reference details in your **reference list**  
E.g. Chabon, M 2008, *Maps and legends*, McSweeney's Books, San Francisco.

### In-text references

An in-text reference is provided each time you refer to ideas or information from another source, and includes the following details:

- The **author's family name** (do not include given names) /**authoring body or organisation**;
- The **year of publication**; and
- **Page numbers** where applicable.

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There are two main ways to present an in-text reference, as shown below. One way gives prominence to the information by placing the reference at the end of your sentence in brackets:

E.g. Universities can play an active role in finding solutions for climate change (Filho 2010, p. 2).

Another way gives prominence to the author by placing the reference in the body of your sentence, with the author's name incorporated into the sentence structure and the date in brackets:

E.g. Filho (2010, p. 2) argues that universities can play an active role in finding solutions for climate change.

### Including page numbers

Page numbers are included when you:

- Quote part of a source word for word;
- Summarise or paraphrase an idea from a specific page or pages; and/or
- Refer to tables, figures, images or present specific information like dates/statistics.

E.g. Habel (2007, p. 48) notes that the novelist 'draws on an established tradition of appropriating the *wayang* for various social and political purposes'.

If you do these things for a source without pages – e.g. a website – then just author and year will suffice.

### The Reference List

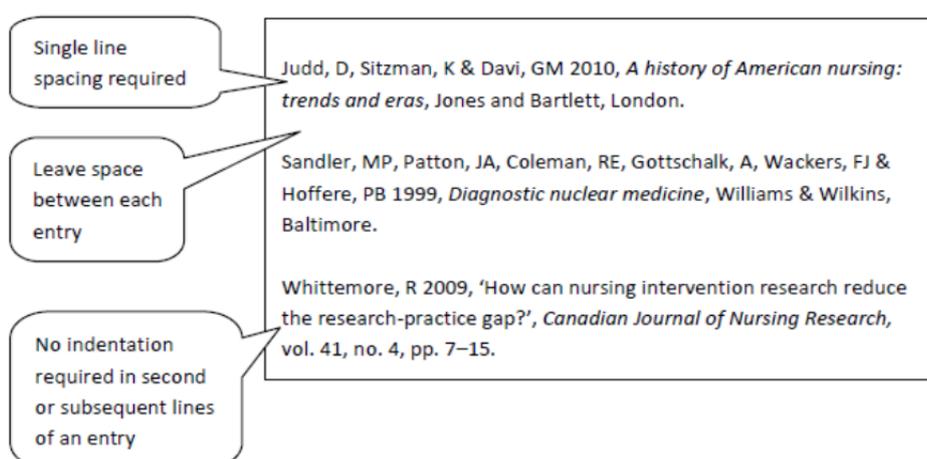
The reference list provides full bibliographic details for all the sources referred to in your assignment so that readers can easily locate them. **Each different source referenced in your essay must have a matching entry in your reference list.**

It is important to note that **the reference list is not a bibliography**. A bibliography lists everything you may have read, while a reference list is deliberately limited to those sources for which you have provided in-text references. A bibliography is not needed unless specifically requested by your teacher.

The reference list is titled **References** and is:

- Arranged alphabetically by author's family name (or title/sponsoring organisation where a source has no author); and
- A single list where books, journal articles and electronic sources are listed together (see sample reference list on p. 6 of this guide).

The main elements required for all references are the **author, year, and title** and **publication information**.



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## Useful Links and Information

 <https://www.usq.edu.au/library/referencing/harvard-agps-referencing-guide>

 [http://www.swinburne.edu.au/lib/studyhelp/harvard\\_style.html](http://www.swinburne.edu.au/lib/studyhelp/harvard_style.html)

 <http://www.neilstoolbox.com/bibliography-creator/>

 <http://www.harvardgenerator.com/>

## APPENDIX 3: Penalty Schedule

The penalty schedule is as follows:

<b>Lateness</b>	<b>Percentage of Mark Deducted</b>
Work submitted one (1) day late	10%
Work submitted two (2) days late	20%
Work submitted three (3) days late	30%
Work submitted four (4) or more days late	100%

## APPENDIX 4: Examples of Adjustments to Assessment

### Reference:

Reasonable adjustment: A guide to working with students with disability (2nd Ed.) 2013

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If a student has difficulty with:	You might adjust assessment by:
<b>Concentration</b>	<ul style="list-style-type: none"> <li>• Breaking the assessment into appropriate components that can be undertaken separately;</li> <li>• Providing rest breaks during lengthy assessment sessions;</li> <li>• Providing a separate assessment venue if the student is distracted by others' movements or noise;</li> <li>• Providing additional time;</li> <li>• Providing alternative assessment methods, such as recording devices for oral testing, or telephone assessments for off-campus testing; and</li> <li>• Allowing the student to provide evidence of having completed the assessment task at another venue, for example, an employer could verify satisfactory demonstration of competence.</li> </ul>
<b>Expressing knowledge in writing</b>	<ul style="list-style-type: none"> <li>• Allowing oral assessment;</li> <li>• Providing a digital recorder or similar;</li> <li>• Providing a scribe;</li> <li>• Providing a sign language interpreter; and</li> <li>• Providing additional time.</li> </ul>
<b>Spelling and/or grammar</b>	<ul style="list-style-type: none"> <li>• Allowing oral assessment;</li> <li>• Providing a digital recorder or similar;</li> <li>• Providing a scribe or a sign language interpreter;</li> <li>• Providing additional time;</li> <li>• Providing a computer with a generic spelling and grammar checker, dictionary and thesaurus (such</li> <li>• As those included in Microsoft® Word) or specialised literacy software (such as Spell Master or Read and Write Gold);</li> <li>• Providing models and practical examples for the student to demonstrate what they mean; and</li> <li>• Providing alternative assessment methods, such as recorded interviews, slide presentations, photographic essays or models.</li> </ul>
<b>Numbers and numerical concepts</b>	<ul style="list-style-type: none"> <li>• Allowing additional time;</li> <li>• Allowing the student to use a calculator; and</li> <li>• Providing other assistive technology, such as a talking calculator.</li> </ul>

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<p><b>Understanding spoken Information or instructions</b></p>	<ul style="list-style-type: none"> <li>• Allowing additional time; providing written information or instructions to complement the spoken version;</li> <li>• Providing a sign language interpreter;</li> <li>• Allowing rest breaks or split sessions;</li> <li>• Using simple, direct language (plain English);</li> <li>• Providing step-by-step instructions;</li> <li>• Repeating information given;</li> <li>• Paraphrasing to check for understanding, and asking the student to repeat what they are required to do; and</li> <li>• Demonstrating what is required.</li> </ul>
<p><b>Examination-related stress</b></p>	<ul style="list-style-type: none"> <li>• Providing additional time and/or allowing rest breaks;</li> <li>• Providing a separate examination venue;</li> <li>• Allowing online assessment; and</li> <li>• Providing alternative assessment methods, such as completion of an assignment or provision of third-party evidence.</li> </ul>
<p><b>Maintaining writing posture For any length of time, or writing quickly</b></p>	<ul style="list-style-type: none"> <li>• Providing a digital recorder or similar;</li> <li>• Allowing oral assessment;</li> <li>• Providing a personal computer (if using a keyboard is more comfortable than writing);</li> <li>• Allowing rest breaks;</li> <li>• Providing a scribe;</li> <li>• Providing other assistive technology or equipment; and</li> <li>• Allowing additional time.</li> </ul>
<p><b>Reading standard-sized print or handwriting</b></p>	<ul style="list-style-type: none"> <li>• Providing technology such as magnifying devices to enlarge print, or screen readers;</li> <li>• Providing braille examination papers (with tactile diagrams, maps, etc.);</li> <li>• Providing specialised writing pens;</li> <li>• Providing oral assessment or recorded questions;</li> <li>• Providing a reader;</li> <li>• Allowing additional time;</li> <li>• Providing models, graphics or practical examples to illustrate questions; and</li> <li>• Providing heavily lined paper.</li> </ul>
<p><b>Hearing verbal information</b></p>	<ul style="list-style-type: none"> <li>• Facing the student and speaking clearly (if the student lip-reads);</li> <li>• Producing information in writing;</li> <li>• Providing assistive technology or equipment;</li> <li>• Providing a sign language interpreter; and</li> <li>• Allowing additional time.</li> </ul>

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<b>English</b>	<ul style="list-style-type: none"> <li>• Providing a computer with spelling and grammar checker, dictionary and thesaurus;</li> <li>• Allowing additional time; and</li> <li>• Providing an interpreter.</li> </ul>
<b>Physical tasks such as personal care</b>	<ul style="list-style-type: none"> <li>• Providing a disability support worker;</li> <li>• Agreeing to a carer provided by the student; and</li> <li>• Allowing additional time.</li> </ul>
<b>Physical tasks such as turning pages</b>	<ul style="list-style-type: none"> <li>• Providing a disability support worker;</li> <li>• Agreeing to a carer provided by the student;</li> <li>• Allowing alternative methods of competence demonstration, such as oral assessment or third-party evidence;</li> <li>• Providing assistive technology or equipment; and</li> <li>• Allowing additional time.</li> </ul>
<b>Oral communication</b>	<ul style="list-style-type: none"> <li>• Allowing additional time;</li> <li>• Providing an interpreter;</li> <li>• Providing a computer with voice synthesiser; and</li> <li>• Providing a reader of the student's work.</li> </ul>
<b>Certain physical environments</b>	<ul style="list-style-type: none"> <li>• Providing appropriate lighting and eliminating glare (for students with low vision or epilepsy);</li> <li>• Providing suitable furniture;</li> <li>• Providing adequate space for equipment and support personnel;</li> <li>• Providing access to power points for equipment; and</li> <li>• Using a separate examination venue to eliminate distractions by others (and by others using equipment/support personnel).</li> </ul>

## APPENDIX 5: Assessment Methods Summary table

The table below uses a 'traffic light' system of colour coding. Methodologies shaded in green are those most suitable for students with the particular disability listed at the top. Methodologies shaded in yellow are likely to be moderately effective. Methodologies shaded in red are likely to be the least effective. This toolbox does not include an exhaustive list of disabilities or assessment strategies. The information in the toolbox should therefore be used along with information collected during consultation processes to determine the appropriate course of action for each individual student.

Method of delivery or assessment	Disability									
	Dyspraxia	Dyscalculia	Dysgraphia	Attention deficit hyperactivity disorder (ADHD)	Depression	Autism Spectrum Disorder	Schizophrenia	Deafness/Hearing impairment	Tremors	Dyslexia
Knowledge-based test	Green	Green	Red	Red	Red	Green	Yellow	Green	Yellow	Red
Verbal delivery	Green	Yellow	Green	Yellow	Green	Red	Yellow	Red	Green	Green
Assignment	Red	Yellow	Yellow	Yellow	Green	Yellow	Green	Green	Yellow	Yellow
Diary or journal	Red	Yellow	Red	Green	Green	Yellow	Green	Green	Yellow	Yellow
Case study	Yellow	Yellow	Yellow	Green	Green	Green	Green	Green	Yellow	Yellow
Observation	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green
Recorded interview	Green	Green	Green	Yellow	Yellow	Yellow	Red	Red	Green	Green
Portfolio	Red	Yellow	Green	Green	Green	Yellow	Yellow	Green	Green	Green
Workplace evidence	Green	Yellow	Yellow	Green	Green	Green	Green	Green	Green	Green
Third-party statements	Green	Yellow	Green	Green	Green	Green	Green	Green	Green	Green



Good methodology



Moderately effective methodology



Not very effective methodology – to be used with caution, taking the particular barrier/disability into consideration

### Reference:

Reasonable adjustment: A guide to working with students with disability (2nd Ed.) 2013

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