

## Senior School Assessment Policy

### Introduction

This document details the Baldivis Secondary College Assessment Policy. This policy is provided to all senior secondary students at Baldivis Secondary College and is based on School Curriculum and Standards Authority (Authority) requirements. Should there be a conflict in guidelines set by the Authority and those College policies set out in this document, adherence to the Authority's parameters is mandatory.

Baldivis Secondary College has high expectations of our Year 11 and 12 (Senior School) student body. The aim of the assessment policy is to encourage students to take responsibility for their learning and to achieve success. It is our aim to allow staff, students and parents to work together in order to allow students maximum opportunities to successfully complete their assessment program.

This policy applies to the assessment of all WACE courses.

Assessment procedures must therefore be fair, valid, flexible, reliable and inclusive.

### 1.0 Responsibilities

It is recognised that for a student to maximise their opportunities for success, each of the school, student, and parents must share and own some responsibilities. These are outlined here:

#### 1.1 Teacher responsibilities in relation to assessment are to:

Before teaching starts the teacher will provide on the college intranet (Connect) the following documents:

- the Authority syllabus for the pair of units which includes the grade descriptions
- a course outline for the pair of units (or unit or semester) that shows:
  - the content from the syllabus in the sequence in which it will be taught
  - the approximate time allocated to teach each section of content from the syllabus
- an assessment outline for the pair of units that includes:
  - the number of tasks to be assessed
  - the approximate timing of each assessment task (i.e. the week in which each assessment task is planned or the start week and submissions week for each out-of-class extended task)
  - the weighting for each assessment task
  - the weighting for each assessment type, as specified in the assessment table of the syllabus
  - a general description of each assessment task
  - an indication of the content covered by each assessment task.

Note: Students without internet access at home can request from their teacher a hard copy of these documents.

During the delivery of course unit/s:

- Timely feedback on achievement demonstrated in each assessment task, including entering the results on to Reporting To Parents (RTP) and Connect for both students, parents, and school administration to access.

- Notify the school administration, students and parents of substandard performance by students.

At the end of the unit / semester:

- Provide students with a written statement of results for each course unit.

## 1.2 Student's responsibilities in relation to assessment are to:

- Read and sign the acknowledgement of this assessment policy
- 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 approximate timing of tasks will be provided by your teacher at the start of your course.
- 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.
- Maintain a positive working relationship with your teachers and fellow students.

## 1.3 Parent responsibilities

- Read and sign the acknowledgement of this assessment policy.
- Monitor and support the progress of their student.
- Avoid scheduling appointments and holidays during school time, wherever possible.
- Inform the child's teachers of any changed circumstance that may affect their ability to meet the requirements of the assessment program.

## 2.0 Missed Assessment

### 2.1 General

If you are absent for any period and do not complete any aspect of the prescribed work, your final result may be considerably reduced. You cannot receive credit for work not completed or class time not experienced.

Absences may result in you not satisfactorily meeting the requirements of the educational and assessment program and therefore being judged not to have completed it. **Potential achievement will not be considered.**

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

### 2.2 Late Student Transfer into a Course

You cannot be given credit for work you have not done in the new course. On entering a course late, you will be given the opportunity to complete assessments which were completed prior to your entering the course. Where assessments were completed prior to your entering the course, your teacher may choose to provide you with alternate assessments. If you do not take the opportunity to complete missed assessments or teacher prescribed alternatives, you will not meet the course requirements and this may impact on your chances of satisfactory completion.

In some circumstances a teacher, in consultation with the Curriculum Team Leader, will modify the assessment program for a student entering a Course late. They may choose to omit some assessments completed prior to entry or start the student's assessment from the day they commence in the Course.

## 2.2.1 Deadlines for Changing Courses in Year 11 and 12

Opportunities will be provided for students to change courses where a legitimate reason can be provided. These changes should be discussed and initiated through the Senior School Manager. These changes should be made as early as possible in the school year and before the final date which is provided at the beginning of each school year.

Opportunities will be provided for staff to initiate a review of student performance where the teacher considers that the successful completion of the course is unlikely.

Successful completion of a course is considered to be achieving a grade of 'C' or better. Reviews and changes to student courses should be initiated before the final date as provided.

Deadlines will be reasonably set to facilitate the success of a student in any new course.

## 2.3 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 of results (e.g. reports, marked assignments, test papers etc.). **It is a student's responsibility to produce this for teachers.** Please refer to **Section 2.2** if you are new to this school and are late enrolling in different courses to those studied at your previous school. Deadlines set for course changes (**Section 2.2.1**) may be flexible for students that have changed schools.

## 2.4 Absence from Scheduled Class Assessment Tasks (Other Than Major Examinations)

Teachers will give prior notice of all assessments to be conducted during class time.

**Absence from such assessments is considered significant.**

Students may be provided the opportunity to complete missed assessments (or a replicate assessment) where one of the following provides a legitimate reason for a student's absence during a scheduled assessment:

- Medical Certificate
- Contact from parents

Failure to follow these procedures may result in penalties being applied. (**Section 3.2**)

## 2.5 Absence When an Assessment is Due

Students, or a parent/caregiver, are required to contact the course teacher in circumstances where a student will be absent on the date an assessment is due. The teacher will consider the circumstances and when appropriate 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. (**Section 3.2**)

## 2.6 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 in line with Section 3.2 of this policy.
- 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 that necessitated the absence.
- a parent meeting may be requested to discuss the detrimental effect of repeated absences on assessments.
- a review of a student's continuation within the affected course. This review may lead to termination of a student's course or other actions as deemed necessary to fairly and equitably conduct the assessment program within the affected course. This may result in unsatisfactory achievement being recorded.

## 2.7 Absence from Major Examinations

In some special circumstances, it may become evident that a student is not able to sit an examination for a course on the scheduled dates. Such circumstances might include:

- Serious illness on the day(s) of one or more examinations. A medical certificate will be required.
- Special religious or cultural events that cannot be re-scheduled for another time. Appropriate documentation will be required.
- Other circumstances deemed to be appropriate by the Senior School Manager in consultation with the relevant Curriculum Team Leader and the course teacher.

*Events that can be rescheduled are not a valid reason for non-completion or non-submission of an assessment task (e.g. sitting a driver's licence test, preparation for the college ball, family holidays).*

In exceptional circumstances, the parent/guardian may negotiate with the Year Co-ordinator the development of an individual education plan. This plan will show how the missed lesson time will be compensated for and any adjustments to the assessment outline.

Where a catastrophic event (e.g. a pandemic) affects delivery of the teaching program, the completion or submission of one or more assessment tasks and/or completion of the college examination timetable, students will be advised by the college of adjustments to the task requirements and/or the assessment outline.

Where an appropriate reason has been provided, students may sit the examination missed (or a parallel form of it where applicable). In these circumstances, arrangements will be made for the examination to be completed, usually after the scheduled examination time.

**It is the student and parent's responsibility to make arrangements where they need to sit an examination at an alternative time to that scheduled.**

Where applicable, negotiations for a special examination time should commence as soon as the official Examination Timetable is released. Failure to do this will result in no credit being awarded for this component of the assessment program. This will impact on the final level of achievement in this course. When a student is awarded a special exemption to sit the examinations at a time different to that timetabled, they may be required to sign an agreement to behave appropriately in relation to examination security and the contents of any re-scheduled examination. Please refer to **Section 4** of this document for details regarding penalties in circumstances where it is proven that a student has breached the agreement.

Where the student provides a reason, which is **acceptable** to the college for the non-completion or non-submission of an assessment task, the teacher will:

- negotiate an adjusted due date for an out-of-class assessment task or an adjusted date for an in-class assessment task (generally, within two days of the student's return), **or**
- decide on an alternate assessment task (if, in the opinion of the teacher, the assessment is no longer confidential), **or**
- not require the task to be completed and re-weight the student's marks for other tasks (if, in the opinion of the teacher, sufficient evidence exists in the other tasks completed to meet the Authority requirements for the course and to enable a grade to be assigned).

## 2.8 Absence due to family holiday

While family time is very valuable, it is important to stress that taking children out of school for family holidays reduces the amount of time available for learning and is detrimental to their education.

Where a student will be absent from scheduled assessments due to family holiday:

- In line with Department of Education guidelines parents are required to seek Principal authorisation at least two weeks prior to holiday departure.
- The student must negotiate to complete and submit the assessment prior to holiday departure or email the assessment to the teacher by the due date.
- Where the assessment is an invigilated task (conducted in class) the student must negotiate an alternate date within 5 school days post of the date of the scheduled assessment.
- Assessments cannot be rescheduled upon return.
- Where an assessment is unable to be undertaken or submitted by the due date the student may be allocated zero (0).
- Decisions to accommodate alternate arrangements will be determined on an individual basis by the Course teacher, Curriculum Team Leader and Senior School Manager.

## 2.9 Extended Absence

The school is not able to maintain a teaching and assessment program for lengthy absences. Parents should enrol their child in the School of Isolated and Distance Education (S.I.D.E.) for absences of three or more months. Teachers will normally provide "catch up" work for short periods of absence due to sickness.

## 3.0 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 2.0** of this document.

### 3.1 Negotiation of Changes in Assessment Deadlines

Where possible, course 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 not likely to be able to submit/complete an assessment by the due/scheduled date, they should **immediately** discuss the matter with their course teacher. Where appropriate, this discussion should take place when at least **25% of the assessment working time remains**.

***Students should not attempt to negotiate extension of a due date for an assessment on the day that the assessment is due.***

Where the course teacher considers that an appropriate reason for an extension has been provided **and** appropriate progress on the assessment has been demonstrated, the teacher may grant an extension.

***Please note – Part-time work commitments are not considered as an appropriate reason for not meeting assessment requirements.***

### **3.2 Late or Unsubmitted Work**

It is your responsibility to seek extensions BEFORE the due date (Please refer to **Section 3.1** for details). These will normally be given for sickness and other genuine reasons only. Without an approved extension, a penalty for late work will be applied. Courses will have assessment schedules published at the start of the course. Further, teachers will discuss deadlines with students when providing the course assessment program.

### **General Course Penalties**

- A 10% per day reduction of the student's awarded mark will occur up to three school days, after which no marks will be awarded.
- Work must still be submitted after three school days have passed at which point a zero mark will be awarded.
- Failure to submit the assessment will impact significantly on the satisfactory completion of the course.

Note: All or part of a weekend is considered one day late.

### **4.0 Breaches of Assessment Protocol**

#### **4.1 Cheating or colluding**

Cheating or colluding is regarded as an action which provides an unfair advantage in the completion of an assessment. Actions regarded as cheating or colluding 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.
- Presenting a response to an assessment which is not your own work.
- Prepared or substantively contributed to by another person (e.g. student, teacher, tutor or expert)

#### **4.2 Plagiarism**

Assigned or other work which is not your own but is presented as such will not be accepted.

#### **4.3 Penalties for cheating, colluding and / or plagiarism**

If a student is believed to have engaged in cheating, collusion or plagiarism, the teacher will refer the matter to the relevant Curriculum Team Leader 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.

If it is demonstrated beyond reasonable doubt that a student has cheated, colluded or plagiarised, one of the following penalties may 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.

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

## **5.0 The Unfinished "U" Annotation (Year 11 and 12)**

If you do not complete the course assessment program, and acceptable reasons for this are provided, you may be awarded a "U" (unfinished) for the course. This notation carries no credits for a WACE. Special consideration may be given for:

- Illness – supported by medical certificate (refer to Section 2.4)
- Late enrolment (refer to Section 2.2 and 2.3)
- Approved subject changes (refer to Section 2.2)

Where work is submitted late, you must be able to demonstrate achievement of course outcomes sufficient to warrant a grade being awarded.

## **6.0 Students with a Recognised Disability**

Baldivis Secondary College is committed to the principles of inclusive schooling and the legal framework surrounding the equitable treatment of people with recognised disabilities. Students finding it difficult to complete the requirements of any course should immediately discuss this with their teacher, the Curriculum Team Leader and then, if needed, the Senior School Manager.

Individualised access to all aspects of courses will be provided wherever possible. These adjustments will be consistent with those described in the Authority's *Guidelines for disability adjustments for timed assessments*, which can be accessed from the Authority website. Adjustments, depending on the individual students' education needs, can include special equipment, provision of a scribe, or additional time to complete the task.

Students who are unable to complete an assessment task because of their disability will be provided with alternative opportunities to demonstrate their knowledge, skills and understandings.

## **7.0 School examinations**

School examinations are included in the assessment outline for the pair of units. The weighting (i.e. proportion of the final mark) for these school-based examinations varies between courses and can be determined from the assessment outline.

A written examination will be held in all ATAR courses at the end of Semester 1 and the end of Semester 2.

A practical/performance/oral exam will also be held in those courses with a practical, performance or oral ATAR examination.

In Year 11 written examinations are typically 2 to 3 hours in duration.

In Year 12 all written examinations are 3 hours duration except for courses with a practical, performance or oral examination which are 2.5 hours plus a separate practical, performance or oral examination.

The examination timetable is issued to students minimum two weeks before the start of the exam period. The examination rules are available on the college Connect pages.

If an examination contains an error or questions are based on content that is outside the syllabus or there is a breach of security the college will:

- remove the question containing the error or based on content outside the syllabus, or
- set a new examination if there is a breach of security that affects all students, or
- penalise the students involved if there is a breach of security limited to only them (i.e. a mark of zero).

Where health issues or personal circumstances prevent a student from completing one or more school examinations, as for all other assessment tasks, the college will determine whether the reason is acceptable (see Section 2.7 for details) and if not acceptable the student may be given a mark of zero. If the reason is acceptable to the college an alternate date will be set or where this is not possible the student will not sit the examination and their marks for other tasks will be re-weighted.

## **8.0 Externally set task**

All students enrolled in a Year 12 General or Foundation course are required to complete an externally set task (EST) for that course.

The EST is included in the assessment outline for the pair of units. This assessment task has a weighting of 15% of the final mark for the pair of units.

The EST is a 50 minute written assessment task developed by the Authority based on content from Unit 3. It is completed in class under standard test conditions.

Where a student does not complete the EST they will be required to complete the task at the first available opportunity (generally within two days of the student's return to school). If this is not until after the date that the Authority requires the college to submit the EST marks then the college will determine if the reason for non-completion is acceptable (see Section 13 below for details) and if not acceptable the student will be allocated a mark of zero. If the reason is acceptable to the college the teacher will:

- decide on an alternate assessment task (if, in the opinion of the teacher, the task is no longer confidential), or
- not require the task to be completed and re-weight the student's marks for other tasks.

## **9.0 Security of assessment tasks**



Where there is more than one class studying the same pair of units at the college, 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 college 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.

## **10.0 Retention and disposal of student work**

Students are responsible for retaining all of their marked written assessment tasks. The college will retain all non-written assessment tasks (typically as audio or video recordings or digital products). This material is required by the teacher when assigning grades at the completion of the pair of units and may be required by the Authority for moderation purposes.

To assist students, the college establishes an assessment file for each student for each course/program. The file holds all marked written assessment tasks. Students will have access to this file for revision purposes. The college retains the files until the marks have been accepted by the Authority. The written assessment tasks are available to students for collection after that time. All materials not collected by the end of the school year are securely disposed of by the college. All recorded evidence of performance for non-written assessment tasks is deleted/erased at the end of the school year.

The college will not use the materials for any other purposes without the written permission of the student.

## **11.0 Modification of the assessment outline**

If circumstances change during the teaching of a pair of units, requiring the teacher to make adjustments to scheduled assessment tasks, then students will be notified and the modified assessment outline will be placed on the college intranet / Connect for that Course.

Where a disability, special education needs or cultural beliefs has resulted in the inability of a student to complete one or more assessment tasks the assessment outline will be adjusted and provided to the student and parent/guardian.

## **12.0 Reporting student achievement**

The college reports student achievement at the end of Semester 1 and at the end of Semester 2. The report provides for each course:

- a comment by the teacher
- a grade<sup>1</sup>
- the percentage mark in the school-based examination (for ATAR courses)
- the percentage mark<sup>1</sup> (calculated from the weighted total mark).

- 1 The Semester 1 mark and grade are interim as they are not finalised until the pair of units is completed at the end of the year.

At the end of the year, students will be provided with a Baldivis Secondary College statement of achievement, which lists the school mark and grade for each pair of units. These are the results which will be submitted to the Authority. Successful completion of VET qualifications and endorsed programs are also listed on the statement of achievement.

All final grades are subject to approval by the Authority at the end of the year. The student (and parent/guardian) will be notified of any changes that result from the Authority's review of the student results submitted by the college.

## 13.0 Appeals

### 13.1 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 a clear marking schedule. Such appeals should occur within seven (7) days of the return of the assessment to the student. 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 with the class teacher.

### 13.2 Formal Assessment Review

The student or their parent/guardian can request, in writing, that the college conduct a formal assessment review, if they consider that the student has been disadvantaged by any of the following:

- the assessment outline does not meet the syllabus requirements
- the assessment procedures used do not conform with the college's senior secondary assessment policy
- procedural errors have occurred in the determination of the course mark and/or grade
- 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/guardian.

If this review does not resolve the matter, the student (or parent/guardian) may appeal to the School Curriculum and Standards Authority using an appeal form which is available from the Deputy Principal or the Authority website. Authority representatives will then independently investigate the claim and report to the Authority's student appeal committee.

If the committee upholds a student appeal the college will make any required adjustments to the student's mark and/or grade and where required the mark and/or grade of other students and re-issue reports and/or the statement of achievement as necessary.



## APPENDIX 1 – PROCESS FOR EXTENSION OF DEADLINES ON ASSESSMENT

