

BSC Assessment Policy

1. Our Beliefs about Assessment

We believe that:

1. Assessment should be an integral part of teaching and learning
2. Assessment should be educative.
3. Assessment should be fair and equitable.
4. Assessments should be designed to meet their specific purposes.
5. Assessment should lead to informative reporting.
6. Assessment should lead to school-wide evaluation processes.

These are in line with the [SCSA Assessment Principles](#)

2. Overview

This policy is provided to all students at Baldivis Secondary College and is based on the School Curriculum and Standards Authority (the Authority) requirements as outlined in the K-10 Assessment Principles and the WACE Manual 2022.

2.1 Years 7 to 10

[Judging standard](#)s is a tool to support teachers when reporting against the achievement standards for each year of schooling; when giving assessment feedback; and when explaining the differences between one student's achievement and another's. The achievement standard describes an expected level that most students are achieving or working towards by the end of that year of schooling. Some students will have progressed beyond the achievement standard; others will need additional support. The expected standard for each year is described as 'C' or Satisfactory.

2.2 Years 11 and 12

All Year 11 and Year 12 students are enrolled in a combination of ATAR, General, Foundation, Preliminary and VET (Vocational Education and Training) industry specific courses. Some students are also gaining unit equivalence for the Western Australian Certificate of Education (WACE) by undertaking one of the Vocational Education and Training (VET) qualifications and/or one or more of the endorsed programs which are available at the College. The VET qualifications are delivered and assessed in partnership with a registered training organisation (RTO).

This policy applies to the assessment of all WACE courses.

3. Student Responsibilities

3.1 All Students

It is the responsibility of the student to:

- maintain a good record of attendance, conduct and progress. A student who is absent from a class for five lessons or more in a term is deemed to be 'at risk' of not achieving the best possible result
- complete the prescribed work requirements in each subject to the best of their ability by the due date
- complete all assessment tasks described in the Course and Assessment Outlines

- use a planner to record notified checkpoints, draft and final due dates of assessment tasks and plan for this within personal study schedule
- initiate contact with subject teachers concerning absence from class for missed assessments and/or extension requests and other issues pertaining to assessment; use Connect to catch up on missed work if absent from class
- attempt all in-class assessment tasks on the scheduled date and submit all out-of-class assessment tasks by the due date.

3.2 Senior School

Senior students must also:

- do their best and take every opportunity to complete their learning and assessment programs as they work towards meeting the requirements of the Western Australian Certificate of Education (WACE).
- Return all marked assessment items to your teacher in a timely manner for storage in accordance with record keeping protocols.

4. Teacher Responsibilities

It is the responsibility of the teacher to:

- develop a teaching/learning program that adheres to current guidelines (SCSA/Australian Curriculum etc.).
- ensure that all assessment tasks are fair, valid, and reliable.
- provide students with an assessment outline and course outline at the commencement of the course.
- teachers will provide students with opportunities to engage with coursework and meet course completion requirements under the procedures described in this policy,
- inform students and parents of academic progress as appropriate. Reporting To Parents must be kept up to date with the most current results as this is the information students are accessing when using Connect.
- ensure internal comparability processes when more than one teacher is teaching a subject; Regular moderation of tasks is required
- ensure that out of class assessments are authentic with supporting evidence.
- mark and return all assessments to students within 7 working days. In exceptional circumstances and after discussion with Curriculum Team Leader this may extend to 10 days maximum.
- provide detailed marking keys or assessment rubrics, providing feedback to students on their performance and clarity on how marks were awarded for assessment tasks.
- support students to use a planner to record notified checkpoints, draft and final due dates of assessment tasks and plan for this within personal study schedule.
- provide students with timely assessment feedback and with guidance about how best to undertake future tasks.
- maintain accurate records of student achievement.
- Meet Record Keeping Policy requirements at all times
- meet College and external timelines for assessment and reporting; and

- inform students and parents of academic progress on a regular basis outside of reporting periods. When a student fails an assessment task, parents will be contacted via Academy. Task mark reports emailed to students and parents after each assessment task.

5. Parent Responsibilities

Before teaching starts, the teacher will provide access to the following documents: The Course Outline and Assessment Outline should be posted on Connect for each subject/course in Week 1 of Term One for yearlong courses and in Week 1 of the appropriate semester for semester courses

1. A course outline that shows:
 - all 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.
2. An assessment outline that includes:
 - the number of tasks to be assessed.
 - a general description of each assessment task
 - the assessment type, as prescribed in the syllabus.
 - an indication of the syllabus content on which each task is based.
 - the approximate timing of each assessment task (i.e., the week the task will be conducted or the start and submission dates for an extended task)
 - the weighting for each assessment task
 - the weighting for each assessment type, as prescribed in the assessment table of the syllabus.

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

6. Assessment Structure

6.1 General

Each task provides evidence of student achievement. Class teachers generates a ranked list of students in the class (or classes) and provide a copy to all parents.

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). The criteria against which the task will be marked will be provided with the task, except in cases where the marking key is an answer or solutions key which will be shared with students after the assessment task has been marked.

Most tasks are completed in class. Some courses may include tasks that are completed out of class (in which case, student achievement will be validated to ensure authenticity).

Some courses may include assessment tasks to be completed by a group of students. In such cases, teachers will use strategies to enable them to assess the performance of everyone in the group. Typically, this will be identified in the task (or task brief) provided to the students at the commencement of the task.

Where a student's disability, specific education needs or cultural beliefs will significantly affect their access to an assessment task, the teacher may adjust the task in consultation with the relevant head of learning area/teacher-in-charge responsible for the course. (See Section 13 for further information on students with a disability).

All test and exam papers are the property of the school but will be provided to students as part of the exam review process.

There may be a delay in the return of examination papers where copyright timelines (Purchased Exams) must be adhered to.

6.2 Senior School - WACE Courses

The assessment requirements for all Years 11 and 12 courses in 2021 will include:

- teachers are required to assess each Assessment Type at least once over the year/pair of units (rather than twice over the year/pair of units)
- assessment types and weightings, as stipulated in the Authority's course syllabus, must not be changed unless specified by SCSA.

Percentage weightings are allocated for the syllabus content, learning outcomes and types of assessment. It is important that students understand the **Assessment Structure** of the subject they are studying, to establish how marks are allocated and therefore the final grades are awarded. Refer to the Assessment Structure for each subject – www.scsa.wa.edu.au

7. Absence from Class/Missed Work and Assessments

7.1 General

Baldivis Secondary College has a strong focus on the development of independent learners. Students are encouraged to access Connect to maximise their achievement across their courses and to ensure that they are achieving their personal best. The resources available on Connect can be extremely useful for students who are absent from school for any period of time.

Excursions are kept to a minimum to ensure students achieve maximum learning time. If an excursion has been approved by the Executive Team, and is on the College Planner, then the student should be allowed to sit a test they miss or negotiate to submit an assessment at a time determined by the teacher in consultation with the student. The teacher will make the final decision regarding timing.

If a student is absent from class, their ability to achieve to their potential is diminished. Extended periods of absence could result in lower levels of achievement. Absences may result in a student not fulfilling the requirements of a subject. When a student returns from any absence, they will be required to complete the assessment (if practicable. However, the result will not be formally recorded until the absence is approved.)

It is against College policy for students to be removed from the school for the purpose of a family holiday. If parents choose to do this, they do so on the understanding that their child's grades may be affected and that allowances will not be made for time or assessments missed.

Special circumstances may occur, and it is up to parents to discuss this with the relevant Deputy Principal before their child prior to the planned absence.

Provisions may be made in extenuating circumstances. If this is not possible due to the type of the assessment, the result will be excluded in Reporting to Parents final results.

If there is evidence of a pattern of absence from scheduled assessment tasks, then the student will be referred to the appropriate Deputy Principal and their parent/caregiver will be informed. All subjects will likely come under scrutiny. Absence for an unacceptable reason will result in a zero mark being awarded.

In cases where a student is unable to attend school to complete a specially scheduled assessment task, and where appropriate supervision can be provided and assured, the student may be given permission by the Curriculum Team Leader to complete the task at an alternative venue. Students will complete the task within the first two lessons in that subject when they return to school.

7.2 Prolonged Absence

Where a student is unable to attend school for a lengthy period for an authorised absence, the school will endeavour to provide support to the student's learning program. The appropriate Deputy Principal must be contacted by the parent/guardian so that suitable arrangements can be made where possible. For long term absences, exceptional arrangements will be made. Staff are not required to provide work or alternative assessment arrangements for students who are absent without authorisation.

7.3 Strategies for Managing the Non-submission of Coursework

When a student fails to submit an item of work by the due date, teachers are expected to:

- Immediately notify parents. Record this contact in Academy.
- Develop an Engagement Plan to plan for increased engagement and improved academic performance.
- Record 0 with an explanatory note into RTP (Reporting to Parents) until the assessment is submitted

8. Changing Courses

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

- students will be given the opportunity to complete assessments missed and gain credit within a negotiated time frame.
- recognition of comparable achievement will be given, and credit applied.

All subject changes depend upon the ability of the school to provide for the change and must have parental support.

Course changes must be organised through the appropriate Deputy Principal.

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

9. Late/Non-submission of Work

9.1 General

- A Course and Assessment Outline will be provided to each student at the commencement of the course. Due dates will be clearly outlined. Students will be informed if adjustments are made to the assessment schedule.
- The teacher will manage the assessment schedule.
- It is the student's responsibility to submit assessed work on time.
- Parents/caregivers will be notified in cases where concern for a student's progress emerges.

9.2 Exceptional Circumstances

In exceptional circumstances (illness or significant personal issues) a student may apply to the relevant staff member for special consideration. Applications must be made prior to the due date for an assessment (see attached Table A).

Where the class teacher/Curriculum Team Leader determines that the reasons for late or non-submission are valid, then the teacher may:

- grant an extension of time to complete the task without penalty.
- provide an alternative task.
- require the student to complete the task prior to the due time and date.
- record the student as exempt from that assessment.
- in exceptional circumstances, and with the approval of the Curriculum Team Leader, determine an estimate of achievement based on previous performance.

If a student does NOT apply for or receive consideration based on exceptional circumstances, then the following will apply:

9.3 Late Work Penalty

A deduction of 10% off the allocated mark for each day late, for up to five school days after the last day for submission.

Tasks submitted after five days will incur a further penalty so that the maximum mark achieved will be no more than 50%.

NB. Assessment practices may be altered by the School Curriculum and Standards Authority, and students will be informed at the time of any updates to Late Assessment Penalties.

10. Cheating, Collusion and Plagiarism in Assessment other than Examinations

Students must be aware of, and adhere to, the school's Assessment Policy. Students shown to have cheated in assessed work will receive a zero mark for any sections of the task that show evidence of work that is not their own. Collusion is when a student submits work that is not his or her own for assessment. Plagiarism is when a student uses someone else's work or ideas and passing them off as one's own without acknowledging the source.

If work that is not the original product of that student is submitted for assessment, it will be deemed not to have been completed. Students may be awarded a result for work which can be authenticated. Students who allow their work to be copied may receive a zero for the task or section.

11. Security of Assessment Tasks

Where there is more than one class studying the same pair of units (or unit)/course at the school, all or most of the assessment tasks will be the same. In such cases, to ensure that no students are unfairly disadvantaged, the question papers used for in-class assessment tasks will be collected at the end of the lesson. In their own interests, students must not discuss the nature of the questions with students from other classes until after all the classes have completed the task. Discussion of the questions will be treated as collusion and 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 other schools.

12. Examinations and Externally Set Tasks

12.1 Regulations

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

12.2 Attendance

Students must attend scheduled examinations.

Students who miss an examination shall not be permitted to sit the exam at another time and a mark of zero will be recorded unless a Sickness/Misadventure Form is filled in within three days of the student missing the exam. This form will need to be approved before a mark is calculated. Students who miss an exam for a medical reason must provide a medical certificate from a doctor.

As outlined in the School Curriculum and Standards Authority WACE Manual participating in family holidays is not considered as an exceptional circumstance. Parents/guardians should contact the appropriate Deputy Principal if students miss an examination for any reason. Students must fill out a Sickness/Misadventure Form available from the school when any exam is missed.

In the case of those who can provide:

- a medical certificate OR
- another explanation acceptable to the Deputy Principal, an adjusted assessment which does not penalise the student will be made in the determination of the final result for the course/subject concerned.

12.3 Student Achievement

Students will not be given any additional consideration where they have failed to read instructions, including misreading examination timetables.

Where there is an error in an examination or test paper, or an scheduled assessment is impacted by a catastrophic event, and it is determined by the Deputy Principal and relevant Curriculum Team Leader that students may have been disadvantaged by this error, all students will be given the same consideration e.g. it may be determined that all students sitting the examination/test will be given full marks for a question with an error even though this may not have a consistent impact on students' final marks. The adjustments applied, if any, are at the discretion of the Curriculum Team Leader and Deputy Principal.

12.4 Breach of Examination Rules

Collusion between candidates will result in cancellation of that subject paper of each person involved, together with an inspection of prior papers in any common examination for evidence of collusion.

Possession of unauthorised materials in the examination room will result in cancellation of all or part of a candidate's paper where unauthorised materials are relevant to the subject being examined.

Markings on authorised materials in the examination room will result in cancellation of whole or part of a candidate's paper where markings on authorised materials are relevant to the subject being examined.

13. Students with Special Needs

13.1 Years 7 to 10

Students in Years 7 to 10 with diagnosed special needs can apply for special examination/assessment arrangements. Adjustments for students with special needs will be guided by the [SCSA Disability Adjustments Guidelines](#)

Any queries should be directed to the relevant Deputy Principal.

13.2 Years 11 and 12

The school will ensure that students with special needs are catered for in appropriate ways and in accordance with School Curriculum and Standards Authority WACE Manual procedures.

14. Reporting

Students will be kept informed of their progress throughout their enrolment in a course.

Specific Reporting information can be found in the **BSC Reporting Handbook**.

Teachers will assess completed tasks and relay assessment information to the student in a timely manner. Parents will be informed about a student's progress regularly. Students and parents/guardians will be informed when it is identified that the student is at risk in a course.

Student achievement is reported on a five-point scale.

Letter Grade	Achievement Descriptor	
A	Excellent	The student demonstrates achievement that has greatly exceeded the expected standard. Their achievement is well beyond what is expected at this year level.
B	Good	The student demonstrates achievement that exceeds the expected standard.
C	Satisfactory	The student demonstrates achievement at the expected standard. The student can progress to the next level of learning.
D	Limited	The student demonstrates achievement below the expected standard. The student demonstrates a quality of learning that is adequate for progression but will still need additional support or assistance to progress.
E	Very Low	The student demonstrates achievement below the minimum acceptable for this year level.

14.1 Years 7 to 10

Student achievement is reported on a five-point scale, complemented by information about the student's attitude, behaviour, and effort.

14.2 Years 11 and 12

To be assigned a grade for a pair of ATAR, General or Foundation units (or unit, where a single Year 11 unit is studied), students must have **completed the education program and the assessment program** for the units.

The education program refers to classroom activities that allow for full engagement with the delivery of the syllabus including the teaching of content and associated class activities, such as group discussion, team investigations, field trips and other similar processes.

The grade assigned describes the overall achievement of a student for the completed pair of units (or unit, where a single Year 11 unit is studied).

Schools report student achievements in VET industry specific courses as 'completed' upon completion of all course requirements. 'Completed' for a VET industry course counts as a C grade for the WACE requirements.

Final grades for all courses are submitted to the Curriculum and Standards Authority.

15. Assessment Review Procedures

If a decision regarding an assessment task is not acceptable to the student, the student should discuss the matter with the classroom teacher in the first instance. If the decision is still not acceptable to the student, the student may then take his/her concerns to the Curriculum Team Leader for review.

The student or their parent/guardian 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:

- the assessment outline/s does/do not meet the syllabus requirement.
- the assessment procedures used do not conform with the school's assessment policy.
- procedural errors have occurred in the determination of the mark/s and/or grade/
- computational errors have occurred in the determination of the mark/s and/or grade/s.

The Deputy Principal (Senior School) will conduct the review. The reviewer will meet with the student and the teacher independently and will prepare a written report. This report will be provided to the student and their parent/guardian.

Senior School students are also able to appeal to SCSA following this step.

16. Senior School Students – Failure to Meet Course Requirements

Students are required to achieve a minimum of eight C grades across their Year 11 units and be on track to complete their VET certificate courses, to qualify for automatic promotion to Year 12. If students are on track to complete their VET certificates the number of C grades is reduced. Where this has not been achieved, students will be required to participate in an interview with their parents and the relevant Deputy Principal or the VET Coordinator. Students may be required to:

- repeat Year 11.
- make changes to their course selections for Year 12.
- engage in alternative pathway, such as enrolling with a State Training Provider or employment.

Each student not meeting the standard above will be reviewed to ensure the best possible outcome for the student.

17. Explanatory Notes

- An assessment task is any task for which marks are awarded, including tests and exams.

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- 'Attempted' means that some part of the task must be submitted or observed by the teacher.
- 'Valid' means that assessments are based on actual ideas, processes, products, and values expected of each student.
- 'Explicit' means that assessment criteria are developed so that the basis for judgements is clear and public.
- The school uses the SCSA Sickness and Misadventure guidelines to determine the validity of claim.