



SECONDARY ASSESSMENT PROCEDURES

SOURCES OF AUTHORITY

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| CECWA Policy | Curriculum, Assessment and Reporting Policy | | |
| SCSA Policy | Pre-primary to Year 10: Teaching, Assessing and Reporting Policy | | |
| Executive Directive | Curriculum, Assessment and Reporting | | |
| Effective Date | April 19 2023 | Next Review | 2024 |

RATIONALE

Assessment is the process of collecting, organising, interpreting, recording and using a variety of information gained from students, so informed judgments can be made about their performances, achievements and needs. Assessment information enables the teacher to make decisions about subsequent learning and to document student achievements. Students complete several assessment tasks to provide evidence of student progress and achievement in each course.

Teachers use the evidence collected from assessment tasks when assigning a grade at the completion of a unit of work. Grades are based on the Judging Standards and Grade descriptions provided by the School Curriculum and Standards Authority, (SCSA).

STUDENT RESPONSIBILITIES

- Maintain a good record of attendance, conduct and progress
- Monitor and plan for upcoming assessment dates on SEQTA-Learn
- Adhere to the dates for all assessment tasks
- Contact teachers when absent from class if missing an assessment task
- Requests an extension for out of class assessment tasks prior to the due date

PARENT/CARER RESPONSIBILITIES

- Use SEQTA-Engage to monitor their child's progress and achievement in their course
- Support their child in organisation and planning by using SEQTA-Engage to monitor upcoming assessment dates
- Support their child to maintain good attendance; avoiding taking their child out of the College for extended periods of time, contacting their Head of Year regarding extended absences
- Support their child to complete assessment in Missed Assessment Sessions before and after the College day.
- Provide a medical certificate when student is absent from examinations

TEACHER RESPONSIBILITIES

- Develop a teaching and learning program that meets syllabus requirements
- Provide students with access to a course outline and an assessment
- Ensure that all assessment tasks are fair, valid, reliable and secure
- Provide students with meaningful feedback after assessments including areas for future development
- Maintain accurate records of student achievement
- Meet College and external timelines for assessment and reporting
- Inform students and parents of academic progress, as appropriate

INFORMATION PROVIDED TO STUDENTS

To provide a clear understanding of assessment requirements and opportunities for academic success in each course, course information will be made available on SEQTA at the beginning of each course of study.

All students in Years 7 to Year 12 will receive:

- the Course Outline or Program
- an Assessment Outline for the course which includes the types of assessments and the approximate timing/due date of each assessment task

In addition, students in Years 11 and Year 12 will receive the SCSA syllabus for each subject.

While every endeavour will be made to adhere to the assessment dates included in the Assessment Outline, there will be times when dates will need to be adjusted in response to unavoidable circumstances. In these cases, students will be advised of the change at least one week in advance of the assessment.

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.

ASSESSMENT PROCEDURES

MISSED ASSESSMENT WORK DUE TO ABSENCE FROM CLASS

If a student is absent from class, their ability to achieve to their potential is diminished. Extended absence frequently results in lower levels of achievement, or unit assessment requirements not being met. Parents should refrain from withdrawing students for family holidays and non-specialist appointments during term time to avoid them being disadvantaged in their learning.

A student with attendance less than 90% is deemed to be at Academic Risk.

PROCEDURES FOR MISSED ASSESSMENTS

UNPLANNED ABSENCE

■ Missed in-class assessment

Student will complete the assessment at the next available Missed Assessment Session upon their return to the College with no penalty.

■ Out of class assessment due

Students are required to upload evidence of the completed assessment/assignment on the day it is due, e.g. emailed, Direct Message or uploaded via SEQTA. If the assessment is not handed in on the due date by the end of the lesson in which it was due, the procedures for a non-submitted assessment will commence.

If a student does not have the opportunity to complete an assessment due to e.g. prolonged illness, serious personal circumstances, etc. then the following assessment strategies may apply:

- providing an alternative assessment task
- extension of time
- estimating performance based on previous performance

PLANNED ABSENCE

■ Out of class assessment due

Students are required to upload evidence of the completed assessment/assignment on the day it is due, e.g. emailed, Direct Message or uploaded via SEQTA. If the assessment is not handed in on the due date by the end of the lesson in which it was due, the procedures for a non-submitted assessment will commence. It is preferable that the assessment is handed in before the student absence.

■ In-class assessment

Student will complete the assessment at the next available Missed Assessment Session upon their return to the College in order to gain valuable feedback on their progress.

Dependant upon the reason for the absence, the mark recorded for the missed assessment may be one of the following:

- the actual mark achieved by the student for the assessment after it has been completed

- a blank score, which will not impact the student's final aggregate
- a zero mark

In the case of a practical assessment, a teacher generated mark based on formative assessment evidence

This decision will be made on a case-by-case basis, following consultation between the Head of Learning Area and Dean of Students of the relevant year group.

Please note, that students missing from the College **will not usually be provided with additional work from their teacher**. Instead, students are advised to monitor SEQTA-Learn, and arrange a buddy to collect handouts etc for them in class.

■ **Missed Assessment Sessions**

To avoid students falling further behind with classwork, if they miss an in-class assessment, they will be required to complete the missed assessment at a Missed Assessment Session. Missed Assessment Sessions occur:

- Tuesday afternoons 3.00 - 4.00pm
- Thursday 8.00 - 8.40am.

The expectation is that the students will complete the missed assessment on the **first**

available assessment day after returning to the College, unless negotiated otherwise with the HoLA or HoY. Students who fail to complete the assessment as outlined above, will receive a mark of zero for the assessment.

NON-COMPLETION AND/OR LATE SUBMISSION OF ASSESSMENT

Students will be provided with an opportunity to explain their reason for not completing or not submitting an assessment task by the due date. The teacher will consult with the Head of Learning Area and, if appropriate, the Head of Year, to select an appropriate strategy.

Strategies may include:

- Ongoing communication with parents
- Provide opportunities for the student to complete set work at break times
- Review of reasonable adjustments used before the due date
- Review of modifications of the assessment

Parents/guardians will be notified if the student is deemed to be at risk of receiving a significantly lower grade than expected because of non-completion or late submission of work.

If a student is unable to complete an assessment due to a family holiday or similar reason, the above strategies may not apply, and a mark of zero may be given at the discretion of the relevant Dean of Students.

ASSESSMENT NOT SUBMITTED ON DUE DATE

A failure to submit an assessment task may result in the following academic penalties after consultation between the teacher, Head of Learning Area and, if appropriate, the Head of Year.

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| Day 1 | 10% of student mark deducted | Academic Concern recorded on SEQTA Head of Learning Area notified |
| Day 2 | 20% of student mark deducted | Edit Original Academic Concern edited on SEQTA Teacher to make phone contact to parent Head of Year notified |
| Day 3 | 30% of student mark deducted | Edit Original Academic Concern edited on SEQTA Head of Learning Area to call parent Head of Year notified |
| Day 4 | 50% of student mark deducted | Edit Original Academic Concern edited on SEQTA Compulsory attendance at Missed Assessment Session(s) until completed Head of Year notified |

A day is a calendar day, including weekends and public holidays, as assessments can be sent or uploaded electronically.

EXTENSIONS

In the spirit of equity, students who complete the assessment on the intended date and to allow timely feedback to these students, teachers will implement a response which maintains the validity and reliability of the assessment task for the student cohort.

Extensions may be granted under extenuating circumstances in consultation with the Teacher and relevant Head of Learning Area. Application for an extension must be received by the teacher at least 48 hours prior to the due date by completing an Extension Application form.

If a student does not apply for and receive an extension, the consequences will be the same as Assessment Not Submitted on Due Date.

ACADEMIC MISCONDUCT - CHEATING AND PLAGIARISM

To ensure academic integrity, students are expected to act with honesty, fairness, respect and responsibility in their conduct towards assessment tasks. Engaging in dishonest practice or breaching the rules of an assessment or examination is deemed Academic Misconduct.

Cheating is defined as acting dishonestly during an in-class assessment or examination, including, but not limited to looking at the work of other students or communicating with other students, using unauthorised notes or technology.

Plagiarism is when a student uses someone else's words or ideas without acknowledging that they have done so (work is essentially copied). Students must be able to show notes, references, drafts, etc. to establish that plagiarism has not occurred. This includes the use of web-based platforms to alter the wording of articles e.g. online thesaurus tools or Chat GTP/ AI technology.

Students shown to have cheated or been involved with cheating or plagiarism in assessed work or in examinations will not have that work accepted as valid evidence of achievement and will receive a score of zero.

EXAMINATIONS

College examinations are included in the assessment outline for

- Year 9 Semester 2 (Religious Education, English, Mathematics, Science and HaSS)
- Year 10 Semesters 1 and 2 (Religious Education, English, Mathematics, Science and HaSS)
- Year 11 & 12 ATAR courses, a written examination will be held at the end of Semester 1 and the end of Semester 2. In addition, in Year 12 an external WACE exam will be completed
- Year 11 & 12 General courses. All General courses are required to complete an unseen Externally Set Task (EST) in Semester 1 of Year 12. Therefore, two mock ESTs will be held in Semester 1 and Semester 2 of Year 11.

The weighting, i.e., proportion of the final mark, for these College-based examinations varies between courses and is included in the assessment outline.

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

Transfer between Courses

If a student commences a subject late, they may be at risk of being disadvantaged compared to others in the class. A request to transfer between courses in Years 11 and 12, or elective subjects in Years 8, 9 and 10, is made through the relevant Dean of Students of the relevant year.

The deadline for student transfers are as follows:

- Years 8, 9 and 10, elective changes may only occur within the first week of the course **after a student has been in a minimum of two lessons**
- Years 11 and 12 is **Friday of Week 7 in Term 1** for WACE courses and **Friday of Week 2 in Term 1** for VET courses. Students may not move into an ATAR course after the commencement of the College year unless the student already has significant background knowledge/understanding from current or prior study of a related course.

A student transferring by the due date will be withdrawn from the original subject and no grade will be assigned. The student will then be enrolled in the subject into which they are transferring and the College will develop an assessment program to ensure the student meets the syllabus requirements for the course. It is the responsibility of the student to catch up on any missed assessments or course work.

In Year 11, students may change courses at the end of Semester 1, where class numbers enable this to occur. In such cases, the student will receive a mark and a grade for the unit completed in Semester 1. In Year 12, all courses are year-long and therefore end of Semester 1 changes are not possible.

Year 11 students studying a Foundation course will be required to transfer to a General course for Semester 2, if they meet the literacy and/or numeracy standards in Round 1 of the Online Literacy and Numeracy Assessment (OLNA), as per instructions in the *WACE Manual*.