



# Balcatta Senior High School

## Assessment Policy

This policy is provided to all students at Balcatta Senior High School.

### 1 Student responsibilities

#### All students

It is the responsibility of the student to:

- attempt all in-class assessment tasks on the scheduled date and submit all out-of-class assessment tasks by the due date
- maintain a record of at least 90% attendance with good conduct and progress. A student who is absent from a class for five or more lessons per term is deemed to be 'at risk' of not achieving the best possible result.
- initiate contact with teachers concerning absence from class, missed in-class assessment tasks, requests for extension of the due date for out-of-class assessment tasks and other issues pertaining to assessment. Negotiation must take place before the due date and includes absence due to family holidays.

### 2 Teacher responsibilities

#### All students

It is the responsibility of the teacher to:

- develop a teaching and learning program that appropriately delivers the current Western Australian Curriculum and Authority syllabus for the particular subject/course
- provide students with access to a subject/course outline and an assessment outline that meets the Authority requirements before teaching commences
- copies to be placed on the class Connect Community and in the V Drive
- ensure that all assessment tasks are fair, valid, reliable and based on current curriculum/syllabus content
- provide students with assessment feedback with guidance about how best to undertake future tasks within a week of due date
- maintain an assessment file for student in the subject/course which contains all completed written assessment tasks and to make this file available whenever required by the school or student
- maintain accurate records of student achievement in Reporting to Parents within three days of providing assessment feedback
- meet School and external timelines for assessment and reporting
- inform students and parents of academic progress, as appropriate.

### 3 Information provided to students

Before teaching commences the teacher will provide the following documents:

#### Year 7 - 10

- an outline for the unit of work
  - the content from the curriculum/syllabus in the sequence in which it will be taught
  - the approximate time allocated to teach each section of content from the syllabus/curriculum
- an assessment outline for the unit of work 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)
  - a general description of each assessment task
  - an indication of the content covered by each assessment task.

## Year 11 and Year 12 WACE Courses

Before teaching commences the teacher will provide the following documents:

- the Authority syllabus for the course which includes the grade descriptions
- a course outline for the year 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 year 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 and 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.

## Year 11 and Year 12 VET

- a copy of the UOC as published by the Industry Skills Councils (ISCs)
- a copy of the proposed Assessment Schedule
- a program of work

All students will need to complete an induction program

**Note:** Students without internet access at home can obtain a copy of these documents from school.

## 4 Assessing student achievement

### Year 7 – 10

- The teacher will determine the number and types of assessment tasks that will occur during the year.
- Numerical marks will be assigned to each task.
- Tasks will include two semester examinations for Year 10 students.
- The requirements for each assessment task will be clearly described in writing (i.e. what the student needs to do, often indicating the steps involved for extended tasks). Where appropriate, the criteria against which the task will be marked will be provided with the task.
- Some subjects 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 each individual in the group. Typically, this will be identified in the task or task brief provided to the students at the commencement of the task.
- Students in Years 7-10 will be assessed according to an achievement standard, which describes the expected level that the majority of 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.
- The teacher will generate a ranked list for all students based on the tasks marks. This ranking will be used to identify preliminary grade cut-off points. Student work on either side of the cut-off will be reviewed and compared to the assessment pointers.
- Assessment pointers will be used to validate teachers' professional judgement when reporting against a five-point scale. The final grade cut-off is then determined. Grade cut-offs may vary between subjects and between different calendar years
- 'As reporting student achievement in terms of grades is a broad classification of performance, each grade represents a wide range of student ability. Many students will be given the same grade in Semester 1 and Semester 2, even though their teachers will

have observed growth in learning. Bearing in mind that work in Semester 2 builds on Semester 1, maintaining a grade indicates students have held their own in the face of more advanced material and in this way have grown in their learning'

### **Year 11 and Year 12 WACE Courses**

- The Teacher will determine the number of assessment tasks that will occur during the year. The types and weightings of assessment is determined by the Authority syllabus. Tasks will include two end of semester examinations for all ATAR courses in years 11 and 12 and an Externally Set Task for Year 12 General and Foundation courses. All assessment tasks provide evidence of student achievement.
- The teacher generates a ranked list for all students based on the weighted mark out of 100. This ranking identifies preliminary grade cut-off points. Student work on either side of the cut-off is examined and compared to the grade descriptions. The final grade cut-off is then determined. Grade cut-offs may vary between courses and between different calendar years.
- The requirements for each assessment task will be clearly described in writing (i.e. what the student needs to do, often indicating the steps involved for extended tasks). Where appropriate, the criteria against which the task will be marked will be provided with the task.
- 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 each individual 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.

### **Year 12 WACE General Courses**

- All students enrolled in a Year 12 General or Foundation course are required to complete an externally set task (EST) for that subject/course. The EST is a 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 school to submit the EST marks, then the school will determine if the reason for non-completion is acceptable (see Section 12 below for details) and if not acceptable the student will be allocated a mark of zero. If the reason is acceptable to the School, the student will complete the task when they next attend class.

### **Year 11 and Year 12 VET**

- Assessment takes place as Units of Competence (UOC). All Elements and Performance Criteria must be deemed competent by the assessor on TWO (2) occasions prior to a unit being completed. All UOC must be completed to a competent standard for the student to achieve the Certificate qualification.
- Grading for UOC: Competent or Not Competent. Students are advised to work to the best of their ability in all assessment as there are opportunities for school and external awards.

## **5 School examinations**

School examinations are included in the assessment outline for the subject/course. The weighting for these school-based examinations varies between subject/courses and can be determined from the assessment outline.

**Year 10:** Written examinations will be held at the end of Semester 1 and the end of Semester 2 for English, HASS, Mathematics and Science. In Year 10 written examinations are typically 90 minutes in duration.

**Year 11 and Year 12:** All ATAR course examinations will be held at the end of Semester 1 and the end of Semester 2. A practical/performance/oral exam will also be held in those subject/courses with a practical, performance or oral ATAR examination.

In Year 11 written examinations will be typically 2 or 2.5 hours in duration. In Year 12 all written examinations will be 3 hours' duration except for subject/courses with a practical, performance or oral examination which will be 2.5 hours plus a separate practical, performance or oral examination.

The examination timetable will be issued to students two weeks before the start of the exam period.

### **All examinations**

If an examination contains an error or questions are based on content that is outside the syllabus the School will:

- remove the question containing the error or based on content outside the syllabus and recalculate the weighting for that part of the examination

If there is a breach of security the School will:

- 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 student must submit a sickness and misadventure form to the Associate Principal. The Associate Principal will determine whether the reason is acceptable and if not acceptable the student will be given a mark of zero. If the reason is acceptable an alternate date will be set or where this is not possible the student will not sit the examination. SLT needs to determine the outcome if an examination is not sat. ie a statistical analysis of similar tasks will be made to estimate an examination mark.

## **6 Cheating, collusion and plagiarism**

### **All students**

Students must not cheat (i.e. engage in a dishonest act to gain an unfair advantage).

All work in each individual assessment task must be the work of the student. Students are not permitted to submit for marking, as original, any work which is:

- prepared or substantively contributed to by another person
- copied or downloaded from the internet without acknowledging the source
  - paraphrases or summarises the work of others.

If a student is believed to have engaged in cheating, collusion or plagiarism, the teacher will refer the matter to the relevant Head of Learning Area/teacher-in-charge responsible for the subject/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 will 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.

## **7 Security of assessment tasks**

### **All students**

- Where there is more than one class studying the same subject/course at the School, all of the assessment tasks will be the same to ensure student marks are on the same scale.

- In such cases 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.
- 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 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 schools.

## 8 Retention and disposal of student work

### All students

- The teacher will retain all student marked assessment tasks. This material is required by the teacher when assigning grades at the completion of the subject/course and may be required by the Authority for moderation purposes.
- The School will not use the materials for any other purposes without the written permission of the student.

## 9 Modification of the assessment outline

### All students

If circumstances change during the teaching of a subject/course, requiring the teacher to make adjustments to scheduled assessment tasks, then students will be notified and the modified assessment outline will be provided.

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.

## 10 Students with a disability

Students with a diagnosed disability will, where their disability, impairment or medical condition will significantly affect their access to a particular assessment task, have written and/or practical assessment tasks (including school examinations) adjusted by the teacher in consultation with the relevant Head of Learning Area/teacher-in-charge responsible for the subject/course. 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.

## 11 Completion of a assessment tasks

**Year 7 – 10 students, Year 11 and Year 12 WACE course students** A grade (A, B, C, D or E) is assigned for each subject/course completed.

- Students are required to:
  - attempt all in-class assessment tasks on the scheduled date
  - submit all out-of-class assessment tasks on or before the due date.
- If an assessment task cannot be submitted directly to the teacher it is to be submitted to the relevant Head of Learning Area/teacher-in-charge who will provide an *Assessment Receipt* for the student.
- Where health issues or other personal circumstances may prevent a student completing an in-class assessment task, the student (or the parent/guardian) must discuss the matter with the teacher at the earliest opportunity before the scheduled date. The School will determine whether the reason is acceptable (see Section 12 below for details).

- Where the reason for not submitting an assessment task or attending a scheduled in-class assessment task is acceptable to the School (see Section 12 below for details) the student's assessment outline will, where possible, be adjusted and a grade assigned.
- If a student does not submit an out-of-class assessment task or attend a scheduled in-class assessment task, without providing an acceptable reason, the teacher will contact the parent/guardian to discuss the possible impact of the penalty on the student's grade and negotiate actions to prevent this re-occurring.

Where an out-of-class assessment task is submitted after the due date or is not submitted, and the student **does not** provide a reason, which is acceptable to the school (see Section 12 below for details), the following penalties apply:

- 10% reduction in the mark per day up to a maximum of 30%, or
- a mark of zero (if submitted more than five school days late or not submitted).

Where an in-class assessment task is missed and the student **does not** provide a reason which is acceptable to the school (see Section 12 below for details) the student will receive a mark of zero.

### **VET students Submission of Assessment Tasks**

- Due dates are to be clearly outlined and published in the Assessment Schedule. Where adjustments are made to these dates, it should be done in consultation with students and trainers/teachers.
- Assessment being submitted outside class time to be received by 3.00 pm on the due date.
- Students may be able to negotiate an extension before the due date of which the assessment is due. The granting of the extension is at the discretion of the trainer/teacher/Head of Learning Area.

### **Declaration of Authenticity**

All students are required to sign a Declaration of Authenticity at the completion of each task/assessment. This declaration states that the work is your own and correct referencing of all work has taken place when required. Work submitted that is plagiarised will result in a penalty.

## **12 Acceptable reasons for non-completion or non-submission**

The penalty for non-completion or non-submission of an assessment task will be waived if the student provides a reason which is acceptable to the school. For example:

- where sickness, injury or significant personal circumstances prevents a student attending on the day that an in-class assessment is scheduled
- where sickness, injury or significant personal circumstances for part or all of the period of an out-of-class assessment task prevents completion or submission by the due date.

In such cases the parent/guardian must:

- contact the school before 9.30 am on the day of the in-class assessment task or due date for submission of an out-of-class assessment and
- provide either a medical certificate or a letter of explanation immediately the student returns to school.

Where the student provides a reason, which **is acceptable** to the school 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 (if, in the opinion of the teacher, sufficient evidence exists in the other tasks completed to meet the Authority requirements for the subject/course and to enable a grade to be assigned).

Events that can be rescheduled are not a valid reason for non-completion or non-submission of an assessment task. 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 affects delivery of the teaching program, the completion, submission or marking of one or more assessment tasks, students will be advised by the school of adjustments to the task requirements and/or the assessment outline.

### **VET Consequences of Failure to Submit Work Theory/In-Class Assessment**

- Where there is a valid reason for a student missing an assessment, or failing to complete an assessment, it is reasonable that the student not be disadvantaged for doing so and be given another opportunity to sit or complete the assessment at an agreed later date.
- Students who fail to hand in an assessment on the required date will be required to attend a lunchtime detention, or series of detentions until the work is completed to a competent standard.
- Any student who completes an assessment that is deemed to be not competent will be required to submit an alternative task **seven (7)** days after the return of the original work; if a student fails to do this, they will be required to attend lunch detentions until the task is completed to a competent standard.

### **Practical Assessment**

- Students completing practical assessments and UOC are required to participate in all the practical sessions organised.
- Students are required to attend excursions, interviews and external assessments as planned by the trainer/teacher; failure to attend will result in the student being required to complete the UOC in their own time or as organised by the trainer/teacher.

## **13 Transfer between subject/courses and/or units**

Should a student commence a subject/course they will be at risk of being disadvantaged compared to others in the class. An application to transfer between types of subject/courses or between subject/courses is made through Student Services in consultation with the relevant Year Coordinator. The completed form is submitted to the relevant Associate Principal. A meeting may be held with the parent/guardian to discuss student progress and the requirements necessary for the student to be assigned a grade in the subject/course into which they wish to transfer.

### **Year 7 – Year 8**

No subject changes will be made.

### **Year 9 - Year 10**

The deadline for subject/course changes is Friday of Week 6 in Term 1.

Students may request to change option subjects at the end of the semester provided there is available room in the requested class.

### **Year 11**

The deadline for subject/course changes is Friday of Week 6 in Term 1.

In Year 11, students can transfer at the end of Semester 1, where class numbers enable this to occur. In this case, the marks for the course completed in Semester 1 will be uploaded as Unit 1 and the marks for the new course will be uploaded as unit 2.

Students studying a Foundation subject/course may request a transfer to a General course after the OLNA results are received from the Authority.

### **Year 12 WACE Courses**

The deadline for changing courses is Friday of Week 4 in Term 1.

### **All students**

All course changes must have approval of the parent/guardian, the classroom teacher, the relevant Head of Learning Area/Teacher-in-charge and the relevant Associate Principal.

Where additional work and/or assessment tasks are necessary to enable a grade to be assigned, the teacher will develop an individual education plan showing the work to be completed and/or an adjusted assessment outline. The plan and/or the adjusted assessment outline will be discussed with the parent/guardian and provided to the student.

## **14 Transfer from another school**

### **All students**

It is the responsibility of any student who transfers into a class from the same subject/course at another school, to provide the school with evidence of all completed assessment tasks. The Associate Principal will contact the previous school to confirm:

- the part of the syllabus that has been taught
- the assessment tasks which have been completed
- the marks awarded for these tasks.

The Head of Learning Area/teacher-in-charge responsible for the subject/course will:

- determine how the marks from assessment tasks at the previous school will be used [Note: Where necessary these marks will be statistically adjusted to ensure that they are on the same scale as those at Balcatta Senior High School.]
- determine the additional work, if any, to be completed
- determine the additional assessment tasks, if any, to be completed to enable a grade to be assigned.

Where additional work and/or assessment tasks are necessary, the teacher will develop an individual education plan showing the work to be completed and/or an adjusted assessment outline. The plan and/or the adjusted assessment outline will be discussed with the parent/guardian and provided to the student.

## **15 Reporting student achievement**

### **Year 7 – Year 10**

The school reports student achievement at the end of each Semester. The report provides for each subject:

- a comment by the teacher
- a grade
- the cumulative percentage mark (calculated from the weighted total mark).
- the percentage mark in the school-based examination (for Year 10 only)

The Semester 1 mark and grade is interim as the achievement standard is determined by the student's performance by the end of the year.

### **Year 11 and 12 WACE Courses**

The school reports student achievement at the end of each Semester. The report provides for each course:

- a comment by the teacher
- a grade
- the percentage mark in the school-based examination (for ATAR courses) □ the cumulative percentage mark (calculated from the weighted total mark).

The Semester 1 mark and grade is interim as the marks and grades will not be finalised until the course is completed at the end of the year.

At the end of the year, students will be provided with a Balcatta Senior High School statement of achievement, which lists the school mark and grade for each course. These results will be submitted to the Authority.

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 school.

### **Year 11 and 12 VET**

Grading for UOC: Competent or Not Competent

Successful completion of VET qualifications and endorsed programs will be listed on the statement of achievement.

## 16 Reviewing marks and grades

### All students

If a student considers that there is an issue about the delivery of the subject/course, the marking of one or more assessment tasks or the grade assigned for a subject/course they should, in the first instance, discuss the issue with the teacher.

If an assessment issue cannot be resolved through discussion with the teacher, then the student (or the parent/guardian) should approach the relevant Head of Learning Area/Teacher-in-charge responsible for the subject/course.

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

### Year 11 and Year 12 WACE course students

If the School review does not resolve the matter, the student (or parent/guardian) may appeal to the School Curriculum and Standards Authority using an appeal form available from the Associate 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 school 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 reissue reports and/or the statement of achievement as necessary.

## 17 In-class assessment and examination conduct

### All students

- Any activity that allows one candidate to have an unfair advantage over other candidates is deemed to be unacceptable.
- All work submitted for assessment (including practical examinations) must be your own work. If it incorporates material that is not your own work, this material must be acknowledged appropriately. Plagiarism could lead to an assessment task mark being cancelled or having an assessment task mark significantly reduced.

### Year 10 students, Year 11 and 12 ATAR students:

It is your responsibility to ensure that you understand all instructions relating to the examinations. Breaches of examination rules and maximum penalties could include, but are not limited to:

- Impersonation of a candidate: cancellation of all the candidate's practical and/or written raw examination marks, exclusion from remaining examinations in that year, and the matter reported to the police.
- Collusion between candidates: cancellation of the practical and/or written raw examination marks in the examination of each of the candidates involved, together with an inspection of prior papers/recordings in any common examination for evidence of collusion.
- Possession or knowledge of examination questions before an examination: cancellation of all the candidate's practical and/or written raw examination marks.

- Possession of unauthorised materials during the examination: cancellation of part or all of the candidate's practical and/or written raw examination marks where unauthorised materials are considered to be relevant to the subject/course being examined (whether or not actual use is established). Possession of mobile technologies (for example smart watch, mobile phone, iPod) and/or calculator in an examination for which it is not approved will result in the cancellation of all or part of the candidate's practical and/or written raw examination mark.
- Markings on authorised materials in the examination room: cancellation of part or all of the practical and/or written raw examination mark where markings in tables, data books or dictionaries etc. are considered to be relevant to the subject/course being examined (whether or not actual use is established).
- Removal of examination materials: unauthorised removal of examination materials from the examination room will result in cancellation of the part(s) of the candidate's practical and/or written raw examination mark relating to the materials, the materials being removed and the matter reported to the police.
- Examination room behaviour: blatant disregard of examination room regulations will result in the removal of the candidate from the examination room.
- Failure to follow examination instructions: cancellation of part or all of the candidate's practical and/or written raw examination mark where the candidate's failure to follow the instructions is considered to have given the candidate an advantage over other candidates.
- False declarations: cancellation of part or all of the practical and/or written examination mark where the candidate falsely declares that the work presented for external assessment is their own and/or that it conforms to the specifications of the subject/course.

Alleged breach of examination rules are reported to the Associate Principal.

Candidates have the right of appeal against a penalty being imposed on the grounds that:

- a breach of examinations rules did not occur
- such an appeal must be lodged at the Associate Principal within eight calendar days of the despatch date of the penalty notification.