

HEDLAND SENIOR HIGH SCHOOL SCHOOL ASSESSMENT POLICY

This policy is provided to all secondary students at Hedland SHS and is aimed at encouraging achievement in all Learning Areas, based on the Western Australian Curriculum and School Curriculum and Standards Authority (SCSA) requirements.

Lower school students are enrolled in a combination of courses across all Learning Areas fulfilling the requirements of the WA Curriculum.

In senior school, all students are enrolled in a combination of School Curriculum and Standards Authority accredited courses. Some students may also be gaining credit for the WACE by undertaking one of the VET programs (e.g. Automotive or Hospitality).

This policy covers the assessment of all WA Curriculum and SCSA accredited courses.

Some VET programs are undertaken at and assessed by TAFEWA.

1 Responsibilities

It is the student's responsibility to:

- Complete all course requirements by the due date.
- Maintain a file for each course studied and to make it available whenever required.
- Maintain a good record of attendance, conduct and progress.
- Regularly access Connect (online) to obtain any missed work/assessments due to absences.
- 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.

It is the responsibility of the teacher to:

- Develop a teaching/learning program that meets the course requirements.
- Provide students with a course outline and an assessment outline at the start of the course.
- Ensure assessments are fair, valid and reliable.
- Provide students with timely assessment feedback and guidance (senior school students will be provided with a copy of completed assessments).
- Maintain accurate records of student achievement/assessment file and make it available whenever required.
- Monitor attendance and refer 'at risk' students to the Pastoral Care Coordinator/Head of Learning Area.
- Develop individual/group Special Education Needs (SEN) plans for students who are 'at risk' of not achieving a satisfactory grade.
- Meet school and external timelines for assessment and reporting.
- Inform students and parents of academic progress as appropriate (e.g. if a student complete an assessment to a satisfactory standard).

It is the responsibility of the Pastoral Care Coordinator/Head of Learning Area to:

- Liaise with teachers regarding 'at risk' students in regards to attendance and achievement.

It is the responsibility of the Deputy Principal to:

- Track student achievement in relation to achievement of WACE.
- Re-counsel students at risk of not achieving WACE.

2 Information provided to students

At the start of every course, the teacher will provide the following to each student:

- This assessment policy.
- The syllabus.
- Course unit outline that includes at least the following information – the content, the sequence in which the content will be taught and the approximate time to teach each section.
- An assessment outline that includes at least the following information – the assessment types, the weighting for each assessment type, the weighting for each assessment task, a general description of each assessment task, a general indication of the content covered by each assessment task, an indication of the outcomes covered by each assessment task, the approximate timing of assessment tasks (i.e. the week in which each assessment task is planned or the due dates for significant stages of each extended task).

These documents must be available to the students before teaching begins. They will be provided as a hard copy and digitally (via Connect) in 2018, and only as a digital copy in 2019. All students have access to Connect throughout the school day should they wish to obtain further copies at any time during the school year.

In each course unit a number of assessment tasks occur during the semester (including, in most cases end of semester exams – see Section 10 for details). Some tasks are completed in-class and others are completed out-of-class. Each task provides evidence of student achievement, the combination of which the teacher uses to assign a grade at the completion of the course unit.

During every course, 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 or rated will also be provided.

3 Modification of the assessment outline

When a student's disability or specified learning disability does not allow them to complete a particular assessment task, the teacher may modify the task. This will normally occur in consultation with the Head of Learning area. An individual education plan will be developed showing any modifications to the assessment outline for the course unit.

When a student's cultural beliefs do not enable them to complete a particular assessment task, the teacher may modify this task in consultation with the Head of Learning Area. An individual education plan will be developed showing any modifications to the assessment outline for the course unit.

When a student's personal circumstances (see Section 5 – acceptable reasons) limit his/her capacity to complete a particular assessment task, the teacher, in consultation with the student and others involved, may negotiate a variation to the submission date. The teacher

will consider fairness for all students when making decisions about adjusting timelines for a particular student.

If circumstances change during the teaching of a course unit that requires the teacher to make adjustments to scheduled assessment tasks then an updated copy of the assessment outline clearly indicating the changes will be provided to students in both hard copy and digital formats.

4 Completion of a course unit

A grade is assigned for each course unit completed (i.e. if the student completes the school's structured education and assessment program within the given timeframe).

Students are required to:

- Submit all out-of-class assessment tasks for marking by the due date.
- Attempt all in-class assessment tasks on the scheduled date.

If the reason for non-completion is acceptable to the school, but sufficient evidence of student achievement is not available, then the school may:

- Modify the program so it can be completed by the student.
- Provide an alternative assessment task, or tasks, that conforms with the assessment requirements of the course (e.g. modify the task/s but maintain the same standards).
- Extend the due date for an out-of-class assessment task or delay an in-class assessment task.
- For a Year 11 course, submit a notation of 'U' (Unfinished) if providing more time to complete further assessment tasks, typically by early in Term 1 the following year, will enable a grade to be assigned.

Note: a 'U' notation cannot be submitted for a Year 12 course unless the student is returning to complete the pair of units (i.e. is completing Unit 3 and Unit 4 over more than one year).

Note: Where a student is likely to experience difficulty meeting a deadline they must discuss the matter with the teacher at the earliest opportunity before the due date.

If a teacher changes the due date for a task, it should be in writing. E.g. on the board for students to copy into their diary, handout and/or on Connect.

5 Acceptable reasons for non-submission or non-completion

For example where including but not limited to sickness, injury or significant personal circumstances for part or all of the period of an out-of-class assessment and/or an in-class assessment task prevents completion and submission, students and/or parents are required to negotiate with the teacher for:

- *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*
- *Re-weight the student's marks from other tasks (if there is sufficient evidence to assign a grade), or*
- *Decide on an alternate assessment task if, in the opinion of the teacher, the assessment is no longer confidential, or*
- *Statistically estimate the student's mark for the assessment task on the basis of their progress and/or marks in similar tasks.*

In such cases the parent/guardian must provide either a medical certificate (senior school

students) or a letter of explanation immediately when the student returns. This medical certificate must be submitted to Administration or the Pastoral Care Coordinator, who will then forward a copy to all relevant teachers.

6 Unacceptable reasons for non-submission or non-completion

If the student provides no reason or a reason which is deemed unacceptable for non-completion or non-submission of an assessment task, the following will typically occur:

- Record a mark of zero for an in-class assessment task not undertaken on the set
- For out of class assessment tasks not submitted on the due date the student will be required to remain at school each afternoon between 2:15pm and 3:00pm in the school library to complete the late assessment task

The following reasons will be considered unacceptable:

- Unexplained absences (parents must notify the reason for an absence in order to avoid a zero being given).
- Events that can be rescheduled (such as driver's license testing, preparation for school ball, recreational activities etc.).
- Family vacations (these are not acceptable as a reason for exclusion from assessments – students/parents must negotiate with teachers regarding these assessments prior to the departure date, see Section 5 for how these can be renegotiated).
- Sporting events and commitments (unless students are state or national representatives, these are not acceptable as a reason for exclusion from assessments – students/parents must negotiate with teachers regarding these assessments prior to the date/s of these events/commitments, see Section 5 for how these can be renegotiated).
- Sickness/injury not covered by a medical certificate (senior school only).

Where a student is frequently absent from school due to chronic or frequent illness, it may be necessary to involve the parent/guardian/carer and appropriate school support services. Through this process it may be agreed that the student:

- Attempts fewer courses in a year, or
- Completes some or all of the courses in which they are enrolled through the School of Special Educational Needs: Medical and Mental Health, with the support of the school's teachers, or Section 2: School-based assessment of student achievement in WACE courses WACE Manual 2017 19
- Transfers to the Schools of Isolated and Distance Education (if the student meets the enrolment requirements).

If the student provides no reason or a reason which is not acceptable (see above) for non-completion or non-submission of an assessment task, a mark of zero may be recorded if the assessment is unable to be rescheduled due to validity/fairness.

7 Changes of course units

When a student commences a course unit late they are at risk of being disadvantaged compared to others in the class. An application to transfer is made through the Deputy 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 new course unit.

When a student transfers to a different unit in the same course, or a unit in a similar course, the marks from any assessment tasks that assess the syllabus will be used. These marks may need to be statistically adjusted to ensure they are on the same scale as the marks for all students in the new class.

Where additional work and/or assessment tasks are necessary, the teacher will develop an Individual Education Plan showing the extra work to be completed and the modifications to the assessment outline. The plan will be discussed with the parent/guardian and provided to the student.

8 Transfer from another school

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

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

The Head of Learning Area 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 they are on the same scale as those at Hedland SHS).
- 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 extra work to be completed and the modifications to the assessment outline. The plan will be discussed with the parent/guardian and provided to the student.

9 Cheating, collusion and plagiarism

When marking an assessment task, the school must be confident the work is the student's own. A student is not permitted to submit for marking, as original, any work which is:

- Prepared or substantively contributed to by another person (e.g. student, teacher, tutor, expert).
- Copied or downloaded from the internet or other resources (such as books) without acknowledging the source.
- Paraphrases or summarises the work of others.

For senior school, refer to the WACE Manual for requirements of ATAR examinations.

If a student is believed to have engaged in inappropriate behaviour such as cheating, plagiarism or collusion, the school will:

- Inform the student and the parent/guardian/carer.
- The teacher or HOLA investigates whether this behaviour has occurred and if it constitutes cheating, plagiarism or collusion (the student is provided with the right of reply during this investigation).
- Where it is established beyond reasonable doubt that behaviour constituting cheating, collusion or plagiarism has occurred, the school will inform the student and the parent/guardian/carer of the result of the investigation and the penalty.
- The penalty will depend on the type of assessment, but will typically result in the allocation of a zero.

Note: Where a student permits others to copy their work they will also be penalised.

If it is demonstrated beyond reasonable doubt that a student has cheated, colluded or plagiarised, at the discretion of the Principal, the following penalties will apply:

- *A mark of zero for the whole assessment task, or*
- *A mark of zero for part of the assessment where the teacher can identify the part of the assessment task that has been copied or plagiarised*

Note: The parent/guardian will be informed of the penalty and any further disciplinary action.

10 Behaviour expectations during in-class assessments

It is expected that all students maintain a high standard of behaviour during in-class assessments by complying with school and classroom rules.

If a student behaves in a manner detrimental to the achievement of others or themselves, the school behaviour management process will be followed (which may result in the student receiving a zero for the assessment).

11 Security of assessment tasks

A variety of strategies may be used to ensure that the re-use of an assessment task does not advantage/disadvantage a particular group of students.

Teachers may choose to use:

- The same assessment task at different times in different classes in a school in the same calendar year.
- An assessment task (including an examination) which was used in a previous calendar year.
- An assessment task (including an examination) which is developed by colleagues, professional associations and/or commercial publishers and may be available to students.

To ensure fairness to all students when using an assessment task which cannot be assumed to be unseen by students in a particular class at a school, the following may happen:

- Development of parallel assessment tasks for use by different classes.
- Use common timing of the assessment task for different classes.
- Collect and retain assessment tasks and all student responses to the task until all of the classes/schools have administered the task.
- Modify assessment tasks before re-using them in the future.
- Do not inform students of the source of any assessment task which is set externally and/or published.

Discussion of the questions will be treated as cheating and the students will be penalised as per Section 9.

Where Hedland SHS uses the same assessment task or exam as other schools, the task and the student responses will be retained by the teacher until the task has been completed by all schools.

12 Examinations

A written examination will be held in all ATAR courses at the end of Semester 1 and the end of Semester 2. In some courses a practical exam will also be held.

Examination Policy and Rules:

- Students will not be permitted to enter 30 minutes after the exam has started (no allowance can be made for students who misread the timetable and miss an exam).
- Morning exams start at 8.00am. It is suggested you plan to be at school by 7:45am.
- Afternoon exams start at 12:00pm. It is suggested you plan to be at school by 11:45am.
- Reading time is 10 minutes. No notes may be made during reading time. No marking of the paper by pen, pencil, highlighter or any other item or the use of a calculator is permitted during this period.
- School uniform is to be worn at all times at school.
- Pencil cases, files and mobile phones are not permitted in the examination room. Any student found to be taking a mobile phone into the examination room will be deemed as cheating as mobile phones can be used to send text messages, and a mark penalty will be assigned according to School Curriculum and Standards Authority guidelines.
- Permitted exam materials must be in a clear loose leaf plastic envelope.
- Borrowing by students is NOT permitted. Students must come to exams with spare pen/pencils, the correct calculator and any other materials as specified by their teachers.
- Eating is not permitted during examination period but students may bring water into the exam in a clear bottle with the label removed.
- Students must observe instructions given by the exam supervisor as well as those on the exam cover page.
- Students must sit in allocated seats.
- Talking and passing information is not allowed in examinations. Students requiring help from the supervisor should raise their arm to attract attention.
- Students must remain in the exam room for the entire length of the exam period. Students may only leave the room in exceptional circumstances and under the supervision on a supervisor.
- Students who are doing four or more ATAR exams will have normal classes suspended.
- Students unwell on the day of the examination are required to notify the school that they will not be attending the exam and are required to provide a medical certificate. Students that are absent on the day of an exam (due to illness) will have their examinations re-scheduled on their return to school.

13 Externally set tasks (EST)

An EST is a common task that all students enrolled in a General course and a Foundation course across the state complete in Semester 1 of Year 12.

The task is set by the Authority, completed by students under test conditions, and is worth 15 per cent of the final mark for that pair of units. ESTs are marked by the teacher delivering the course using a marking key provided by the Authority. Preliminary courses do not include ESTs.

14 Reporting achievement

Hedland SHS reports on student achievement at the end of Term 1 (Interim Report), end of Semester 1 and the end of Semester 2. These reports may include a comment by the teacher for each course.

All Senior School grades reported are subject to School Curriculum and Standards Authority approval at the end of the year.

The parent/guardian will be notified of any changes to reports that result from the School Curriculum and Standards Authority review of the student results submitted by Hedland

SHS.

15 Reviewing marks and grades

When a student considers there is an issue about the marking of an assessment task or about the grade assigned for a course they should, in the first instance, discuss the issue with the teacher.

If a marking or grading issue cannot be resolved through discussion with the teacher then the student or parent/guardian should approach the Head of Learning Area of the course.

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

- The assessment outline for the course unit does not meet School Curriculum and Standards Authority requirements.
- The assessment procedures used in the class do not conform with the School's assessment policy.
- Procedural errors have occurred in the determination of the mark and/or grade.