Lower School Assessment and Reporting Policy Years 7 to 10 2016-17

Carine SHS has high expectations of our Year 7 to 10 student cohort. By introducing the Lower School Assessment Policy to all students from Year 7, it is expected that by Senior School, students will be taking full responsibility for their learning and achievement of success. It is our aim to allow staff, students and parents to work together in order to allow students maximum opportunities to successfully complete their assessment program.

Assessment is the process of gathering information about students and their learning and making judgements on achievement using the data gathered. This information forms the basis of planning for future teaching and learning. Assessment is an integral part of teaching and learning. This includes national and statewide assessments such as NAPLAN and OLNA.

Reporting is the process of communicating the outcomes of assessments to parents, carers and students. Assessment procedures must therefore be fair, valid, reliable and inclusive, and specifically reflect School Curriculum and Standards Authority (SCSA) Assessment Principles.

Assessment Principles
1. Assessment should be an integral part of Teaching and Learning
2. Assessment should be educative
3. Assessment should be fair
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
7. Assessment should provide significant data for improvement of teaching practices

Australian and Western Australian Curriculum- development and implementation
The Australian Curriculum (Pre-primary to Year 10) is being developed by the Australian Curriculum, Assessment and Reporting Authority (ACARA). Carine SHS is adhering to the following implementation timeline:
- Health and Physical Education- fully implemented in 2017
- The Arts; and Technologies will be implemented in 2016-17 and fully implemented by 2018.
- The Languages Australian Curriculum is expected to be fully implemented by 2020, when the curriculum is in a form that is suitable for Western Australian schools and the achievement standards, work samples and judging standards support materials are fully developed. Until this time the Curriculum Framework in place.

Students are expected to undertake at least two hours of timetabled Physical Education per week until the end of Year 10. In Year 7 and 8, students are required to undertake courses in The Arts in both the Performing and Visual Arts, and in Technologies, students are required to undertake courses in both Design and Technology and Digital Technologies. All students are expected to undertake a Language in Years 7 and 8 (with the exception of Extra Literacy Program students). There is an expectation, consistent with current practice, that students will be provided with provision for increased levels of specialisation in Years 9 and 10.
**Student Responsibilities**

1. Maintain a good record of attendance, conduct and progress.

2. Complete and submit all assessment tasks described in the course and assessment outline or learning program by the due date.

3. With the assistance of parents/guardians, initiate contact with teachers concerning absence from class, missed assessments, extension requests and other issues pertaining to assessment. This contact must be made prior to the due date of any assessments.

4. Keep marked assessment items in your file at home.

**Teacher Responsibilities**

1. **Week 1**, at the start of the course, provide the students with a course and assessment outline or learning program that summarises the sequence and timing of delivery and assessment and adheres to current SCSA 7-10 guidelines and principles.

2. The Carine SHS Lower School Assessment and Reporting Policy Year 7 to 10 will be issued to students during the Day 1 Contact and emailed to all parents. Teachers are requested to go through the policy with their classes.

3. Upload the teaching/learning program on to Connect for parents as well as the Carine Community by the end of **Week 2 of each term or semester** as appropriate.

4. Place the tasks and weightings on Reporting to Parents (RTP) by the end of **Week 3 Term One, Semester 1 and Week 3, Term 3, Semester 2** as appropriate for semester courses.

5. Complete an assessment item prior to the end of **Week 4 of Term 1** to determine and report student progress via Progress Reports and parent-teacher meetings. Some exceptions negotiated for practical courses.

6. Careful consideration must be given to increasing weighting for in class invigilated assessments in each year of lower school in preparation for Senior School. By Year 10, 65-75% of assessments should be in class invigilated. Ensure adequate provision for opportunities for timed responses as deemed appropriate and logistically viable by the HOLA of each department. For reference please refer to the website: [http://k10outline.scsa.wa.edu.au/assessment_principles_and_practice](http://k10outline.scsa.wa.edu.au/assessment_principles_and_practice)

7. Ensure that assessments are fair, valid and reliable.

8. Provide students with timely feedback on achievement. This may include marking of drafts with provision of adequate feedback for improvement, rubrics provided before assessments, score keys and marking guides to provide fine grained evidence of learning and feedback, and to assist a student understand where improvement is required in the future.

9. Maintain accurate records of student achievement and assessment, both practical and theory, through the marks book function of the Reporting to Parents (RTP) facility and meet school and external timeframes for assessment and reporting.

10. Provide a course comment, ABEs and grade at the end of each semester.

11. Inform students and parents of academic progress in a timely fashion as appropriate. This may include:
   a. Failure to submit or complete a task on time.
   b. Any student who is deemed unlikely to achieve a grade C or better in Semester reports
c. Any student who does not achieve a Satisfactory result in assessments at least once per term
d. Any child who has improved significantly or achieved outstanding results

12. Contact to be made by either email, telephone or letter and must be recorded on SIS

13. Where more than one teacher is teaching the same course, implement internal comparability procedures. Moderation with other schools is also desired and encouraged.

14. In consultation with their Line Managers, teachers will be flexible in the assessment requirements with students on alternative / flexible programs and provide modified programs and take prior work into consideration, if the student transfers part of the way into the course or requires a modified assessment program.

15. Teachers will use student achievement information to plan future learning programs.

Absence from Class / Missed Work

(a) General
Where a student can provide a medical certificate for extended absences it may be possible to modify the assessment program.

(b) Specially Scheduled Assessment Tasks

♦ Absence from a specially scheduled assessment task (including tests, examinations, practical tasks, performances, expeditions etc) must be accompanied by an acceptable explanation (eg. medical certificate, parent note of explanation) in order for the student to complete that assessment task or a similar task and gain credit.

♦ Where possible, advance notification of absence is required.

♦ 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 to complete that task in an alternative venue and time

(c) Failure to Submit or Complete Work by the Due date

♦ When an assessment task has not been submitted by the due date, the teacher will notify parents.

♦ In cases where work is not completed on time, teachers may request students complete the work in their own time either during recess/lunch time or after school with parent notification.

♦ In cases where work is not completed by the due date, and a teacher chooses not to request the student complete an assessment task in their own time, teachers will make their judgement on the evidence available at the deadline.

♦ If, a reasonable amount of time such as a week, the student has still not made themselves available to complete the scheduled task, you may choose to note this in RTP by right clicking the empty marks cell, ticking excluded and writing an appropriate comment in the notes section. If this occurs on several occasions, you may be unable to accurately determine a grade for the student at reporting time. Consult with your HOLA in this instance.
Extensions

This relates to tasks that are done over a period of time (both in and out of class time) and will have due dates for both drafts and final completion clearly stated. They are usually extended pieces of work or assignments that have a number of components to them.

- Students will be required to submit draft work before the final due date for assessments for the purpose of receiving effective feedback on work completed to date.
- A student may apply to the class teacher for an extension to the due date for an assignment, prior to the due date. Any extensions granted will be at the discretion of the teacher and must be recorded in the teacher’s records.

Changing Subjects/Course

- The assessment outline will be modified for a student entering late into a course so as not to disadvantage the student.

Cheating, Collusion and Plagiarism

Students shown to have cheated in assessment work or in examinations will not receive credit for that task.

- 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 words or ideas without acknowledging that they have done so. That is, work is essentially copied.
- If work that is not the original product of that student is submitted for assessment, a mark of zero will be awarded and parents will be informed.

Examinations

- Timed assessments, and/or examinations will be undertaken each semester in Maths, English, Science, HASS, French and German. The length and timing of these exams will vary according to year, from in class in Years 7 and 8, and in formal exam settings in Years 9 and 10.
- If a student does not attend an examination through sickness, a medical certificate or a note with a reasonable explanation for absence must be provided. If practical, and in consultation with the Lower School Associate Principal students may be permitted to sit the exam (or similar) at another time. If this is not possible or there is an extended absence, their school assessment mark will be based on the remaining completed work.

Students with Special Educational Needs

Students who have special educational needs will be provided with opportunities to demonstrate their achievements within the assessment requirements of the syllabus. Standards must be applied in the same way for all students, and so if a teacher considers a student with special educational needs may not complete all content/assessment tasks for a course, the student and parent/guardian must be notified. Special assessment arrangements will be implemented where necessary and teachers will be notified.
If there is a legitimate reason for a student to be following a modified curriculum (for example, an individual education plan, documented learning plan or differentiated learning plan), the Lower School Associate Principal will negotiate and document any variation to the reporting of the student’s achievement with the student and her/his parents or carers.

**Reporting and Parental Communication**

Students will be kept informed of their progress throughout a course. The *National Education Agreement 2009* (NEA) requires the provision to parents and carers by all schools of plain language reports twice a year that:

(a) are readily understandable to those responsible for the student and give an accurate and objective assessment of the student’s progress and achievement;
(b) include an assessment of the student’s achievement against any available standards;
(c) and include, for subjects studied, an assessment of the student’s achievement:
   i. reported as A, B, C, D and E (or an equivalent five-point scale), clearly defined against specific learning standards; and
   ii. relative to the performance of the student’s peer group.

**Appeals**

Students and/or parents who wish to discuss an assessment result should in the first instance address their concerns to the class teacher. The teacher will give additional feedback and explanation of the marking process. If a satisfactory resolution is not achieved, concerns regarding assessments will be directed to the Head of Learning Area. The HOLA may consult with the Lower School Associate Principal.

**Years 7 – 10 Reporting**

For Years 7 – 10 schools must report in all the learning areas taught. Schools must report using the letter grades and achievement descriptors provided in the table below. The achievement descriptors are aligned with the achievement standards described in the *Western Australian Curriculum and Assessment Outline*.

For Year 7 to Year 10, consistent with national reporting requirement c (ii), schools must prepare information that shows the number of students in each of the five achievement levels for each of the learning areas taught in each year. Carine SHS will provide this comparative information to parents as part of the normal reporting process.

The following table of letter grades and achievement descriptors must be used.

<table>
<thead>
<tr>
<th>Letter grade</th>
<th>Achievement descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td>A Excellent</td>
<td>The student demonstrates excellent achievement of what is expected for this year level.</td>
</tr>
<tr>
<td>B High</td>
<td>The student demonstrates high achievement of what is expected for this year level.</td>
</tr>
<tr>
<td>C Satisfactory</td>
<td>The student demonstrates satisfactory achievement of what is expected for this year level.</td>
</tr>
<tr>
<td>D Limited</td>
<td>The student demonstrates limited achievement of what is expected for this year level.</td>
</tr>
<tr>
<td>E Very low</td>
<td>The student demonstrates very low achievement of what is expected for this year level.</td>
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</tbody>
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Note 1: As the Australian Curriculum is implemented, expected achievement will be defined by the achievement standards as described in the *Western Australian Curriculum and Assessment Outline*. 
Reporting on Student Attributes - Attitude, Behaviour, Effort (ABE)

In addition to reporting students’ achievement in the eight learning areas identified previously, teachers at Carine SHS will report on all eight attributes relating to the development of attitude, behaviour and effort-factors that influence learning. A student's attitude, behaviour and effort has an important bearing on their own learning as well as the learning of others.

There is a strong link between student academic grades and student ABE attributes. Each semester, student report reviews will be conducted, identifying which students have performed below expectation academically across a number of subjects and also across the ABE attributes. These students and their parents may be requested to attend a report review meeting with a member of the Student Services Team to ensure performance improves in future reporting cycles.

The following is a list of clarifying statements to assist with the interpretation of each descriptor. The aim of these statements is to have a consistent interpretation for each descriptor across all learning areas in the school. Each student should strive to achieve a ‘consistent’ mark against the 8 attitude, behaviour and effort descriptors on the Semester Reports.

1. **Works to the best of their ability.**
   The student tries to do their best when completing tasks.

2. **Shows self-respect and care.**
   The student works and acts in a safe manner.

3. **Shows courtesy and respect for the rights of others.**
   Addresses others in a polite and courteous way and uses appropriate language.

4. **Participates responsibly in social and civic activities.**
   Behaves appropriately in class without reminder of acceptable standards.

5. **Cooperates productively and builds positive relationships with others.**
   Works cooperatively in class with others in group situations.

6. **Is enthusiastic about learning.**
   Comes to class on time with the appropriate equipment and is prepared to learn.

7. **Sets goals and works towards them with perseverance.**
   Is organised, manages their workload and time effectively.

8. **Shows confidence in making positive choices and decisions.**
   Makes a positive choice/decision after considering the rewards and consequences.

Depart of Education WA Policies and Guidelines
1. Pre-Primary to Year 10: Teaching, Assessing and Reporting Policy
2. Policy Standards for Pre-Primary to Year 10: Teaching, Assessing and Reporting
3. Notional Time Allocation Guidelines: Pre Primary to Year 10

School Curriculum and Standards Authority website:
http://www.scsa.wa.edu.au