Senior School Assessment Policy

Carine SHS has high expectations of our Year 11 and 12 student cohort. The aim of the Senior School Assessment Policy is to encourage students to take responsibility for their learning and to achieve 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 procedures must therefore be fair, valid, reliable and inclusive, and specifically reflect the requirements in the WACE Manual 2015-16.

Definitions: The policy refers to WACE courses, Endorsed Programs and Units of Competency (UoC) within certificate courses. Any statement using the term course will refer to all of the above unless specified. The School Curriculum and Standards Authority will be referred to by the acronym SCSA. Reporting To Parents will be known as RTP, Head of Learning Area known as HOLA and Australian Tertiary Admissions Rank as ATAR.

Senior School student assessment has guidelines set by the SCSA. Adherence to these parameters is mandatory.

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

Student Responsibilities

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

♦ Complete and submit all assessment tasks described in the course overview and scheme of assessment by the due date.

♦ 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.

♦ Maintain a folio of evidence for each course studied and to make it available whenever it is required. This will include all marked tasks.
Teacher Responsibilities

- **Week 1**, at the start of the course, provide students in writing with:
  - The syllabus
  - A course outline that summarises the sequence and timing of syllabus content delivery.
  - An assessment outline which summarises how the school mark or UoC will be determined.
  - Detailed discussion of the contents of “The Carine SHS Senior School Assessment Policy”

NB Any changes to the course outline or the assessment outline should be communicated to students prior to implementation and students should be reissued with all relevant documentation.

- The Senior School Assessment Policy to be placed on Connect and given to students on the first day during contact.

- Place the tasks and weightings for WACE courses on RTP by the end of **Week 2 Term 1**.

- Develop a teaching/learning program that adheres to current SCSA guidelines, to be uploaded onto Connect by the end of **Week 2 Term 1**.

- Provide a marking key: to ensure consistent interpretation of the criteria that guide the awarding of a mark, to provide the basis for feedback and enable the fair and valid ranking of student achievement and performance.

- ATAR and General courses across English, Mathematics, Science and Humanities and Social Sciences will consist of a minimum 80% (or the maximum percentage allowed) of in-class invigilated assessments.

- Courses in all other learning areas, across General and ATAR will consist of a significant proportion of in-class invigilated assessments, as deemed appropriate and logistically viable by the HOLA of each department.

- **NB** All non-invigilated assessment must be validated and that all assessment must be verified as the students own work.

- Provide students with access to grade descriptors at the commencement of the course. [http://scsa.wa.edu.au/internal/Senior_Secondary/School_Based_Assessments/guide_to_grades](http://scsa.wa.edu.au/internal/Senior_Secondary/School_Based_Assessments/guide_to_grades).

- Provide students with timely feedback on achievement. This may include marking of drafts with provision of adequate feedback for improvement.

- Maintain accurate records of student achievement and assessment through the marks book function of the RTP facility and meet school and external timeframes for assessment and reporting.

- Provide a WACE course mark and grade including practical mark at the end of each semester, for WACE courses.

- Provide a SCSA mark (including a practical and written mark if necessary), exam mark and grade at the end of each WACE course.
Inform students and parents of academic progress as appropriate, including a student receiving a mark of less than 50% on any assessment item and failure to submit or complete a task on time. Initial contact to be made by either by email, telephone or letter and recorded on SIS; subsequent contact to be made by telephone and recorded on SIS.

Complete an assessment task/item prior to Week 4 of Term 1 to determine student course suitability. Some exceptions negotiated for practical courses. Inform parents and HOLA, at least once a term of any student who is deemed unlikely to achieve a grade C or better or a 50 scaled score in English for ATAR students or a UoC to a full certificate qualification.

Where more than one teacher is teaching the same course, implement internal comparability procedures (WACE Manual 2015-16, 3.4).

In consultation with their 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.

Retain all non-written assessment task marks on RTP.

To ensure the re-use of an assessment task does not disadvantage/advantage a particular group of students, the teacher will implement one or more of the following processes:

- Develop a parallel assessment task 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 delivered the tasks.
- Modify assessment tasks before using them in the future.
- Do not inform students of the source of any assessment task which is set externally and/or published.

Absence From Class/Missed Work

(a) General

- Where a student can provide a medical certificate or valid reason for extended absences it may be possible to modify the assessment program. If a valid reason is not provided, the assessment schedule will not be modified and the student will be awarded ‘zero’ marks for missed assessments.
- Note: Holidays/vacations are generally not considered as a valid reason for missing assessments
- Where possible, advance notification of absence is required.

(b) Specially Scheduled Assessment Tasks

Absence from a specially scheduled in class assessment task (including tests, exams, practical tasks, performances, expeditions etc) must be accompanied by valid explanation (eg medical certificate) in order for alternative arrangements to be made.
Alternative arrangements include completing the assessment task at a different time (if appropriate), a similar task, or mark awarded based on the performance of all students in the assessment and the students previous ranking in the course cohort.

♦ For single-day absences, the Associate Principal – Senior School or Academic Performance Manager – Senior School must be contacted regarding the absence on the day it occurs. The Associate Principal and Academic Performance Manager will then assess the validity of the claim, and provide advice to teaching staff about appropriate actions. If a valid reason is not provided on the day of the absence, or the reason provided is deemed to be unsatisfactory, the student will not gain credit for the assessment and be awarded a ‘zero’ mark.

♦ For absences of more than one day, students are required to obtain a medical certificate or other documentation to explain the absence. If a medical certificate is not provided, the student will not gain credit for the assessment and will be awarded a ‘zero’ mark.

♦ Note: For certain courses expeditions are compulsory and non completion will result in a ‘fail’ in that course.

♦ Note: Holidays/vacations are generally not considered as a valid reason for missing assessments

♦ Where possible, advance notification of absence is required.

(c) Failure to Submit or Complete Work and Late work

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.

♦ When a final 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 will make their judgement on the evidence available at the deadline eg draft.

♦ Students attempting Units of Competency working towards a certificate course will be given two opportunities per assessment to demonstrate each competency. Any student who fails to demonstrate a competency twice must negotiate with their teacher, by providing a satisfactory reason, for any further opportunities. Failure to do so or complete the competency will put that student at risk of not completing the full qualification.

♦ If a student fails to complete work for WACE courses and there is no evidence available a penalty of 10% per day (inclusive of Saturday and Sunday and any holiday), will be applied for non-valid reasons for late submission. After four days late 100% penalty will be applied. This does not apply to students with a valid extension. For example if a student hands their work in 1 day late and receives a mark of 75 out of 100 then 10% is taken from the students mark ie 75% - 10% = 67.5%
Extensions may be given in consultation with the HOLA, at the discretion of a teacher in cases of valid reasons, eg factors beyond the control of the student have resulted in the late submission of work.

In the event an extension is granted, and a student does not submit work by the revised due date, the regular penalty of 10% per school day up to four days will apply from the revised due date. After four days late after the revised due date, a 100% penalty will be applied.

NB: This must be applied for prior to the due date. Any extensions granted must be recorded in the teacher’s records.

Extensions will not be generally granted for holidays being taken during term time.

d) Application For Consideration Of Extraordinary Cases

Carine Senior High School recognises that there may be reasonable exceptions to the above conditions, such as non-medical absences or required travel commitments. Families may apply for consideration of extraordinary cases through the Associate Principal – Senior School. If accepted, students with extraordinary cases may be able to access alternate assessment dates, alternate assessment tasks or modifications to the assessment schedule, provided they do not unfairly advantage the student. Extraordinary cases will be considered by advance application only, and must be lodged at least two weeks prior to the absence where possible. Acceptance of extraordinary cases is at the sole discretion of the Principal.

Examinations

All ATAR courses will be examined in Semester 1 and 2 in both Year 11 and Year 12.

When attending examinations, students must adhere to the regulations that pertain to that examination, which will be issued with the examination timetable. School exams will use the same procedures and rules as the WACE exams.

Infringement will result in an appropriate penalty, as detailed in the examination regulations.

If a student does not attend an examination through sickness, a medical certificate must be provided. If practical and in consultation with the Associate Principal - Senior School 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.

A student who does not supply appropriate evidence, ie medical certificate, will be awarded zero for the examination and no further opportunity will be provided to sit the examination.

Externally Set task

All students enrolled in General or Foundation courses in Year 12 are expected to sit the Externally Set Task developed by the SCSA. The Externally Set Task is compulsory, forms part of the school based assessment and contributes to 15% of the year long course ie Units 3 and 4 combined. Students who miss the scheduled EST will complete the task on their return to school.
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.

Changing Subjects/Course

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

✦ All course changes are dependent on the ability of the school to provide for the change and must have parental support. All applications to change courses must be submitted to the Associate Principal in writing.

✦ Where a student changes school and/or course during a school year, credit for the completion of work in the same course will be negotiated upon the student and/or previous school supplying appropriate evidence, the assessment outline will be modified or where reasonable, the missed tasks completed.

Awarding of “U”

✦ A “U” is awarded to a student who has not had an opportunity to complete the assessment program and there is insufficient evidence to make an on-balance judgement of all the outcomes. A “U” cannot be awarded to Year 12 students in Semester 2 unless the student is returning to Year 12 the following year to complete the unit.

✦ Parents must be immediately informed in writing when a “U” is likely to be awarded.

✦ Staff must negotiate with HOLA if any student is to be awarded a “U”.

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.

Reporting and Parental Communication

Students will be kept informed of their progress throughout enrolment in a course.
Teachers will notify HOLA immediately and parents when it is identified that the student is at risk of:

- Achieving a D or E grade.
- Not predicted to achieve 50 in English.
- In certificate courses where a student has not completed a UoC and is therefore at risk of not completing the full qualification.

Or when a student has:

- Not completed an assessment task.
- Not received at least 50% for an assessment task.

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 HOLA. The HOLA may consult with the Associate Principal - Senior School. If an assessment issue is not resolved, the student may appeal to SCSA against their school assessment.

School Curriculum and Standards Authority website:

http://www.scsa.wa.edu.au