



CARINE SENIOR HIGH SCHOOL

Seeking Excellence in Education

Principal: Damian Shuttleworth B.Arts. B.Ed

Senior School Assessment Policy 2022

Carine SHS has high expectations of our Year 11 and 12 student cohorts. 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 programs. Assessment procedures must therefore be fair, valid, reliable and inclusive, and specifically reflect the requirements in the WACE Manual 2020.

Definitions: The policy refers to WACE courses, Endorsed Programs and Units of Competency (UoC) within certificates. 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, a Registered Training Organisation will be referred to as RTO, 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.

The Senior School Assessment Policy is to be placed on Connect and School website.

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

School Assessment should meet the following characteristics:

Validity

Assessments are clearly linked to the syllabus and the assessment specifications of the course

Reliability

Assessments provide consistent and accurate assessment information for the target population

Discrimination

Assessments provide information that clearly discriminates among students across the full range of ability level

Assessment tasks undergo internal moderation process to ensure the above characteristics are met.

These may include but are not limited to the following:

- Retention of school assessment for the purpose of historical comparability and assessment security.
- Review and adjustment of marking keys
- Adjustments to task weighting
- Additional assessments

Student Responsibilities

- Notify your classroom teacher/s if you are going to be absent from an Assessment or unable to hand in an assessment on a due date. This contact must be made prior to or on the date of any assessments.
- Absences of 3 days or more are considered an extended absence and require direct contact with the Associate Principal, Senior School Academic Performance.

(Please note this is a separate process to notifying the school attendance officer of an absence).

- Valid documentation is required for absences (eg medical certificate). This must be submitted to the Associate Principal – Senior School Academic Performance within one week of missing the assessment.

Please see section “Absence from Class assessment”.

- Maintain a good record of attendance, conduct and progress.
- Be aware of all of your assessment dates including period 0 assessment times and dates.
- Complete and submit all assessment tasks described in the assessment outline by the due date.
- Any student who has been suspended from school needs to ensure that they make arrangements with the relevant Student Services Manager at the time of suspension to attend school to complete any assessments. Assessments missed as a result of suspension will be awarded “0”, if these arrangements have not been made.
- Return during exam periods to complete all UOCs each semester.

Teacher Responsibilities

Week 1 at the start of the year, provide students with via Connect:

- The syllabus/training plan.
- 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.

NB Any changes to the course outline or the assessment outline should be communicated to students prior (where practical) to implementation and students reissued with all relevant documentation via connect.

Assessments

- All assessments to be marked and students informed of results within two weeks. Exceptions to be negotiated with Associate Principal Senior School.
- 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 /RTO 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 courses will consist of 100% of in class invigilated assessments. Exceptions to this will be negotiated with the Associate Principal Senior School via HOLA.
- General courses in all learning areas 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 all assessment must be verified as the student’s 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.
- 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. **Missed assessments must be awarded “0” in RTP until valid documentation has been provided to the school.** Provide an explanation in the notes section eg Student absent, valid documentation not received. Any assessments to be excluded must first be discussed with the Associate Principal.
- Provide a WACE course mark and grade including practical mark at the end of each semester, for WACE courses. Provide a result for each completed UOC.
- 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. 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 UoC to a full certificate qualification. Contact is to be made by either email, telephone or letter and recorded on SIS.
- Students doing a certificate are allowed only two attempts to complete UOCs.
- Complete an assessment task/item prior to Week 6 of Term 1 to determine student course suitability in Year 12 courses. Some exceptions negotiated.
- Where more than one teacher is teaching the same course, implement internal comparability procedures (WACE Manual 2020).
- 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.
- In accordance with the requirements of each RTO, students must complete a student induction by the end of Week 2 Term 1.
- All students have to be provided with access to an assessment plan for each Unit of Competence or cluster of Units of Competence at the start of the school year.

Absence from Class Assessment

- Advance notification of any absence is required unless there are exceptional circumstances. The class teacher must be contacted regarding the absence.
- This contact must be made prior to the assessment ie as soon as the absence is known or ASAP on the day of the absence
- In the case of an extended absence, an email or telephone communication directly to the Senior School Associate Principal- Senior School Academic Performance is required as soon as the absence is known.

Extended Absence – 3 or more days

- Where a student can provide a medical certificate or valid documentation for extended absences it may be possible to modify the assessment program. If valid documentation is not provided, the assessment schedule will not be modified and the student will be awarded ‘zero’ marks for missed assessments. **All assessments will be completed by the student if possible, regardless, in order for students to obtain feedback.**

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

Scheduled Assessment Tasks

Year 11

In the instance of absence from a scheduled in class assessment task (including tests, exams, practical tasks, performances, expeditions etc) for an exceptional reason such as illness, a parent or carer must contact the classroom teacher to inform them of the student's absence from the

assessment. Contact is required prior to the assessment unless there are exceptional circumstances. **Any subsequent absences must also be accompanied by valid documentation** (eg medical certificate) for the remainder of the academic year, to be provided to the Associate Principal- Senior School Academic Performance within one week of the absence in order for alternative arrangements to be made. Alternative arrangements include completing the assessment task at a different time (if appropriate), or a similar task. The Associate Principal will assess the validity of the claim, and provide advice to teaching staff about appropriate actions. **If the documentation provided is deemed to be unsatisfactory, the student will not gain credit for the assessment and be awarded a 'zero' mark. All assessments will be completed for students to obtain feedback. Students who fail to adhere to these requirements will receive a 'zero' for the assessment.**

Year 12

In the instance of absence from a scheduled in class assessment task (including tests, exams, practical tasks, performances, expeditions etc) for an exceptional reason such as illness, a parent or carer must contact the classroom teacher to inform them of the student's absence from the assessment. Contact is required prior to the assessment unless there are exceptional circumstances. **All absences from an assessment task require valid documentation** (eg medical certificate) to be provided to the Associate Principal- Senior School Academic Performance within one week of the absence in order for alternative arrangements to be made. Alternative arrangements include completing the assessment task at a different time (if appropriate), or a similar task. The Associate Principal will assess the validity of the claim, and provide advice to teaching staff about appropriate actions. **If the documentation provided is deemed to be unsatisfactory, the student will not gain credit for the assessment and be awarded a 'zero' mark. All assessments will be completed regardless in order for students to obtain feedback. Students who fail to adhere to these requirements will receive a 'zero' for the assessment.**

Failure to Submit 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 may 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 may make a 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.
- 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 work in 1 day late and receives a mark of 75 out of 100 then 10% is taken from the student's 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 having 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: Extensions must be applied for prior to the due date. Any extensions granted must be recorded in the teacher's records.

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

(d) Application for Consideration of Extraordinary Cases

- 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. Evidentiary documentation will be required to support this application.

Assessments/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 that examination. The following actions are considered unacceptable breaches and infringements will result in penalties as determined in consultation with the School Curriculum and Standards Authority (SCSA):
 - Impersonation of a candidate: cancellation of all the candidate's practical and/or written raw examination marks and exclusion from remaining examinations in that year.
 - Collusion between candidates: cancellation of that practical and/or written raw examination marks of each of those 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 practical and/or written raw examination marks where unauthorised materials are considered to be relevant to the course being examined (whether or not actual use is established).
 - Possession of mobile technologies (e.g. smart watch, mobile phone, personal music player) and/or calculator in an examination for which it is not approved: cancellation of all or part of the candidate's marks for that practical and/or written examination.
 - Notes and other 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 course being examined (whether or not actual use is established).
 - Unauthorised removal of examination materials: cancellation of the part(s) of the candidate's practical and/or written raw examination mark being removed.
 - blatant disregard of examination room regulations: 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 course.
 - Where there is concern that the fairness of an exam has been compromised, Carine Senior High School will seek advice from the SCSA.
 - Students must notify the Associate Principal- Senior School Academic Performance prior to the commencement of the examination if they are not able to attend. If a student does not attend an examination through sickness, a medical certificate must be provided. If practical, 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 marks 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. Medical evidence must include the specific date of the absence must not be retrospective. Evidence must be from a doctor (eg GP, Specialist) and not a pharmacist.

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.

Catastrophic Event

If the assessment of individual students or groups of students is affected by a catastrophic event (eg if a pandemic causes a number of staff and/or students to be absent from school for an extended period), students affected and their parents/ carers will be informed of any changes to how their achievement will be determined and the procedures to be implemented, including any additional assessment tasks.

Covid specific assessment advice if required

The following information and accommodations will assist to ensure continuity of learning, teaching and assessment for Years 11 and 12 students during 2022 if required as a result of any covid related interruption.

1. Assessment types

- Be flexible in assessing each Assessment Type. Unless otherwise advised by the Authority in the course specific information, for 2022 you are required to assess each Assessment Type **at least once** over the year/pair of units. However, when a school permits a student, who is enrolled in a pair of units, to transfer between courses or units or a student moves between schools, the school must be able to justify the grade assigned to the student for a single unit (refer to the *2022 WACE Manual* section 2.7 Assessing students who transfer).
- Assessment Types and weightings, as stipulated in the Authority's course syllabus, **must not** be changed unless specified by the Authority in the course specific information.
- For Assessment Types with a collaborative, practical or outdoor component, please see the course specific information.

2. Semester 1 examinations conducted by schools

- On the basis that each Assessment Type is to be assessed **at least once** over the year/pair of units, if the Semester 1 examination is not administered, then this assessment task within the Examination Assessment Type can be removed from the school's Assessment Outline but schools must not change the weighting, as stipulated in the Authority's course syllabus, for the Examination Assessment Type.

3. Authentication of assessments

- Where an Assessment Type has been completed out of school and cannot be validated, students will be required to complete an authentication task on their return to school.
- If assessments are unable to be authenticated, you will not be required to alter the Course Outline or Assessment Outline and communicate the changes to students at this stage. Teachers could provide the following advice to their students: *It is possible we will need to update our assessment outline and weightings that I gave you at the start of the year. I will confirm any changes with you in due course.*
- Teachers of students who continue to be actively engaged in Year 11 or 12 courses, yet are unable to physically attend school (e.g. medically vulnerable students, international students who are enrolled at a Western Australian school but have not been able to return to Western Australia due to COVID-19 restrictions) should contact the Authority, via info@scsa.wa.edu.au.
- Medically vulnerable students may be able to access support from the School of Special Educational Needs: Medical and Mental Health to continue their education program. The Senior School Associate Principal can provide information about assessment for students accessing this service

Cheating, Collusion and Plagiarism

- In the instance of a breach in a school-based assessment or examination, a penalty will be applied as determined by consultation with SCSA.
- 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, the student will be penalised.
- Any student who gains information from, or provides any form of assistance to, other students in order to gain advantage in an assessment, will be penalised.
- Plagiarism and collusion are unacceptable in all instances and will result in a penalty.

Assessment of students changing courses or transferring schools

- The assessment outline will be modified for a student entering late into a course so as not to disadvantage the student.
- Students entering a certificate late will be expected to complete all UoCs.
- 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/or access to the Course content/syllabus 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.
- Parents must be immediately informed in writing when a "U" is likely to be awarded.
- Staff must negotiate with the Associate Principal- Senior School Academic Performance 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. 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/ examination arrangements are applied in some circumstances where a student has a formal diagnosis.

Reporting and Parental Communication

Students will be kept informed of their progress throughout enrolment in a course/certificate. Marks available on Connect.

Retention of Student Work

1. If school assessments are returned to students:

Students are responsible for retaining all of their marked assessments.

2. If assessments are retained by the school: for the purposes of historical comparability and/or assessment security:

The school is responsible for retaining students' marked assessments. These assessments will be made available at the school site for revision purposes upon request. Any retained assessments are to be kept until results are accepted by the authority (end of Term 1 the following year).

SCSA may request access to student assessed work during the school year.

Non-provision of assessed work by a student for the purpose of Authority grade validation or moderation processes may impact on the Authority approval of a student's final grades.

The school is responsible for recording and retaining all non-written formal assessment tasks (for example, audio recordings of oral performances for Language courses, video recordings of performances for Arts courses such as Dance and Drama, and Physical Education Studies).

Review and Appeal Process

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>

Successful transition to Year 12

The minimum requirement at the completion of Year 11 for a student to successfully transition into Year 12 is to achieve 6 Year 11 "C" grades. Students who fail to meet this requirement may need to review their educational pathways.