



**YEAR 11 & 12
ASSESSMENT POLICY**

**INFORMATION FOR
STUDENTS AND PARENTS**

Dalyellup College Senior School Assessment Policy

This policy is provided to all senior secondary students at Dalyellup College and is based on School Curriculum and Standards Authority (Authority) requirements. It has been developed so that students, parents and staff are aware of their responsibilities in the assessment and reporting process. Should a situation arise that is not covered by the provisions of this policy the teacher should consult their Head of Learning Area for assistance and to ensure consistency.

All Year 11 and Year 12 students are enrolled in a combination of ATAR, General and/or VET industry specific courses. Some students are also gaining credit for the WACE by undertaking one of the Vocational Education and Training (VET) qualifications and/or one or more endorsed programs. The VET qualifications are delivered and assessed in partnership with various registered training organizations (RTO's).

This policy applies to the assessment of all WACE courses. VET Industry Specific courses must adhere to the VET aspects with this document.

1. Overview

Assessment:

- Allows for the monitoring of the progress of students
- Is an integral part of an explicit teaching process: Plan → Act → Assess → Reflect
- Informs the adjustment of programs and development of subsequent learning programs
- Enables the reporting of student achievement to parents
- Helps guide the selection of future study and vocations
- Assists school and system planning, reporting and accountability procedures.

School-based assessment of student achievement in all WACE and Preliminary courses must be based on the following principles detailed by the Authority.

- Assessment is an integral part of teaching and learning
- Assessment should be educative
- Assessment must be fair
- Assessment should be designed to meet its specific purpose/s
- Assessment should lead to informative reporting
- Assessment should lead to school-wide evaluation processes.
- Assessment should provide significant data for improvement of teaching practices
- Assessment programs must ensure that all assessment tasks have the following characteristics.
 - *Validity* : Assessment tasks are clearly linked to the syllabus and the assessment specifications of the course. They must assess the construct intended to be assessed.
 - *Reliability*: Assessment tasks provide consistent and accurate assessment information for the target population.
 - *Discrimination* : Assessment tasks provide assessment information that clearly discriminates among students across the full range of ability levels.

2. Teacher responsibilities

It is the responsibility of the teacher to:

- provide students with access to a course outline and an assessment outline (see Section 5 below for details)
- ensure that all assessment tasks conform to Authority principles and characteristics outlined in Section 1
- provide students with assessment feedback as soon as possible within a timely period. The feedback should include detailed marking keys or assessment rubrics and with guidance about how best to undertake future tasks
- maintain accurate records of student achievement using the Reporting to Parents (RTP) module.
- meet school and external timelines for assessment and reporting
- use school Letters of Commendation or Concern, phone calls, emails and face to face communication to inform students and parents of academic progress, as appropriate
- take part in internal comparability processes when more than one teacher is teaching a course
- ensure that all out-of-class assessments are authenticated with supporting evidence
- make provisions for students who miss assessments for valid reasons.

3. Student responsibilities

It is the responsibility of the student to:

- complete all in-class assessment tasks on the scheduled date and submit all out-of-class assessment tasks by the due date
- maintain an assessment file for each course studied which contains completed, returned written assessments for study and revision purposes
- should a course establish individual student assessment files and retain tasks at school, students will be provided with detailed Post-Task Reflection Forms.
- maintain a good record of attendance, conduct and progress (a student who is absent from a class for five lessons or more per term is deemed to be 'at risk' of not achieving the best possible result for the unit or pair of units)
- initiate contact with teachers concerning absence from class, missed in-class assessment tasks, request extension of the due date for out-of-class assessment tasks and other issues relating to assessment.

4. Parent/Carer Responsibilities

It is the responsibility of the parent/carers to:

- contact the teacher in the first instance, then the appropriate Head of Learning Area (HOLA) if there are concerns about performance in a specific course
- contact Student Services if there is a general academic, social or emotional problems that could affect assessment or achievement.
- inform the Deputy Principal and or Learning Support Coordinator of any disability, learning difficulty, injury or cultural belief that may affect their child's learning and/or assessment performance.
- provide evidence for absence when their child is absent from an assessment or test e.g. Medical Certificate

5. Information Provided to Students

- the Authority syllabus for the pair of units which includes the grade descriptions
- a course outline for the pair of units (or unit or semester) 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 pair of units 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
 - the weighting for each assessment type, as specified in the assessment table of the syllabus
 - the general description of each assessment task
- an indication of the content covered by each assessment task.

NB: VET Certificate qualifications are required to comply with RTO requirements for that individual qualification. Students will be informed of the specific requirements and these RTO requirements take the place of the school based requirements.

6. Assessing student achievement

At Dalyellup College all students are enrolled in a pair of units. In each pair of units, a number of assessment tasks occur during the year including end of semester exams in all ATAR courses and an Externally Set Task for Year 12 General courses (see Sections 7 and 8 below for details).

A student must complete the structured educational and assessment program for each course. A student who, without acceptable reason, does not meet this requirement will be at risk of receiving a D or E grade. Grades below C may place the achievement of the Western Australian Certificate of Education (WACE) at risk. The class teacher will notify the parent in writing about the risk of failure for the student. If the matter is not resolved satisfactorily, there will be subsequent communication with the parent by the Heads of Learning Area or the Program Coordinator. The Deputy Principal and / or Student Services Senior School Coordinator will work with students and parents if there is underperformance in a number of subject areas.

Students with poor attendance are at risk of receiving a D or E grade and they will be referred to the Student Services Senior School Coordinator. Parents will be contacted and a plan developed and action taken in a collaborative manner.

Each task provides evidence of student achievement. The teacher uses the total weighted mark from all assessment tasks to rank students in the class and assign grades – determined by referring to the course related grade descriptors.

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). It is important that the student is the

original author of all work presented for assessment and others should not provide more than a minor degree of support to produce the task.

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 separately if needed. This is so that group members are not penalised should any individual fail to complete an assessment. Typically, the strategies 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. (See Section 13 for further information on students with a disability).

7. School examinations

Examinations are typically 2.5 to 3 hours in length and an examination timetable will be issued to students and placed on the school website a few weeks prior. Information on examination rules and conditions is included with the timetable.

If an examination contains an error or questions are based on content that is outside the syllabus or there is a breach of security the school will:

- remove the question containing the error or based on content outside the syllabus, **or**
- 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 school will determine whether the reason is acceptable (see Section 15 below for details) and if not acceptable the student will be given a mark of zero. If the reason is acceptable to the school an alternate date will be set or where this is not possible the student will not sit the examination. In this case, a predicted examination score will be allocated based on the student's performance in other assessments relative to that of the cohort and the performance of the cohort in the examination.

Students and parents are advised to check the School Calendar for exact dates and to ensure students are available at these times.

In order to support Year 11 and 12 students to achieve their best examination results, a revision week where no assessment tasks will be due and no out of class excursions and camps will be scheduled, will occur during the week prior to ATAR course exams.

8. Externally set task

All students enrolled in a Year 12 General course are required to complete an externally set task (EST) for that course.

The EST is included in the assessment outline for the pair of units. This assessment task has a weighting of 15% of the final mark for the pair of units.

The EST is a 50 minute 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 on the scheduled day 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 15 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 teacher will:

- decide on an alternate assessment task (if, in the opinion of the teacher, the task is no longer confidential), or
- a predicted EST score will be allocated based on the student's performance in other assessments relative to that of the cohort and the performance of the cohort in the EST.

9. Cheating, collusion and plagiarism

It is the student's responsibility to ensure all instructions relating to assessments are understood. Students are not to collude with other students, have possession or knowledge of assessment questions before an assessment or have possession of unauthorised materials or devices, such as mobile phones, during the assessment.

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 (e.g. student, teacher, tutor or expert)
- copied or downloaded from the internet without acknowledging the source
- paraphrased 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 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.

10. Security of assessment tasks

Where there is more than one class studying the same pair of units at the school all, or most, of the assessment tasks will be the same to ensure student marks are on the same scale. In such cases, to ensure that no students are unfairly advantaged the one or more of the following strategies are to be employed:

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.

all students will undertake the assessment at a common time.

parallel assessment tasks developed for use by different classes.

In their own interests, 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.

11. Retention and disposal of student work

Students are responsible for maintaining relevant assessment tasks and/or feedback be that in their own file or the assessment file the teacher establishes at school. The school will retain non-written assessment tasks (typically as audio or video recordings or digital products). Assessment material may be required by the teacher when assigning grades at the completion of the pair of units or by the Authority for moderation or appeal purposes.

Any material retained by the school solely for grading, moderation or appeal purposes is available to students for collection (with the exceptions noted in Section 2) after that time. All materials not collected are securely disposed of by the school.

The school will not use the materials for any other purposes without the written permission of the student.

NB: VET Certificate qualifications are required to comply with RTO requirements for that individual qualification. Students will be informed of the specific requirements and these RTO requirements take the place of the school based requirements.

12. Modification of the assessment outline

If circumstances change during the teaching of a pair of units, requiring the teacher to make adjustments to scheduled assessment tasks, then students will be notified and the modified assessment outline will be provided to students via Connect or hard copy.

Where a disability, special education needs or cultural beliefs have resulted in the inability of a student to complete one or more assessment tasks the assessment outline will be adjusted where appropriate after consultation with the Head of Learning Area and provided to the student and parent/guardian.

13. Students with a special educational needs

Students with identified special educational needs 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) reasonably adjusted by the teacher in consultation with Student Services and the relevant Head of Learning Area/teacher-in-charge responsible for the course. Evidence of the identified special education need should be given to the Deputy Principal in charge of Student Services who will provide direction to the class teacher/HOLA.

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.

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.

For VET qualifications, reasonable adjustments will be provided for applicants/students with special educational needs (such as disability or a learning difficulty) according to the nature of the learning need and the requirements of the relevant Training Package.

Where a parent is concerned that a student has not received the appropriate support, or that the support needs to be reviewed due to the changing nature of the learning difficulty, then it is most effective to make direct contact with the class teacher in the first instance.

14. Completion of a course unit

In each course unit tasks are completed in-class and others are completed out-of-class. Each task provides evidence of student achievement. The teacher uses the total weighted mark from all assessment tasks when assigning a grade at the completion of the unit or pair of units.

A grade is assigned for each unit (or pair of units) completed unless for reasons acceptable to the college the student is not able to complete the college's structured education and assessment program within the given timeframe.

Students are required to:

- attempt all in-class assessment tasks on the scheduled date
- submit all out-of-class assessment tasks for marking on or before the due date.

Unless there is a reason that is acceptable to the college (see Section 15 for details) failure to attend a scheduled in-class assessment task or submit on time an out-of-class assessment task may result in the student either:

- receiving a lower grade than expected at the end of the unit or pair of units (if the reason for non-completion/submission is not acceptable to the college, or
- receiving a 'U' (Unfinished) notation instead of a grade if the reason for non-completion/submission is acceptable to the college and the student can complete other work in the future to allow the college to assign a grade). [Note: A 'U' notation can be converted to a grade]

For an out-of-class assessment task, where the student does not provide a reason which is acceptable to the college, penalties will apply. Refer to the Dalryellup College Assessment Policy Flowchart for details of these penalties.

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 assessment due date.

If a student does not submit an assessment task by the due date or attend a scheduled in-class assessment task, the teacher will contact the parent/guardian to discuss the missed assessment task and the risk of the student not completing and possibly failing the course unit.

15. 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 college. For example:

- where sickness, injury or significant personal circumstances prevents a student attending on the day that an in-class assessment task 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.

In such cases the parent/guardian must:

- provide a medical certificate for sickness, injury or
- provide a letter of explanation which has an acceptable reason for non-completion.

Where the student provides a reason which is acceptable to the college 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
- re-weight the student's marks for other tasks if, in the opinion of the teacher, sufficient evidence exists in the other tasks completed to enable a grade to be assigned, 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 marks in similar tasks.

Events that can be rescheduled are not a valid reason for non-completion or non-submission of an assessment task, i.e. sitting a driver's licence test, preparation for the college ball). Family holidays during the term are not considered a valid reason for non-completion or non-submission of an assessment task and will result in a zero.

In exceptional circumstances, the parent/guardian may negotiate with the classroom teacher the development of an individual education plan. This plan will ultimately be developed in consultation with Senior School Coordinator and/or Deputy Principal and/or Learning Support Coordinator which shows how the missed lesson time will be compensated for and any adjustments to the assessment outline.

Where a catastrophic event (e.g. a pandemic) affects delivery of the teaching program, the completion or submission of one or more assessment tasks and/or completion of the school examination timetable, students will be advised by the school of adjustments to the task requirements and/or the assessment outline.

16. Transfer between courses and / or units

Should a student commence a pair of units late they will be at risk of being disadvantaged compared to others in the class. An application to transfer between types of courses or between courses 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 pair of units into which they wish to transfer.

At Dalyellup College the deadline for student transfers is Friday of Week 8 in Term 1 in full year units courses. The Deadline for transfers in sequential (semester long units) is week 3 The deadline for entry into available certificate qualifications is the end of Week 5, Term 1.

Year 11 students in ATAR and occasionally in General courses may change in the two weeks following the end of Semester 1.

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.

17. 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 evidence of all completed assessment tasks. The Deputy Principal will contact the previous school to confirm:

- the assessment tasks which have been completed
- the marks awarded for these tasks.
- The head of learning area/teacher-in-charge responsible for the 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 Dalyellup College.]
- 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.

18. Reporting

Students will be kept informed of their progress throughout their course and teachers will assess completed tasks and provide prompt assessment feedback to the student.

Parents will be regularly informed about a student's progress. Students and parents/guardians will be informed when it is identified that there is a risk of the student not:

- achieving their potential
- completing the subject/course requirements
- meeting WACE requirements.

Dalyellup College reports student achievement at the conclusion of Semester One and Semester Two. The report provides a comment by the teacher for each unit (or pair of units) and the following information:

- a grade for the unit/s ¹
- a mark for the unit/s ¹ (the weighted total mark for all assessment tasks in the unit/s, including the college exam/s)
- a mark in the semester exam.

In some Semester 1 course units, the mark and grade will not be finalised until after the Semester 2 exam (as this exam covers both units). In this case, an estimated mark and grade are reported at the end of Semester 1.

Semester interim reports showing student progress will be reported to parents in Term 1 Week 5 and Term 3 Week 5.

All grades on reports are subject to Curriculum and Standards Authority (SCSA) approval at the end of the year. The student and parent/guardian will be notified of any changes that result from the SCSA's review of the student results submitted by Dalyellup College.

19. Moderation

The school uses moderation procedures to ensure the validity, fairness and reliability of its assessment procedures. This ensures that school marks and grades are comparable across all classes. In consultation with HOLAs, teachers use moderation procedures such as applying common pre-determined standards when deciding grades. Where there is more than one teacher delivering a course, HOLAs may also statistically adjust scores based upon the relative performance of different classes in exams and/or tests.

All grades reported are subject to the Authority's approval at the end of the year. The parent/guardian will be notified of any changes to that result from the Authority's review of the student results submitted by Rossmoyne Senior High School.

20. School Marks

For all ATAR course units, a statistically adjusted school mark is reported by the Authority on the student's Statement of Results.

Details of the marks adjustment process are available on the Authority's website at <http://www.scsa.wa.edu.au>. Information about calculating the Australian Tertiary Admission Rank (formerly TER) for university entry is available on the TISC website at www.tisc.edu.au.

21. Appeals against School Assessments

If a student believes the grade or numerical assessment which they have been awarded by the school is incorrect, he/she may ask the school to review the results.

Students are required to make written application to the Principal, requesting a review, within five days of the release of results of assessments.

An assessment review does not require the school to remark a student's work. It is intended to determine whether a student has been disadvantaged by any of the following:

the assessment outline does not meet the syllabus requirements

assessment procedures do not conform with Rossmoyne Senior High School's assessment policy

there were computational or clerical errors in determining the assessment.

Please note: A teacher's judgement about the worth of individual assessment tasks will not be subject to review.

If, after an assessment review has been completed at the school, a student still believes that the Authority's assessment guidelines have not been followed then the student may lodge an appeal with the Authority. An appeal should be made on the prescribed form available from the school or the Authority and forwarded to the Authority by the nominated date. A fee is payable for each subject named on the application form.

The Authority may request a school to re-determine assessments only if it can be shown that the Authority's assessment guidelines were not followed by the school.

Exemption from Particular Classes

Section 72 of the *School Education Act 1999* provides for a parent, on the grounds of conscientious objection based on personal, philosophical, religious or educational belief to ask an exemption for a child from attendance at classes at which a particular part of a course of study is taught. Requests for an exemption are to be in writing. The school must make reasonable effort to provide alternative means for exempted students to achieve the same outcomes as other students.

Course outlines and assessment dates are given to students at the beginning of the course.
For practical courses where the due date may be at the end of the course a monitoring timeline should be provided.

The assessment task is presented to students with clearly detailed requirements for submission.
i.e. Components of the assessment, weightings, due date and process for requesting an extension

The course assessment is submitted by the due date. *(Or by the negotiated extension date)*
It should be marked and returned to the student promptly with relevant feedback. Data should be entered into SIS
'Reporting to Parents' ASAP for monitoring purposes.
The assessment is now complete.

The course assessment is not submitted by the due date and is not more than one day overdue without an acceptable explanation the teacher should:

- Speak to the student as soon as possible to discuss the situation and clearly explain the process and consequences.
- Negotiate a revised date, (the next day) when the assessment must be submitted. (Penalties will apply)
- Contact parent by phone or via Connect.

NB: A note from the parent must be presented if the student is absent from school on an assignment due date

The course assessment is submitted by the revised date.
It should be marked with a 10% penalty and returned to the student promptly with relevant feedback. Data should be entered into SIS 'Reporting to Parents' ASAP for monitoring purposes.
The assessment is now complete.

The course assessment is not submitted by the revised date or is more than 1 day overdue from the original due date without an acceptable reason the teacher should:

Contact the HOLA or Teacher in Charge for support to speak to the student.

- Advise parents by phone or via Connect.
- Advise students of a revised deadline date for submission of assessment.

The course assessment is submitted by the revised deadline.
It should be marked with a penalty. The student will be awarded no more than a "C" grade for the assessment. The assessment will be promptly returned to the student with relevant feedback. Data should be entered into SIS 'Reporting to Parents' ASAP for monitoring purposes.
The assessment is now complete.

The ATAR course assessment is not submitted by the deadline. It is recorded as a zero. The teacher should:

- Advise the HOLA or Teacher in Charge
- Advise the parent in writing.

The General course assessment is not submitted by the deadline. The teacher should:

- Advise students of a FINAL deadline date for submission of the assessment. NB: Failure to submit the assessment by this deadline will result in a zero mark.
- Advise the HOLA or Teacher in Charge.
- Advise the parent in writing.

EXAMPLES OF ACCEPTABLE REASONS FOR GRANTING AN EXTENSION TO THE DUE DATE

- Medical (documentation must be provided)
- Wellbeing issues (as advised by the Student Services Manager, Senior School Coordinator or Administration)
- Extra-curricular commitments (e.g. Being absent representing the State in a sports team or similar)