



Year 10 - 12
Assessment Policy
2017

1. Purpose of Assessment

The purpose of assessment is to assist and enhance learning as well as to make judgements about student achievement in a way that is fair and contributes to ongoing learning. It is a continuous and comprehensive process of monitoring a student's progress toward the achievement of stated outcomes, and is an integral part of the teaching and learning process. Assessment provides information that can be used to improve the teaching and learning process, and to report to teachers, parents and the wider community.

2. School Curriculum & Standards Authority Requirements for students in Years 11 and 12

These requirements are outlined in detail in the Western Australian Certificate of Education (WACE) Manual – General Information for Senior Secondary Schooling 2016. Some of the summarised key points are:

- 2.1 On commencing the course students are informed in writing of the assessment program for the course, including a general indication of assessment tasks which contribute to final assessments and their respective worth and weightings relative to School Curriculum and Standards Authority assessment requirements;
- 2.2 Students are informed of the timing of the assessment tasks;
- 2.3 Students are informed of the consequences of any failure to submit tasks or to complete the assessment program;
- 2.4 Students are provided with timely feedback on assessment tasks, including the standards upon which achievement demonstrated on the task has been assessed;
- 2.5 The school will participate in the School Curriculum and Standards Authority moderation program;
- 2.6 The school will collect and retain documentation and samples of student work that may be required in the moderation process, at least until grades are confirmed;
- 2.7 Arrangements for internal comparability will be implemented;
- 2.8 Proposed grades for Year 12 courses are submitted to the School Curriculum and Standards Authority for approval;
- 2.9 In order to complete a course and be eligible to receive a grade, students must complete all of the school's structured educational program and assessment program for the course (unless there are exceptional and justifiable circumstances);
- 2.10 Students are informed in writing of final assessments and of grades and are provided with the opportunity to resolve any issues that might arise;
- 2.11 Year 11 and Year 12 students must be provided with the final grade for each course and the numerical school assessment (0-100) for their Year 12 WACE courses as submitted to the School Curriculum and Standards Authority;
- 2.12 For Year 12 students, such data will be available on their Statement of Results;
- 2.13 For Year 11 students, such data is available on their Semester Two report;

- 2.14 Schools should retain samples of student work at grading boundaries until the end of the year for Year 12 courses and until the end of first term of the following year for Year 11 courses. These samples may be required for the final validation of grades;
- 2.15 Students with physical or sensory disabilities are provided with appropriate opportunities to demonstrate achievement of course outcomes or objectives whilst applying the standards which are defined for all students attempting the course;
- 2.16 Students will be made aware of the School Curriculum and Standards Authority syllabus and assessment parameters for each course;
- 2.17 Students should be set a range of types of assessment tasks which could be evaluated by teacher, self, peers and others;
- 2.18 Students should be provided with the outcome(s) that they are to achieve through the completion of the task(s), and the criteria by which the achievement of the outcome(s) will be assessed;
- 2.19 Students should appreciate the existence of formal and informal types of assessment and need to realise that any performance is assessable;
- 2.20 Assessments should include both short-term and long-term tasks;
- 2.21 Where the student's work has been assessed by a person other than self, feedback must be provided to the student so that their learning can be improved. This feedback may be qualitative and/or quantitative, but the nature of that feedback must be consistent across all students undertaking that work;
- 2.22 Learning Areas should develop strategies to ensure that assessment tasks are secure and to address problems that may arise when the same in-class assessment or task is used by different classes at different times;
- 2.23 Where assessment involves group work, all outcomes or objectives are available to and should be attended to by all members of the group; and
- 2.24 A variety of forms of assessment may be used to measure the degree of success of the teaching/learning experience.

3. Specific Assessment Procedures and Guidelines

3.1 Submission of Work

- 3.1.1 Homework, projects and other assessments will be set with a clear indication of the due date for submission.
- 3.1.2 Work should be submitted to the class teacher by the time specified on the due date.
- 3.1.3 Students who are aware that they will be absent on the due date (e.g. attendance at school-sanctioned activities) are still required to submit the task by the due date.

- 3.1.4 The student must ensure that the work is submitted to the correct teacher and in their absence, to the Head of Learning (HOLA). If the HOLA is absent the work is to be submitted to the Deputy Principal, Teaching and Learning.
- 3.1.5 Students in Years 11 and 12 cannot resubmit or redo tasks to gain a higher mark than the original one awarded. Progressive achievement can be shown in later course units.
- 4.2 Late Submission of Work
- 4.2.1 If a student does not submit an assessment task on the day it is due, and no extension has been granted, students are still required to submit the assessment.
- 4.2.2 Computer problems associated with the completion of assessments will not be accepted as valid reasons for lateness.
- 4.2.3 On the rare occasions when an extension has been granted, late work must be submitted before the task has been marked and feedback provided to the rest of the class.
- 4.2.4 Where a student completes an assessment, in or out of class time, beyond the due date consideration must be given to the validity of that student's assessment.
- 4.2.5 If an absence is deemed valid and an in-class assessment is missed, students will receive a standardised mark. An opportunity to practice the assessment in their own time will be made available.
- 4.3 Unplanned absence on due date
- 4.3.1 Where possible, students should try to have their work delivered to the College on their behalf and at the latest, work should be submitted on the day they return to the College.
- 4.3.2 Students in Years 10 - 12 are further required to submit a medical certificate, or its equivalent, as per "Absence on In-class Assessment Days" (page 4 of this policy).
- 4.3.3 If reason for absence is invalid then the following penalties apply;
- 10% reduction in the mark (if submitted one day late), **or**
 - 50% reduction in the mark (if submitted two days late), **or**
 - a mark of zero (if submitted more than two days late or not submitted)
- 4.3.4 If reason for absence is considered valid and appropriate evidence is provided, then students will be assessed on the completed task subject to the conditions listed in b. "Late Submission of Work".
- 4.4 Work not submitted / Assessment program incomplete
- 4.4.1 Potential achievement cannot be considered to determine a mark for a task.

- 4.4.2 Where any student fails to complete the assessment program the HOLA should be notified.
 - 4.4.3 HOLA/classroom teacher to provide written notification to parents.
 - 4.4.5 In rare and exceptional situations, where the student is at risk of failing to complete the course requirements for a WACE and has shown success in other course tasks, the College may be able provide further opportunities to demonstrate achievement. Such opportunities should not be taken for granted and are at the discretion of the HOLA and the Deputy Principal, Teaching and Learning.
- 4.5 Valid reasons for non-submission
- 4.5.1 To be awarded a calculated standardised mark, a student's performance in other assessments and the performance of the cohort will be taken into account.
 - 4.5.2 While standardised marks may be used to predict a grade for Semester 1, results for missing assessments are reviewed and finalised at the end of each course.
 - 4.5.3 Where a student has failed to complete the assessment program and there is insufficient evidence on which to calculate a standardised mark the student may be asked to do the same task or a comparable one to provide evidence that they have mastered the content and that they have been engaged on the task.
 - 4.5.4 Students must not be advantaged by completing the assessment program later than the student cohort for that course.
- 4.6 Extensions
- 4.6.1 Generally, it will not be possible for students to seek an extension of deadlines for providing evidence of their achievement and teachers will make their judgements on the evidence available at the time of the due date for submission.
 - 4.6.2 Difficulties in completing work on time should be discussed with the teacher well before the due date.
 - 4.6.3 Students are to submit a completed 'Application for an Extension' to the Head of Learning Area a minimum of 3 days prior to the assessment date. Forms are available at Student Reception.
 - 4.6.4 Any extension granted to a student should not cause a delay in feedback to other class members.
- 4.7 Absence on In-class Assessment Days
- 4.7.1 Major topic in-class assessments are set at the end of a topic. Students who are absent from school for non-valid reasons will not have the opportunity to demonstrate their progress in the course outcomes and objectives; they can expect to receive a zero mark.

If the absence is for valid reasons, students will be awarded a standardised mark. Students should not volunteer for optional school-sanctioned events on days when in-class assessments are scheduled. Students absent on in-class assessment days must;

- (i) Obtain a medical certificate and present it to the relevant Assistant Deputy Principal who will then inform the student's teachers within two weeks of the absence.
- (ii) Be prepared to do the in-class assessment on their immediate return to the College or the next scheduled Monday after school.
- (iii) Realise that it might not be possible to complete the assessment.
- (iv) Ask the Nurse to sign the diary if they become sick at the College on the day of the assessment and are unable to complete it.

4.8 Supervised Assessments during Class Time

4.8.1 Students may be required to demonstrate skills in performances as in Drama, Music and Physical Education as well as in other areas during scheduled lesson time. Absence from such planned assessments require the same procedures as if absent from in-class assessments and examinations.

4.8.2 As it is now possible to record the demonstration of skills during routine class lessons, it is now more than ever imperative that students make every effort to be present during class time. Such attendance allows teachers to observe skills development and hence validate any assessment completed in unsupervised conditions.

4.9 Extended absences where a student is absent and an assessment is missed, they should;

4.9.1 Apply to the Vice College Principal for permission to be absent if the absence is planned.

4.9.2 Supply a medical certificate or its equivalent to the Assistant Deputy Principal of Year if absent because of illness or injury.

4.9.3 Arrange to catch up all lessons that are missed.

4.10 Students Requiring Adjustment and Modification

4.10.1 Students needing special considerations in curriculum and assessment in order to meet course requirements include those at educational risk, those with special learning difficulties and students with disabilities. These students have the right to access the curriculum on the same basis as students without disabilities as clearly mandated in the Disability Standards for Education Act 2005. The process may include:

- 4.10.2 Consultation involving students, parents, Learning Enrichment and Mary Ward Centre staff and HOLAs.
- 4.10.3 Curriculum adjustments made by the teacher with support available from specialist staff. The course teacher is responsible for the Curriculum Adjustment Programme (CAP).
- 4.10.4 The following guidelines demonstrate examples of best-practice standards in the provision of reasonable adjustments for students:
- (i) Assessment tasks are broken into achievable steps, with many practical opportunities for repetition and skill reinforcement.
 - (ii) Immediate feedback is given to students.
 - (iii) Goal setting and reflective practice is encouraged and taught to enable students to take an active role in their learning journey.
- 4.10.5 For guidelines relating to special examination arrangements for the WACE for students with disabilities and/or specific learning difficulties, further details are available in School Curriculum and Standards Authority publications. Guidelines for disability adjustments for timed assessments can be found at;
<http://senior-secondary.scsa.wa.edu.au/assessment/examinations/special-provisions>
- 4.10.6 The nature of disabilities means that no two students are alike and teachers can vary the assessment provisions to accommodate the need of all students. The type of support will vary according to the particular need of the student and the requirement of the task. Teachers will provide students who have disabilities and or specific learning disabilities with opportunities to demonstrate their achievements within the constraints of the assessment parameters. Students with disabilities and or specific learning difficulties will be assessed on what they know and can demonstrate. Liaison between the classroom teacher, the HOLA and the Learning Enrichment Coordinator, is essential to identify and provide the conditions by which such students can be fairly and validly assessed.
- 4.11 Assessment Review and Appeals
- 4.11.1 Students are required to keep a record of all their assessment results.
- 4.11.2 Classroom teachers should check that their records tally with those of the students before final submissions are made to the School Curriculum and Standards Authority.
- 4.11.3 Where discrepancies exist and agreement cannot be reached, the Head of Learning Area must be consulted to resolve the issue.
- 4.11.4 Students must be provided with the final results of their achievement in each of Years 11 and 12 before they are forwarded to School Curriculum and Standards Authority.
- 4.11.5 Appeals against College assessment can be considered on the grounds of incorrect use by the College of course assessment structures and guidelines.

4.11.6 The teacher's judgment of the weighting of the individual assessment tasks for the course is not subject to review.

4.11.7 If, after feedback has been provided, the student still believes that the assessment of their work is incorrect, they may raise the issue with the classroom teacher before the task leaves the room. If agreement is not reached in such discussion, the teacher is requested to seek further clarification from the original marker or the HOLA. If necessary, the Deputy Principal, Teaching and Learning will determine the matter.

4.12 Reviewing marks and grades

If a student considers that there is an issue about the delivery of the course, the marking of one or more assessment tasks or the grade assigned for a pair of units they should, in the first instance, discuss the issue with the teacher.

If an assessment issue cannot be resolved through discussion with the teacher, then the student (or the parent/guardian) should approach the relevant Head of Learning Area/teacher-in-charge responsible for the course.

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

- the assessment outline does not meet the syllabus requirements
- the assessment procedures used do not conform with the College's senior secondary assessment policy
- procedural errors have occurred in the determination of the course mark and/or grade
- computational errors have occurred in the determination of the course mark.

The Principal, or a nominated representative, will conduct the review. The reviewer will meet with the student and the teacher independently and prepare a written report. This report will be provided to the student and their parent/guardian.

If this review does not resolve the matter, the student (or parent/guardian) may appeal to the School Curriculum and Standards Authority using an appeal form which is available from the Deputy Principal or the Authority website. Authority representatives will then independently investigate the claim and report to the Authority's student appeal committee.

If the committee upholds a student appeal the college will make any required adjustments to the student's mark and/or grade and where required, the mark and/or grade of other students and re-issue reports and/or the statement of achievement as necessary.

4.13 Cheating, collusion and plagiarism

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
- paraphrases 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.

5. Conduct of Examinations (Year 10-12) and Externally Set Tasks (Year 11 and 12 only)

Students must be familiar with the following requirements and with the standard procedures for the conduct of examinations at John XXIII College. These standard procedures are provided to all Year 11 and 12 students with the publication of the examination timetable at each set of semester examinations. It is the student's responsibility to know and understand these rules - they will not be expounded further nor are they negotiable.

5.1 Timing

- 5.1.1 Examinations may have a reading time component during which students may not write, use calculators or make notes.
- 5.1.2 Students may not be admitted to the room after the assessment has commenced and will not be admitted to an examination after one hour of it has elapsed.
- 5.1.3 Students must expect to stay for the whole time of the in-class assessment or examination.
- 5.1.4 Students must not expect any allowance or granting of extra time if they are late or if they misread the time for the assessment.

5.2 What materials are allowed?

- 5.2.1 Students may bring pens, pencils, erasers, ruler, and calculators into the assessment provided they comply with the rules set down by the Learning Area for that particular assessment.
 - 5.2.2 Students must supply their own Mathaids, Language Dictionaries and Calculators.
 - 5.2.3 Pencil cases must be of clear and transparent material.
 - 5.2.4 Students will be supplied with lined paper on which to write the answers or with answer books.
 - 5.2.5 Students may not use their own scrap paper or working paper.
 - 5.2.6 Students may not have bags, mobile phones, calculator covers, text books, notes or references near their working area.
 - 5.2.7 Where notes are allowed during an assessment, they may not have any folds in them and no other piece of paper stuck or stapled to them.
 - 5.2.8 Where drinks are allowed, they must be in clear plastic bottles without any labels or writing on them. Only water is allowed.
 - 5.2.9 For open-book examinations or in-class assessments a list of permitted items will be provided.
- 5.3 What is expected of students in the conduct of an in-class assessment or examination?
- 5.3.1 Maintain absolute silence in the allocated room.
 - 5.3.2 To refrain from any form of communication with another student.
 - 5.3.3 Check allocated seating before entering the examination room.
 - 5.3.4 Raise their hand and wait for a supervisor to come if they have a question to ask.
 - 5.3.5 When instructed complete the information required on any answer sheet cover.
 - 5.3.6 Read the instructions on the cover of the question booklet carefully.
 - 5.3.7 Check that the question booklet is complete and clearly printed.
 - 5.3.8 No borrowing of any object from another student.
 - 5.3.9 At the end of the examination period remain seated and silent until the examiner has collected scripts and booklets and dismissed the students.

5.4 Irregular Practices

- 5.4.1 No candidate should contrive in any way to gain unfair advantage over any other nor shall any candidate collude in the exchange of information during an examination.
- 5.4.2 Any attempt to talk or pass notes to another student, for whatever reason; will be interpreted as an attempt to gain an unfair advantage.
- 5.4.3 Any student found talking, signalling or communicating in any way with another student, or cheating, should expect to have their paper cancelled and a zero mark awarded. Such students may be allowed to complete the paper but will have their scripts annotated by the supervisor, who will report details to the Deputy Principal, Teaching and Learning who will determine the issue.

5.5 What “help” in an examination means?

- 5.5.1 An examiner during the reading period may correct questions only in-so-far as it gives no unfair advantage to a candidate.
- 5.5.2 A Supervisor or Examiner may only explain procedures or clarify instructions printed on an examination booklet.
- 5.5.3 Supervisors and Examiners are not supplied with extra calculators, Mathaids and Tables books should students fail to bring their own.
- 5.5.4 Supervisors and Examiners may have spare pens or pencils should a student’s fail to function.
- 5.5.5 Supervisors and Examiners are not allowed to explain how your calculator works.
- 5.5.6 Supervisors and Examiners will not confirm or deny the accuracy of an answer or procedure being examined nor explain the meaning of a question.

5.6 Absence from Examinations

- should
- 5.6.1 Students in Years 10, 11 and 12, who are ill on the day of the examination, ask their parents or guardians to contact the College as soon as possible. This information should be passed on to the Deputy Principal, Teaching and Learning and the relevant HOLA immediately. Students will present their medical certificate, to the Deputy Principal, Teaching and Learning on their return to the College.
 - 5.6.2 In rare and exceptional circumstances, determined by the College, a student may be allowed to sit an examination at a time other than that scheduled;
 - 5.6.3 The College will determine what constitutes such rare and exceptional circumstances.
 - 5.6.4 Where students complete an examination at time other than that scheduled for the cohort for that course, the marks gained will be used to verify the calculation of the student’s standardised mark.

5.7 Externally set task

All students enrolled in a Year 12 General or Foundation 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 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 college to submit the EST marks then the college will determine if the reason for non-completion is acceptable and if not acceptable the student will be allocated a mark of zero. If the reason is acceptable to the college the teacher will:

- decide on an alternate assessment task (if, in the opinion of the teacher, the task is no longer confidential), **or**
- not require the task to be completed and re-weight the student's marks for other tasks.

6. Secondary Graduation Course completion in Year 11 and 12

6.1 In order to complete a course and be eligible to receive a grade, a student must complete the school's education and assessment program for that course.

6.2 A student is required to be present for the duration of the school year.

6.3 It is a student's responsibility to be present for all assessment tasks and to submit all assessments by the due date.

6.4 Course Completion Requirements are summarised on the School Curriculum and Standards Authority website;
www.curriculum.wa.edu.au/internet/policy/WACE_requirements

6.5 For further information on "Assessment and Grading"
www.curriculum.wa.edu.au/Internet/Policy/Assessment

6.6 Students who fail to comply with these requirements may jeopardise graduation.

7. Course Transfer

- 7.1 Students who transfer into a course part-way through the year or semester are required (in consultation with the course teacher) to sign a contract that stipulates how and by when missed work must be covered and how the schedule for the assessment program for the course will be completed.
- 7.2 Students may be given credit for assessments from the previous course subject to satisfying the School Curriculum and Standards Authority guidelines on such marks or credit transfer. Students transferring into a course should be given the opportunity to complete assessments set in their absence, or be set comparable tasks to gain credit toward course completion. All course changes are subject to the College's ability to provide for the change, and must have parental approval. Course changes must be organised through the Deputy Principal, Teaching and Learning or his delegate. Students are required to obtain signatures from the teacher whose class they are leaving and the teacher and HOLA in whose class they will be newly enrolled on a form provided by the Deputy Principal, Teaching and Learning. The course change will not be recognised until the form is returned to the Deputy Principal, Teaching and Learning.
- 7.3 Where a student transfers from another school, credit may be given for assessments completed at the previous school provided adequate evidence is supplied from that school, and it fits with the assessment program of the College. All assessment data relating to students who transfer between courses must be kept until results are confirmed by the School Curriculum and Standards Authority.