

## Senior Secondary School Assessment Policy 2019

This information contained in this policy is provided to all Senior Secondary students at Halls Head College through the English Learning Area (*with the Policy uploaded to the College Website*) and is based on School Curriculum and Standards Authority (SCSA) requirements.

All Year 11 and Year 12 students are enrolled in a combination of ATAR, General, Foundation and Australian Qualification Framework (AQF) courses including VET courses delivered both on the College site and externally. The VET qualifications are delivered and assessed in partnership with a variety of College endorsed Registered Training Organisations (RTO).

This policy applies to the assessment of all WACE courses.

### 1. Student Responsibilities

It is the responsibility of the student to:

- attempt 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 pair of units studied which contains all completed written assessment tasks and to make this file available whenever required by the College (*see Section 9 below for details*)
- 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' and may not achieve the result of which they are capable*)
- initiate contact (*within a reasonable timeframe*) and negotiate with teachers and the HOLA (*Head of Learning Area*) or TiC (*Teacher In-charge*) concerning absence from class, missed in-class assessment tasks, requests for extension of the due date for out-of-class assessment tasks and other issues pertaining to assessment
- Notify your teacher, HOLA, Senior School Student Services Manager and Year 11 or 12 School Officer of any special needs (*eg. Medical Conditions*) that may impact on your ability to achieve in any of the courses of which you have enrolled and/or examinations involving OLNA (*if you did not achieve Band 8 or higher in your Year 9 NAPLAN results for Reading, Writing and Numeracy*).
- Provide the College with a Unique Student Identifier (USI) for enrolment in VET certificate courses

### 2. Teacher Responsibilities

It is the responsibility of the teacher to:

- develop a teaching and learning program that delivers the current School Curriculum and Standards Authority (SCSA) West Australian Syllabus for the pair of units to be submitted by the end of Week 2 Term One, to the College Intranet:

**S:\AdminShared\E4166S01-Halls Head College\Teaching Staff\Academic Year 2019\Senior School Course and Assessment Outlines**

- provide students with access to the Course Syllabus, Course and Assessment Outlines (*see Section 3 below for details*) at the commencement of the course

- Ensure any changes to Course Outlines or Assessment Outlines are accessible in writing to all students and are actioned with equity to all. [*eg If there is more than one class then no class should be disadvantaged by any changes made*]
- ensure that all assessment tasks are fair, valid and reliable
- provide students with timely assessment feedback which guides students to improve their application of the content and with guidance about how best to undertake future tasks. It is recommended that all teachers provide students with their individual Task Mark Report at the end of each assessment.
- maintain accurate records of student achievement and meet College and external time frames for assessment and reporting (*this information can be found - for teachers - on the College Intranet*). A range of copies of student work samples with each grade must be kept for consensus and moderation purposes.
- meet College and external timelines for assessment and reporting. All Assessments are to be placed in Reporting to Parents to record assessment performance and update this each time an assessment is completed and marked to ensure the College as the most up-to-date information on each student's achievement and progress at any given time.
- In consultation with their HOLAs/TiCs, teachers will be flexible in assessment requirements with students on alternative/flexible programs and provide modified programs and assessment outlines for student who transfer into courses
- Inform parents, students, HOLA, Senior School Student Services Manager and Student Services Year Coordinator at point of concern, any student who has not submitted work, has performed below a satisfactory standard and/or is deemed unlikely to achieve a grade C or better (*and record this contact on SEQTA*).
- Report student achievement of UoC's to the partnering Registered Training Organisation to obtain statements of attainment and /or qualifications

### 3. Information Provided to Students

Before teaching starts the teacher will make available (*either hardcopy or access to e-copies*) the following documents:

- 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
  - a general description of each assessment task
  - an indication of the content covered by each assessment task.

### 4. Assessing Student Achievement

At Halls Head College all students are enrolled in a Year-Long 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 General and Foundation courses (*see Sections 5 and 6 below for details*). **Please note: all Year 12 Mock Exams will occur in Week 2 of the Term 3 Holidays.**

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 pair of units.

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.

Nearly all tasks are completed as in-class assessment. Some courses may include tasks – of which parts of the task - are completed out-of-class (*in which case, student achievement will be validated to ensure authenticity*). In most cases – a timed assessment will occur to finalise the task (*for example - this may mean the 'essay' part of a research task is conducted under timed conditions*).

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. Typically, this 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 HOLA/TiC responsible for the course.

## 5. School Examinations

College Examinations are included in the Assessment Outline for the pair of units. The weighting (*i.e. proportion of the final mark*) for these school-based examinations varies between courses and can be determined from the Assessment Outline.

The College's internal written examination will be held in all Year 11 and 12 ATAR courses during Week 6 and the beginning of Week 7 in Term 2 and the end of Week 5 and during Week 6 of Term 4 for Year ATAR 11 courses and in the second week of the Third Term Holidays for the Year 12 ATAR courses.

The College's internal practical/performance/oral exam will also be held in those courses with a practical, performance or oral ATAR examination.

Year 12 External WACE Written Exams will commence from 30 October until and including Tuesday 19 November. Those students required to complete a Practical Examination have been timetabled to commence through SCSA from 28 September – 06 October (*Drama and PES*) and for ELD, 12 October through to 20 October (*students will be informed of when they will be sitting their Practical Exams with Written Exam dates for individual courses published 27 May on the SCSA Website*).

In Year 11 written examinations are typically 2 or 2.5 hours in duration.

In Year 12 all written examinations are 3 hours duration except for courses with a practical, performance or oral examination which are 2.5 hours plus a separate practical, performance or oral examination.

The examination timetable and examination rules will be issued to students prior to the start of the exam period.

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 College 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 College Examinations, as for all other assessment tasks, the HOLA/TiC will determine whether the reason is acceptable (*see Section 13 below for details*) and if not acceptable, the student will be given a mark of zero. If the reason is acceptable to an alternate date will be set or where this is not possible the student will not sit the examination and their marks for other tasks will be re-weighted.

In situations where a student has an accepted absence from an Examination, the College reserves the right to determine a student's predicted mark based on their position in the class rankings and

therefore their expected exam result according to the results of the students in close proximity to their ranking (maintaining the students ranking) or to exempt the student from the exam.

If a student is absent for an examination due to proven illness that results in the class student ranking altering and this absence disadvantaging other students and advantaging the absent student, it is at the discretion of and the right of the HOLA to ask that student to sit that assessment at a scheduled time to ensure equity to all. If this is actioned the student must sit that assessment or will be awarded a zero.

## **6. 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 by the students in class under standard test conditions during weeks 2, 3, and 4 as designated by SCSA in Term 2 (06 May-24 May).

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 the College*). 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 (*see Section 13 below for details*) and if not acceptable the student will be allocated a mark of zero. If the reason is acceptable to the College, the teacher - after discussion with their HOLA/TiC 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.

## **7. 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
- paraphrased or summarised from 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 HOLA/TiC 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.

## **8. Security of Assessment Tasks**

Where there is more than one class studying the same pair of units at the College, 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 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. 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 College 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.

## **9. Retention and Disposal of Student Work**

Students are responsible for retaining all of their marked written assessment tasks. The College will retain all non-written assessment tasks (*typically as audio or video recordings or digital products*). This material is required by the teacher when assigning grades at the completion of the pair of units and may be required by the Authority for moderation purposes.

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

## **10. 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 for the entire class, then students will be notified and the modified assessment outline will be placed on the College Website and resubmitted to **S:\AdminShared\E4166S01-Halls Head College\Teaching Staff\Academic Year 2019\Senior School Course and Assessment Outlines**.

Where a disability, special education needs or cultural beliefs has resulted in the inability of a student to complete one or more assessment tasks, the assessment outline will be adjusted and provided to the student and parent/guardian.

## **11. Students with a Disability**

Students with a severe diagnosed disability, where their disability, impairment or medical condition may significantly affect their access to a particular assessment task, can apply to have their written and/or practical assessment tasks (*including school examinations*) adjusted by the teacher in consultation with the HOLA/TiC responsible for the course and the Learning Support Coordinator for Senior School Students. Evidence of the diagnosis is required for approval of adjustments for students with a disability and/or medical condition.

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. Please note – when students sit their External ATAR Examinations and OLN Examination, the Authority makes the final decision as to whether the adjustment required and submitted for their approval is accepted.

## **12. Completion of a Pair of Units**

A grade (A, B, C, D or E) is assigned for each pair of units completed.

Students are required to:

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

If an assessment task cannot be submitted directly to the teacher it is to be submitted to the relevant HOLA/TiC. If students submit the assessment to the HOLA/TiC, then the student must email the teacher immediately that this has occurred.

Where health issues or other personal circumstances may prevent a student completing an in-class assessment task, the student (*or the parent/guardian*) must discuss the matter with the teacher and in-consultation with the HOLA/TiC at the earliest opportunity. The College will determine whether the reason is acceptable (see Section 13 below for details).

When the reason for not submitting an assessment task or attending a scheduled in-class assessment task is acceptable to the College (*see Section 13 below for details*) the student's assessment outline will, where possible, be adjusted and a grade assigned.

If a student does not submit an out-of-class assessment task or attend a scheduled in-class assessment task, without providing an acceptable reason, the teacher will contact the parent/guardian to discuss the possible impact of the penalty on the student's grade and negotiate actions to prevent this re-occurring.

Where an out-of-class assessment task is submitted after the due date or is not submitted, and the student does not provide a reason, which is acceptable to the College or has failed to negotiate with the teacher (*see Section 13 below for details*), the following penalties apply:

- 10% reduction in the mark (if submitted one school day late), **or**
- 50% reduction in the mark (if submitted two school days late), **or**
- a mark of zero (if submitted more than two school days late or not submitted).

Where an in-class assessment task is missed and the student does not provide a reason which is acceptable to the College or negotiate with the teacher (*see Section 13 below for details*) the student will receive a mark of zero.

A student who does not sit an ATAR course examination and does not have an approved sickness / misadventure application for that course (*submitted through SCSA*) will not have the grade for the pair of units completed in that year contribute to the calculation of their WACE certificate. They will not receive an ATAR course report and as a consequence the student may not meet the requirements to receive a WACE.

### **13. 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 factors beyond the control of the student or significant personal circumstances prevents a student attending on the day that an in-class assessment task (*including College Examinations and the externally set 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 by the due date.

In such cases the parent/guardian must:

- contact the College as soon as is practical
- provide either a medical certificate or a letter of explanation immediately the student returns to the College.

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**
- decide on an alternate assessment task (*if, in the opinion of the teacher, the assessment is no longer confidential*), **or**
- not require the task to be completed and 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 meet the Authority requirements for the course and to enable a grade to be assigned*).

Events that can be rescheduled are not a valid reason for non-completion or non-submission of an assessment task (*e.g. sitting a driver's licence test, preparation for the College Ball, family holidays*). In exceptional circumstances, the parent/guardian may negotiate with the Year Co-ordinator or Senior School Students Services Manager the development of an individual education plan. This

plan will show 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 College examination timetable, students will be advised by the College of adjustments to the task requirements and/or the assessment outline.

#### **14. 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 Senior School Student Services Manager and in consultation with the Senior School 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.

In Year 11, students – in consultation with the parents/guardian - may apply to or be counselled (*due to poor performance in a current course for Semester One*) to transfer at the end of Semester 1, where class numbers enable this to occur. Students studying a Foundation course will transfer to a General course after the OLNA results are received from the Authority and it has shown the student has achieved their OLNA. Applications to the Principal can occur for the student to remain in the Foundation Course (*if they achieve their OLNA*) if it is deemed to be in the student's best educational interest.

When a student transfers to a different course within the same subject (e.g. from English ATAR Year 11 to English General Year 11) or to a similar course (e.g. Human Biology ATAR Year 11 to Integrated Science General Year 11), the marks from completed assessment tasks will be used, where they are appropriate, for the unit into which the student is transferring. These marks may be statistically adjusted to ensure that they are on the same scale as the marks for all students in the new class.

#### **15. 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 College with evidence of all completed assessment tasks. The Senior School Student Services Manager – in consultation with the Senior School Deputy - will contact the previous school to confirm:

- the part of the syllabus that has been taught
- the assessment tasks which have been completed
- the marks awarded for these tasks.

The HOLA/TiC 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 Halls Head 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.

#### **16. Reporting Student Achievement**

Students will be kept informed of their progress throughout enrolment in a course. Parents/Guardian will be notified when a task is not submitted, submitted late or when the students performs below a satisfactory level on a task. This contact can be via email, phone call, text or letter. There should be no surprises when a report is sent home.

Teachers are recommended to use the Reporting to Parents generated Task Course Reports to keep students and parents up-to-date with progress at the end of each task.

The College formally reports student achievement at the end of Semester 1 and at the end of Semester 2. The report provides for each course:

- a comment by the teacher
- a grade<sup>1</sup>
- the percentage mark in the school-based examination (for ATAR courses)
- the percentage mark<sup>1</sup> (calculated from the weighted total mark).

<sup>1</sup> *The Semester 1 mark and grade are interim as they are not finalised until the pair of units is completed at the end of the year.*

At the end of the year, Year 12 students will be provided with a Halls Head College Statement of Achievement, which lists the school mark and grade for each pair of units. These are the results which will be submitted to the Authority. Successful completion of VET qualifications and endorsed programs are also listed on the statement of achievement.

All final grades are subject to approval by the Authority at the end of the year. The student (*and parent/guardian*) will be notified of any changes that result from the Authority's review of the student results submitted by the college.

## **17. 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 HOLA/TiC 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 Authority 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.