

Kent Street SHS Upper School Assessment Policy

1. Overview

Assessment can be *formative* (to inform the future direction of the teaching and learning) or *summative* (to summarise the evidence of learning at the end of a teaching and learning program). The upper school assessment policy acknowledges the importance of formative assessment, however, these guidelines focus, for the most part, on summative assessment procedures.

Assessment assists teachers and schools in:

- monitoring the progress of students and diagnosing learning difficulties
- providing feedback to students
- adjusting programs
- developing subsequent learning programs
- reporting student achievement to parents
- whole-school and system planning, reporting and accountability procedures

Assessment procedures must therefore be fair, valid and reliable.

2. Assessment Guidelines

Senior secondary schooling assessment has mandatory guidelines set by the School Curriculum and Standards Authority and partner registered training organisations (RTOs). A Course/Qualification outline and assessment outline including task due dates will be provided to students at the start of the learning program.

3. Student Responsibilities

It is the student's responsibility to:

- Complete all course/qualification requirements by the due date.
- Maintain a folio of assessment evidence for all marked written assessments and to make it available whenever required.
- Initiate contact with teachers concerning absence from class, leading to missed assessments, extension requests.
- Review all returned assessments, in particular examination papers, to ensure errors and any misunderstanding of concepts and aspects of the syllabus are addressed.

4. Staff Responsibilities

It is the responsibility of the teaching staff to:

- Develop a teaching/learning program that meets School Curriculum and Standards Authority requirements and guidelines and that of our auspicing partner RTOs.
- Provide students with a course outline and assessment outline at the start of the each new course unit.
- Ensure that assessments are fair, valid and reliable.
- Provide students with timely assessment feedback and guidance.
- Establish an assessment file for each student for each course in which to hold marked assessments. Students will have access to this file for revision purposes.
- Maintain accurate records of student achievement and assessment using Reporting to Parents on the Portal and retain evidence of all non-written assessment tasks. The school retains student files until the marks have been accepted by the Authority. The

written assessment tasks and/or folios are available to students for collection after the marks have been accepted.

- Meet school and external timelines for assessment and reporting.
- Inform students and parents of academic progress as appropriate.
- Ensure small group partnerships are registered with the School Curriculum and Standards Authority as required. (Year 12 only)
- Participate in review, moderation and validation meetings with partner RTOs.

5. Parents / Carers Responsibilities

It is the responsibility of Parents/Carers to:

- Ensure they are familiar with course/qualification outlines and assessment schedules as provided to their child at the beginning of each course or course unit.
- Maintain contact with the school (telephone, written) regarding any issues that may impact on their child's success and attend scheduled parent nights to discuss their child's progress.
- Provide a suitable environment for home study.
- Provide firm support to follow a set study plan thus helping to avoid overload and undue stress.
- Contact the school by 9.30am on the day if their child is absent on a due date for assessment **and** provide either a medical certificate or written explanation for this absence upon the student's return to school.

6. Missed Assessment Work Due to Absence from Class

General

If a student is absent from class, their ability to achieve to their potential is at risk. Extended absence frequently results in lower levels of achievement, or unit assessment requirements not being met, thus being reported as an 'E' grade. Students absent from certificate qualifications will have difficulty demonstrating competence. This may have WACE implications.

Absence from scheduled assessment tasks

- For absence from a scheduled assessment task, (including tests and examinations) which is explained by either a medical certificate or evidence provided immediately on the student's return to school, provision will be made to ensure the student is not disadvantaged.
- Satisfactory explanation of the absence may enable the student to complete that assessment task, a similar task or, in extenuating circumstances, have a re-weighting of tasks. These strategies are designed to ensure that the student is not disadvantaged and the best option is selected according to individual circumstances.
- In cases where a student is unable to attend to complete a scheduled assessment task, and where appropriate supervision is guaranteed, permission may be negotiated to complete that task in an alternative venue.
- Where there is no satisfactory explanation for absence from a scheduled assessment task or examination, a loss of good standing is applied and the student will receive a mark of zero (or a 'hold' for a certificate unit of competency)
- Where a student is absent from a class assessment due to participation in a school sanctioned or organised activity, it is the student's responsibility to negotiate their absence from class with the teacher and make alternative arrangements to complete the assessment

- Where a student is absent due to in-term holiday arrangements it becomes the student's responsibility to ensure all work and associated assessment tasks missed are completed.

Prolonged absence

Where a student is unable to attend school for a lengthy period due to injury or illness, the school will liaise with the parent/carer to discuss alternative opportunities to complete assessment requirements and seek to provide support to the student's learning program.

7. Changing a Subject/Course

- It is not recommended that students change subjects/courses after the first month of each semester, as it could place a student at risk. However, if unavoidable, it is the responsibility of the student to negotiate with the teacher a plan to catch up on all missed work and associated assessments.
- Where a course unit assessment requirements have not been met then the assessment will affect the overall grade achieved. This may have WACE implications. This situation could arise through chronic absence or late course changes.
- All changes must have signed parental approval and must be negotiated through the Deputy Principal or their nominated representative.
- Where a student changes school during a school year, credit for the completion of work in the same course unit will be given when the student and/or previous school supplies appropriate evidence.

8. Failure to Submit Work

Extensions

- Generally, it will not be possible for students to seek an extension of deadlines. In cases where work is not submitted on time, penalties for late submission will be applied.
- In cases of illness or significant personal problems, extensions to assessment due date may be given at the discretion of a teacher. It is, however, the student's responsibility to negotiate this with the teacher **prior to the due date**. If a student does not apply in advance and receive an extension, the consequences will be the same as for missed work without an acceptable explanation of their absence.

Penalty for late submission of assessment tasks

Where a student fails to submit an assessment on time without negotiating an extension with the teacher prior to the due date then the following penalties will apply:

- Loss of good standing for one week is automatically applied. Parents are notified.
- Courses: the student has one week to submit the assessment task/s noting that a percentage of marks are lost each day as follows:

Scale of mark deductions:

1 day late:	20% marks taken off
2 days late:	35% marks taken off
3 days late:	50% marks taken off
4 days late:	65% marks taken off
5 days late:	80% marks taken off

- Certificates: late work will be resulted as a 'hold'. The student must negotiate an opportunity to re-submit work for assessment prior to annual reporting deadlines..
- Failure to submit the assessment task within that week of the assigned due date will result in Loss of Good Standing for a further 4 weeks and a mark of zero will be recorded (or a 'hold' for a certificate unit of competency). It is a requirement that all assessment tasks are submitted to demonstrate completion of the course or unit regardless of whether marks are allocated.

9. Cheating, Collusion and Plagiarism

- Students shown to have cheated or been involved with collusion or plagiarism in assessed work or in examinations **will not** have that work accepted as valid evidence of their achievement. Upon investigation all students involved may have a score of zero recorded for that assessment.
- Collusion is when a student submits work for an assessment and it shows evidence that is not his or her own work.
- Plagiarism is when a student uses someone else's words or ideas without acknowledging that they have done so (work is essentially copied). Work copied from other sources must be correctly referenced.

10. Examinations

- Examinations are seen as a valuable means of assessing students' knowledge, skills and understanding of the course concepts and the application of them. Completion in a timed environment allows the student to perform under pressure.

Attendance at examinations

- Students must attend scheduled examinations. In exceptional circumstances, alternative arrangements may be negotiated through the Principal and/or School Curriculum and Standards Authority before the advertised date.
- Participating in family holidays will not be accepted as an exceptional circumstance.

Students Requiring Special Consideration

- The school will ensure that students with special educational needs are catered for in an appropriate way and in accordance with School Curriculum and Standards Authority and Registered Training Organisation guidelines.

11. Reporting to Parents

- Students will be kept informed of their progress throughout their course.
- Teachers will assess completed tasks and provide prompt assessment feedback to the student using the facilities available in Reporting to Parents.
- Parents will be regularly informed about their child's progress via interim reports, parent interviews and semester 1 and 2 formal reports. Students and parents/carers will be contacted when it is identified that there is a risk of the student not:
 - *achieving their potential,*
 - *completing the subject/course requirements resulting in a U or E*
 - *completing certificate qualification requirements*
 - *meeting WACE requirements*
- Student achievement is reported to the School Curriculum and Standards Authority and Registered Training Organisations. The final results are recorded on the Statement of Attainment.

For those courses which have an external examination, the Authority statistically moderates the school assessment based on the school performance in the external examination. The moderated school assessment appears on the student's record of achievement.

12. Certificate qualifications using external training providers

Students enrolled in training with external training providers not covered by an auspicing agreement with the school do so under the assessment policy of that provider. Where a student misses an assessment or does not prove competency, it is the student's responsibility to negotiate re-assessment and, where applicable, pay the associated fees.