

Eaton Community College Senior School Assessment Policy 2019

Introduction

This policy is provided to all Senior School students at Eaton Community College and is based on the School Curriculum and Standards Authority (SCSA) requirements. This policy applies to the assessment of all Year 11 and 12 WACE courses in 2019.

School-based assessment involves teachers gathering, describing and quantifying information about student achievement.

Assessment should:

- be an integral part of teaching and learning
- be educative
- be fair
- be designed to meet their specific purposes
- lead to informative reporting
- lead to school-wide evaluation processes
- provide significant data for improvement of teaching practices.

Individual learning areas will develop their own Assessment Policy to support this document.

1. ECC Course Delivery Requirements

- Year 11 ATAR, General and Foundation courses (Units 1 and 2) will be delivered as a pair in a year-long course
- Year 12 courses (Units 3 and 4) must be delivered as a pair in a year-long course
- In a Year 12 General or Foundation course, the assessment outline must include the Externally Set Task (EST) with a weighting of 15%.

2. Student responsibilities

It is the student's responsibility to:

- complete all subject/course assessments (both in-class and out-of-class tasks) by the due date
- maintain a good record of attendance, conduct and progress (a student who is absent for five lessons or more per term is deemed to be at risk of not achieving the best possible result)
- initiate contact with teachers concerning absence from class, missed in-class assessment tasks, extension requests for out-of-class assessment tasks and other issues pertaining to assessment.

3. Teacher responsibilities

It is the responsibility of the teacher to:

- develop a teaching/learning program that meets SCSA requirements and delivers the correct syllabus
- provide students with a course outline, assessment outline, a copy of the syllabus for the relevant pair of units (including the grade descriptors) and this assessment policy (may be provided electronically)
- ensure that assessment tasks are fair, valid and reliable
- upload a copy of assessment outlines in RTP at the beginning of the year
- provide students with timely assessment feedback and guidance
- maintain accurate records of student achievement and assessment
- meet school and external timelines for assessment and reporting
- store marked assessments securely in portfolios which may be required by the teacher/s when assigning grades at the completion of the unit/pair of units and, if requested, by SCSA. Students will have access to these portfolios for revision purposes.
- inform students and parents of academic progress as appropriate.

4. Course Outline Requirements

There are mandatory guidelines set by SCSA within each syllabus document. A course outline (including task deadlines) and assessment outline must be provided to all students before teaching begins.

Each assessment outline must include:

- the number of tasks to be assessed
- a general description of each task
- an indication of the coverage of the unit content provided by each task
- the approximate timing of each task (e.g. the week the task will be conducted or the start and submission dates for an extended task)
- the weighting of each assessment task
- the weighting of each assessment type, as specified in the assessment table of the syllabus.

5. Assessment practices

In each unit/pair of units, a number of assessment tasks occur during the year/semester (including end of semester exams in all ATAR courses).

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/pair of units.

The requirements for each assessment task will be clearly described in writing on a task outline., including what the student needs to do and indicating the steps involved for extended tasks.

A marking key will also be developed for each assessment task that clearly states:

- the criteria used to award marks
- clear instructions about the completion of the task
- a due date
- the amount of time allocated to complete the task.

When assessing a student's submission the teacher will:

- use the mark allocation given on the assessment item
- use an agreed common marking scheme with any other teacher teaching the same course at ECC
- mark students work within an acceptable time frame
- provide students with the assessed work and their final mark on that assessment item.

Students will be kept informed of their progress throughout their course, and results will be entered in RTP promptly. Students who have not completed an assessment task will have a mark of zero (0) entered in RTP against that task.

Security of assessment tasks

Where there is more than one class studying the same pair of units (or unit) at the college, the assessment tasks will be the same. 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. 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.

6. Modification of the assessment outline

When a student's specific education needs do not allow them to complete a particular assessment task, the teacher may modify the task in consultation with the head of learning area/teacher-in-charge. An individual education plan will be developed showing any modifications to the assessment outline for the unit/pair of units.

When a student's cultural beliefs do not enable them to complete a particular assessment task, the teacher may modify this task in consultation with the head of learning area/teacher-in-charge. An individual assessment plan will be developed showing any modifications to the assessment outline for the unit/pair of units.

When a student's personal circumstances limit his/her capacity to complete a particular assessment task, the teacher, may vary the submission date.

If circumstances change during the teaching of a unit/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 supplied to the students.

7. Students with special education needs

Students with a special education need will, where necessary, have assessment tasks (written, practical and school examinations) modified. These modifications will be consistent with those provided by the School Curriculum and Standards Authority. Modifications, depending on the individual students' education needs, can include special equipment, provision of a scribe, or additional time.

Students who are unable to complete an assessment task because of their special education needs will be provided with alternative opportunities to demonstrate their knowledge, skills and understandings.

8. Completion of a unit/pair of units

For a student to satisfactorily complete any course they must make a reasonable attempt at all assessment tasks as outlined in the assessment document provided at the commencement of the course.

A grade is assigned for each unit/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 HOLA /TIC or the front office staff.

Where health issues or other personal circumstances may prevent a student completing an in-class assessment task, the student (or the parent/guardian) should, where possible, discuss the matter with the teacher before the scheduled date. The college will determine whether the reason is acceptable. The student is expected to complete the task immediately on return to class – **failure to do so may mean the student will receive a mark of zero.**

For an out-of-class assessment task submitted after the due date or not submitted, where the student does not provide a reason, which is acceptable to the college **a consequence will apply.**

Where the reason for not submitting an assessment task or attending a scheduled in-class assessment task is acceptable to the college the student's assessment outline will, where possible, be modified 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.

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 by the due date.

In such cases the parent/guardian must:

- contact the college on the day of the in-class assessment task or due date for submission of an out-of-class assessment AND
- provide either a medical certificate or a letter of explanation immediately the student returns to school.

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
- 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).

Events that can be rescheduled by the student (e.g. sitting a driver's licence test, family holiday) are not a valid reason for non-completion or non-submission of an assessment task. In exceptional circumstances, the parent/guardian may negotiate with the teacher the development of an individual assessment plan. This plan will show how the missed lesson time will be compensated for and any modifications to the assessment outline for each unit/pair of units.

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 modifications to the task requirements and/or the assessment outline.

9. 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 contains:

- identical or similar material to the work of another person (eg. another student, a parent, a tutor)
- identical or similar material to a published work unless the source is acknowledged in referencing or footnotes.

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 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 of the penalty.

10. Retention and disposal of student work

Teachers are responsible for retaining all of their students' marked written assessment tasks and portfolios. The college will also retain all non-written assessment tasks (typically as audio or video recordings or digital products). This material is required by the teacher/s when assigning grades at the completion of the unit/pair of units and may be required by the School Curriculum and Standards Authority for moderation purposes. Students will have access to their work for revision purposes. The college will not use the materials for any other purposes without the written permission of the student.

11. Appeals Against Assessments

It is the right of any student to appeal against the assessment of their work if they feel there has been a breach in the assessment process.

Breach of Process

In the event that a student believes that a mark/grade has been determined in a manner that contravenes the stated assessment policy of the School or the policy and procedures outlined in the unit/course assessment documents, they may appeal against the mark/grade. The process to be used is as follows:

Appeal against a particular assessment item	Appeal against a final mark/grade
<ol style="list-style-type: none">1. The student discusses with their teacher the concern regarding the assessment process.2. If a resolution cannot be made, the matter is referred to the TIC/HOLA.3. If no agreement is reached, the Principal (or their nominee) may need to be involved.4. No appeal will be considered at the conclusion of a unit/course unless there has been a breach in the process of compiling the final mark.	<ol style="list-style-type: none">1. The student appeals in writing to the Associate Principal stating the grounds for the appeal.2. The Associate Principal determines whether the grounds are acceptable, i.e. whether the matter deserves further consideration. If it is deemed unacceptable, the student may appeal directly to SCSA3. If the appeal is based on acceptable grounds the matter is referred to the TIC/HOLA who will review the way the mark/grade has been determined and determine a final mark/grade (it may be the same as originally determined).4. If the student is still not satisfied they may appeal directly to the Principal who shall convene a panel to adjudicate on the matter. The panel will consist of the Principal, an Associate Principal, a subject specialist and a student representative. The panel will decide on a final mark/grade. <p>If the student is still not satisfied, they may appeal the case to SCSA for formal adjudication 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 marks and/or grades and where required the marks and/or grades of other students and re-issue reports as necessary.</p>

12. Moderation

Each unit/course will be subject to moderation procedures as follows:

- If more than one class is doing the same unit/pair of units then all classes must use the same assessment program, do identical assessment tasks and administer them at a time that ensures the minimum opportunity for students to collude.
- Each assessment task will have a common marking key that is used by all classes and teachers should consider cross marking tasks to aid comparability. Examinations should be moderated within the school.
- Any Year 12 course with less than six students must form a small group moderation partnership.
- The school commits to teacher participation in any district organised moderation exercises where it is possible to do so.
- The school commits to enabling all teachers of a unit/course to participate in any SCSA mandated consensus moderation process.
- Each teacher of a unit/course is required to store all student work related to assessment tasks in a securely stored portfolio to facilitate moderation processes until all marks/grades are finalised.

13. Students transferring between courses and/or units

Generally, it is not possible to change after the three weeks of any course, as to do so would place a student at risk of not completing the course requirements. After this time, the school will only consider changes in exceptional circumstances. All changes must have parental approval and changes must be negotiated through the Associate Principal. In Year 11, students can also transfer at the end of Semester 1. When a student transfers to a different course (eg. from ATAR English to General English) or a similar course, 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. Additionally, the student may be required to complete any missed assessment tasks.

Where additional work and/or assessment tasks are necessary to enable a grade to be assigned, the teacher will develop an individual assessment plan showing the work to be completed and an individual assessment outline. The plan and the assessment outline will be discussed with the parent/guardian and provided to the student.

14. Students transferring between schools

Where a student changes school during a school year, credit for the completion of work in the same unit/course will be given when the student and/or previous school supplies appropriate evidence.

The Learning Area HOLA/TIC will determine the additional work, if any, to be completed. Where additional work and/or assessment tasks are necessary, the teacher will develop an individual assessment plan showing the work to be completed and an individual assessment outline.

15. Year 11/12 Clearance Process

The school has a clearance process for students in Years 11 and 12: this is to ensure students have completed all the required assessments for the unit/pair of units they have been studying.

The clearance process will apply to Year 11 students in both Semester 1 and Semester 2; in Year 12, the process will occur only in Semester 1. A teacher will only sign a student's clearance form when the student has completed, and submitted, all assessment tasks for the unit/units they are delivering.

Students who have not completed all assessment tasks will be required to attend school during the examination period to complete these tasks. Teachers may apply a late submission of work penalty to these assessment tasks. Failure to complete all assessment tasks may also preclude students from attending Country Week.

At the end of the school year, Year 11 students who are not able to submit a completed clearance form may be required to re-enrol in Year 11 for the following year.

13. Reporting Student Achievement

Teachers will assess completed tasks promptly and will provide timely assessment feedback to the student.

Students will be kept informed of their progress throughout their course, and results will be entered in RTP regularly. Students who have not completed an assessment task will have a 0 entered in RTP against that task. This mark may be amended if/when student submits assessments.

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 unit/course requirements and
- meeting WACE requirements.

Parents should also be contacted when students fail to complete an assessment.

Teachers will allocate grades using the Grade Descriptions in the relevant SCSA course syllabus.

Grade cut-offs are established by comparing the work from the unit/pair of units for selected students with the grade descriptions.

The ranked list must be internally consistent in terms of marks and grades - inconsistent results are not accepted by SCSA.

If more than one teacher in a school is delivering the same pair of units, or unit, teachers need to ensure that school marks and grades awarded are comparable across all classes.

The school will report student achievement in completed ATAR, General and Foundation courses in terms of the following grades:

Grade	Interpretation
A	Excellent achievement
B	High achievement
C	Satisfactory achievement
D	Limited achievement
E	Very low achievement

At the end of the year, all Senior School students will be provided with an Eaton Community College statement of achievement, which lists the grade for each unit/pair of units and the school mark, which was submitted to the School Curriculum and Standards Authority. Successful completion of VET qualifications and endorsed programs will also be listed on the statement.

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

14. Examination Procedures

A written examination will be held in all ATAR courses at the end of Semester 1 and the end of Semester 2. Exams are included in the assessment outline for the unit/pair of units. During the examination period, all senior school students will be exempt from attending normal classes for the duration of the period.

Students who plan work placement/experience during the exam period must inform their employer of their absence from the workplace to attend examinations at school. Such placements cannot be used to avoid examination responsibilities.

Each student will be advised in writing at least two weeks in advance of the examination schedule which will specify the units being examined, the length of the exam, the time of commencement of the exam and the venue.

Examination results will be used in each course to help determine the final mark and grade for the course and must fit within course assessment details as specified in SCSA documentation.

Illness or Disability

Students who are unable to attend an exam due to illness must notify the school by phone of their inability to attend prior to the exam commencing and the reason for their non-attendance. This phone call must then be supported by a medical certificate to cover the period missed which must be presented to the Associate Principal responsible for the exam timetable who will then be required to negotiate alternative times for the student to complete examination commitments. Failure to comply with these requirements will result in the student being awarded 0 for the exam(s) concerned.

Students with disabilities that may affect exam performance are required to make application through the school to the SCSA for special consideration in varying the exam conditions. Once the school has received confirmation of these special conditions, the student will receive whatever support is specified by the SCSA for all assessment items for the remainder of the course(s) and the time for which the disability applies.

Teachers must at all times ensure that assessment items do not adversely affect a student on cultural or religious grounds. In setting examinations, the teacher must take into account the needs of the target group in such matters.

Family holidays do not constitute a valid reason for missing examinations and as such any student missing an exam for this reason should expect to receive a mark of 0.

Student Conduct at Examinations.

The following conditions apply for all examinations at Eaton Community College.

1. Students are only required to attend school for the time of an exam. They must wear school uniform to exams and may be denied entry if not complying with this rule.
2. Students' behaviours must be consistent with College Rules and Expectations. In instances where these are breached, students may be either removed from, or disallowed to sit, an examination. Students will not be given an opportunity to re-sit the examination and a mark of 0 will be awarded.
3. Any student who is at school for a full day may use the library for private study purposes if not in an exam.
4. Students will be given an exam timetable and it is their responsibility to attend exams in their courses at the correct time.
5. Students should arrive at the exam venue at least 10 minutes prior to the commencement of the exam.
6. It is the student's responsibility to ensure that they have all the equipment necessary to complete each exam. The school will not, in general, be able to provide equipment for students.
7. Once in the exam room all students are required to remain silent.
8. No mobile phones or other electronic equipment are allowed in the exam room unless specified by the exam itself. All mobile phones are to be handed to the supervisor prior to commencing the exam. If this is not done, and a student is found in possession of a phone, they may be liable to be removed from the exam room and awarded 0 for the exam.

9. No unauthorised materials may be taken into the exam room. If unsure, students should hand all personal items to the supervisor prior to commencement. If found in possession of unauthorised materials the student may be removed from the exam room and awarded 0 for the exam.
10. No communication is allowed between students for the entire period of the exam. Failure to comply may mean removal from the room and 0 being awarded for the exam.
11. Any attempt to cheat during an exam will result in the paper being cancelled, removal from the room and 0 being awarded for the exam.
12. Students may not leave the exam room in the first hour of working time or in the last 15 minutes of the exam.
13. If a student is ill on the day of an exam, they should ring the school immediately and then arrange a doctor's appointment to get a medical certificate that must be handed to the Deputy Principal in charge when they next attend school. This deputy will arrange alternative times for the student to do the exam(s).
14. Students must leave the school grounds quietly and quickly after the completion of an exam or move to the library to do private study. It is their responsibility to arrange transport home.

Staff Procedures for Examinations

1. Staff are required to set examinations in the unit/pair of units studied for the semester in which the exams fall.
2. Staff who require their exam to be typed must have the exam to the front office two weeks before the exam date.
3. Staff typing their own exam must submit the exam for copying to the front office at least one week before the exam date. All exam materials must be securely stored in the Front Office
4. The Associate Principal will produce an exam schedule and provide copies for distribution to staff and students at least two weeks prior to commencement of the exam period and shall be responsible for producing a supervision roster for staff at least one week prior to the exams.
5. Staff supervising exams need to ensure they adhere to the supervision roster and attend the exam room as quickly as possible so that those to be relieved may get to their next class in a timely manner.
6. Supervisors need to be familiar with the conditions set out for students regarding the conduct of the exam and ensure they are followed accurately.
7. Persons responsible for setting up an exam need to collect all materials from the front office before the exam commences. It is the responsibility of the setter (or their delegate) of each exam to set the exam up prior to its commencement and to ensure that all materials required by students that are provided by the school are available for all students before the commencement of the exam.
8. Once an exam commences, the supervisor must mark the provided roll against those who are sitting the exam and make sure this roll is available at the end of the exam for checking of booklets collected. The roll is returned to the Associate Principal so that any absences can be checked and verified.
9. At the end of an exam, supervisors must collect all answer booklets and any other non-consumable materials before any student is dismissed and count the number collected to reconcile the number collected against the number who commenced the exam. Completed answer booklets must be handed to the front office or directly to the teacher who is marking the exam.