

# Senior School Assessment Policy



## Contents

1. Responsibilities
  - 1.1 Student responsibilities
  - 1.2 Parent/Guardian responsibilities
  - 1.3 Teacher/School responsibilities
  
2. Assessment
  - 2.1 Modification/completion of the assessment outline
  - 2.2 Completion of an assessment task
  - 2.3 Failure to submit work
  - 2.4 School examinations
  - 2.5 Externally Set Tasks
  - 2.6 Cheating, collusion and plagiarism
  - 2.7 Security of assessment tasks
  - 2.8 Retention and disposal of student work
  - 2.9 Reviewing marks and grades
  
3. Transferring
  - 3.1 Transferring between subjects
  - 3.2 Transferring to another school
  
4. Appendix
  - 4.1 Extension application form
  - 4.2 Breaches of in class timed assessment conditions

| Version | Date       | Summary of changes  | Authorised by |
|---------|------------|---|---------------|
| 2       | 30/11/2020 | <ol style="list-style-type: none"> <li>1. Changes to 2.3: Failure to submit work</li> <li>2. Removal of the Sickness and Misadventure form, this will be provided to ATAR students via the Year 12 Handbook 2021.</li> </ol>  | Pippa Herbert |
| 3       | 30/1/2022  | <ol style="list-style-type: none"> <li>1. Changes to 1.3: In relation to when the first assessment must occur, feedback deadlines and no assessments in the week prior to exams.</li> <li>2. Changes to 2.2.1: Included exempt an assessment</li> <li>3. Change to 2.3: Removed specific dates. Underlined that it has placed the student at risk of not achieving WACE.</li> </ol> |               |
| 4       | 24/01/2024 | <ol style="list-style-type: none"> <li>1. Changes to 2.6 and Breaches annex: Now includes references to AI technology.</li> <li>2. Added section 4: Promotion to Year 12.</li> <li>3. Changes to 2.2 2: In relation to outcomes for not acceptable reasons for non-completion or non-submission.</li> </ol>   | Daniel Grayce |

# 1 Responsibilities

## 1.1 Student Responsibilities

There are certain responsibilities expected from students at Eaton Community College:

- complete all subject/course requirements by the due date
- maintain a folio of evidence of all marked assessment tasks for each subject/course studied, which will be kept onsite by the teacher. SCSA may request access to these at any stage throughout the year for the purpose of moderation or grading reviews.
- maintain a good record of attendance, conduct and progress. Poor attendance could result in the course being deemed 'incomplete' and thus not counting towards the number of units studied and a final result not being awarded.
- initiate contact with their teachers concerning absence from class, missed assessments, extension requests and other issues pertaining to assessment

## 1.2 Parent/Guardian Responsibilities

It is the responsibility of the parent/guardian/caregiver to:

- communicate and work proactively with the relevant staff members to maximise opportunities for their child to succeed in their learning.
- provide a suitable, well lit study/work area at home.
- encourage their child to complete all set work and develop a good homework and study schedule.
- ensure their child attends school and avoids unnecessary absence (family holidays or birthdays are unnecessary absences).

## 1.3 College Responsibilities

The College is responsible for implementing and managing set procedures to allow students a fair and equitable opportunity to complete their courses. This responsibility includes:

- before teaching begins, provide students and parents with an electronic copy (or hard copy) of:
  - the ECC Secondary Assessment Policy, and will be available on Connect and the School's website.
  - the Authority Syllabus for the pair of units which includes grade descriptions.
  - the course outline showing the sequence of content and approximate timeline for delivery.
  - the assessment outline showing:
    - the approximate timing, type and general description of each task.
    - the content on which each task is based.
    - the weighting of each assessment type and each assessment task
    - ensure that all assessment tasks meet the Authority's Principles of Assessment (refer to the WACE manual), that is: fair, valid, reliable and discriminates between differing ability levels (to support school moderation and scaling).
- an assessment is conducted within the first 4 weeks of a unit commencing.
- students are provided with feedback within 2 weeks and guidance on assessment tasks
- maintain accurate and up to date records of student achievement on Reporting to Parents (R2P) which are published through Connect
- no assessments in the week prior to exams for ATAR courses
- proposed grade distribution for Year 12 subjects are submitted to The Authority for approval;
- grades are assigned following completion of the subject and are based on the cumulative record of assessment of the students' achievements of subject outcomes or objectives in relation to the subject's grade descriptors;
- students are informed in writing of final assessments and of grades and are provided with the opportunity to resolve any issues that might arise;

- students with physical or sensory disabilities are provided with appropriate opportunities to demonstrate achievement of subject outcomes or objectives whilst applying the standards which are defined for all students attempting the subject; and,
- advising The Authority in writing of any student changing subjects after the respective cut off dates for Year 11 and Year 12.

## 2. Assessment

### 2.1 Modification/completion of the Assessment Outline

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

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

### 2.2 Completion of an Assessment Task

- Assessment tasks must be completed on/by the scheduled date (unless otherwise advised by the teacher).
- Assessment tasks are to be submitted online (via Connect or teacher's email) or directly to the teacher. If this cannot be done submission can be to the Student Central where the student will be provided with a receipt. It is recommended that students take a photograph of the receipt to ensure its safe keeping.
- Where a catastrophic event affects delivery of the teaching program, the completion or submission of one or more assessment tasks and/or completion of the school examination timetable, students will be advised by the teacher of modifications to the task requirements and/or the assessment outline.
- Assessments for qualifications may be resubmitted without penalty on a maximum of two separate occasions. Further opportunities to resubmit may occur at the discretion of the teacher at the end of the teaching program, and if time permits. Feedback and assistance must be given after the initial submission and then after each resubmit.

#### 2.2.1 Acceptable reasons for non-completion or non-submission

For non-completion of examinations please refer to section 2.4.

Where health issues or personal circumstances prevent a student from completing an assessment task for a course by the scheduled date, the school will determine whether the reason is acceptable.

Acceptable reasons occur where:

- an absence is due to unplanned sickness, injury or significant personal circumstances, AND
- a parent/guardian contacts the school on or before the day of the in-class assessment task or due date for submission of an out-of-class assessment (SMS is acceptable),
- a medical certificate will be required by the school.
- the student completes, prior to the absence, an *Application for Extension* form (Appendix), which is approved by the teacher. Extensions may be given at the discretion of the subject teacher. This decision must be based on the subject teacher monitoring whether the student has effectively participated during the period of a task

If the reason is deemed acceptable and the student is able to complete the assessment:

*within two weeks of the assessment date*

- the school will provide an alternate date to complete the task (for in-class assessment tasks this is generally the first day following an absence from school and an alternate task may be provided).

*beyond two weeks of the assessment date*

- provide an alternate assessment task, **OR**
- predict a mark based on the student's performance in other assessment tasks relative to that of the cohort and the performance of the cohort in the assessment task (if sufficient evidence exists in other tasks of the same assessment type to enable a grade to be assigned), **OR**
- exempt an assessment, **OR**
- adjust the weighting for other tasks of the same assessment type (if sufficient evidence exists in the other tasks to enable a grade to be assigned).

This allows for assessment tasks to be assessed and for feedback to be provided to students within 2 weeks of the assessment date/due date.

### 2.2.2 Not acceptable reasons for non-completion or non-submission

If the reason provided is deemed not acceptable, the student will complete and submit the assessment as soon as possible. The student will incur a deduction of 5% from their total mark for the assessment task, per school day, to a maximum of 10 school days and 50% deduction.

Note: Family holidays or similar events during the school term will be deemed a not acceptable reason for non-completion or non-submission.

## 2.3 Failure to submit work

A student who fails to submit assessments for a course or complete the expected number of competencies for a qualification which places them at risk of achieving their WACE will be required to attend College and complete work.

During this time the student will be required to submit the assessments with the outlined penalty (see section 2.2.2).

## 2.4 School Examinations

A written examination will be held in all ATAR courses twice a year. A practical/performance/oral examination will also be held in courses where this is a requirement. Written examinations occur over a 5-10-day period either during the school term or during school holidays. The timing of the examinations periods will be published in the school calendar at the beginning of the school year.

Students will receive an Individualised Examination Timetable which must be brought to all examinations. An electronic (or hard) copy of the examination rules will be provided to students prior to the examinations. It is the responsibility of the students to adhere to these rules.

Examinations are conducted with strict rules and procedures. Penalties apply for students who break rules, which includes the loss of marks. The school uses penalties that are inline with the penalties applied by the Authority during WACE exams.

### 2.4.1 Sickness/misadventure

If you were prevented from attending a scheduled examination or if your performance in an examination has been affected by a temporary illness, non-permanent disability or unforeseen misadventure suffered immediately before or during the assessment period you should inform the school on the day of the examination (earlier where possible) and complete a *Sickness/misadventure Application* form (including evidence) for the school's consideration.

Where possible, the school advises that the student completes the examination and completes a *Sickness/misadventure Application* form (Appendix 4). In this situation students may have their marks adjusted due to the misadventure /sickness. Medical certificates are required in cases of sickness.

Where the application is accepted the school will:

- provide an alternate date to complete the examination (this is generally the first day following an absence from school), **OR**
- provide an alternate examination, **OR**
- predict a mark based on the student's performance in other assessment tasks relative to that of the cohort and the performance of the cohort in the examination, **OR**
- adjust the weighting for other examinations (if, in the opinion of the teacher, sufficient evidence exists in the other examination(s) to enable a grade to be assigned).

Where the application is NOT accepted the mark of 0 will be recorded.

## 2.5 Externally Set Tasks

All students enrolled in a Year 12 General or Foundation course are required to complete an Externally Set Task (EST). The EST is a 50-minute written assessment developed by the Authority and administered under test conditions by the school. The EST has a weighting of 15% of the final mark for the pair of units.

The Authority provides a set timeframe in which to complete the EST. If a student does not complete the task within this timeframe the school will apply its policy in relation to non-completion or non-submission of work (see section 2.2)

## 2.6 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, parent, teacher, tutor or expert)
- copied or downloaded from the internet without acknowledging the source
- paraphrased or summarised the work of others and research without referencing.

If a student is believed to have engaged in cheating, collusion or plagiarism / use of AI technology, the teacher will refer the matter to the relevant Head of Learning area 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 plagiarized / used AI technology, 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, **or**
- the RTO will guide the school on the consequences when it is in relation to a qualification.

The parent/guardian will be informed of the decision made, the penalty and any further disciplinary action.

## 2.7 Security of assessment tasks

Where there is more than one class studying the same unit or pair of units, all assessment tasks will be common. 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 other students

until all students have completed the task. Discussion of the questions will be treated as collusion and the students will be penalised. The parent/guardian will be informed.

## 2.8 Retention and disposal of student work

The school will retain the assessment file for courses until the marks have been accepted by the Authority. The written assessment tasks and/or folios are available to students for collection after that time. The school will securely dispose of all materials not collected by the students by the end of the school year. All recorded evidence of performance for non-written assessment tasks is deleted/erased at the end of the school year.

The school will retain the assessment files for qualifications for 12 months after certification. The school will securely dispose of all materials at the end of this time.

## 2.9 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 unit or 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 Head of Learning Area/VET Coordinator responsible for the course. The student or their parent/guardian can request, in writing, that the school conducts 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 school's assessment policy
- procedural errors have occurred in the determination of the mark/s and/or grade/s
- computational errors have occurred in the determination of the mark/s and/or grade/s.

The Deputy Principal (or nominee) 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 Authority or RTO as per the RTO policy and procedures. Please note the Authority publishes deadlines for appeals each year.

# 3 Transferring

## 3.1 Transferring between subjects

Should a student commence a pair of units late they will be at risk of being disadvantaged compared to others in the class. An application to transfer between types of courses or between courses is made through the Deputy Principal. A meeting may be held with the parent/guardian to discuss student progress and the requirements necessary for the student to be assigned a grade in the pair of units into which they wish to transfer.

- The deadline for student transfers for courses in Year 11 and Year 12 is Friday of Week 5 in Term 1 as all courses are assessed as a pair of units.
- In Year 11, students can also transfer at the end of Semester 1.
- Students studying a Foundation course can transfer to a General course after the OLNA results are received from the Authority.

Where additional work and/or assessment tasks are necessary to enable a grade to be assigned, the teacher will provide an opportunity to complete the outstanding work OR adjust the assessment outline. The assessment outline will be communicated with the parent/guardian and provided to the student.

Student achievement will be continually monitored. Students (and their parents) 'at risk' of not

achieving WACE (Western Australian Certificate of Education) may be advised to change courses to maximise the opportunity to achieve WACE.

Enrolment in a qualification is a two-year commitment. Transferring between qualifications must occur before week 3 in the first year of the qualification.

### 3.2 Transferring from another school

It is the responsibility of any student who transfers into a class from the same course at another school to provide evidence of all completed assessment tasks, course outline and assessment outline.

The Head of Learning Area responsible for the course will determine how the marks from assessment tasks at the previous school will be used. In some cases, the student may need to complete missed work.

Where additional work and/or assessment tasks are necessary, the teacher will develop an individual assessment outline. The modified assessment outline will be discussed with the parent/guardian and provided to the student.

Work undertaken in qualifications at another school may not be transferrable due to variation in units selected by the school and RTO recognition of units studied. Additional units may be required to be completed for students to achieve certification.

## 4 Promotion to Year 12

The recommended minimum achievement standard requirement for a Eaton Community College student to gain entry to Year 12 is the equivalent of 8 unit C grades at the completion of Year 11. Students who do not meet this academic achievement standard will not be automatically rolled over into Year 12 the following year.

If a student is identified at risk of not meeting this requirement, parents and carers will be notified by ECC and an immediate review meeting with the Associate Principal (Senior School) or their delegated representative from the Senior School Team will be organised to discuss what the student's options are for the following year.

\*\* Throughout this document the term "course" refers to ATAR, general and foundation courses offered through SCSA and "qualification" refers to VET qualifications that are subject to RTO accreditation.





## Senior School Assessment Policy Student Application for Extension of Due Date

|                           |  |                                    |  |
|---------------------------|--|------------------------------------|--|
| Student's name:           |  | Year:                              |  |
| Teacher's name:           |  | Course:                            |  |
| Due date of assessment:   |  | Date of application for extension: |  |
| Date extension requested: |  |                                    |  |

Students may apply to their teacher for an extension to the due date for an assessment until the day prior to the due date by completing this form.

When applying for an extension, students may be asked to:

- a) provide a note from a parent/guardian outlining the reason for the application for an extension
- b) provide evidence of progress made thus far

Extensions will be given by the teacher at their discretion in consultation with the HOLA, if necessary.

**Reason for request:** *Please note: disclosing highly personal issues is not necessary.*

|                    |  |
|--------------------|--|
|                    |  |
|                    |  |
|                    |  |
|                    |  |
|                    |  |
|                    |  |
|                    |  |
| Student signature: |  |

|                                 |     |    |
|---------------------------------|-----|----|
| An extension has been approved: | Yes | No |
| Agreed new due date:            |     |    |
| Teacher's signature:            |     |    |

**If request is denied, please note the reason below:**

*This form is to be retained by your teacher. Please note that your assessment must be submitted on the agreed new due date or be subject to the penalties detailed in the assessment policy.*

In-class assessments and timed assessments including examinations at ECC for both ATAR and General courses follow the School Curriculum and Standards Authority (SCSA) guidelines as stated in the WACE Manual.

To ensure each in-class timed assessment is fair and valid, the College has a high level of expectation concerning student behaviour during this time to ensure the integrity of the in-class assessment is not compromised. Below is a table that outlines, but is not limited to, possible breaches that may occur and the associated consequence.

| <b>Breach</b>   | <b>Penalty</b>   |
|---|--|
| Possession of a mobile/technology in an in-class timed assessment*  | Loss of up to 100% of the assessment mark              |
| Possession of unauthorised calculator i.e. graphic calculator   | Loss of up to 100% of the assessment mark              |
| Possession and use of calculator (for noncalculator assessments)  | Loss of up to 100% of the assessment mark              |
| Failure to follow in-class timed assessment instructions including: Writing during reading time Use of a calculator during reading time Writing after the examination has concluded Using their fingernail to mark multiple-choice responses. | Loss of up to 100% of the assessment mark              |
| Possession of unauthorised notes relevant to the in-class timed assessment (whether or not actual use is established)   | Loss of up to 100% of the assessment mark              |
| Possession of unauthorised notes not relevant to the in-class timed assessment (whether or not actual use is established)   | Loss of 5% of the assessment mark                      |
| Not following correct procedure during the inclass timed assessment including: Communication (verbal and non- verbal) with another student.<br><br>Lending approved assessment equipment to other students once the assessment has begun.     | Loss of up to 10% of the assessment mark               |
| Disruption of in-class timed assessment leading to removal  | Loss of up to 50% of the assessment mark               |
| Collusion and/or cheating   | Cancellation of course paper for each student involved |
| Plagiarism / use of AI technology   | Loss of up to 100% of the assessment mark              |

*\*This includes mobile phones, ipad/ipod, Smart watches, or other similar technological devices. Students must leave these devices in their bag during any in-class assessment at ECC*

Information concerning a possible breach of assessment rules will be forwarded to the Associate Principal. The student and their parents will be notified by email of the possible breach to assessment conditions and will have the right of reply to the accusation. An interview with the concerned student may then occur at the earliest convenience, followed by formal notification from the College of any penalty incurred.

**For teachers:**

Before the commencement of an in-class assessment, teachers should inform students of the conditions under which the assessment will be completed and remind students that if they have any unauthorised materials (notes, calculators, smart watches, mobile phones, etc) that these are to be placed in their bags for the duration of the assessment.

Student desks must be separated for any in-class assessment tasks and teachers must ensure that no unauthorised materials remain on student desks. Talking does not occur once the assessment has begun.

During an assessment, teachers need to actively supervise students to minimise the possibility of a breach of assessment conditions occurring. This includes walking around the room, inspecting any resources that are permitted and ensuring students eyes remain on their own work.

In the event of a breach of these conditions teachers need to record the incident, including time, date, class, student involved, specific instructions given and details of the incident. This information is then forwarded to the Associate Principal.