



# MANJIMUP SENIOR HIGH SCHOOL

## LOWER SCHOOL ASSESSMENT AND REPORTING POLICY

### 1. Introduction

The following guidelines have been developed so that students, parents and teachers are aware of their responsibilities in the assessment process.

If a student is absent from class, their ability to achieve their potential is diminished. Extended periods of absence will result in lower levels of achievement. Absences may result in a student not fulfilling the requirements of a course and thus may be assessed as having not met the standard.

### 2. Overview

Assessment assists teachers and schools by:

- providing individual students with feedback on their learning and help identify any learning difficulties
- making judgements of student achievement in relation to expected standards
- communicating with parents/carers about student achievement and progress
- using student achievement to inform planning for future learning programmes
- inform whole-school and system planning, reporting and accountability procedures

Assessment procedures must be valid, educative, explicit, fair and comprehensive as described in the Secondary Curriculum and Standards Authority (SCSA) guidelines. To ensure this, all assessments will largely be completed in class time. All Assessments will reflect the achievement standard for that subject and the corresponding judging standards. Students will be given the opportunity to access a C grade through to an A grade assessment on more than one occasion. If a student's achievement is well below expected level, in consultation with Student Services, that student may be put on a Special Education Needs (SEN) report and contact made to parents.

### 3. Student Responsibilities

- Read and understand the Lower School Assessment policy
- Complete all assessment tasks described in the assessment schedule by the due date
- Initiate contact with teachers concerning missed assessments and other issues pertaining to assessments i.e. requesting an extension
- Ensure all work submitted is their own or references to other works are attached
- Submit tasks in the format requested by the teacher i.e. Electronic, hard copy or presentation
- Maintain a sample of work or folio if required by a Learning Area
- Not share assessment tasks with other students

### 4. Staff Responsibility

- Provide students with a course outline and assessment schedule at the commencement of the course, on Connect.
- Develop a variety of assessment tools that reflect good practice and meet students' individual needs.
- Maintain accurate records of student achievement and assessment and meet school and external timeframes for assessment and reporting.
- Aim to provide students with timely (approximately 10 working days) and constructive feedback on their learning, with assessment data available through Connect Marksbook. NB. This will be closed 4 weeks prior to reports for moderation
- Inform parents, via a Task Mark Analysis, letter of concern or direct contact recorded in SEQTA when progress is a concern
- Participate in moderation to ensure consistency of judgements between teachers
- Use data to analyse individual and class progress

### 5. Students who do not have the opportunity to complete the assessment programme

Some students may not be able to complete the assessment programme for a course because they are unable to complete/submit one or more assessment tasks because of injury, illness, personal circumstances, cultural beliefs or a disability. Evidence may be requested from the parent.

If the reason for non-completion or non-submission of an assessment is acceptable to the school, then strategies that the school may use include:

- teacher may make a professional judgement of the grade
- modifying the task so that it can be completed by the student
- providing an alternative assessment task which conforms to the assessment requirements of the course
- delaying an in-class assessment task
- exclude specific assessment

If there is no reason or unacceptable reason provided by the student for non-completion or non-submission of an assessment task, the following strategies may be used:

- students may be required to catch up on assessments during the next available lesson or break time as arranged by the classroom teacher
- students may be placed on the “Provisional Standing” list until the work is completed
- parents/guardians will be advised
- a mark of zero is awarded until assessment is completed

## 6. Cheating, Collusion and Plagiarism

Cheating involves unauthorized use of information, materials, devices, sources or practices in completing academic activities. Collusion is when a student submits work that is not his or her own for assessment. Plagiarism is when a student uses someone else’s words or ideas without acknowledging that they have done so. That is, a work is essentially copied. If work that is not the original product of that student is submitted or evidence of cheating is found for an assessment, it will be awarded zero marks. The teacher will inform the student and the parent.

## 7. Reporting

Students will receive the following reports throughout the year;

	Year 7 - 9	Year 10
Term One Interim Report	These reports will be an indication of progress	
Term Two Semester One Report	<ul style="list-style-type: none"> <li>• These reports will be an indication of progress in the following subjects; English, Mathematics, Humanities and Social Sciences, Science, Health and Physical Education and Languages other than English.</li> <li>• It will be a final grade for the following subjects; Design and Technology, The Arts,</li> </ul> Reports will include; <ul style="list-style-type: none"> <li>• A grade for the course</li> <li>• Identification of Attitude, Behaviour and Effort in the course</li> </ul>	
	Comment; A general comment of what content was covered in the course	Comment; An individualised comment on progress in the course
Term Four Semester Two Report	These will be a final grade for the whole subject area in every subject. Reports will include; <ul style="list-style-type: none"> <li>• A grade for the course</li> <li>• Identification of Attitude, Behaviour and Effort in the course</li> </ul>	
	Comment; A general comment of what content was covered in the course	Comment; An individualised comment on progress in the course

## 8. Problems and Queries

Students and parents should consult with the classroom teacher in the first instance or the Head of Learning Area if they have continuing concerns on matters outlined above or pertaining to an individual assessment task.