

Manjimup Senior High School

Senior Secondary School Assessment Policy



Access to this policy is provided to all senior secondary students at Manjimup Senior High School and is based on School Curriculum and Standards Authority (SCSA) requirements as outlined in the *WACE Manual 2019*.

All Year 11 and Year 12 students are enrolled in a combination of ATAR, General, Foundation, and VET industry specific courses. Some students are also gaining unit equivalence for the Western Australian Certificate of Education (WACE) by undertaking one of the Vocational Education and Training (VET) qualifications and/or one or more of the endorsed programs which are available at our school. This policy applies to the assessment of all WACE courses.

1. Student responsibilities

It is the responsibility of the student to:

- maintain a good record of attendance, conduct and progress (a student who is absent from a class for five lessons or more in a 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, requests for extension of the due date for out-of-class assessment tasks and other issues pertaining to assessment, prior to the assessment task due date.
- attempt all in-class assessment tasks on the scheduled date and submit all out-of-class assessment tasks by the due date.

2. Teacher responsibilities

It is the responsibility of the teacher to:

- develop a teaching and learning program that appropriately delivers the current Authority syllabus for the particular pair of units.
- provide students with access to a course outline and an assessment outline.
- ensure that all assessment tasks are fair, valid and reliable.
- provide students with timely assessment feedback and with guidance about how best to undertake future tasks.
- maintain accurate records of student achievement.
- meet College and external timelines for assessment and reporting.
- inform students and parents of academic progress, as appropriate.

3. Security of assessment tasks

To ensure fairness to all students when using an assessment task which cannot be assumed to be unseen by students in a particular class at a school, Learning Areas will typically:

- develop parallel assessment tasks for use by different classes.
- use common timing of the assessment task for different classes.
- collect and retain assessment tasks and all student responses to the task until all of the classes have administered the task.
- modify assessment tasks before re-using them in the future.
- not inform students of the source of any assessment task which is set externally and/or published.

4. Year 11 and 12 ATAR course school examinations

School 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 is included in the assessment outline.

The examination timetable is issued to students prior to the start of the examination period and the examination rules listed below are printed on this timetable. These rules are based on those that are used by the Authority for ATAR course examinations.

- In the lead up to ATAR examinations there will be an assessment free period.
 - All students undertaking one or more ATAR courses must sit ATAR examinations. Students who do not sit an ATAR course examination will not have their school grades for that ATAR Year 12 course count towards meeting any of the WACE requirements.
 - General students who undertake less than 4 ATAR courses must attend classes at all times other than the day of their scheduled exam/s.
- Students will not be admitted to an examination after 30 minutes have passed from the start of the working time of the examination.
 - Any activity that allows one candidate to have an unfair advantage over other candidates is deemed to be unacceptable.
 - Students will not be allowed to leave the examination during the first hour of the working time of the examination, or during the final 15 minutes of the examination.
 - Collusion between candidates will lead to cancellation of the practical and/or written examination marks for each of the students involved.
 - Possession or knowledge of examination questions before an examination will lead to cancellation of the student's practical and/or written examination mark(s).
 - Possession of unauthorised materials or technologies during an examination will lead to cancellation of part or all of the student's practical and/or written examination mark(s).
 - Markings on authorised materials in the examination room will lead to cancellation of part or all of the practical and/or written examination mark(s).
 - Unauthorised removal of examination materials from the examination room will lead to cancellation of part or all of the student's practical and/or written mark(s).
 - Blatant disregard of examination room regulations and/or instructions will result in the removal of the student from the examination room.
 - All work submitted for assessment (including practical examinations) must be your own work. If it incorporates material that is not your own work, this material must be acknowledged appropriately
 - Any breach of examination rules will result in your examination mark being cancelled or being significantly reduced.
 - Instructions regarding the school dress code and conduct must be obeyed.

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 school 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 school examinations, as for all other assessment tasks, the school will determine whether the reason is acceptable (see Section 6 below for details), and if not acceptable, the student will be given a mark of zero. If the reason is acceptable to the school, an alternate date will be set, or where this is not possible the student will not sit the examination. In this case, a predicted examination score may be allocated based on the student's performance in other assessments relative to that of the cohort and the performance of the cohort in the examination.

5. Rules for conduct of an 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.
- It is completed in class under standard test conditions.
- Where a student does not complete the EST on the scheduled day they will be required to complete the task at the first available opportunity (generally within two days of the student's return to school).
- If this is not until after the date that the Authority requires the school to submit the EST marks then the school will determine if the reason for non-completion is acceptable (see Section 6 below for details), and if not acceptable, the student will be allocated a mark of zero.
- If the reason is acceptable, the school will:
 - administer an alternative assessment task or
 - allocate a predicted EST score based on the student's performance in other assessments relative to that of the cohort and the performance of the cohort in the EST.

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, i.e. as original, any work which:

- is prepared or substantively contributed to by another person (e.g. student, teacher, tutor or expert).
- is copied or downloaded from the internet without acknowledging the source.
- paraphrases or summarises the work of others without acknowledging the source.

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. As part of this process, the student and the parent/guardian will be informed of the suspected inappropriate behaviour. The student will be provided with the right of reply.

If it is demonstrated 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 student and parent/guardian will be informed of the decision made, the penalty and any further disciplinary action.

7. Assessment of students who do not complete the assessment program

Some students may not be able to complete the assessment program because of injury or illness, personal circumstances, cultural beliefs or a disability and/or specific learning difficulty.

If the reason for non-completion is acceptable to the school, and sufficient evidence of student achievement is available, then the teacher can make a professional judgement of the grade to be assigned for a pair of units, or unit, in an ATAR or General course.

- If the reason for non-completion is acceptable to the school, but sufficient evidence of student achievement is not available, then the school may:
- modify the program so that it can be completed by the student, or
- provide an alternative assessment task, or tasks, that conforms with the assessment requirements of the course (e.g. modify the task/s but maintain the same standards), or

- extend the due date for an out-of-class assessment task or delay an in-class assessment task, or
- for a Year 11 course, submit a notation of 'U' (Unfinished) if providing more time to complete further assessment tasks, typically by early in Term 1 the following year, to enable a grade to be assigned. Note: a 'U' notation cannot be submitted for a Year 12 course unless the student is returning to complete the pair of units (i.e. is completing Unit 3 and Unit 4 over more than one year).
- Where a student is frequently absent from school due to chronic or frequent illness, it may be necessary to involve the parent/guardian/carer and appropriate school support services. Through this process, it may be agreed that the student transfers to the School of Isolated and Distance Education (if the student meets the enrolment requirements).

If a student has been provided with the opportunity to complete the assessment program, but does not, for reasons that are not acceptable to the school.

Missed assessments: Where an assessment task is submitted or completed after the due date, and the student **does not** provide a reason, which is acceptable to the school, the following penalties apply:

- 10% reduction of the available marks (if submitted one school day late), or
- 20% reduction of the available marks (if submitted two school days late), or
- a mark of zero (if submitted more than two school days late or not submitted).

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 school. For example:

- where sickness, injury or significant personal circumstances prevents a student attending on the day that an in-class assessment task (including school 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 school before 9.30 am 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 upon the student's return to school.

Where the student provides a reason, which is acceptable to the school for the non-completion or non-submission of an assessment task, the following procedures will apply:

- students who are absent when work is due will submit the task upon return.
- students that are away on a school sanctioned activity have the responsibility to negotiate an alternative date for assessment completion.
- not require the task to be completed and re-weight the student's marks for other tasks in that assessment type (provided, 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).

8. Procedures to be implemented if assessment is affected by a catastrophic event

If the assessment of individual students or groups of students is affected by a catastrophic event (e.g. if a pandemic causes a number of staff and/or students to be absent from school for an extended period) the following procedures will be applied:

- based on the completed assessment tasks, the teacher or HoLA makes a professional judgement of the performance of the students affected by the event.
- where additional assessment tasks are required to enable the professional judgement to be made, the assessment outline is modified for the students affected by the event.
- the school informs the students affected by the event (and parents/guardians/carers) of the changes to how their achievement will be determined, including any additional assessment tasks.

9. Assessment of students with special needs

- Students who have special education needs will be provided with opportunities to demonstrate their achievements within the assessment requirements in the syllabus.
- Standards for student achievement will be applied in the same way as for all students enrolled in the pair of units (or unit, where a single Year 11 unit is studied). Students with special educational needs will be assessed on what they know and can do, and not on what they might do, if they did not have their disability and/or specific learning disability. A student with special educational needs, who has a modified assessment program will be assessed against the specific standard for the course.
- If it is considered likely that a student with special educational needs may not be able to complete all of the content or assessment tasks for a unit, the student and the student's parents/guardians will be advised of this, and its implications.
- The school will implement special arrangements where a student with disability cannot complete an assessment task (written or practical) under the standard conditions.
- The school's Senior Secondary Assessment Policy for non-completion/submission of assessment tasks will be followed where a student, because of the nature of their disability, is frequently absent from school.

10. Reporting of student achievement

Student achievement in the form of marks and grades is reported to the student, parents, guardians, carers and to the Authority.

The school reports the school mark and grade for each pair of Year 11 and Year 12 pair of units completed (i.e. one mark and one grade) or for each Year 11 unit completed (i.e. a mark and grade for Unit 1 and a mark and grade for Unit 2). This is provided in the student achievement report.

- the grades reported by the school are not finalised until approved by the Authority
- the school marks for ATAR Year 12 pairs of units are statistically adjusted (moderated) by the Authority. These adjustments reflect the ATAR course examination performance of students in a school that has Year 12 ATAR school marks on a scale that is significantly different from the scale of the ATAR course examination marks of those students.

11. Authentication of student work

To authenticate student achievement in an out-of-class assessment task, teachers typically use a combination of strategies such as:

- monitoring of student progress (e.g. checking a student log book documenting the stages in the development process).
- administration of the task in class with open access to reference notes.
- validation of student achievement by an in-class assessment task under test conditions after the submission of an out-of-class task.
- completion of the task partially at home and partially at school.
- requiring a signed student declaration stating that all unacknowledged work is the student's own.

Assessing individual performance on group tasks

The assessment of individual performance in a group task is acceptable when the purpose of the assessment task is to assess the individual's knowledge, understandings and skills while in the group situation (rather than to assess the student's capacity to work in a group). In such tasks, all students within the group should have the same opportunities to demonstrate the knowledge, understandings and skills that the task aims to assess. To ensure the marking of the group assessment task takes account of different achievement of individuals within a group, strategies may include:

- teacher monitoring of group and individual progress
- use of a teacher-monitored log book to document the stages in the development of the task
- peer evaluation.

12. Assessment of students transferring between courses and/or units

Transfer between courses is in accordance with SCSA dates and procedures. A grade will be awarded in cases where sufficient assessment has been completed to enable the teacher to award a grade.

13. Assessment of students transferring between schools

- When a student transfers, during a semester, from a course or unit at one school into the same course or unit at another school, the school to which they transfer will establish what course content has been completed and the assessment tasks that have been marked at the previous school. This information is used to determine what additional content and assessment tasks the student needs to complete. Sufficient evidence of student achievement needs to be collected from both schools to enable the teacher to determine the transferring student's mark and grade in the pair of units (or unit, where a single Year 11 unit is studied).
- When a student has not completed one or more assessment tasks in a pair of units (or unit, where a single Year 11 unit is studied) due to transferring from another school, we determine whether:
 - the student completes the full assessment program (including missed assessment tasks), **or**
 - a modified assessment program is developed for the student (which may not require the student to complete all the assessment tasks that have been missed, but may include alternative tasks).
- The modified assessment program will meet the assessment requirements of the syllabus and provide the:
 - student with the opportunity to demonstrate achievement of the knowledge, skills and understandings required by the syllabus
 - teacher with sufficient information to ensure the student's marks are comparable with the marks of all other students in the unit at the school and will enable a grade to be assigned.

14. Retention and disposal of student work

In accordance with the *State Records Act 2000*, public schools must retain all assessment records of a student, including teachers' marks books, until the year in which the student turns 25 years of age. Information about this Act is available at:

http://www.slp.wa.gov.au/legislation/statutes.nsf/main_mrtitle_924_homepage.html.

Staff will retain or dispose of student work in accordance with one of the following:

Option 1 - The Learning Area establishes an assessment file for each student which:

- contains all marked written assessment tasks, and can be accessed by the student for revision purposes.
- is retained by the school until the results are accepted by the Authority.
- may be returned to the student on request, by the end of Term 1 the following year, otherwise staff will securely disposed of it.

Option 2 – The Learning Area does not physically retain students' written work, which means that:

- students are responsible for retaining all of their marked written assessment tasks.
- students are advised that the Authority may request access to their assessed work during the school year.
- non-provision of assessed work by a student for the purpose of Authority grade validation or
- moderation processes may impact on the Authority approval of a student's final grades.

15. Assessment review and appeal process

- Authority officers investigate the student appeal. The investigating officers are responsible for ensuring independent consideration of the school's assessment and moderation documentation and processes, and the implementation of procedural fairness. The investigation involves the gathering of further evidence relevant to the appeal from the student (or a parent/guardian/carer acting on behalf of the student) and the school. This typically involves meeting with both parties, conducting interviews, and providing opportunity for each party to comment on the perspectives and issues raised by the other.
- The investigating officers document the interviews and prepare a report of the investigation process, referring to and attaching any further evidence gathered.
- The Authority's School Assessment Appeals Committee meets to consider the student appeal and the report on the investigation process. The committee comprises two parent representatives and two school principals, representing both the public and non-government school sector/systems. A member of the Authority secretariat chairs the committee. The investigating officers may be invited to attend the appeals committee meeting to provide information and clarification, as required.
- The Chair of the committee prepares a record of the decision and justification.
- The Chief Executive Officer of the Authority ensures that the appeal process has been conducted fairly and informs each of the parties involved in the appeal of the decision and justification.

Note: If a student appeal is upheld, the school is required to amend the student's results (and, where required, the results of the other students in the class/es) in accordance with the appeals committee's decision.

- Refer to the link on the SCSA website for detailed information about assessment and reporting: <https://www.scsa.wa.edu.au/>