



IMMACULATE HEART COLLEGE

Through Mary to Jesus: "The Way, the Truth and the Life"

John 14:6

Student Assessment and Reporting Policy: Years 7 - 12

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1. Rationale

Assessment is an integral part of education. Its purpose is to ascertain information about student performance based on intended learning outcomes and to make informed judgements about student learning needs. Assessments should be valid, explicit and fair for the target group. The classroom teacher is responsible for guiding students through the process of task development, supporting the student to improve their skills. This will involve good communication between the class teacher, student and parent. Assessment is not just about measuring achievement but also about developing skills for life. This is an important professional responsibility.

The justification for this document is based on the central importance of fair and just assessment criteria being applied equally to all students. Each Learning Area is responsible for what is to be assessed, how it is to be assessed and when. The procedures outlined in this policy must be adhered to by both individual classroom teachers and Learning Areas.

It is expected that through the assessment policy, students will be accountable and responsible for the completion of their best standard of work, which is presented in a timely manner. In doing this we help develop a strong sense of achievement and pride in their work and themselves.

2. Scope

This policy applies to students in Years 7 to 12.

3. Definitions

Assessment includes any examination, practical demonstration, performance or product that allows students to demonstrate the objectives as described by the course outline and the standards of the Western Australian School Curriculum Standards Authority (SCSA).

3.1 Acronyms

CAP - Curriculum Adjustment Plan

IEP - Individual Education Plan

SCSA – School Curriculum Standards Authority



4. Responsibilities

It is the responsibility of the **Principal** to ensure:

- processes for managing student assessment and reporting are carried out in accordance with this documentation; and that
- this procedure and related documentation are reviewed routinely.

Compliance monitoring is the responsibility of those in the **Senior Leadership Team**.

5. Policy Principles

Immaculate Heart College expectations for teaching, learning and assessment are grounded in the principles of academic integrity and excellence. Assessment should be:

- aligned with curriculum and pedagogy
- equitable for all students
- evidence-based, using established standards and continua to make defensible and comparable judgments about students' learning
- ongoing, with a range and balance of evidence compiled over time to reflect the depth and breadth of students' learning
- transparent, to enhance professional and public confidence in the processes used, the information obtained and the decisions made
- informative of where students are in their learning.

High-quality assessment is characterised by three attributes:

- validity, through alignment with teaching, learning and assessment
- accessibility, so that each student is given opportunities to demonstrate what they know and can do
- reliability, so that assessment results are consistent, dependable or repeatable.



6. Procedures

6.1 Staff

At the beginning of each year staff at the College will ensure that students in the secondary school are issued with:

- An outline of the course including program and assessment dates. This will be flexible enough to allow for timely completion, bearing in mind other school commitments.
- The School Curriculum and Standards Authority Syllabus for Year 11 and 12.

Staff should ensure that students are clearly informed of the expectations placed on them should they not comply with this policy regarding submission of work and attendance at assessments.

Assessments should be done in class wherever possible so that the validity of the assessment can be better monitored.

Parallel classes need to have common assessments and courses of study, or it should be clearly articulated to students and parents that it is a different course.

Marking keys and rubrics for assessment task need to be made available to students.

For assessment tasks which are developed over an extended period, students will be assisted by a timeline which will assist with the development of the assessment task.

Immaculate Heart College has an assessment cover page for teachers to use where applicable.

6.2 Assessments

1.1.1 Planning Assessments

- common course program (pedagogy may be different)
- common assessment program
- common assessment tasks for each program
- common conditions under which tests are administered

Modified Assessments – Students on an Independent Education Plan

In the case of students with a disability (flagged with an Independent Education Plan (IEP)), assessments may need to be modified. Modification is the responsibility of the relevant teacher. Parents must be notified if their child is to be given a modified assessment. All of these assessments need to be labelled as modified for comparability and communication with parents. Reports for students with modified assessments which



are not comparable with the class will not be graded but will need to have a comment which addresses the IEP goals.

Students with a diagnosed disability

Students with a diagnosed disability will, where their disability, impairment or medical condition will significantly affect their access to a particular assessment task, have written and/or practical assessment tasks (including school examinations) adjusted by the teacher responsible for the course. These adjustments will be consistent with those described in the Authority's Guidelines for Disability Adjustments for Timed Assessments, which can be accessed from the Authority website. Adjustments, depending on the individual students' education needs, can include special equipment, provision of a scribe, or additional time to complete the task.

It is important that students access these adjustments in lower secondary to allow them to make an application for similar Special Examination Arrangements when wanting to complete SCSEA examinations in senior secondary.

Students who are unable to complete an assessment task because of their disability will be provided with alternative opportunities to demonstrate their knowledge, skills and understandings, however should the modification change the level of complexity of the task rendering the task incomparable with what the other members of the class have undertaken then the student will not receive a grade ranking them with the other students but will receive a comment detailing their performance on the task.

1.1.2 Assessment Schedules and Deadlines

Students are given the assessment schedule for all courses at the commencement of the course. The schedule will have the due dates, weighting, and type of assessment for each assessed item. This will be displayed on SEQTA. Teachers will make every effort to coordinate due dates so that they are spread fairly across the semester.

Due Dates

A general assessment outline should be given to the student at the start of each semester. At least one week's notice will be given before any assessment.

Assessment due dates that do not include the time, unless specified by the teacher, assume that it is due during the subject lesson or by the end of the school day at 3:00pm.

Late Submission of Assessed Work with Extension

Students need to ensure that all tasks are submitted on time to their teacher. If a student is unable to meet the assessment deadline, they must apply to the appropriate Learning Area teacher prior to the due date



for an extension using the extension form. The student and teacher will negotiate a revised submission date. This extension form must be attached to the front of the assignment and **must be signed by the parent** at the time of submission.

Assessment Not Submitted on Due Date (except Certificate courses)

A student is penalised 10% each day past the due date. A day is referred to as a calendar day. A teacher records the number of days late. The teacher should contact the student's parent/carer outlining the assessment, due date, the penalty.

Student Absence on Due Date

If a student is absent from the College on the day an assessment is due to be handed in, a parent or carer must supply a signed note explaining absence to the class teacher ASAP. If this is not done, then the normal process and penalties for assessments not submitted will apply.

If a student does not submit or turn up for an assessment without a valid reason, then the Assessment Policy rules apply. The student and/or parent needs to have an interview with the relevant class teacher and the Deputy Principal.

Students who are absent from the College before attending a special sanctioned event must submit all assessments due that day prior to attending the event. Failure to do this will mean that normal late assessment procedures will apply or could mean missing the event.

1.1.3 Student Absence for an In-Class Assessment

If a student is absent for an in-class assessment, they should be prepared to complete the assessment immediately upon their return to the College. Teachers can use their professional judgment if the student cannot complete the in-class assessment.

A parent/carer must supply a doctor's certificate or a letter to the classroom teacher explaining their absence. Only a doctor's certificate is acceptable for missed assessments in senior secondary.

Missed In-class and External Assessments Due to Extended Absence

If the assessment is missed due to long term absence, then the class teacher is to communicate with the Deputy Principal to discuss how the assessment program will be managed for this student.

Student Absence Due to Holiday

The end of term and end of year breaks are designed for family holidays. Removing students from the College during lesson time, for the purpose of holidays, impacts on the child's learning and the capacity of teachers to effectively deliver their programs.



The decision to take a child out of the College rests with the parents/carers and the College encourages families to arrange holidays within the official school closure dates to avoid further interruption to the child's education.

Teachers have no obligation to supply students with work whilst away. All students have access to SEQTA so they can keep up to date. Assessments should be handed in prior to leaving or extension forms submitted depending on written arrangements made with the teacher. Students may incur a mark of zero for invalid absence during assessments.

6.2.1 Examinations or Externally Set Task: Year 10 –12

College examinations are to be run in accordance with the principles of externally run ATAR examinations to ensure reliability and validity. To this end it is not possible to sit an examination outside the scheduled examination time.

Should a student be unable to sit an examination for a valid reason, parents must contact the relevant teacher who will liaise with the Deputy Principal as soon as possible to assess the validity of the absence. A mark commensurate with their performance compared to the rest of the students in that course may then be applied. Students without a valid reason for missing an exam may receive a mark of zero for the examination.

All students enrolled in a Year 12 General or Foundation Course are required to complete an Externally Set Task (EST) for that course as they are mandated in the SCSA assessment regime and a core part of demonstrating completion of the Course. Students and parents/carers are advised to monitor the College Calendar for exact dates and to schedule holidays and events for other times that do not conflict with these times. 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 under standard test conditions.

6.2.2 Resubmission of Work of an Unsatisfactory Standard

If an assessment is not completed to a satisfactory standard or does not meet the requirements of the task and a grade cannot be awarded, the student can be required to re-submit that assessment. The student has five (5) days to resubmit.

A letter of concern from the teacher will be sent to parents. The Deputy Principal is advised of the situation. Students will be given two (2) opportunities to achieve a satisfactory result within the five-day frame. The student will receive no higher than a C grade or pass mark for the re-submitted work.

Students will not be able to re-submit an assessment merely because they are not satisfied with the mark or grade awarded.



6.2.3 Cheating/Plagiarism

All work presented by students must be their own and not copied from other students or sources such as internet. Any severe case of cheating / plagiarism is to be reported to the Deputy Principal. If cheating or plagiarism occurs in any assessment, then the Deputy Principal will be informed, and a decision will be made in negotiation with the teacher. Students who allow their work to be copied will receive the same penalty. Marks will only be awarded to work completed by the student.

Any work that is plagiarised will not be accepted and the decision to award the mark/grade/outcome will be made upon the remainder of the work. A teacher can refuse to accept any part of the work if the plagiarism is judged as a serious issue and 0% will be awarded for the assessment.

6.3 Recording of Student Achievement

Student achievement is recorded using SEQTA which is accessible for teachers, students and parents/carers. Records received from students' previous schools are kept in student files in the Administration building.

Student achievement is recorded in a formal and informal way, in both hard and soft copies, where possible, so that it can be communicated within the College as a basis for on-going curriculum planning. This takes place at staff meetings and, in particular, those meetings designated specifically for the purpose of future planning. It also takes place amongst the staff in both a formal and informal way where professional dialogue is held constantly about the ways in which the curriculum can be delivered more effectively.

Student achievement is to be:

- recorded on SEQTA and maintained regularly. Marks books need to be clearly labeled as to the type of assessment, the date, the weighting assigned to each task and the maximum score for each student.

6.3.1 Comparability

There must be comparability between results of different classes doing the same course. The following procedures must be followed to ensure comparability.

All assessment schedules, programs and outlines to students to be displayed on SEQTA. (Assessment items to be displayed when appropriate.) The following procedures may be used to ensure comparability.

Grading

Grades will be determined by:

- ranking of all students in a course



- grade cut-offs agreed by all parties according to SCSA Grade Related Descriptors.

Marking

A teacher could:

- mark the same question across the year group
- mark another teacher's class
- mark the complete test or assignment
- mark assessments from students in other classes doing the same course (to assist with comparability, especially at cut-off points)
- attend marking conference meetings.

6.4 Reporting of Student Achievement

Reporting is to be conducted in line with the School Curriculum and Standards Authority, Teaching, Assessing and Reporting Policy.

Year 11 and 12 semester reports are conducted in line with the SCSA Teaching, Assessing and Reporting Policy, currently reporting each unit as a grade (A, B, C, D or E).

Communication

Parents/carers, students and teachers are encouraged to maintain open dialogue regarding student progress. It is important that SEQTA Marks Book is kept up to date to assist in this process.

In the case a student is unusually underperforming, records in SEQTA are to be recorded and upon noticing a trend of unusual performance, parents/carers are to be notified by a phone call.

Parents are welcome to contact the College or a teacher by email, SEQTA direct message or by phone should the need arise.

Parent/Teacher Interviews are held at the beginning of Term 2 to discuss student progress and goals for Term 2.

Interim Reports

Interim Reports are generated at the end of Term 1 and are sent out electronically to parents/guardians to provide information on their child's progress in all enrolled courses.

Student progress is reported using the following scale:

- Excellent



- High
- Satisfactory
- Developing
- Limited

Student attributes are reported using the following scale:

- Always
- Often
- Sometimes
- Seldom

A teacher has the option to invite the parent/carer for an interview to discuss student progress further.

The College reports formally on students' progress at the completion of each Semester via SEQTA. End of semester reports can be downloaded and either saved or printed, as required by the family.

Semester Reports

The following letter symbols are used throughout the Semester 2 Statement of Results:

- **E** The student demonstrates limited achievement of what is expected for this year level.
- **D** The student demonstrates developing achievement of what is expected for this year level.
- **C** The student demonstrates satisfactory achievement of what is expected for this year level.
- **B** The student demonstrates high achievement of what is expected for this year level.
- **A** The student demonstrates excellent achievement of what is expected for this year level.

6.5 Individual Education and Curriculum Adjustment Plans

Parent/Teacher meetings are held at the beginning of Term 1 to discuss the student's focus areas and strategies. This plan is then reviewed in Term 3 to determine progress and to set new goals where necessary. A final progress meeting is held in Term 4.



Students with an Individual Education Plan (IEP) are assessed based on the focus areas selected in the relevant Learning Areas. As such, the semester progress and comments reflect the level of achievement in meeting the focus areas of the IEP. Instead of a grade, the following letter symbols are used:

- **ND** The student has not demonstrated meeting the Focus Area.
- **PD** The student has partially demonstrated meeting the Focus Area with the guidance of the teacher.
- **D** The student has demonstrated meeting the Focus Area independently with some inconsistencies.
- **HD** The student has highly demonstrated meeting the Focus Area independently with no inconsistencies.
- **VHD** The student has very highly demonstrated meeting the Focus Area independently and can apply it to a different context.

Students on a Curriculum Adjustment Plan (CAP) are assessed against the Western Australian Curriculum.

6.5.1 Vocational Education and Training (VET)

VET Qualification Information

A copy of the qualification outline, units, assessment, length, pathways, rights and responsibilities will be issued to students by each trainer.

Reporting of VET qualifications will indicate progress towards the competencies included in that qualification. On completion of the qualification the student's report will also indicate whether the qualification has been successfully achieved.

NB: VET Certificate qualifications are required to comply with RTO requirements for that individual qualification. These RTO requirements take the place of these school-based requirements.

VET assessment is competency based, i.e. a student's performance is judged against a prescribed standard, not against the performance of other students. Staff delivering VET units/qualifications will provide to students, details relating to qualifications and units to be completed and the processes for monitoring and recording results.

The nature of VET delivery is a complex one because of the combination of competency-based assessment, multiple opportunities to demonstrate competencies, external RTOs, workplace employers, days out on external delivery and a student's other General or ATAR program. VET will refer to applicable school policies and use a common-sense approach to monitoring student assessment and achievement.

It is the responsibility of the student participating in off-campus workplace learning to maintain assessment commitments in school-based courses.



6.6 Students Transferring

Transferring Between Subjects

Changing subjects once the year has started can only be done with written approval from the parents/carer, Coordinator of Educational Administration and Deputy Principal. For unrelated subjects e.g. Geography to Biology, this is only possible in the first six weeks of the year. For related subjects, students may not change any later than the end of Term 1.

When a student changes Course, the College may:

- provide the student with extra work to cover the content of the education program that they have missed, and have the student complete any missed assessment tasks, or
- have the student complete similar tasks (where marked tasks have been returned to other students), or
- remove the missed task/s from the assessment outline for this student and adjust the weightings of other tasks of the same assessment type accordingly, to ensure that the assessment requirements of the syllabus are met.
- when the change is from ATAR to General in the same subject, the work to date is re-marked according to General criteria.

Transferring Between Schools

When students transfer to the College from another school, parents/carers must endeavour to provide the College with all assessments and results received at the previous school so that the need to complete additional content and assessments can be determined. Sufficient assessment information needs to be collected from both schools to enable the teacher to determine the transferring student's achievement and assign a grade.

1.1.4 Retention and Disposal of Student Work

Years 7-10

Students are responsible for retaining all of their marked written assessment tasks until the end of the academic year.

Years 11-12

Students are responsible for retaining all of their marked written assessment tasks until the results are accepted by SCSA and the time for any appeals has passed. These records must be made available to SCSA if required.



In senior secondary studies, the College is responsible for retaining all recorded non-written assessment tasks (for example, audio recordings of oral performances for language courses, video recordings of performances for Arts courses) until the results are accepted by SCSA and no appeals have been made. These will be securely disposed of by the College unless specifically requested by the student.

7. Supporting Information

School Curriculum and Standards Authority Act 1997 (WA)

School Education Act, 1999 (WA)

School Education Regulations, 2000

Equal Opportunity Act 1984

Disability Discrimination Act 1992

8. Related Documents

| Type | Document | Doc # |
|-----------|--|-------|
| Procedure | Attendance policy | SM08 |
| Policy | Student Assessment and Reporting: Years PK-6 | SM13 |

9. Review

This policy will be reviewed every two years for validity.

| Year of Review | Authored by: | Reviewed by: | Reason for amendments or review |
|----------------|--------------|--------------|--|
| August 2021 | K.Knight | S.Shaw | This policy has undergone a major review, referencing compliance with the School Curriculum Standards Authority. |
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