

ASSESSMENT & REPORTING SCHOOL BASED PROCEDURE

AIM

The aim of this procedure is to ensure the education curriculum is consistent with, system, state and federal government legislation and regulations, and curriculum bodies. The procedure sets out student assessment and reporting processes in line with school Curriculum and Standards Authority (SCSA) requirements.

SCOPE

This protocol applies to all Year 7-10 students, parents and staff.

PROCEDURE

Principles

Assessments are an integral part of the learning process and should:

- Be educative
- Be fair
- Be designed to meet their specific purposes
- Lead to informative reporting
- Lead to school-wide evaluation processes

Assessing student work and performance is a demanding and time-consuming task. When making judgments about student achievement, teachers must adopt practices that conform to the requirements of the Western Australian Curriculum and Assessment Outline or WACE.

Assessment is an important part of the learning process and will be used by teachers to:

- Monitor the progress of students
- Adjust teaching and learning programs to ensure all students can achieve the intended learning outcomes
- Develop subsequent learning programs
- Accurately report student achievement to parents
- Contribute to whole-school planning, reporting and accountability procedures

Kelmscott SHS ensures the following practices:

- High quality of assessment tasks
- Appropriateness and reliability of assessment tasks
- Relevance of assessment tasks
- Appropriate frequency of assessments
- Timely information provided to students prior to assessments
- Timely and informative feedback given following an assessment

Regard shall be given to:

- Students at educational risk
- Students with disabilities; and/or Students with specific learning needs

Any modified assessment provisions will be guided by *The Disability Standards for Education 2005 Guidance Notes* which clarify the obligations of education and training service providers under *The Disability Discrimination Act 1992* and the rights of people with disabilities in relation to education and training.

QUICK REFERENCE TABLE

SITUATION	ACTION
<p>Missed In-Class assessment due to approved absence</p>	<p>Either: Sit the assessment immediately upon returning to school up to and including one week following the scheduled date <i>(If students are absent due to medical reasons for more than one week, a medical certificate is required)</i></p> <p>or</p> <p>Receive a result reflecting their performance within the class calculated against other assessments (using the standardised score methodology calculated at the conclusion of the semester)</p> <p>or</p> <p>Be deemed exempt from that assessment and complete the assessment as a formative assessment for the purpose of learning</p>
<p>Missed In-Class assessment due to unapproved absence</p>	<p>Sit the assessment immediately upon returning to school up to and including one week following the scheduled date</p> <p>or</p> <p>A mark of zero is recorded if absence is longer than one week</p>
<p>Missed due date or late Out-of-Class assessment task due to approved absence</p>	<p>The Out-of-Class assessment task must be submitted on or before the date of return</p>
<p>Missed due date or late Out-of-Class assessment task due to unapproved absence</p>	<p>A penalty of 10% per day is applied up to a total of 50% <i>(NB. Overdue over a weekend will be considered 2 days from Friday to Monday).</i></p> <p>In all circumstances, the Out-of- Class assessment task piece of work must be submitted.</p> <p><i>For example, a mark of 20/30, when a 10% penalty is applied, the mark will become (20-2)/30 = 18/30</i></p>

APPENDIX 1

ASSESSMENT PROCEDURES FOR LOWER SCHOOL

RESPONSIBILITIES AND EXPECTATIONS

The student is responsible for:

- Familiarising themselves with the assessment
- Ensuring all assessments are completed by the required date
- Liaising with teachers with regards to any questions or issues

The classroom teacher is responsible for:

- Providing each student with a course outline and assessment guidelines
- Ensuring the assessments are fair, valid and reliable
- Keeping records of student achievement
- Negotiating changes to deadlines
- Informing parents and students of progress if necessary
- Returning marked student work within a reasonable time that would normally not exceed two weeks

Where adjustments are made to the assessment schedule students should have ample prior notice.

The parent/carer is responsible for:

- Checking/signing assessment procedures
- Contacting the classroom teacher about concerns
- Monitoring the completion of Out-of-Class assessments

ASSESSMENT DEADLINES

Students must do all possible to meet assessment deadlines.

Where a student is likely to experience difficulty meeting a deadline due to an exceptional circumstance, they must discuss the matter with the classroom teacher at the earliest opportunity. Extension of the due date is at the classroom teacher's discretion.

In-Class Assessment Tasks

If a student is absent for an assessment, which is supported in writing by parents (missed examinations require a medical certificate), the student will be able to sit the assessment immediately upon returning to school, up to and including, one week following when the assessment was initially held. If the student does not return within the week they will either:

- Receive a result reflecting their performance within the class calculated against other assessments (using the Standardised Score Methodology)

or

- Be deemed exempt from that assessment and complete the assessment as a formative assessment for the purpose of learning

Out-of-Class Assessment Tasks

If a student is absent when an assignment or practical piece of work is due to be submitted and this absence is supported by an accompanying note from their parents, the assignment or practical piece of work must be submitted on the date of return, even if the student does not have that subject timetabled on the date of return.

If a student is absent when an assignment or practical piece of work is due to be submitted and this absence is supported by an accompanying note from their parents, and the assignment or practical piece is not submitted on the date of return, a penalty of 10% per day is applied up to a total of 50%. In all circumstances, the assignment or practical piece of work must be submitted.

If a student does not submit an assignment or practical piece of work when it is due to be submitted, a penalty of 10% per day is applied up to a total of 50%. In all circumstances, the assignment or practical piece of work must be submitted.

It is the responsibility of the teacher in consultation with the Head of Learning Area (HOLA) to monitor and manage the adherence to assessment deadlines.

Prolonged Absence

The school will endeavour to provide support for any student unable to attend school for an extended period due to illness or injury.

Holidays

Parents and students should be mindful that any holidays taken during the school term will have a detrimental effect on results and grades. While the school strongly recommends that students should not miss school due to family holidays, the school will endeavour to provide practical support for any student unable to attend school for an extended period due to this reason. However, it is the student's/parent's responsibility to liaise with his/her teachers and to fulfil all assessment requirements, negotiating extensions to assessments which are missed due to holidays etc. A family holiday is not a valid excuse for not completing assessment items.

Out-of-Class Assessment Tasks

Teachers will use appropriate strategies to validate that the work submitted for assessment that has been completed in an out-of-class situation, is the student's own work.

Modification of Assessment Outline

When a student's specific educational needs or cultural beliefs do not allow them to complete a particular assessment task the classroom teacher may modify the task in consultation with the Head of Learning Area (HOLA).

When student's personal circumstances limit his/her capacity to complete a particular assessment task, the teacher, in consultation with the student and others involved, may negotiate a variation to the submission date. The teacher will consider fairness for all students when making decisions about adjusting timelines for a particular student.

CHEATING, COLLUSION AND PLAGIARISM

Collusion and plagiarism are forms of cheating, irrespective of whether this is the intent of the student or not.

Examples of cheating, collusion and plagiarism include, but are not restricted to:

- Gaining, or sharing, information specific to an assessment which could reasonably be expected to provide an unfair advantage
- Gaining a copy of an assessment prior to its release
- Presenting a response to an assessment which is not one's own work
- Communicating during a silent assessment task
- Using a mobile electronic device during an assessment

If a student is believed to have engaged in cheating, collusion or plagiarism, the classroom teacher in consultation with the Head of Learning Area (HOLA) investigates whether this behaviour has occurred and if it constitutes cheating, collusion or plagiarism. The student is provided with the right of reply during this investigation. Where it is established beyond reasonable doubt that behaviour constituting cheating, collusion or plagiarism has occurred, the HOLA will inform the DP, the student and their parent/carer of the result of the investigation and the penalty.

The penalty imposed will be:

- If part of the assessment is plagiarised, the student will receive zero for that part
OR
- If the whole task plagiarised or cheating occurred during the in-class test, the student will be required to re-sit a make-up assessment afterschool, during Wednesday detention. The make-up assessment may be similar or the same assessment as the original. The maximum result available to the student is 50% of their achieved mark (i.e., a student receives 64% in the make-up assessment, they will receive a 32% credit towards their ongoing aggregate)
OR
- Low level breeches e.g., communicating during an in-class assessment. Discussion with teacher and/or HOLA about teaching appropriate behaviour in assessments – Record on COMPASS. Frequent offences may result in students receiving up to 50% penalty for the task, or that section of the task.
OR
- Students who share their work or provide information to others which provide an unfair advantage: Lighthouse, inform parents and discussion with student and HOLA. Record on COMPASS. Frequent offences may result in students receiving up to 50% penalty for the task, or that section of the task.
- Follow up meeting with HOLA and/or Deputy Principal may be appropriate for multiple offences.

STUDENTS WITH ADDITIONAL NEEDS

The school will ensure that students with additional needs are catered for in an appropriate way. Some students with additional needs may require modified assessments (either in presentation and/or content) as outlined in their SEN Planning. In collaboration with the Head of Learning Area - Learning Support, non-traditional assessment techniques (for example, recording/interview/presentation/podcast) will be employed as appropriate to the specific needs of these students.

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.

REPORTING

Students will be kept informed of their progress. Parents/Carers will be regularly informed of a student's progress through the school reports and academic reviews.

Both students and parents/carers will be informed when it is identified that there is a risk of the student not achieving his/her potential.

COMPONENTS OF WRITTEN REPORTS

The school will provide plain language reports to parents/carers during Term 1 and at the end of each semester which:

- Are readily understandable to those responsible for the student
- Give an accurate and objective assessment of the student's progress and achievement
- Include an assessment of the student's achievement in terms of the Western Australian Achievement Standards (semester report only)
- Include, for subjects studied, an assessment of the student's achievement (semester report only):
- In terms of the grades A, B, C, D and E (or an equivalent five-point scale/achievement descriptor), clearly defined in terms of Western Australian Achievement Standards, and
- In relation to the performance of the student's peer group
- Include information about the student's Learning Attributes

The interim report provided during Term 1 will include information about the student's *Learning Attributes* only.