

KELMSCOTT SENIOR SECONDARY ASSESSMENT POLICY AND GUIDELINES

This policy is provided to all senior secondary students at Kelmscott Senior High School and is based on School Curriculum and Standards Authority (SCSA) requirements.

The aim for all Year 11 and Year 12 students is to attain the Western Australian Certificate of Education (WACE) They are enrolled in a combination of ATAR, General, Foundation and Vocational Education and Training (VET) Certificates. A number of students will gain credit for the WACE by completing a VET qualification and/or one or more of the endorsed programs available at the school.

All students enrolling in Certificate Courses from any training package will receive a VET Policies and Procedures booklet which outlines all Registered Training Organisation (RTO) requirements.

1. OVERVIEW

Assessment assists teachers and schools in:

- monitoring the progress of students and diagnosing learning difficulties
- providing feedback to students
- adjust/ adapt learning programs where necessary.
- developing subsequent learning programs
- reporting student achievement to parents
- whole-school and system planning, reporting and accountability procedures.

Assessment procedures must therefore be fair, valid, and reliable. In VET assessment there are fixed performance standards set to reflect industry needs. These are specified as units of competency - all aspects of the requirements of the unit are required to be judged to be competent. These rigorous requirements maximise consistency, reliability, and validity.

2. ASSESSMENT GUIDELINES

Senior secondary schooling assessment has mandatory guidelines set by the School Curriculum and Standards Authority (SCSA) and partner registered training organisations (RTOs).

A Course/Qualification outline and assessment outline including task due dates must be provided to students at the start of the learning program.

3. STUDENT RESPONSIBILITIES

It is the responsibility of the student to:

- Complete all course/qualification requirements by the due date.
- Maintain a folio of assessment evidence for all marked written assessments and to make it available whenever required.
- Initiate contact with teachers concerning absence from class leading to missed assessments and extension requests.
- Where a student is absent from a class assessment due to participation in a school sanctioned or organised activity, it is the student's responsibility to negotiate their absence from class with the teacher and make alternative arrangements to complete the assessment.
- Review all returned assessments, in particular examination papers, to ensure errors and any misunderstanding of concepts and aspects of the syllabus are addressed.
- Maintain a good record of attendance, conduct and progress.
- Contact the school by 9.30am on the day if they are absent on a due date for assessment and provide either a medical certificate or written explanation for this absence upon the return to school.

- A student who is absent from a class for five lessons or more per term is deemed to be 'at risk' of not achieving the best possible result.
- Students may need to attend assessment tasks completion either before or after school and will be notified by teachers.

4. STAFF RESPONSIBILITIES

It is the responsibility of the teaching staff to:

- Develop a teaching & learning program that meets the current SCSA or National training curriculum requirements and guidelines.
- Provide students with a syllabus, course outline and assessment outline at the start of the program.
- Ensure that assessments are fair, valid and reliable.
- Inform students and parents of academic progress through Task Mask Reports.
- Notify parents/carers in cases where there is concern for the student's progress.
- Students' assessment results will be entered into Reporting to Parents (RTP) within 10 days of the assessment due date.
- Provide students with timely assessment feedback and guidance.
- Maintain regular and accurate records of student achievement and assessment using RTP and retain evidence of all assessment tasks.
- Retain student files until the marks have been accepted by the SCSA and/or beyond the reporting year/appeals dates.
- Meet school and external timelines for assessment and reporting.
- Will advise students when they may need to attend assessment tasks completion either before or after school.

5. INFORMATION TO BE PROVIDED TO STUDENTS

Before teaching starts, the teacher will upload the following documents on Reporting to Parents and provide a copy to students via compass at the commencement of the school year:

- the SCSA syllabus for the pair of units which includes the grade descriptions.
- a course outline.
- the content from the syllabus in the sequence in which it will be taught.
- the approximate time allocated to teach each section of content from the syllabus.
- an assessment outline.
- the number of tasks to be assessed.
- the approximate timing of each assessment task (i.e. the week in which each assessment task is planned or the start week and submissions week for each out-of-class extended task)
- the weighting for each assessment task
- the weighting for each assessment type, as specified in the assessment table of the syllabus.
- a general description of each assessment task
- an indication of the content covered by each assessment task.

Note: Students and Parents will also be able to access these on Compass> Resources.

6. PARENTS'/CARERS RESPONSIBILITIES

It is the responsibility of Parents/Carers to:

- Ensure they are familiar with course/qualification outlines and assessment schedules as provided to their child.
- Maintain contact with the school (telephone, written) regarding any issues that may impact on their child's success and attend scheduled parent nights to discuss their child's progress.
- Provide a supportive and suitable environment for home study.
- Contact the school by 9.30am on the day if their child is absent on a due date for assessment and provide either a medical certificate or written explanation for this absence upon the student's return to school.

7. MISSED or MODIFIED ASSESSMENT WORK DUE TO ABSENCE

If a student is absent from class, their ability to achieve to their potential is at risk. Extended absence frequently results in lower levels of achievement, or assessment requirements not being met, with an increased likelihood of students being at risk on not achieving the required grades to achieve their WACE:

- If an assessment task cannot be submitted directly to the teacher, it is to be submitted to the relevant Head of learning Area (HOLA).

- The volume of work requirements for VET qualifications requires students enrolled in these courses to have an attendance percentage of 85% or above as per contractual obligations.
- Where health issues or other personal circumstances may prevent a student completing an in-class assessment task, the student (or the parent/carer) must discuss the matter with the teacher at the earliest opportunity before the scheduled date. The school will determine whether the reason is acceptable.
- Events that can be rescheduled are not a valid reason for non-completion or non-submission of an assessment task (e.g. family holidays, sitting a driver's licence test, preparation for the school ball).
- Absence from a specially scheduled assessment task, including tests and examinations, must be explained by a medical certificate or a letter/email from the parent /carer.
- For absence from a scheduled assessment task, (including tests and examinations) which is explained by either a medical certificate or evidence. On the provided the student's return to school, provision will be made to ensure the student is not disadvantaged.
- Satisfactory explanation of the absence may enable the student to complete that assessment task, a similar task or, in extenuating circumstances, have a re-weighting of tasks. These strategies are designed to ensure that the student is not disadvantaged, and the best option is selected according to individual circumstances.
- Where there is no satisfactory explanation for absence from a scheduled assessment task or examination, the following penalties will apply;
 1. 10% reduction of the mark (if submitted one school day late), **or**
 2. 10% reduction of the mark (for every subsequent school day the work is submitted late) **or**
 3. a mark of 0% (if submitted more than 10 school days late or not submitted)
 4. or a 'hold' for a Certificate Unit of Competency
- Where a student is unable to attend school for a prolonged period due to injury or illness, the school will liaise with the parent/carer to discuss alternative opportunities to complete assessment requirements and seek to provide support to the student's learning program.
- If circumstances change during the teaching of a pair of units, requiring the teacher to adjust scheduled assessment tasks, then students will be notified, and the modified assessment outline will be provided to students and placed on Compass.
- Where a disability, special education needs or cultural beliefs have resulted in the inability of a student to complete one or more assessment tasks, the assessment outline will be adjusted and provided to the student and parent/caregiver.
- Where a catastrophic event (e.g. a pandemic) 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 school of adjustments to the task requirements and/or the assessment outline.

8. FAILURE TO SUBMIT WORK

Generally, it will not be possible for students to seek an extension of deadlines. In cases where work is not submitted on time, penalties for late submission will be applied.

- In cases of illness or significant personal problems, extensions to assessment due date may be given at the discretion of a teacher.
- It is the student's responsibility to negotiate this with the teacher prior to the due date.
- If a student does not apply in advance and receive an extension, the consequences will be the same as for missed work without an acceptable explanation of their absence.
- Parents, Head of Learning Area, and the Year Coordinator will be notified by the teacher.
- The student has one week to submit the assessment task/s noting that a percentage of marks are lost each day as follows.
- Failure to submit the assessment task within the week of the original assigned due date will result in a mark of zero being recorded.
- VET late work will be resulted as a 'hold' this means the result will be on hold until deemed competent or not competent. The student must negotiate an opportunity to re-submit work for assessment prior to annual reporting.

Scale of mark deductions:

- 10% reduction of the mark (if submitted one school day late), or
- 10% reduction of the mark (for every subsequent school day the work is submitted late) or
- a mark of 0% (if submitted more than 10 school days late or not submitted)
- or a 'hold' for a Certificate Unit of Competency

9. CHEATING, COLLUSION & PLAGIARISM

Students must not cheat (i.e. engage in a dishonest act to gain an unfair advantage).

- Collusion is when a student submits work for an assessment, and it shows evidence that it is not his or her own work.
- Plagiarism is when a student uses someone else's words or ideas without acknowledging that they have done so (work is essentially copied). Work copied from other sources must be correctly referenced.
- To support appropriate use of GenAI tools in a student's learning students are required to; Check with teacher if the assessment can be completed with the support of a GenAI tool.If the tool is allowed, tracking the conversation and copying and pasting the

interaction into the draft document. Cite the use of the tool when submitting work (MagicAI. (2023) rubrics model (Mar14 version) <https://magicai.us.com>)

- If a student is believed to have engaged in cheating, collusion or plagiarism, the teacher will refer the matter to the relevant HOLA responsible for the course. As part of this process, the student and the parent/caregiver will be informed of suspected inappropriate behaviour. The student will be provided with the right of reply.
- Students shown to have cheated or been involved with collusion or plagiarism in assessed work or in examinations will not have that work accepted as valid evidence of their achievement.
- a student who 'provides' their work for others to claim as their own has colluded, and so the previous two dot points will apply to them as well as to the student submitting such work.

If it is demonstrated beyond reasonable doubt 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 parent/carer will be informed in writing of the decision made, the penalty and any further disciplinary action.

10. CHANGING A SUBJECT/COURSE

At Kelmscott Senior High School, the deadline for student transfers in Year 11 and Year 12 is Friday of Week 3 in Term 1, as all courses are assessed as a pair of units as it could disadvantage the student.

- A subject change form is required to apply for a course change.
- The Head of Learning Area (HOLA) of the course the student is moving needs to sign the form to approve the change request.
- The parent/carer must sign the application approving of the course change request and a meeting may be held to discuss student progress and the requirements necessary for the student to be assigned a grade in the pair of units.
- Final approval will be processed by the Deputy Principal and a new timetable will be distributed to the student.
- It is the responsibility of the student to negotiate with the teacher a plan to catch up on all missed work and associated assessments. Should a student commence a pair of units late they will be at risk of being disadvantaged compared to others in the class.
- Where the course unit assessment requirements have not been met then the assessment will affect the overall grade achieved. This may impact on the ability to achieve the WACE. This situation could arise through chronic absence or late course changes.
- In extenuating circumstances, a request for transfer may be considered by the Deputy Principal after this date.
- Where a student changes school during a school year, credit for the completion of work in the same course unit will be given when the student and/or previous school supplies appropriate evidence.
- VET Certificate courses are of two years duration. A student in Year 11 may transfer to another Certificate course before the end of Week 3 in Term 1. Consultation with the VET Coordinator and Deputy Principal is required in these circumstances.
- Counselling will be aimed at achieving 'completion', and where completion is unlikely or not possible, transfers between certificate courses will be disallowed.
- There will be no further option of a transfer between Certificate courses over the two years.
- Students studying a Year 11 Foundation course who achieve a Category 3 can transfer to an equivalent General course in the semester after the OLN results are received from SCSA.
- When a student transfers to a different course within the same subject (e.g. from English ATAR Year 11 to English General Year 11) or to a similar course (e.g. Human Biology ATAR Year 11 to Integrated Science General Year 11), the marks from completed assessment tasks may be used, where they are appropriate, for the unit into which the student is transferring.
- These marks may be statistically adjusted to ensure that they are on the same scale as the marks for all students in the new class.
- Where additional work and/or assessment tasks are necessary to enable a grade to be assigned, the teacher will develop an individual education plan showing the work to be completed and/or an adjusted assessment outline. The plan and/or the adjusted assessment outline will be discussed with the parent/caregiver and provided to the student.

11. TRANSFER FROM ANOTHER SCHOOL

It is the responsibility of any student who transfers into a class from the same course at another school, to provide the school with evidence of all completed assessment tasks. The Deputy Principal will contact the previous school to confirm:

- the part of the syllabus that has been taught.
- the assessment tasks which have been completed
- the marks awarded for these tasks.

- the HOLA responsible for the course will, determine how the marks from assessment tasks at the previous school will be used and whether additional work, needs to be completed.
- Where additional work and/or assessment tasks are necessary, the teacher will develop an modified course outline showing the work to be completed and/or an adjusted assessment outline. The plan and/or the adjusted assessment outline will be discussed with the parent/caregiver and provided to the student.

12. EXAMINATIONS

Examinations are a valuable means of assessing students' knowledge, skills and understanding of the course concepts and the application of them, allowing students to experience a timed environment.

- The weighting (i.e. proportion of the final mark) for these school-based examinations varies between courses and can be determined from the assessment outline.
- A written examination will be held in all ATAT courses at the end of Semester 1 and Semester 2.
- A practical/performance/oral exam will also be held in those courses with a practical, performance or oral ATAR examination.
- In Year 11 written examinations are typically 2.5 or 3 hours in duration.
- In Year 12 all written examinations are 3 hours duration except for courses with a practical, performance or oral examination which are 2.5 hours plus a separate practical, performance or oral examination.
- The examination timetable is issued to students prior to the start of the exam period, along with the examination rules and expectations. These are communicated via compass
- In Year 12, General and Foundation courses have an Externally Set Task of 50 minutes duration. These will be completed during Term 2.
- 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 may:
 1. remove the question containing the error or that is based on content outside the syllabus, or
 2. set a new examination if there is a breach of security that affects all students, or
 3. penalise the students involved if there is a breach of security limited to only them (i.e. a mark of zero)

Attendance at examinations

- Students must attend scheduled examinations. In exceptional circumstances, alternative arrangements may be negotiated through the Principal and/or School Curriculum and Standards Authority before the advertised date.
- Participating in family holidays will not be accepted as an exceptional circumstance.
- 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.
- If the reason is acceptable to the school through the provision of evidence such as a medical certificate, an alternate date will be set or where this is not possible the student will not sit the examination and their marks for other tasks will be re-weighted.
- If the reason is not acceptable, the student will be given a mark of zero.

13. EXTERNALLY SET TASKS – EST

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. The EST is a 50-minute written assessment task developed by the SCSA based on content from Unit 3. It is completed in class under standard test conditions.

- Where a student does not complete the EST due to absence, 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 SCSA requires the school to submit the EST marks, then the mark will be included in the student's school mark but will not be uploaded to SCSA.

14. SECURITY OF ASSESSMENT TASKS

Where there is more than one class studying the same pair of units at the school, all or most, of the assessment tasks will be the same to ensure student marks are on the same scale. 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 and retained by the teacher until the task has been completed by all classes.
- Students must not discuss the nature of the questions with students from the other classes until after all classes have completed the task. Discussion of the questions will be treated as collusion and the students will be penalised.

- Where the school uses the same assessment task or exam as other schools, the task/exam and the student responses will be retained by the teacher until the task/exam has been completed by all schools.

15. STUDENTS REQUIRING SPECIAL CONSIDERATIONS

Kelmscott SHS school will ensure that students with special educational needs are catered for in an appropriate way and in accordance with SCSA and RTO guidelines.

- During Term 1 of each academic year, parents of students with permanent or temporary disabilities and/or specific learning disabilities are invited, to apply for extra consideration when completing assessments. SCSA has provided some guidelines for schools when providing extra assistance. <https://senior-secondary.scsa.wa.edu.au/assessment/examinations/special-provisions>
- The granting of Special Examination Arrangements is not necessarily automatic it depends on the provision of medical and/or psychological evidence to justify the decision. The end of October for Year 12 students or the end of December for Year 11 students.
- Parents of students with a new diagnosis are invited to approach the Learning Support Coordinator, for consideration as soon as possible.
- Where a disability, special education needs or cultural beliefs have resulted in the inability of a student to complete one or more assessment tasks, the assessment outline will be adjusted and provided to the student and parent/caregiver.
- 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 in consultation with the relevant HOLA responsible for the course and the Student Services Manager senior school. These adjustments will be consistent with those described in SCSA's *Guidelines for disability adjustments for timed assessments*.

16. RETENTION & DISPOALS OF STUDENT WORK

Teachers will retain all marked assessment tasks, including audio or video recordings or digital products.

- This material is required by the teacher when assigning grades at the completion of the course and may be required by SCSA for moderation purposes.
- Teachers will establish an assessment file for each student for each course/program. These are to be stored within the learning area. The file will hold all marked written assessment tasks.
- Students would have access to this file for revision purposes.
- The school would retain the files until the marks have been accepted by the SCSA. The written assessment tasks would be available to students for collection after that time.
- All materials not collected by the end of the school year would be securely disposed of by the school. All recorded evidence of performance for non-written assessment tasks would be deleted/erased at the end of the appeal dates set by SCSA.
- The school will not use the materials for any other purposes without the written permission of the student.
- Some VET Certificate material will be scanned, and electronic copies passed to the relevant RTO and a copy kept within the school, dependant on the RTO delivery platform.

17. REPORTING STUDENT ACHIEVEMENT

A Progress Report will be issued to all students in Term 1. This will provide information on record of attendance, conduct, attitude, and academic rigour. It is associated with a parent/teacher interview that occurs early in Term 2. Students will receive two formal reports. These are issues to all students at the conclusion of Semester One and Semester Two, the purpose of reporting is to provide feedback to students, parents, and teachers.

- Both students and parents/carers will be kept informed of their progress throughout their enrolment in a course.
- Teachers will assess completed tasks, and relay assessment information to the student promptly. Student assessment results will be posted within 10 school days of the formal assessment date.
- Parents will be regularly informed about a student's progress through 'Task Mark analysis' which are emailed after the completion of a set task.

The formal reports provides for each course;

- a grade (A,B,C,D,or E). The semester One mark and grade are interim as they are not finalised until the pair of units is completed at the end of the year.
- the percentage mark in the school-based examination (for ATAR courses).
- the percentage mark calculated from the weighted total course mark (for ATAR courses).

- At the end of the Year 12 students will be provided with a Kelmscott Senior High School statement of achievement, which lists the school mark and grade for each pair of units. These are the results which will be submitted to the SCSA.
- All final grades are subject to approval by SCSA at the end of the year. The student (and parent/caregiver) will be notified of any changes that result from SCSA's review of the student results submitted by the school.
- VET Certificates - Student achievement is reported to the Registered Training Organisations. The final results are recorded on the Statement of Attainment.

17. REVIEWING MARKS & GRADES

Parent/Carers are urged to read the Formal reports carefully and contact the school should they be concerned about their child's progress. Parents are invited, should they wish to discuss the progress of their child, to attend Parent/ Teacher evening and make additional contact should the need arise.

- 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 the course 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/carer) should approach the relevant HOLA responsible for the course.
- The student or their parent/caregiver can request, in writing, that the school conduct a formal assessment review, if they consider that the student has been disadvantaged by any of the following;
 1. the assessment outline does not meet the syllabus requirements.
 2. the assessment procedures used do not conform with the school's senior secondary assessment policy.
 3. procedural errors have occurred in the determination of the course mark and/or grade.
 4. computational errors have occurred in the determination of the course mark.

The principal, or a nominated representative, 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/carer.

For students in Year 12 if this review does not resolve the matter, the student (or parent/caregiver) may appeal to the SCSA using an appeal form which is available from the SCSA website. SCSA representatives will then independently investigate the claim and report to SCSA's student appeal committee. If the committee upholds a student appeal the school will make any required adjustments to the student's mark and/or grade and where required, the mark and/or grade of other students and re-issue reports and/or the statement of achievement as necessary.

18. CERTIFICATE QUALIFICATIONS USING EXTERNAL TRAINING PROVIDERS

Students enrolled in training with external training providers not covered by an Auspicing agreement with the school do so under the assessment policy of that provider. Where a student misses an assessment or does not prove competency, it is the student's responsibility to negotiate re-assessment and, where applicable, pay the associated fees.