

Assessment and Reporting Policy

1.0 Rationale

This policy is provided to all Year 7 students, parents/carers and staff. It has been developed so that students, parents/carers and staff are aware of their responsibilities in the assessment and reporting process.

This policy should be read in conjunction with the

- Home-study Guide (refer to college diary)

Alkimos College implements the Western Australian Curriculum and Assessment Outline (available at www.scsa.wa.edu.au) to meet the learning needs of all students.

The Western Australian Curriculum is delivered in accordance with the Principles of Teaching, Learning and Assessment.

1.1 Principles of Teaching and Learning

- Opportunity to learn
- Connection and challenge
- Action and reflection
- Motivation and purpose
- Inclusivity and difference
- Independence and collaboration
- Supportive environment

1.2 Principles of Assessment

- Assessment should be an integral part of Teaching and Learning
- Assessment should be educative
- Assessment should be fair
- Assessments should be designed to meet their specific purposes
- Assessment should lead to informative reporting
- Assessment should lead to school-wide evaluation processes

1.3 Role of assessment at Alkimos College

- Monitor the progress of students, identify learning issues and assist in the development of teaching strategies
- Provide formative feedback to improve student performance in the future
- Monitor the progress of students through fair and valid judgements
- Measure the achievement of students and inform reporting on progress and achievement

1.4 Student Responsibilities

It is the responsibility of the student to:

- complete all in-class assessment tasks on the scheduled date and submit all out-of-class assessment tasks by the due date.
- 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. Negotiation must take place before the due date and includes absence due to family holidays.

1.5 Teacher Responsibilities

It is the responsibility of the teacher to:

- develop a teaching and learning program that appropriately delivers the current Western Australian Curriculum and Authority syllabus for the particular subject.
- provide students with access to a subject outline and an assessment outline that meets the Authority requirements at the start of each term/semester, via Connect or hard copy.
- ensure copies are placed on the class Connect Community and in the S Drive.
- ensure that all assessment tasks are fair, valid, reliable and based on current curriculum/syllabus content.
- provide students with assessment feedback as soon as possible within a timely period. (1 Week). The feedback should include detailed marking keys or assessment rubrics or comments and guidance about how best to make improvements in the future.
- maintain an assessment file for student/s in the subject which contains all completed written assessment tasks and to make this file available whenever required by the college or student.
- maintain accurate records of student achievement in Reporting to Parents. There must be a mark recorded on RTP by the end of Week 5 Term One.
- meet college and external timelines for assessment and reporting.
- inform students and parents/carers of academic and other progress, as appropriate, eg. Letters of Commendation or Concern, phone calls, emails and face to face communication. Correspondence should be recorded on SEQTA.
- make provisions for students who miss assessments for valid reasons.

1.6 Parent/Carer responsibilities

It is the responsibility of the parent/carer to:

- contact the teacher in the first instance (then the appropriate Head of Learning Area if necessary) if there are any concerns about performance in a specific subject.
- contact Student Services if there is a general academic, social or emotional problem/s that could affect assessment or achievement.
- inform the Associate Principal of any disability, learning difficulty, injury or cultural belief that may affect their child's learning and/or assessment performance.
- provide evidence for absence when their child is absent from an assessment or test such as a medical certificate.

1.7 Information provided to students

At the beginning of each semester the teacher will provide the following documents:

- an outline for the unit of work
 - the content from the curriculum/syllabus in the sequence in which it will be taught
 - the approximate time allocated to teach each section of content from the syllabus/curriculum.
- an assessment outline for the unit of work that includes:
 - 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 task)
 - a general description of each assessment task
 - an indication of the content covered by each assessment task.

1.8 Assessing student achievement

- The teacher will determine the number and types of assessment tasks that will occur during the year.
- Numerical marks will be assigned to each task.
- The requirements for each assessment task will be clearly described in writing (i.e. what the student needs to do, often indicating the steps involved for extended tasks). Where appropriate, the criteria against which the task will be marked will be provided with the task.
- Some subjects may include assessment tasks to be completed by a group of students. In such cases teachers will use strategies to enable them to assess the performance of each individual in the group. Typically, this will be identified in the task or task brief provided to the students at the commencement of the task.
- Students in Years 7 will be assessed according to an achievement standard, which describes the expected level that the majority of students are achieving or working towards by the end of that year of schooling. Some students will have progressed beyond the achievement standard; others will need additional support. The expected standard for each year is described as 'C' or Satisfactory.
- The teacher will generate a ranked list for all students based on the task marks. As a general guide the following cut-offs will apply:

A	75 - 100
B	60 - 74
C	45 - 59
D	30 - 44
E	0 - 29

2.0 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, as original, any work which is:

- prepared or substantively contributed to by another person
- copied or downloaded from the internet without acknowledging the source
- paraphrases or summarises, from the work of others.

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

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.

3.0 Security of assessment tasks

- 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 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.

4.0 Retention and disposal of student work

- The teacher will retain all student marked assessment tasks. This material is required by the teacher when assigning grades at the completion of the subject and may be required by the Authority for moderation purposes.
- The School will not use the materials for any other purposes without the written permission of the student.

5.0 Modification of the assessment outline

If circumstances change during the teaching of a subject, requiring the teacher to make adjustments to scheduled assessment tasks, then students will be notified and the modified assessment outline will be provided.

Where a disability, special education needs or cultural beliefs has 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/carer.

6.0 Students with a 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 in consultation with the relevant Head of Learning Area responsible for the subject. 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.

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.

7.0 Completion of assessment tasks

A grade (A, B, C, D or E) is assigned for each subject completed.

- Students are required to:
 - attempt all in-class assessment tasks on the scheduled date
 - submit all out-of-class assessment tasks on or before the due date.
- It is expected that up to 50% of assessment tasks are completed in class.
- 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 college will determine whether the reason is acceptable (see Section 8 below for details).
- Where the reason for not submitting an assessment task or attending a scheduled in-class assessment task is acceptable to the college, the student's assessment outline will, where possible, be adjusted and a grade assigned.
- If a student does not submit an out-of-class assessment task or attend a scheduled in-class assessment task, without providing an acceptable reason, the teacher will contact the parent/carer to discuss the possible impact of the penalty on the student's grade and negotiate actions to prevent this re-occurring.

Where an out-of-class assessment task is submitted after the due date or is not submitted, and the student **does not** provide a reason, which is acceptable to the college, the following is to apply:

- In cases where work is not submitted on time teachers will make their judgement on the evidence that is already available by the deadline.
- If there is no evidence available 10% reduction in the mark per day up to a maximum of 30%, or
- a mark of zero (if submitted more than five school days late or not submitted).

Where an in-class assessment task is missed and the student **does not** provide a reason which is acceptable to the school the student will receive a mark of zero.

8.0 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 college. For example:

- where sickness, injury or significant personal circumstances prevents a student attending on the day that an in-class assessment 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/carer must:

- contact the school before 9.00 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 after the student returns to school.

Where the student provides a reason, which **is acceptable** to the college for the non-completion or non-submission of an assessment task, the teacher will:

- negotiate an adjusted due date for an out-of-class assessment task or an adjusted date for an in-class assessment task (generally, within two days of the student's return), **or**
- decide on an alternate assessment task (if, in the opinion of the teacher, the assessment is no longer confidential), **or**
- not require the task to be completed (if, in the opinion of the teacher, sufficient evidence exists in the other tasks completed to meet the Authority requirements for the subject and to enable a grade to be assigned).

Events that can be rescheduled are not a valid reason for non-completion or non-submission of an assessment task. Where a catastrophic event affects delivery of the teaching program, the completion, submission or marking of one or more assessment tasks, students will be advised by the college of adjustments to the task requirements and/or the assessment outline.

9.0 Transfer between subjects

All subject changes must have approval of the parent/carer, the classroom teacher, the relevant Head of Learning Area and the relevant Associate Principal. 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/carer and provided to the student.

10.0 Reporting student achievement

Schools provide reports to parents/carers on the achievements of students (P-10) in terms of the Western Australian achievement standards. They must provide formal reports at the end of each semester, informal reports throughout the year and reports where requested from the student's parents/carers.

Alkimos College reports on student achievement 3 times per year

- Term 1: Progress Report
- Term 2: Semester 1 Report
- Term 4: Semester 2 Report

The semester reports will give an accurate and objective assessment of the student's progress and achievement, include information about the student's attitude, behaviour and effort; and any additional information the school considers relevant, including an overall teacher comment.

The Semester 1 mark and grade is interim as the achievement standard is determined by the student's performance by the end of the year.

11.0 Reviewing marks and grades

If a student considers that there is an issue about the delivery of the subject, the marking of one or more assessment tasks or the grade assigned for a subject 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 Head of Learning Area responsible for the subject.

The student, or their parent/carer 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:

- the assessment outline does not meet the syllabus requirements
- the assessment procedures used do not conform with the college assessment policy
- procedural errors have occurred in the determination of the subject mark and/or grade
- computational errors have occurred in the determination of the subject 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.

12.0 Related Documents

Category	Document Title
Related Department Polices	Homework Guidelines

13.0 History of Changes

Effective	Last Updated	Policy Version	Notes
25/09/19		1	
01/04/20		2	1.5 Extended time frame to record mark on RTP 1.8 Addition of grade cut-offs