

# ASSESSMENT FRAMEWORK AND GUIDELINES

## Years 7-10



Our Assessment and Reporting Policy reflects the principles and practices of assessment and reporting set by the School Curriculum and Standards Authority (SCSA).

Teachers make judgements about student achievement using a variety of assessment tools including marks from tests and common assessment tasks, anecdotal comments, observations, progress maps, work contained in presentation folders and portfolios, digital recordings of student performance, and working in groups. Assessment is used to measure the learning outcomes of students during and at the completion of a course.

The school uses assessment to

- Monitor and report on the progress of students.
- Provide feedback to students.
- Report student achievement to parents.
- Guide the selection of courses.
- Inform the planning and adjustment of programs.
- Provide accountability information to the school community and the Department.

The Aveley Secondary College Assessment has been developed to ensure that students receive a fair and just assessment in all courses undertaken. All responsibility for understanding and adhering to the policy rests with the student.

### **Years 7-10**

Assessments will be carried out continuously throughout the unit and will be a measure of a student's progress towards attaining the objectives/outcomes of the area of study.

Different courses will have different objectives/outcomes and so will be assessed in different ways. Typical assessment methods are written and objective tests, assignments, models and projects, experiments and folios. Students will be given assessment guides at the commencement of each unit of study.

Assessments will be awarded as grades A, B, C, D and E, which can be taken to mean the following:

- A - Outstanding Achievement
- B - High Achievement
- C - Sound Achievement
- D - Limited Achievement
- E - Inadequate Achievement

Some areas of study may provide additional reporting material based on the outcome statements. Students are also assessed on their attitude and effort.

**NOTE:** Some students on individual education plans may receive reports in a different reporting structure.

## REPORTING

### Informal Reports

Teachers make judgements about student performance on a regular basis as described above and teachers give regular feedback to students and parents in a variety of ways including:

- information sheets explaining performance on tests or Common Assessment Tasks;
- comments on student work using tables to detail the outcomes sought;
- annotations in a homework diary; and
- notes and letters home, or phone calls.

### Formal Reports

Students will be kept informed of their progress through feedback from classroom teachers. The teacher will assess completed tasks and relay assessment information to the student promptly. Formal reports will be issued twice a year. Students and parents/guardians will be informed if there is concern about a student's progress.

## RESPONSIBILITIES

### Student Responsibilities

- Complete all course requirements by the due date.
- Maintain a good record of attendance, behaviour and progress.
- Initiate contact with teachers concerning absence from class, missed class work, missed assessments, extension requests and other issues pertaining to assessment.
- Negotiate with the class teacher to catch-up on any work missed through absence.
- Maintain a folio of evidence for each course studied and to make it available whenever required.

### Staff Responsibilities

- Develop a teaching/learning program consistent with the outcomes of the Western Australian Curriculum
- Provide students with a course outline and details of assessment
- Ensure assessments are fair, valid and reliable.
- Maintain accurate records of student achievement and assessment.
- Meet school and external timeframes for assessment and reporting.
- Inform students and parents of academic progress as appropriate.

### Parent/Caregiver Responsibilities

- Provide information about students with physical impairment / learning difficulties on enrolment. This information is vital as it enables the student's special needs to be discussed to ensure that he/she is provided the most appropriate program;
- Contact classroom teachers if concerned about a particular subject;
- Contact the Associate Principal or Student Services as soon as possible if they are aware of any issues relating to their child's learning (academic, social or emotional). Early identification is vital particularly where students are diagnosed with a learning disability or difficulty; and
- make appointments with teachers for parent evenings and at other times as needed.

### **1. Cultural belief**

If cultural beliefs prevent students from completing a set assessment tasks, this should be discussed with the classroom teacher. Where possible the task will be modified or replaced to suit the particular circumstances. The student must address the relevant outcomes covered in the assessment task.

### **2. Students requiring special consideration**

The College will ensure that students with special educational needs are catered for in an appropriate way in accordance with Education Department and SCSA guidelines. The “special need” must be confirmed by a medical practitioner/registered health professional. The College uses SCSA adjustments as a guideline of the type or modification or adjustment that is made.

### **3. Attendance**

#### **General**

Absence from school or class diminishes a student’s ability to achieve to his or her potential. Extended absence often results in lower levels of achievement, on in course requirements not being met. Students will be given every opportunity to meet the requirements of courses but this will only be effective if the student attends regularly and punctually. Students at Aveley Secondary College are expected to maintain 95% attendance over the course of each school year.

#### **Prolonged absence**

Where a lengthy absence is expected for a medical condition (as covered by a doctor’s certificate) or for educational reasons (eg camp) the College should be contacted to see what arrangement can be made. A referral to Hospital School Services, SIDE or alternative educational programs may be required for illnesses causing high levels of absenteeism.

#### **Late enrolment or transfer of school**

Students who have missed assessments because of late enrolment or transfer of schools will be assessed on work completed at this College. Credit for the completion of work in the same course will be given when the student and/or previous school supplies appropriate evidence.

#### **Vacation/Family Holidays**

Students should not be taking any form of vacation during school term or examination periods as extended absences affect student learning and progress. There are no special arrangements made for students that miss work due to vacation. Similarly, work is not able to be prepared for vacation purposes and any missed assessments, tests or exams will result in a zero mark.

#### **Sporting, cultural or social events**

Students who attend the above events during the scheduled written/practical examinations period may receive a zero mark for any examination missed. In these circumstances, provision cannot be made for students to sit their examinations at an alternative time. Approval may be considered for sporting events if the student has maintained over 90% attendance.

### **4. Scheduled in-class assessments**

Absence from a specially scheduled assessment task (including tests, investigations, validations, oral presentations, examinations or practical assessments) must be explained, if possible in advance, by one of the following:

- Ill health or injury supported by medical certificate or similar

- A major family upset, confirmed by a written statement from a responsible adult.
- An unforeseen or unavoidable situation (the Student Services Coordinator will decide if the reason is acceptable.)
- Transfer between schools during the school year.

Students will be expected to complete the assessment item on the day of their return, unless a negotiated alternative arrangement is made with the classroom teacher. If a satisfactory explanation of the absence is accepted, then the student may be able to complete that assessment task or a similar task and gain credit (e.g. if appropriate supervision is guaranteed, permission may be negotiated to complete that task at an alternative venue.)

Where no satisfactory explanation of an absence from a scheduled assessment task is received, or alternative arrangements cannot be made, a zero mark will be recorded for the assessment task. Feedback on the assessment will still be provided to the student.

NOTE: If a student is LATE for a scheduled assessment item, e.g. a test, he/she will be admitted to the test room and will be permitted to complete as much work as possible within the remaining scheduled time. The result achieved will be the result recorded.

#### **5. Non-submission of out-of-class assessment**

Students will be given clear timelines and due dates for assessment tasks. Where adjustment to a deadline is necessary it will be made in consultation with students and will be publicised.

All assessments must be submitted by the due date unless there are exceptional and justifiable circumstances (see 4 above). Where circumstances are foreseeable, an extension may be negotiated with a teacher prior to the due date.

Any new submission date must be documented and adhered to.

#### **6. Late Submission of work**

If a student submits an assessment task after a due date (without medical certificate or prearranged extension) the maximum mark that can be awarded is 80% if submitted on the next school day, or a pass equivalent (50%) if submitted any time after this point.

Late work can only be accepted where practicable for the teacher to meet deadlines for assessment and reporting purposes. Students who are found to be repeatedly submitting late assessments will be referred to Student Services.

#### **7. Practical assessments**

Where scheduled practical assessments are given on set dates, students are expected to attend. The same penalties apply as for out-of-class assessments. It is important students understand that in practical assessments e.g. food assessments, materials for assessment are available on the day only.

#### **8. Group work**

Students working in a group will be assessed individually as detailed in the assessment task.

## **9. Suspension or class withdrawal**

If a student is suspended or withdrawn from class it is the student's responsibility to complete and submit relevant assessment tasks. Students under suspension are not permitted to enter the College grounds; hence the work will need to be submitted using other means. When an assessment task occurs during a period of suspension or withdrawal, the College will determine the best course of action so as to not penalise the student's academic results.

## **10. Cheating, collusion, plagiarism and deception**

Collusion is when a student submits work that is not their own for assessment. Plagiarism is when a student uses someone else's words or ideas without acknowledging that they have done so. That is, the work is essentially copied from another student, the Internet, or some other source.

A student or students shown to have cheated or been involved with collusion or plagiarism in assessed work or in tests or examinations will not have the work accepted as valid evidence of their achievement. The classroom teacher will decide whether a student will be required to resubmit work or whether a zero mark will be recorded. Student/s and parent/s will be notified of the penalty by the classroom teacher.

## **11. Appeals and review**

This includes, but is not limited to, class work, assessments, tests and examinations.

Stages:

- A student should seek to resolve the issue with the teacher concerned.
- If the issue remains unresolved, the teacher's line manager will discuss the issue with the parent/guardian and may conduct a review and make a determination.
- Following this determination, a student may elect to undertake another assessment with the same outcomes, but not the same assignment.
- Where a student elects to undertake (iii) above, the submission of this assignment cancels the original assignment.
- If the student continues to be dissatisfied with outcome of the second submission the Line Manager may refer the matter to the Principal, or nominee, who will make a final determination in the matter.

## **12. Changing courses**

Generally, it is not advisable to change courses once the program has commenced, as to do so would place a student at risk of not completing requirements. The College will only consider changes in exceptional circumstances and the student would usually need to complete any missed work from the new program.

Any adjustment to class placement (moving from one class grouping to another) is generally not supported once school term has commenced. Requests are considered on a case by case basis.