

# Assessment Policy (Years 11 and 12)

## VISION STATEMENT

GERALDTON GRAMMAR SCHOOL WILL PROVIDE OUTSTANDING EDUCATION AND A STRONG SENSE OF COMMUNITY, CULTIVATING PEOPLE OF INTEGRITY, INDEPENDENCE OF MIND AND A LOVE OF LEARNING.

<b>Introduction</b>	This statement outlines the Geraldton Grammar School policy on assessment in the Senior School
<b>Scope and application</b>	This policy applies to all students and teaching staff of Geraldton Grammar School.
<b>Related legislation and guidelines</b>	
<b>Related Policies</b>	Homework Policy, Academic Honesty Policy, Reporting Policy
<b>Evaluation</b>	Annual

<b>Date</b>	<b>Action</b> (issue, reissue, amendment, replacement of pages, etc)	<b>Initials</b>
21/09/10	Revised	NDN
25/3/13	Crest	SPN
04/11/13	Revised	DAS
12/10/14	Revised	DAS
4/02/15	Revised	DAS
15/12/15	Revised and amended	DAS
20/02/17	Revised and amended	DLE
12/03/18	Revised and amended	SMT
05/06/19	Revised and amended	SMT

## **ASSESSMENT POLICY YEARS 11 AND 12**

This policy is provided to secondary students at Geraldton Grammar School and is based on School Curriculum and Standards Authority (SCSA) requirements.

All students are enrolled in a combination of School Curriculum and Standards Authority accredited courses and subjects. Some students may also be gaining credit for participating in endorsed programs or VET courses.

This policy covers the assessment of all School Curriculum and Standards Authority accredited courses of study.

### **1. Student responsibilities**

It is the student's responsibility to:

- complete all course or subject requirements by the due date
- maintain an assessment file for each course or subject studied and to make it available whenever required
- maintain a good record of attendance, conduct and progress
- (a student who is absent from a class for five lessons or more per term is deemed to be 'at risk' of not completing the course or subject requirements)
- 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.

### **2. Teacher responsibilities**

It is the responsibility of the teacher to:

- develop a teaching/learning program that meets the syllabus requirements
- provide students with a course or subject outline and an assessment outline at the start of the course or subject
- ensure that assessments are fair, valid and reliable
- provide students with timely assessment feedback and guidance (within 2 weeks where practicable)
- maintain accurate records of student achievement
- meet school and external timelines for assessment and reporting
- inform students and parents of academic progress as appropriate
- Place assessments in SEQTA programs on date introduced and date due.
- Make marks visible to students and parents/ guardians through SEQTA. Upload copies of student's assessments/ marking keys to SEQTA providing appropriate feedback as prescribed through the continuous assessment policy.
- Not set assessments in the same week as year 11 & 12 examinations week.
- Where an overnight camp backs onto an assessment date, at least one day's catch up will be provided prior to students completing / handing in an assessment.

- Teachers must record a failed assessment on SEQTA. The coordinator column must be ticked. If a student is repeatedly failing assessment tasks, this should result in discussion with the student and telephone or email contact with the parents/ guardians. Strategies are offered to support improvement. Only after consultation with the Head of Learning Area may parents/ guardians be notified, teachers must refer to the parents/ guardians preferred communication method on SEQTA. Emails must be proofread. Notification of the telephone call must be entered on SEQTA.
- Students who complete an assessment on a later date due to sickness, must be recorded on SEQTA. (Teachers should use the academic tab).

### **3. Information provided to students**

At the start of every course, the teacher will provide a copy of the following to each student:

- a course or subject outline that includes at least the following information:
  - the content
  - the sequence in which the content will be taught and the approximate time to teach each section
  - the approximate time to teach each section of the course.
- an assessment outline that includes at least the following information:
  - the assessment types
  - the weighting for each assessment type
  - the weighting for each assessment task
  - a general description of each assessment task
  - a general indication of the content covered by each assessment task
  - an indication of the outcomes covered by each assessment task
  - the approximate timing of assessment tasks (i.e. the week in which each assessment task is planned or the due dates for significant stages of each extended task).

In each course a number of assessment tasks occur during the semester/year (including, in most cases end of semester exams – see Section 11 for details). Some tasks are completed in-class and others are completed out-of-class. Each task provides evidence of student achievement, the combination of which the teacher uses to assign a grade at the completion of the course or subject.

During every course or subject, 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 or rated will also be provided.

### **4. Modification of the assessment outline**

When a student's disability or specified learning disability does not allow them to complete a particular assessment task, the teacher may modify the task. This will normally occur in consultation with the head of learning area. An individual education plan will be developed showing any modifications to the assessment outline for the course.

When a student's cultural beliefs do not enable them to complete a particular assessment task, the teacher may modify this task in consultation with the head of learning area. An individual education plan will be developed showing any modifications to the assessment outline for the course.

When a 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.

If circumstances change during the teaching of a course that requires the teacher to make adjustments to scheduled assessment tasks then an updated copy of the assessment outline clearly indicating the changes will be provided to students.

## **5. Completion of a course or subject**

A grade is assigned for each course completed (i.e. if the student complete the school's structured education and assessment program within the given timeframe). Students are required to:

- submit all out-of-class assessment tasks for marking on the due date
- attempt all in-class assessment tasks on the scheduled date.

**Note:** If an assessment task cannot be submitted directly to the teacher it is to be submitted to the head of learning area.

Unless there is a reason that is acceptable to the school (see Section 6 for details), failure to attend a scheduled in-class assessment task or submit on time an out-of-class assessment task may result in the student receiving a lower grade than expected at the end of the course (if there is sufficient evidence from the other assessment tasks completed to assign a grade).

For any late out-of-class assessment task, where the student **does not** provide a reason which is acceptable to the school, the following penalties apply:

- 10% reduction in the mark (if submitted one school day late)
- 50% reduction in the mark (if submitted two school days late)
- a mark of zero (if submitted more than two school days late or not submitted)

**Note:** Where a student is likely to experience difficulty meeting a deadline they must discuss the matter with the teacher at the earliest opportunity before the due date.

For any missed in-class assessment task where the student **does not** provide a reason which is acceptable to the school a mark of zero will apply.

If a student **does not** submit an assessment task or attend a scheduled in-class assessment task, the teacher will contact the parent/guardian to discuss the risk of the student not completing the course/subject and to negotiate a solution.

- Students who complete an assessment on a later date due to sickness, must be recorded on SEQTA.

## **6. Acceptable reasons for non-submission or non-completion**

The penalty for non-submission or non-completion will be waived if the student provides a reason acceptable to the school. For example:

- where sickness, injury or significant personal circumstances for part or all of the period of an out-of-class assessment task prevents completion and submission.
- where sickness, injury or significant personal circumstances prevents a student attending on the day that an in-class assessment task is scheduled.

In such cases the parent/guardian must:

- contact the school before or on the day **prior to school starting**
- provide either a medical certificate or a letter/ email of explanation when the student returns to school.

Where the student provides a reason acceptable to the school for the non-submission or non-completion 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**
- re-weight the student's marks for other tasks (if there is sufficient evidence to assign a grade), **or**
- decide on an alternate assessment task if, in the opinion of the teacher, the assessment is no longer confidential.

Events that can be rescheduled are not a valid reason for non-completion or non-submission of an assessment task (e.g. sitting a driver's licence test, preparation for the school ball).

Family holidays during the term are not considered a valid reason for non-completion or non-submission of an assessment task. In exceptional circumstances, the parent/guardian may negotiate with the Head of Secondary School the development of an individual education plan. This plan will show how the missed lesson time will be compensated for and any modifications to the assessment outlines for each course or subject.

## **7. Changes of courses or subjects**

When a student commences a course late they are at risk of being disadvantaged compared to others in the class. An application to transfer is made through the Head of Secondary School. A meeting may be held with the parent/guardian to discuss student progress and the requirements necessary for the student to be assigned a grade in the new course or subject.

The **deadline** for changes is:

- Friday of Week 5 of Term 1

When a student transfers to a different unit in the same course, or a unit in a similar course, the marks from any assessment tasks that assess the course may be used. These marks may need to 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, the teacher will develop an individual education plan showing the extra work to be completed and the modifications to the assessment outline. The plan will be discussed with the parent/guardian and provided to the student.

### **8. 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 the details of all completed assessment tasks. The Head of Secondary School will contact the previous school to determine:

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

The head of learning area/teacher- in-charge will:

- determine how the marks from assessment tasks at the previous school will be used.

**Note:** Where necessary these marks will be statistically adjusted to ensure that they are on the same scale as those at Geraldton Grammar School

- determine the additional work, if any, to be completed
- determine the additional assessment tasks, if any, to be completed to enable a grade to be assigned.

Where additional work and/or assessment tasks are necessary, the teacher will develop an individual education plan showing the extra work to be completed and the modifications to the assessment outline. The plan will be discussed with the parent/guardian and provided to the student.

### **9. Cheating, collusion and plagiarism**

All work in each individual assessment task must be the work of the student. Students are not permitted to submit for marking/rating, as original, any work which contains:

- identical or similar material to the work of another person (e.g. another student, a parent, a tutor)
- identical, or similar material to a published work unless the source is acknowledged in referencing or footnotes.

Students must not cheat (i.e. engage in a dishonest act to gain an unfair advantage). If a student is believed to have engaged in cheating, collusion or plagiarism, the teacher will refer the matter to the head of learning area/teacher- in-charge. As part of this process, the student will be provided with the right of reply.

**Note:** Where a student permits others to copy their work they will also be penalised.

If it is demonstrated beyond reasonable doubt that a student has cheated, colluded or plagiarised, the following penalties will apply:

- a mark of zero for the whole assessment task, **or**
- a mark of zero for part of the assessment where the teacher can identify the part of the assessment task that has been copied or plagiarised

**Note:** The parent/guardian will be informed of the penalty and any further disciplinary action.

## **10. Security of assessment tasks**

Where there is more than one class in a course or subject most or all of the assessment task will be the same. 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. In their own interests, 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 cheating and the students will be penalised. Where Geraldton Grammar School uses the same assessment task or exam as other schools, the task and the student responses will be retained by the teacher until the task has been completed by all school/s.

## **11. Examinations**

A written examination will be held in all ATAR courses at the end of Semester 1 and the end of Semester 2. In some courses and subjects a practical exam will also be held.

Examinations may be held in General courses where considered appropriate by the head of learning area.

Examinations are typically 2 - 3 hours in Year 11 and 2.5 or 3 hours in Year 12. The examination timetable and a copy of the examination rules will be issued to students 2 weeks before the commencement of the exam period.

## **12. Reporting achievement**

Geraldton Grammar School reports student achievement at the end of Semester 1 and at the end of Semester 2. The report provides a comment by the teacher for each course and the following information:

### **Semester 1**

- an interim grade for the course
- an interim mark (based on the weighted combination of the marks for all assessment tasks in the course, including the Semester 1 exam)
- the mark in the Semester 1 exam

### **Semester 2**

- a final grade for the course
- a final mark (based on the weighted combination of the marks for all assessment tasks in the course including the Semester 2 exam)
- the mark in the Semester 2 exam

At Geraldton Grammar School all pairs of units are delivered concurrently and this is *why the mark and grade for the pair of units will not be finalised until after the Semester 2 exam.*

All grades reported are subject to School Curriculum and Standards Authority approval at the end of the year. The parent/guardian will be notified of any changes to that result from the School Curriculum and Standards Authority's review of the student results submitted by Geraldton Grammar School.

For all ATAR courses, a statistically adjusted school mark is reported by the School Curriculum and Standards Authority on the student's Statement of Results. Details of the marks adjustment process are available on the Authority website at:

[http://www.scsa.wa.edu.au/internet/Senior\\_Secondary/WACE\\_Examinations/Your Marks](http://www.scsa.wa.edu.au/internet/Senior_Secondary/WACE_Examinations/Your_Marks)

Information about calculating the ATAR and TER for university entry is available on the TISC website at: [www.tisc.edu.au](http://www.tisc.edu.au).

### **13. Reviewing marks and grades**

When a student considers that there is an issue about the marking of an assessment task or about the grade assigned for a course they should, in the first instance, discuss the issue with the teacher.

If a marking or grading issue cannot be resolved through discussion with the teacher, then the student or parent/guardian should approach the head of learning area of the course.

The student or parent/guardian can request, in writing, that Geraldton Grammar School conducts a formal assessment review, if they consider that the student has been disadvantaged by any of the following:

- the assessment outline for the course or subject does not meet School Curriculum and Standards Authority requirements
- the assessment procedures used in the class do not conform with the school's assessment policy
- procedural errors have occurred in the determination of the mark and/or grade
- computational errors have occurred in the determination of the mark and/or grade.

The Principal, Deputy Principal or Head of Secondary School 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 parent/guardian.

If this review does not resolve the matter, the student (or parent/guardian) may appeal to the School Curriculum and Standards Authority using the appeal form which is available from the Head of Secondary School.

Authority representatives will then independently investigate the situation and report to the Authority's appeal panel. If the panel upholds a student appeal, Geraldton Grammar School will make any required adjustments to the student's marks and/or grades and re-issue reports as necessary.

## YEAR 11 AND 12 ASSESSMENT POLICY AGREEMENT

*Please sign and return this section to the Head of Secondary School:*

I have received and read Geraldton Grammar School's Assessment Policy and I agree to abide by the terms and conditions contained within the policy.

Student name: \_\_\_\_\_

Student signature: \_\_\_\_\_

Parent signature: \_\_\_\_\_

Date: \_\_\_\_\_