



## Lumen Christi College Assessment Policy for Upper School 2016

### INTRODUCTION

*The College Assessment Policy is the basis for ensuring the College has fair, valid and reliable assessment procedures.*

*Students, parents and teachers should be aware of their responsibilities in the assessment process. Year 10, 11 and 12 student assessment has guidelines set by the School Curriculum and Standards Authority [SCSA] to which all schools must adhere.*

### RESPONSIBILITIES/EXPECTATIONS

The College will ensure that each upper school student is given the Assessment/Study Planner, a course outline and clear assessment guidelines at the commencement of the learning program.

The student is responsible for:

- familiarising themselves with the assessment procedures for each course
- ensuring all assessments are completed by the required date
- liaising with teachers concerning absence from class, extension requests and other issues pertaining to assessment.

The teacher is responsible for:

- providing each student with an Assessment/Study Planner
- providing each student with a course outline, assessment guidelines and, where feasible, a skeleton program at the commencement of the subject
- 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 is responsible for:

- checking assessment procedures
- contacting the teacher about concerns
- monitoring the completion of out of class assessments
- making extension requests in writing prior to the due date.

### GENERAL

#### 1. ABSENCES

##### Assessment Tasks

##### Year 11 – 12 ATAR Courses

##### Missed Assessments:

If a student is absent for an assessment, which is supported by an accompanying note from 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 the three periods following when the assessment was initially held. If the student does not return within these three periods they will be required to undertake an alternate assessment at the earliest opportunity upon their return. This alternate assessment is likely to occur after School hours or in Breaks (where applicable) so as to avoid further loss of class contact time.

A student who has missed an assessment and does not return with an accompanying note from their parents, a deduction of 30% will be applied to the assessment. The assessment must still be undertaken.

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**.

If a student is absent when an assignment or practical piece of work is due to be submitted 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**.

## **Year 11 – 12 General and Certificate Courses**

### **Missed Assessments:**

If a student is absent for an assessment, which is supported by an accompanying note from their 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 the three periods following when the assessment was initially held. If the student does not return within these three periods, they will receive a result reflecting their performance within the class calculated against other assessments (using the Standardised Score Methodology).

A student who has missed an assessment and does not return with an accompanying note from their parents will be given a deduction of 30% for the assessment. The assessment must still be undertaken.

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 to the College, 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 undertaking a Certificate Course is absent when an assignment or practical piece of work is due to be submitted and the assignment or practical piece is not submitted on the date of return, the highest competency level that can be achieved is "Satisfactory". In all circumstances, the assignment or practical piece of work **must be submitted**.

### **Pattern of Continual Absence from Completion or Submission of Assessments**

While it is not unusual for a student to miss an assessment for example, due to illness, a developing pattern of missed assessments compromises the integrity of the assessment program and the fair and reliable application of results for other students. Should such a pattern become evident, the Deputy Principal of Teaching and Learning will contact parents, discuss the validity of the work being undertaken or submitted and discuss the possibility of a zero (0) being credited for any future missed assessments or late submissions.

### **Prolonged Absence**

The College will endeavour to provide support for any student unable to attend school for an extended period due to illness or injury. In Year 11 and 12, the Schools Assessment and Standards Authority (SCSA) note that each course requires a minimum of 110 contact hours over the course of the year. **If a student misses 15 days or more over the course of the year, they will significantly jeopardise their capacity to complete the course and Graduate.**

## 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 College strongly recommends that students should not miss school due to family holidays, the College 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, if necessary, negotiating (beforehand) extensions to assessments which will be missed due to holidays. A family holiday is not a valid excuse for not completing assessment items.

## 2. COURSE CHANGES

When a student changes a course he/she must adhere to the conditions of the new course. Completion of missed assessment tasks shall be negotiated with the Head of Learning Area. Where possible:

- students will be given the opportunity to complete assessments missed and gain credit
- recognition of comparable achievement will be given and credit granted.

Course changes in Year 11 should be completed by:

- Friday of Week 8 of Term 1 for all Semester 1 units.
- Friday of Week 2 of Term 3 for all Semester 2 units.

**The deadline for course changes in Year 12 is (as defined by SCSA):**

- **Friday of Week 8 of Term 1**

**Following this date the student must complete the Year 12 course.**

When a student changes school, credit for work completed will be given upon appropriate evidence from the student and/or his/her previous school. It is the responsibility of any student who transfers into a class from the same course at another school, to provide the college 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 relevant Head of Learning Area, in consultation with the teacher responsible for the course, will determine:

- how the marks from assessment tasks at the previous school will be used  
[Where necessary these marks will be statistically adjusted to ensure that they are on the same scale as those at the College]
- the additional work, if any, to be completed
- the additional assessment tasks, if any, to be completed to enable a grade to be assigned.

## 3. COURSE COMPLETION REQUIREMENTS

The syllabus statement for each SCSA course contains a standard definition of course completion requirements. The onus is on the student to complete the College's assessment program for the course. If the program is not completed, the student may not be awarded a grade. In this case the College will record a 'U' on the submission to the SCSA. This means the student has not finished the unit. The unit will not appear on the student's Statement of Results. This may have consequences for their Secondary Graduation. Students and parents will be advised in writing of the reasons for this decision.

The usual procedure followed will be:

- student informed and parent contacted
- letter from the College/Principal to parent.

#### **4. ASSESSMENT DEADLINES**

An assessment schedule will be provided to each student at the commencement of the course. Students must do all possible to meet course deadlines.

Where a student is likely to experience difficulty meeting a deadline due to an exceptional circumstance, they must discuss the matter with the teacher at the earliest opportunity before the due date. The request for the extension must be in writing from the parents and received prior to the due date. Extension of the due date is at the teacher's discretion.

The following steps will be taken if a student fails to submit an assessment task by the due date, or submits an unsatisfactory assessment:

**Stage One:** The teacher seeks a resolution with the student within a one day timeframe. A student's previous history in meeting assessment deadlines and/or their demonstrated work ethic on this task will be taken into consideration. Dependant on these factors the teacher may choose to refer the issue directly to Stage Two of the process. If Stage One is unsuccessful, the teacher will contact the parents informing them that no resolution has been achieved and the matter is being referred to the Head of Learning Area. As part of normal classroom management procedures, the student may be required to complete the task by attending a specified classroom during a break to complete the task. The purpose of Stage One is to achieve a quick resolution so that satisfactory work is submitted.

**Stage Two:** Should a satisfactory resolution not be found within the first day, the teacher will refer the issue to the Head of Learning Area who will seek a resolution with the student within a further one day timeframe. It is at the Head of Learning Area's discretion as to whether a penalty of up to 20% is applied. Should a penalty be applied and/or the matter is not resolved the Head of Learning Area will contact the parents informing them of the issue. If the matter is not resolved the Head of Learning Area will refer the matter to the Deputy Principal of Teaching and Learning.

**Stage Three:** If a resolution is not achieved within two days, the issue is directed to the Deputy Principal of Teaching and Learning. A 20% penalty will be immediately applied (if it had not already been applied). Parent/s will be contacted and a resolution sought. The Deputy Principal has the discretion to continue to apply mark penalties until a satisfactory submission is received.

In all cases, submission of the task to a satisfactory standard is a non-negotiable requirement. Failure to complete a task satisfactorily compromises both a student's participation in the course and ultimately their enrolment at the College.

#### **5. OUT-OF-CLASS ASSESSMENT TASKS**

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

#### **6. 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 teacher may modify the task in consultation with the Head of Learning Area.

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.

## **7. 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 (eg 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. As part of the process, the student will be provided with the right of reply.

Where a student permits others to copy their work they are deemed to have engaged in cheating, collusion or plagiarism and 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 will be informed of the penalty and any further disciplinary action.*

## **8. SECURITY OF ASSESSMENT TASKS**

Students must not discuss the nature of the questions in test assessments 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 Lumen Christi College uses the same assessment task or examination as other schools, the task and the student responses will be retained by the teacher until the task has been completed by all schools.

## **9. RETENTION AND DISPOSAL OF ASSESSMENT TASKS**

Although students are ultimately responsible for all of their marked assessment tasks and/or folios, both written and non-written, some Learning Areas may retain these items for the students. These tasks will be made available to the student for revision and checking purposes. Those Learning Areas that retain these items will do so according to the guidelines in the WACE Manual.

## **10. EXAMINATIONS**

### **(a) Regulations**

Students must adhere to the regulations that pertain to each examination including the uniform dress code.

### **(b) Attendance**

Students should attend scheduled examinations. In exceptional circumstances alternative arrangements may be made. Participating in family holidays is not considered an exceptional circumstance.

## 11. STUDENTS WITH ADDITIONAL NEEDS

The College will ensure that students with additional needs are catered for in an appropriate way and in accordance with SCSA guidelines.

Some students with additional needs may require modified assessments (either in presentation and/or content) as outlined in their Individual Education Plan/Curriculum Adjustment Plan. In collaboration with the Learning Support Coordinator, non-traditional assessment techniques (recording/interview/keynote 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 educational needs will be provided with alternative opportunities to demonstrate their knowledge, skills and understandings.

## 12. UNFORESEEN CIRCUMSTANCES

In the case of assessments being affected by a catastrophic event, the College will assess the situation and take steps to implement alternative arrangements in consultation with SCSA.

## 13. REPORTING

Students will be kept informed of their progress throughout their enrolment in a course. Parents will be regularly informed of a student's progress through the College reports.

Both students and parents will be informed when it is identified that there is a risk of the student not:

- completing the course
- achieving his/her potential and/or
- succeeding.

In some Semester 1 course units, the mark and grade will not be finalised until after the Semester 2 examination (as this examination covers both units). In this case, an estimated mark and grade are reported at the end of Semester 1.

Hence, results given for units on the Semester 1 report are **interim** and the College will allocate grades and marks (where appropriate) for all units on the Semester 2 report. These results are provisional and not finalised until approved by SCSA and the marks are subject to adjustment by SCSA.

## 14. APPEALS

If a student considers that there is an issue about the delivery of the course, the marking of an assessment task or the grade assigned for a unit (or pair of units) 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 parent) should approach the Head of Learning Area of the course.

The Deputy Principal (Teaching & Learning) and the Dean of Curriculum will oversee the process and adjudicate on any issue proceeding beyond the Learning Area level.

If an assessment issue falls under the following categories then the student may lodge an appeal to SCSA.

- The College's assessment outline does not conform with syllabus requirements
- The College's assessment policy does not conform with SCSA guidelines
- The College's assessment procedures do not conform with its Assessment Policy

## 15. LEARNING AREA POLICIES

A Learning Area may develop a policy and put into place procedures that will ensure the specific needs of the Learning Area are met. Such policies and procedures will complement the College Assessment Policy.