



CENTRAL MIDLANDS Senior High School

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Senior School Assessment Policy

This policy is provided to all Year 11 and 12 students from Central Midlands SHS and is based on School Curriculum and Standards Authority requirements. It has been developed so students, parents and teachers are aware of their responsibilities in the assessment process. This will assist students in achieving to the best of their ability and making a successful transition to the demands of Senior School study.

STUDENT RESPONSIBILITIES

- Complete all course requirements by the due date.
- Maintain an assessment file for each course and make it available whenever required.
- Maintain a 90% attendance rate, good conduct and academic progress. Students are required to complete any missed work that occurred as a result of their absence.
- Contact teachers concerning absence from class, missed in-class Assessment Tasks and make requests for extension of due date for Assessment Tasks, in advance where possible.

TEACHER RESPONSIBILITY

- Develop a teaching and learning program that meets the syllabus requirements.
- Provide students with a course outline and an assessment program at the start of the course.
- Ensure that assessments are valid, fair and reliable.
- Provide students with timely assessment feedback and guidance.
- Meet school timelines for assessment and reporting.
- Maintain an assessment file for each course and make it available whenever required.
- Inform students and parents of academic progress as appropriate.
- Update marks book on RTP.
- Advise parents, via a Letter of Concern, when a student is at risk of not achieving a C grade.

PARENT RESPONSIBILITIES

- Monitor student progress and make contact with the school/teachers as required.
- Attend parent information and reporting sessions.
- Encourage and support your child to realise their potential and accept their assessment responsibilities.
- Ensure contact details are accurate and up to date.
- Monitor regular homework, including on-going revision.
- Access Connect marks book.

1. INFORMATION PROVIDED TO STUDENTS

- The teacher will provide a copy of the Senior School Assessment Policy or put this on CONNECT.
- The teacher will provide within the first three weeks the following documents:
 - The SCSA syllabus for the course/stage which includes the grade descriptions
 - A course outline for the pair of units the shows:
 - 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 for the pair of units 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 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 course outcomes covered by each Assessment Task.

Note: These documents will also be made available on the class 'Connect' site and/or students without internet access at home can request from their teacher a copy for USB storage.

2. ASSESSING STUDENT ACHIEVEMENT

- Some tasks are completed in-class and others are completed out-of-class.
- Each task provides evidence of student achievement. The teacher uses the total weighted mark from all Assessment Tasks when assigning a grade at the completion of the pair of units.
- The requirements for each Assessment Task will be clearly described in writing (i.e. Task Cover Sheet with what the student needs to do, often indicating the steps involved for extended tasks). Wherever appropriate, the criteria against which the task will be marked are also provided.
- Some courses 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.

3. MODIFICATION OF THE ASSESSMENT OUTLINE

- When a student's specific education needs do not allow them to complete a particular Assessment Task, the teacher may modify the task in consultation with the head of learning area/teacher-in-charge. An individual education plan will be developed showing any modifications to the assessment outline for the pair of units.
- 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/teacher-in-charge. An individual education plan will be developed showing any modifications to the assessment outline for the pair of units.
- When a student's personal circumstances limit his/her capacity to complete a particular Assessment Task, the teacher, may vary the submission date (see Section 5 for details).
- If circumstances change during the teaching of a pair of units, requiring the teacher to make adjustments to scheduled Assessment Tasks, then students will be notified and the modified assessment outline placed on the class 'Connect' site.

4. COMPLETION OF A PAIR OF UNITS

- A grade is assigned for each pair of units. 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.
- If an Assessment Task cannot be submitted directly to the teacher it is to be submitted to the Curriculum Manager or Front Office.
- Where health issues or other personal circumstances may prevent a student completing an in-class Assessment Task, the student (or the Parent/Guardian) must discuss the matter with the teacher at the earliest opportunity before the scheduled date. The school will determine whether the reason is acceptable (see Section 5 for details).
- For an out-of-class Assessment Task submitted after the due date or not submitted, where the student does not provide a reason which is acceptable to the school (see Section 8 for details), the following penalties apply for late submission:
 - 10% reduction in the mark (if submitted one school day late), or
 - 20% reduction in the mark (if submitted two school days late), or
 - 50% reduction in the mark (if submitted three school days late).
- For a missed in-class Assessment Task, where the student **does not** provide a reason which is acceptable to the school (see Section 5 for details), the student will be given a chance to re-sit a modified task or the student will receive a mark of zero.
- Where the reason for not submitting an Assessment Task or attending a scheduled in-class Assessment Task is **acceptable** (due to medical reasons, with evidence) to the school, the student's assessment outline will, where possible, be modified and a mark 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/Guardian to discuss the possible impact of the penalty on the student's results and negotiate actions to prevent this re-occurring.

5. ABSENCES FROM CLASS/MISSED WORK

General

- If a student is absent from class, his/her ability to achieve his/her potential is diminished. Extended periods of absence usually result in lower levels of achievement. Absences may result in a student not fulfilling the requirements of a subject and thus fail to achieve a satisfactory grade.

Specially scheduled Assessment Tasks (including tests and practical assessments)

- Absence from a specially scheduled assessment must be satisfactorily explained by one of the following:
 - Medical Certificate
 - Letter from parent
 - Approved excursion/incursion
- Where possible, satisfactory explanation of the absence will enable the student to complete that Assessment Task or a similar task to gain credit. Advance notification of absence should be provided where possible.

Prolonged Absence

- Where a student is unable to attend school for a lengthy period due to illness or injury, the school will endeavour to provide support to the student's learning program. It is the responsibility of the student/guardian to maintain regular contact with the school throughout the absence to enable this to occur.

In cases where there is no satisfactory explanation of absence from a scheduled Assessment Task, or alternative arrangements cannot be made, the student will receive no mark (a zero) for that task, and will be at risk of receiving a D or E grade. The Curriculum Manager will be the final arbiter in matters concerning absence and missed work.

6. EXAMINATIONS

Written examinations are held for **Year 11 and 12 ATAR** courses in Semester 1 and 2.

Written '**Externally Set Tasks**' for **Year 12 General and Foundation** course will be held in Weeks 3 and 4 of Term 2.

- 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 for the pair of units.
- The **Year 12 ATAR exams** will be held in the Week 6 Term 2 and Week 10, Term 3. The **SIDE exams** will be held approximately Week 5, Term 2 and Week 10, Term 3.
- A **practical exam** will also be held in those courses with a practical WACE examination.
- The examination timetable will be issued to students two weeks before the start of the exam period.
- Absence from an examination must be explained by a medical certificate with prior notification by email, letter or telephone call from the Parent/Guardian.
- The school will advise of a suitable alternative arrangement. Please note that under no circumstances will a student be given permission to sit a scheduled examination prior to other students in a course.
- Participating in a family holiday will not be accepted as a valid excuse for non-attendance at an examination.

7. SECURITY OF ASSESSMENT TASKS

- Externally Set Tasks assessment papers will be kept in a secure place prior to the task being sat.
- The common Assessment Task can be used for more than one class but the assessment should be done concurrently.
- Teaching staff will collect and retain Assessment Task and student responses until all classes have completed the task.

8. CHEATING, COLLUSION AND PLAGIARISM

All work in each individual Assessment Task must be the work of the student. Students must not cheat (ie. 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, parents/guardians will be notified, and the student will be provided with the right of reply.

- Collusion is when a student submits work that is not their own.
- Plagiarism is when a student uses someone else's words or ideas without acknowledging that they have done so. That is, a work is essentially copied.
- Students who have cheated in assessed work or in examinations will receive a zero mark.
- If work is not the original product of the student is will receive a zero mark.

9. TRANSFER BETWEEN COURSES AND/OR UNITS

When a student commences a pair of units late they are at risk of being disadvantaged compared to others in the class. An application to transfer between courses or units is made through the Deputy Principal. 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 for the pair of units into which they wish to transfer.

- At CMSHS the deadline for transfers for Year 11s during Semester 1 is Friday of Week 4, Term 1. As all **Year 12 courses** are assessed as a pair of units and students would be unlikely to be able to complete the structured educational plan or complete sufficient Assessment Tasks to allow a grade to be assigned for the unit to which they are transferring.
- At CMSHS the deadline for transfers for Year 11s for Semester 2 courses is the end of Semester 1 and Friday of Week 6, Term 2.
- 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. The plan will be discussed with the Parent/Guardian and provided to the student.

10. 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 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 head of learning area/teacher-in-charge responsible for the course 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 CMSHS.)
- 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 work to be completed and an individual assessment outline. The plan and the modified assessment outline will be discussed with the Parent/Guardian and provided to the student.

11. STUDENTS WITH SPECIAL EDUCATION NEEDS

Students with a special education need will where necessary have Assessment Tasks (written, practical and school examinations) modified. These modifications will be consistent with those provided by the School Curriculum and Standards Authority. Modifications, depending on the individual student's education needs, can include special equipment, provision of a scribe, or additional time.

Students who are unable to complete an Assessment Task because of their special education needs will be provided with alternative opportunities to demonstrate their knowledge, skills and understandings.

They will be reported through SEN reporting in Semester 1 and Semester 2.

12. REPORTING STUDENT ACHIEVEMENT

- Students will be kept informed of their progress throughout their enrolment in a subject.
- Teachers will assess completed tasks and relay assessment information to the student promptly through electronic marks book/Connect/RTP.
- Parents/guardians will be informed about their child's progress through the school reporting schedule; parents may also receive more frequent progress reports by contacting the individual teacher(s) as required.
- Parents/guardians will be informed by the subject teacher when it is identified that there is a risk to their child of:
 - Not achieving to his/her potential
 - Not completing the course and/or
 - Failure of an Assessment Task

13. Procedures to be implemented if assessment is affected by a catastrophic event

- All students absent for an assessment in a catastrophic event will have the opportunity to either; submit the assessment on-line with authentication or complete a parallel or modified Assessment Task after the event.
- Parents/students will be informed of any changes to how achievement will be determined including any additional Assessment Tasks.
- In extreme circumstances and where there is no time the assessment schedule will be amended to cater for their omission of a particular assessment. This will be deemed acceptable for all students.
- All modifications, exclusions or changes to the assessment outline will be made in consultation with the Head of Learning Area and the Deputy Principal.

14. ASSESSMENT REVIEWS AND APPEALS

The Authority informs students of their school marks and grades in their WASSA typically at the completion of Year 12. Year 11 students who are exiting a course and sit the ATAR course examination do not receive a statement of achievement until the end of Year 12. The school is required to provide students with the mark and grade submitted to the Authority and with the opportunity to query their school assessment and resolve any issues which may arise. Assessment reviews and appeals are intended to determine whether:

- the school's assessment outline conforms with syllabus requirements
- the school's assessment policy conforms with the Authority guidelines
- the school's assessment procedures conform with its own assessment policy
- there are any procedural or computational errors in the determination of the school mark and/or grade.

15. SCHOOL ASSESSMENT REVIEW

When a school receives a written request from a student (or a Parent/Guardian acting on behalf of the student) to review their school assessment, the school must follow the procedures outlined in its senior secondary assessment policy.

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 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 an appeal form which is available from the Deputy Principal. Authority representatives will then independently investigate the situation and report to the Authority's student appeal committee. If the committee upholds a student appeal the school will make any required adjustments to the student's marks and/or grades and reissue reports as necessary.

16. RETENTION AND DISPOSAL OF STUDENT WORK

Students are responsible for retaining all of their marked written Assessment Tasks and/ folios.

Central Midlands SHS will retain all written and non-written Assessment Tasks. This material is required by the teacher/s when assigning grades at the completion of the unit (or pair of units) and may be required by the School Curriculum and Standards Authority for moderation purposes. The use of the materials for any other purposes requires the written permission of the student.

Central Midlands will establish an assessment file for each student for each course in which to hold marked Assessment Tasks. Students will have access to this file for revision purposes. Central Midlands SHS retains the files until the marks have been accepted by the School Curriculum and Standards Authority. The written Assessment Tasks and/or folios are available to students for collection after the marks have been accepted. All materials not collected by the students by the end of the school year and all non-written Assessment Tasks will be securely disposed of by the Central Midlands SHS by April the following year.